Case Study for EDL 920

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Wright State University
Part One: Background

Introduction

The history and philosophy of higher education in the United States has shaped the nature of the educational institutions, which serve the students of today. There are many types of institutions of post-secondary learning in existence, but the focus of this study will be representatives of three of the most important of those types. The community college, the public university, and the liberal arts college make up the substance of this study, but proprietary schools, private universities, professional schools, and technical institutions also play important roles. The lines between these types are sometimes indistinct, and within each of these categories, there are many subcategories. It might be said, if fact, that no two institutions are the same, each shaped in part by its identification with a major category but equally shaped by its unique individual history, philosophy, mission, etc.

Identification of Institutions Studied

The three institutions chosen for this study are Cedarville University in Cedarville, Ohio; Central State University in Wilberforce, Ohio; and Sinclair Community College in Dayton, Ohio. These were chosen because of their proximity, ease of physical access, and to take each of the researchers outside of their normal realm of familiarity. Cedarville is a Baptist college near Dayton, which offers a wide range of undergraduate programs and seeking to expand it graduate offerings beyond the currently offered master’s of education. Central State is recognized as a small Historically Black College and University (HBCU) just outside of Dayton, and Sinclair is a large urban community college serving Dayton and surrounding communities.

Methodology used to study institutions

The study is a descriptive case study, phenomenological in nature, and utilized site visits, interviews, and Web-based research. Each of the researchers chose one of the institutions as the
focus of her/his contribution, with a collaboration leading to an integration of the results and their evaluation.

Sources of information researched

The sources of information utilized for this study came from primarily the institutions web sites, Wikipedia (en.wikipedia.org), on-site observation, and interviews with SAHE professionals and students. This study was also informed by standard works in the field of student affairs.

Overview of report

The three institutions studied for this report demonstrate the wide variety which exists in higher education. They represent urban and rural settings, residential and commuter campuses, public and private governance, open enrollment and selective admissions policies, large and small student bodies, and traditional and non-traditional target audiences. The importance of this study is to show that there is something out there for individuals seeking a higher education. This country has chosen to avoid a cookie-cutter approach to higher education, and as a result, we have a plethora of choices. This is not to say that there are not some underserved populations, but rather that the higher education system is able to respond to the needs of those populations if it chooses.

Cedarville is a religiously focused university that incorporates many disciplines not normally associated with such colleges. Central State is both traditionally and currently a largely black institution, which is expanding its focus to other, underserved populations. Sinclair is a large urban community college that is constantly evolving in response to the changing needs of the community and priorities of its stakeholders. Not every potential student would find a comfortable home at one of these institutions, but many would.
Cedarville University is a top-ranked, distinctive, private, Christian, liberal arts school located in Cedarville, Ohio. Home to just over 3,000 students, Cedarville offers a biblical based learning environment that provides a truly unique experience to students from 48 different states, and even other countries. The majority of students that attend Cedarville are seeking a safe Christian environment. Some requirements for students include taking certain religious classes and attending church service every morning. In fact, all students and staff must sign a doctrine statement and community covenant that say they will be committed to the views of the university and will not partake in activities that take away from that. These activities include drinking, drugs, adult relationships and even watching certain movies. While these restrictions seem extreme to some, they are exactly the reason why other students seek out Cedarville.

Mission

Mission statements are important to every university, acting as a guide to how the university functions and sets goals for the long-term. Being of Christian founding, Cedarville’s mission statement is particularly important because it is crucial to every major decision made. If the university does not follow the mission then they are not following their beliefs. The mission and objectives, taken from the Cedarville website follow:

Cedarville University is a Christ-centered learning community equipping students for lifelong leadership and service through an education marked by excellence and grounded in biblical truth.

To achieve its purpose, the University seeks to accomplish the following objectives:

1. To undergird the student in the fundamentals of the Christian faith and to stimulate each student to evaluate knowledge in the light of scriptural truth.
2. To encourage growth in Christian character in each student and to help the student accept responsibility for faithful Christian service.

