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## Annual Report to the Lindenwood College II Board of Trustees

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ANNUAL REPORT TO THE LINDENWOOD COLLEGE II

BOARD OF TRUSTEES

FROM

THE OFFICE OF THE DEAN

Patrick F. Delaney, Jr.

May 15, 1972

LINDENWOOD COLLEGE II

As you know, Lindenwood College II has had three deans in as many years:

Gary Quehl, James Hood, and me. Well, I have decided to change the trend of a Dean per year, and thus announce that I will return for another year as Dean of Lindenwood II. My report discusses accomplishments and setbacks of my first year as a Dean, and contains some plans for the future:

I. STUDENT BODY - ACADEMIC PERFORMANCE

A. The Freshmen

As you read in Dr. Quehl's report (Spring, 1970) the student body of LC II contained a large number of students with high college board scores and low performance in high school. They were "a talented group with low motivation." Dr. Hood reported that this situation was far less evident for the students admitted for September 1970.

In my October report to the Board of Trustees I noted that 54% of our entering Freshmen were in the upper half of their high school class. This figure was 43% for the Freshmen who entered in 1970. The analysis of the male Freshmen SAT scores reveals:

|        | Mean | Median | High | Low |
|--------|------|--------|------|-----|
| Verbal | 520  | 512    | 700  | 340 |
| Math   | 521  | 520    | 757  | 310 |

This represents a decline in SAT scores over the Freshmen who entered in 1970. We readily observe the trend that each year we are enrolling students with lower SAT scores and higher high school rank.

Frankly, I was disappointed in the academic performance of our Freshman class. I was cautiously optimistic at the outset of the fall term, but the mid-term grade reports for Freshmen were anything but encouraging. Twenty-nine students received D or F warnings at mid-term; the

*Class rank*  $\frac{21}{4}$   $\frac{57}{70}$  *Verbal*  
 $\frac{30}{70}$   $\frac{7}{7}$  *Math*  
 18 *3 year*  
 21 *last year*  
 15 *D.F.*

total number of D and F warnings was 50. Fourteen of the 29 students received more than one warning. I held counselling sessions with these students and concluded that the chief reasons for poor academic performance were: 1) lack of motivation and maturity; 2) inability to adjust to the new-found freedoms of a freshman resident student; 3) inability to write and especially to participate in the discussion sessions of the Lindenwood Common Course. Some students managed to bring up their grades, but the average GPA for Freshmen was 2.04.

Examination of the January Term grades revealed a better situation. The Freshmen showed a definite improvement. The Spring Term grades, of course are not in at this time. We were encouraged that at mid-term sixteen Freshmen students received D or F warnings. The total number of D and F warnings was 21, as compared with 50 for the first term. The number of students receiving more than one D or F warning had dropped from 14 to 4.

Without a doubt, the average Freshman GPA will raise for the Spring Term.

E. Other classes

The composite GPA for the Fall Term for the upper classmen is as follows:

Senior - 2.75  
Junior - 2.73  
Sophomore - 2.52

These figures indicate a general improvement. In all cases, however, the average male GPA is below those of the females in the same class.

## II. RESIDENCE HALLS

We have made definite progress in some areas with regard to student behavior. Last year Dr. Hood reported that Irwin Hall was disorderly, messy, and noisy. Students returned to Irwin this year with a changed attitude. They began to demonstrate that internal dormitory governance can work. Irwin has changed for the better and I have to commend the students for their efforts in managing themselves.

Ayres was a different story. It was noisy, at times messy, had unregistered visitors, and provided us with some problems. I discussed matters with the students, Hall Council, and Dorm Manager on several occasions. Finally, in April the students were "fed up" with the living conditions and came to me in a group for the purpose of turning over the residence hall problems to me. This action, in part, was precipitated by the events of Carnival Weekend. Expensive stereo equipment and a camera was stolen from an Ayres resident student. I took what I believe to be the proper disciplinary action to resolve some of Ayres' problems. Since April, Ayres has been a quiet, reserved place.

A part of the problems that we have encountered this year in both dorms has been due to visitors. Recently we formulated a stricter guest policy. The students have been very supportive of this action.

Some residents of Ayres Hall have petitioned the Dean to have their outside door locked after certain hours. They desire that their room keys fit the outside door. This is a definite change in attitude since the male dorms are not locked. I sent a notice to all resident students asking their opinion concerning such a change. I did not receive one negative reply.

I shall continue to work as closely as possible with Dorm Managers and the the Hall Council. Student leaders in Ayres told me that they did not bring me into their internal situations soon enough and thus things got somewhat out of hand. But I believe we have emerged stronger as a result of some mistakes. Frankly, if both residence halls maintain their current atmosphere I'll be happy!

We have sought the students' help in providing a list of priorities for dormitory repairs and needs. The students were most helpful. Ayres would like a recreation room. The corridors of Irwin could be better and Irwin's parlor should be renovated. Some repairs are needed with regard to plumbing, especially in Ayres.