3. To increase each student's awareness of the world of ideas and events which are influencing our contemporary culture and to prepare each student to participate knowledgeably in our society.

4. To enable each student to develop sound critical and analytical reasoning.

5. To provide sufficient opportunities for each student to practice the skills of communication.

6. To offer opportunities for academic specialization and preparation for graduate study and to assist each student in selecting and preparing for a vocation.

7. To foster each student's appreciation of and participation in wholesome vocational and cultural activities.

History

For Cedarville, the mission statement is particularly important because of its deep Christian rooting. Founded in 1887, Cedarville College was committed to biblical integrity and academic success. Originally tied the Presbyterian Church, Cedarville was released to a self-perpetuating board in 1928, losing respect within the community and struggling to survive. The school was a staple in the community and a symbol for religion. Without the backing of the church, the school no longer held the same importance. In the late 1940’s, Cedarville combined forces with Baptist Bible Institute of Cleveland and remains tied to the Baptist Church today. This again was in effort to keep the college’s original intention of teaching Bible courses.

Philosophy
Cedarville University’s philosophy is broken up into four different areas. These four areas clearly define what they stand for and how they can provide an exceptional education for students. The website lists them as follows:

Cedarville is Christ Centered:

Our faith is not a label or a surface treatment; it is our lifeblood and permeates all aspects of the university, its programs and its people. Missions and ministry are integrated into every facet of the Cedarville experience.

- Unwavering commitment to the inerrancy and authority of Scripture
- Creationist approach to scientific research and study
- Required Bible minor a part of all academic programs
- Daily chapels with relevant biblical teaching and authentic praise
- Discipleship groups that provide opportunities for Bible study, mentoring, accountability, prayer, and open discussion
- Missions and study abroad opportunities that reach nearly every corner of the world

Cedarville is Rigorous:

Excellence is expected from everyone at Cedarville. We provide students in each of our 111 areas of study the resources and support necessary to meet our community's high standards for academic achievement. Graduates emerge from Cedarville well prepared to succeed in a highly competitive professional environment. As a result, we are taking our well-earned place as one of the nation's best colleges.

- Christian professors who challenge students to think biblically in every subject area
- Comprehensive academic offerings with more than 100 accredited programs of study
• Top rankings at national academic competitions in business, engineering, forensics, debate, political studies, and more
• Joint faculty/student research projects published in leading academic journals and presented at national conferences
• Outstanding computer and networking technology
• Recognition as one of the top universities in the Midwest by U.S. News & World Report, Princeton Review, and Peterson's Competitive Colleges
• Select Honors Program offering a challenging adventure in the world of ideas

Cedarville is Intentional:

Cedarville is committed to the development of the "whole person." From our student life initiatives to our curriculum design, all of our structures and strategies have been developed to produce graduates who will possess the expertise and character needed to engage their professional, social and political spheres-of-influence with truth from God's unchanging Word.

• Hundreds of ways to get involved: social and service organizations, student government, intramural sports, music ensembles, ministry teams, and more
• 150 ministry teams serving in area churches, schools, social agencies, inner-city outreaches, and community programs
• Traveling drama, music, and puppet teams that minister in churches and schools across the nation
• Leadership opportunities and practical training through The Leadership Institute
• Residence life program that serves 80 percent of our students and fosters lifelong friendships and unforgettable college memories
• Recreation Center featuring a 40-foot climbing wall, fitness and weight training equipment, racquetball courts, basketball and volleyball courts, and much more

Cedarville is Balanced:

We are committed to maintaining complex balances without compromising our doctrinal or philosophical distinctives. We produce graduates who are trained to be "in the world, but not of it." We are ambitious, but not elitist. We are conservative, but not old-fashioned. We are relevant, but not relativistic.

Target Audience

Cedarville prides itself on its commitment to having a diverse campus that provides opportunities for its students to learn in a diverse atmosphere. As of last year, there were around 50 students from other countries attending Cedarville University. Cedarville has strict entrance requirements for prospective students, including a high school GPA of 3.0, a rank in the upper half of their high school class, and an ACT or SAT score that falls above the national average. Certain programs have higher requirements as well. Cedarville also requires a testimony of faith from students to ensure that they will be contributing members of the community. These strict requirements lead to nationally recognized standards and a high level of academic performance.

Programs

Today, Cedarville offers eight different bachelor’s degrees and one master’s degree with almost 200 different academic programs. The most popular majors include nursing, mechanical engineering, early childhood education, biology, electronic media and graphic design- much different from those of 1887! However, many students still choose Cedarville for its religious offerings and degrees.

Facilities
Cedarville University is on a beautiful 400-acre campus. Many buildings provide a view of Cedar Lake in the center of campus. Sixteen different residential halls house over 80% of Cedarville students. Student housing is separated into men and women facilities. The Dixon Ministry Center is home to the Jeremiah Chapel where students worship every day, as well as the Bolthouse Center for Music. There are 24 other state-of-the-art buildings to provide educational and recreational opportunities for students, faculty and staff, including some of the nicest athletic resources in the state.

Organizational Structure

The Cedarville administration, which reports to an independent board of trustees, is led by the President of the College. The next level of the organizational structure consists of the Provost and Vice Presidents for Advancement, Academics, Ministries, Student Life, Enrollment Management and Marketing, Finance, and Operations.

Funding

Funding is an issue to every university, and Cedarville is no exception. Being a private institution can make their job a little tougher. Because Cedarville is a private institution, there is less help from the state for funding and financial aid for an already higher tuition price. However, students do not actually end up paying those higher rates because of the scholarships and financial aid with which the college supplements. This money comes largely from donors to the school, both alumni and people associated with the churches that support the school. Cedarville also partners with local ministries to receive scholarships and financial assistance for students. Without these contributions, many students would not be able to attend.

Summary
Cedarville is a unique school to look at for many reasons. Its rich history has always remained tied to a church, although the religious affiliation has changed, unlike most religious schools. Like many other liberal arts schools, the focus of education has broadened to include the non-traditional studies, such as engineering, math and the sciences. Although the requirements are much different from those of most schools, the students and faculty are generally very happy to be at Cedarville, and it is reflected in their high ranking among other schools.

**Central State University**

*Mission*

The mission statement of Central State University emphasizes its role as an HBCU in meeting the needs of diverse but especially minority and underserved students in an academically rigorous but personally nurturing environment. The mission is also to do this in a culturally informed way. The mission statement is as follows:

Central State University is a premier historically black university that nurtures students within a value-based environment focused on excellence in teaching and learning, research, and public service. Our mission is to academically prepare students with diverse backgrounds and educational needs for leadership and service in an increasingly complex and rapidly changing world. An open access institution, Central State University fosters academic excellence, providing strong liberal arts foundation with majors in selected fields.

We are dedicated to:

- Providing a nurturing and culturally enriched learning environment
- Stimulating in students an intellectual curiosity and a continuous search for knowledge
• Teaching students to think creatively and communicate effectively
• Instilling in students an aspiration for excellence
• Preparing students to address the challenges of a technologically-oriented world
• Providing quality educational programs in scientific and technological fields
• Offering programs with multicultural and global perspectives
• Reaching out to underserved populations
• Collaborating with other educational institutions, businesses, and government agencies to enrich learning experiences and educational opportunities for students

Central State University throughout its history has provided equal educational opportunities to all qualified applicants. As a historically black institution, the University maintains a special emphasis on the following:

• Programs in scientific and technological fields where minorities have traditionally been under-represented and in which there is excellent future growth potential
• Transmitting and preserving the heritage of African-American culture
• Programs for students who enter the university with academic deficiencies, all offered in a nurturing environment

History

The history of Central State is inextricably intertwined with that of Wilberforce University from which it was split off in 1947. Wilberforce was founded as a private college just prior to the Civil War in 1856 through the combined effort of the Methodist Episcopal Church and the African Methodist Episcopal (A.M.E) church, a predominantly black denomination. The Central State Web site indicates that it is one of the earliest colleges in the nation to be administered by African Americans. The earliest mission of the college was to provide a liberal
arts education and training as teachers to black students. Within a few years of its founding, it was taken over completely by the A.M.E. church.

In 1887, the state created the Combined Normal and Industrial Department, essentially a junior college, within the college to provide training in industrial arts and elementary education. This was the seed of what was to become Central State. From its inception, this department had a separate board of trustees, thus creating a distinct identity for that part of Wilberforce University that was state-funded. In 1941 the Department added a 4-year program and split from Wilberforce University in 1947. Renamed Central State College in 1951 and attained university status in 1965.

Enrollment peaked in the early 1990s at a little over 3000 before declining to 1000 and then climbing to its current figure of 2000. The University has set a goal to increase enrollment to 6000 in the near future.

Philosophy

As with all HBCUs, the underlying philosophy is that the chronically underserved African American students may best thrive in a campus setting which is hospitable to them. As an open enrollment university there is also a commitment to the success of those students who might not succeed easily in a “white” university system.

Central State came into being as a teaching and technical college, leaving liberal arts behind at Wilberforce. Philosophically, then, it was predisposed toward a career orientation more than a classical one. However, fine arts and liberal arts often go hand-in-hand with teacher education, and Central State has moved a long way towards being a complete university in the sense that career, professional, and liberal education all are part of the campus.

Programs
The programmatic offerings are divided among the College of Arts and Sciences, the College of Business and Industry, and the College of Education. There is also a satellite campus in Dayton offering a degree completion program in Business Administration as well as select courses in several other disciplines.

**Target audience**

The target population is made up of students who seek a campus tied to African American culture and/or a campus environment, which does not assume the inferiority of blacks. As an open enrollment university, Central State’s target population includes many first generation college students as well as many with academic challenges. The main campus targets traditional age students primarily, while the Dayton campus serves more non-traditional students.

**Facilities**

The main campus is in a semirural area and includes 30 buildings, six of which are residence halls. Many of the buildings are of simple brick construction and date from the 1950s. A former dormitory of architectural interest, Emory Hall, was built in 1913 and is currently undergoing renovation. The natural science building received an award for its architecture. In the 1970s, there was a mini building boom as several buildings were rebuilt or replaced following extensive damage from the tornado of 1974. Due to Central State being a “poor cousin” of the state system, many of the facilities are in bad condition.

**Organizational Structure**

The university operates under the auspices of the Ohio Board of Regents as part of the University System of Ohio. The Chief Executive Officer of the university is the President, who serves under contract from an independent Board of Directors. The President’s Cabinet consists of seven high-level administrators including the Dean of Students, Provost, Athletic Director,
General Counsel, Chief Financial Officer, Vice President for Advancement, and Senior Advisor to the President.

**Unique aspects of institution**

The obvious feature of Central State, which sets it apart from other institutions, is that it is the only HBCU within the University System of Ohio. It is also relatively small for a state university and is almost exclusively an undergraduate school. Central State has several unusual programs. The choral music and jazz programs are well regarded, and its interdisciplinary water resources management program is unique in the area and unusual nationally.

**Funding sources/issues**

Primary funding comes from the state and tuition. US News & World Report listed Central State’s endowment as “$0” in its 2011 Best Colleges report. HBCUs have always had a funding problem because they lack a wealthy bunch of graduates and are often overlooked by business and government funders. Central State is also handicapped by its small size.

**Sinclair Community College**

**Introduction**

Sinclair Community College (SCC) is recognized as one of the top community colleges in the nation and the largest community college at a single location in the state of Ohio. Until 2006 downtown Dayton was the only learning area for the college. Because of enrollment growth, SCC created five full-service learning locations near Dayton at Englewood, Huber Heights, Eaton, Mason, and Wright-Patterson Air Force Base. Now in 2010 SCC is still growing with 25,942 students, which is a 2% increase from this time last year.

The institution desires to ensure students achieve success rank among its top priorities. For this reason, SCC was distinguished as a Vanguard Learning College by the League for Innovation in the community college. “Vanguard" is a term designated by the League for
Innovation to recognize the top twelve two-year institutions in North America that are learner-centered. Sinclair’s Web site defines “Learning College” as the following:

- A culture consisting of an attitude that focuses constantly on student and learner access and success. Everyone and everything that occurs at Sinclair has an impact on student learning, and everyone and everything is focused on student access and success.

*Mission*

According to Hirt (2006), community colleges share common elements, in particular similar mission statements where the focus is on serving students. Likewise, Sinclair’s mission statement indicates how the institution plans to serve students. Sinclair’s mission was found on the website as the following:

- We help individuals turn dreams into achievable goals through accessible, high quality, affordable learning opportunities.

*History*

Although the institution has been around for over a hundred years, it was not until 1966 SCC was chartered a community college. Additional information regarding Sinclair’s history was taken from Sinclair’s website:

- In 1887 Dayton YMCA offered evening classes in bookkeeping and mechanical drawing to just 55 men who met in two rooms of the YMCA building. By 1910, when the YMCA moved to a larger facility, the College had grown significantly, offering a broad curriculum and residential services. In 1929, the YMCA moved again, to larger facility on Monument Avenue. At this point, the College encompassed a school of Liberal Arts, the Dayton of YMCA School Commerce, the Dayton Law School, and the Dayton Technical School. The College offered several 4-year degrees.
Although the college was founded as an adult training school, it would ultimately become known as Sinclair Community College renamed as Sinclair College after Scottish immigrant David A. Sinclair in 1948. In 1966, it became chartered as Sinclair Community College. During 1975-97 SCC became a model institution for community colleges by pioneering various new approaches in both technology and business curricula.

**Philosophy**

Sinclair operates with four core values: quality and innovation in student learning and support, effective and sustainable organization, alignment to the community, and access and affordability. It is through these values Sinclair distinguishes itself from other institutions including 2-year and 4-year schools.

**Service Area/Group**

SCC provides an educational opportunity to a diverse population. Traditional students, ages 18-24 are heavily recruited out of high school but it is the Non-Traditional students, which usually make up the largest percentage of the student body. Sinclair’s average age student is 31. Hirt (2006) supports this notion, “one aspect of community colleges that has remained stable over the century of their existence is that they are designed to serve adult learners.”

High school students, grades 9-12 striving to earn college credit is a growing population within the community college. These students are typically strong academic performers that must meet stringent admissions requirements compared to the academic standards traditional and nontraditional students typically meet. To serve this student populations SCC offers high school students a variety of precollege enrollment programs options, cost free. The website provides a list of the following programs:
- Advanced College Entry for grades 7-12
- Post-Secondary Enrollment Option for grades 9-12
- Quick Start for grades 11-12
- Seniors to Sophomores grades 12
- Upward Bound grades 9-12
- Young Scholars Program grades 8-12.

Another growing enrollment trend in the state of Ohio is Veterans. According to Kathleen Earehart, Sinclair Admissions Counselor “as of fall 2010 SCC has the highest number of Veterans enrolled in the state of Ohio.” Veterans aspiring to go to college may take advantage of the GI Bill or Post 9/11 funding and finish an associate degree free through SCC.

Workforce Development is also an increasing population of students looking to strengthen skill sets or possibly earn a specific certification required by an employer. SCC is now offering programs through the Defense Acquisition Academy, Advanced Integrated Manufacturing, and Skills Trac, which will provide skills for new in demand career fields.

Lastly, senior citizens are also serviced by the community college. They receive special tuition rates and have the option to take classes for credit or non-credit.

Programs

According to Hirt (2006) “The term ‘community education’ encompasses all types of programs including adult and continuing education, contract training, and a plethora of other offerings, some for credit, others not, some taught on campus, others at remote locations or through distance learning” (Hirt, 2006, p. 140). This holds true as Sinclair offers more than 70 different programs including mechanical, engineering technology, drafting and design technologies, paralegal, business, art and design, and music programs as well as allied health
technologies. It should also be mentioned that SCC is the largest regional provider of online education with over 200 courses and 5 completely online degree programs. Moreover, SCC has over 500 articulation agreements with other institutions in the state of Ohio.

One of Sinclair’s newest initiatives is a dual-admission program with the University of Dayton for engineering and industrial technology students. One of the major benefits of this relationship, qualified students will receive an annual one-third tuition scholarship.

Accreditation

According to its website, Sinclair is accredited by the Higher Education Learning Commission of the North Central Association. Programs of study are approved by the Ohio Board of Regents and many individual programs are accredited by the professional accreditation committees or commissions of the associated disciplines.

Facilities

The 55-acre Dayton campus operates 19 buildings, 1 multi-level indoor student garage, and 6 outdoor student lots. As mentioned earlier, Sinclair has five full-service learning locations: the Huber Heights, Englewood, and Preble County Learning Centers are adjacent to area YMCA’s, the Courseview Campus Center is a separate 17,645 square-foot campus built to serve the residents of Warren County. Most recently, the Board of Trustees approved expansion plans to serve Wright-Patterson Air Force Base.

Organizational Structure

Sinclair’s organizational chart starts with the President reporting to The Board of Trustees, the Board is made up of eleven Trustees that have been appointed by the state. The President is next in command and ultimately responsible for the entire college. The President’s cabinet includes Senior Vice President and Provost, Senior Vice President, Vice President for
Workforce Development and Corporate Service, Vice President for Organizational Development, Interim Senior Vice President, Vice President and Chief of Financial Officer, Vice President for Advancement, and Chief of Staff. These managers report directly to the President. The organization is broken down even further among each of the President’s direct reports. Senior Vice President and Provost oversee the Associate Provost and the Dean of Life and Health Science, Dean of Business and Public Service, Dean of Mathematics, Science and Engineering as well as the Dean of Distance Learning and Tech Prep. The Vice President for Organizational Development has two reports Director of Human Resources and Legal Affairs. The Associate Provost manages the Director of Curriculum, Director of Academic Advising, and Director of Center for Teaching and Learning. The Interim Senior Vice President administers the Assistant Director of Strategic Development & Organization, as well as Interim Senior Director of School Linkages, Interim Dean of Learning Centers, Senior Director of Marketing, Senior Director of Student & Academic Support Services, and Interim Director of Enrollment Management. The Senior Vice President supervises the Director and Chief Technology Officer, Director of Library Services, Director of Research, Analytics, & Systems, Director of Public Safety, and Director of Business Services. The Vice President and Chief Financial Offer oversee the Director of Facilities Management, Director of Accounting Services, and Director of Budget & Analysis. Finally, Vice President for Workforce Development and Corporate Services administers Strategic Workforce Initiatives, Public Workforce Initiatives, Assistant Vice President, Consulting Assessment Services, and Strategic Financial Manager. A closer look at Sinclair’s organizational chart can be viewed through the following link.

http://www.sinclair.edu/about/administrative/vpod/pub/finalorgcharts.pdf
Unique Aspects of the Institution

Sinclair is located in a county that has a levy, which allows for additional tuition subsidy and keeps in-county tuition the lowest in the state at $48.20. According to Sinclair’s website, in 1966 valued supporters showed their approval of a Community College District for Montgomery County by passing a one-million dollar levy for 10 years, to support it. In 1975, the levy was renewed and, 1989 voters again voiced their confidence in the college by passing a 2.5 million dollar levy.

Funding Sources

Beyond the Montgomery County levy, Sinclair students receive various types of financial aids like federal, state, local, and institutional grants, scholarships, and student loans. In addition, SCC developed five different programs to support a Sinclair student. Endowment is a permanent fund established to annually award a scholarship in the donor’s name. Restricted scholarships are a contribution for a specific purpose where the gift is disbursed according to the donor’s wishes. Planned giving is made to maximize the donor’s income, capital gains, and estate tax savings. In-kind donation gifts intended for use in the form they are given. Finally, Pavers are a form of donation that highlight an event, inspiration or in memory of a loved one, which can be purchased and installed in various public areas on campus. All of these funding sources can be accessed via Sinclair’s web site http://www.sinclair.edu/donors/index.cfm

Part Three: Conclusions and Observations

General Comments and Observations

The complex history of higher education in the United States has led to the creation of a wide variety of post-secondary institutions, many of which fall under the rubric of community college, state university or Liberal Arts College. The three subjects of this case study are among those institutions. Many characteristics, which are shared by all of the colleges and universities
in the US, still are shared by these three. There are also many characteristics, which serve to
differentiate these schools. All of this is important to an understanding of higher education in
general and higher education in the Dayton area. The interplay between the history of these
institutions and the history of higher education informs the nature of these schools and the roles
they hold in the larger community.

Comparison of Institutions

All three of the institutions studied find their roots in the 19th century, and all three came
into formal existence in close to their current forms in the 1940s. Each has a defined target
population which it endeavors to serve, and does so with some success.

One area of interest when comparing and contrasting these three schools is the functional
definition of diversity used by each. Central State is approximately 90% African-American and
frames its push for diversity in terms of underserved populations and especially the underprepared.
Sinclair also frames diversity in part in terms of the underserved, but that definition is more looking
towards displaced workers, veterans, and other non-traditional students. With its growing presence in the
world of distance learning, other students who have had difficult access to education are now a part of the
family. Cedarville also states an interest in diversity, but is looking for racial/ethnic/national diversity
within the umbrella of conservative Christianity. One might be more likely to find a foreign or black
student than an openly gay, Catholic, or Mormon student.

Organizationally, Sinclair is quite hierarchical, while Central State has a flatter organizational
structure (more typical in smaller institutions). While the two, as public institutions should be equally
transparent, Central State is much harder to get a read on because their website is more limited.
Cedarville lacks transparency completely. They do not appear to consider the public at large as primary
stakeholders, and thus limit access to organizational information.

Cedarville and Central State both have had to battle for their survival. Cedarville survived a
crisis in the 1940s by transitioning from a Presbyterian affiliation to a Baptist Affiliation. Central State
survived the encroachment of Wright State in the 1960s, had half of its campus destroyed by a tornado in 1974, and its own problems with accreditation, financial irregularities, and enrollment decline after that. All three schools appear reasonably healthy at this time.

Reflection on the Unique Aspects of Each Institution

Cedarville is unique among the three institutions in this study in that it is private and religiously focused. It is unique among Christian schools (as distinct from Catholic Universities) in that its offerings include very strong programs in the sciences and engineering. It is also historically unusual in that it changed from a Presbyterian affiliation to a Baptist bent.

Central State can lay claim to being the only public HBCU in Ohio, and one that is still overwhelmingly black in a time when many HBCUs are either closing, merging, or taking on more white students.

Conclusions

The most striking conclusion to derive from this study is that there are wide varieties of schools out there, and almost anyone who wishes to pursue a higher education can find a suitable institution. These are but three of the wide variety of institutions in the Miami Valley, each with its own history, own strengths, and challenges. Cedarville after some missteps early in its history has become an educational institution with a strong reputation, which extends beyond the strictly Christian community. Central State has survived as Ohio’s only public HBCU despite much adversity and has reasserted itself as a significant resource. Sinclair has emerged from its humble beginnings at the Dayton YMCA to one of the major community colleges in Ohio. Although these institutions targets students differently because of their mission and vision, their purpose is to provide educational opportunities. Therefore, the more access students have to institutions of higher education the more likely students quality of life will prosper.
References

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