Ayres had a fire which was confined to a waste-basket in a student's room. The students responded very well during the fire. Actually, the fire was out before the fire department arrived. I wrote to the Fire Chief in order to compliment his men for helping us clean up the water which was emitted by the Ayres sprinkler system. I believe that we arrived at a satisfactory explanation of the origin of the fire. I counselled the student and also had a psychiatrist interview the student. The matter has been resolved.

I have not been altogether satisfied with our dorm managers this year. Presently, I am interviewing a number of candidates for next year's dorm manager position. I am going to be more demanding and want the new dorm managers to clearly understand my expectations and their duties.

### III. SPORTS

You may be interested to know that I am an athletic director of sports. At times I feel like Auggie Busch. I believe that sports are a valuable outlet and

"change of pace" for our students. I support our athletic program and have expanded it.

We continued with soccer, and, as you know, the Lions have NCAA status. We played a 19 game schedule and won 3, tied 2. Coach Volo has done a fine job.

Our basketball team is a member of a league comprised of college and junior colleges in the Greater St. Louis Area. It played a 21 game schedule and won 6 games. I believe we may have the only basketball coach in the nation who is also Chairman of Psychology. Dr. Eddowes loves the game and his work with the team is admirable.

We added two sports this year--tennis and baseball. We shared the cost of tennis coaches with the women's college. Our team played 9 matches and won 1.

Baseball is still in progress. The Lions have played 5 games. Coach Volo worked for no salary in order to get the team going. He deserves our thanks.

It is my hope that we can keep the four sports going next year. I have submitted a budget in order to accomplish this goal.

The Gladiator 70 weight machine was an important acquisition. The students have made good use of this apparatus. Sound bodies - sound minds.

#### IV. DISCIPLINE

We have had some experiences this year which have led us to conclude that the College must search legal advice. The College must know its rights and be sure of its actions when it deals with matters such as theft and drugs. Dean Sandra Thomas and I recently prepared a list of items which we feel should be clarified through legal advice.

Considerable strides have been made in resolving the campus drug problems. We dismissed a student, and two others withdrew because of drug possession and

sale. My investigations, as those of our Security Force, indicate that so-called "hard" drugs are practically non-existent, and marijuana use is at a minimum. A part of this success is due to the fact that students have had drug education and counselling here and in high school. Also, some students have experimented with drugs in high school and found the encounter dissatisfying or even repulsive.

Surprisingly, theft is now a problem on college campuses throughout the nation and we are not immune. Our bookstore, cafeteria, and library have been hit hard. Shoplifting is a major problem. The College will be changing its procedures in the cafeteria and bookstore. The library has installed a book-monitoring alarm system. This is a sad situation. To quote Miss Ambler, "A book is a friend."

One student stole keys and used these keys to enter the bookstore to steal books and material. He intended to sell his pillage to other students at reduced rates. We caught him with close to \$300 in stolen material. I recommended dismissal. Another student was placed on disciplinary probation for a bookstore theft. But even more surprising is the fact that students are stealing from each other. Students have had items such as stereos, records, and money taken. Visitors have been implicated in some thefts. The possibility of theft is the prime reason for the student acceptance of our firm guest policy.

I took disciplinary action against some students who violated intervisitation policy, guest policy, and made unauthorized entries into a student's room. The Judicial Board heard one case involving violation of liquor and intervisitation policy. The Board placed the student on disciplinary probation.



Except in cases involving drugs, a student in disciplinary trouble may choose to have his case heard by the Judicial Board or the Dean. This year only one student chose the Judicial Board.

#### V. STUDENT GOVERNMENT

Students elect their student government leaders and then are very apathetic about student government matters. For example, several Town Hall meetings were called this year, but a quorum was never achieved. This is most discouraging to student leaders since only one-third of the male student body constitutes a quorum. Because of this situation, student leaders must at times be dictatorial.

However, significant progress has been made in student government this year. The Judicial Code was updated. A code for the Hall Council was established. Most important, the Student Government Leaders were able to have some important documents ratified by the student body. These include Fundamental Principles of Community Government, Election Procedures, and Recall Procedures.

I am encouraged by the recent student elections for next year's leaders. I have already begun to work with these individuals and I look forward to a good year with them.

#### VI. WORK OF THE LINDENWOOD COLLEGE II CURRICULUM COMMITTEE

##### A. Career-Oriented Liberal Arts Degree Programs

Last October I reported to you that in its September 1971 meeting the faculty endorsed for LC II only, a proposal whereby the faculty grant to Deans and Department Chairmen approval of the practicum method of recognizing non-traditional work in order that implementation of the career-oriented liberal art program be started. The career-oriented program will involve the granting of academic credit for work and study which had in the

past not been given academic credit. The College would use the word "practicum" to include such items as work done at trade and technical schools, job experiences, hospitals, social services, internships at radio and TV stations, and the like.

The key people in the establishment of such programs are the department chairmen. They, with the assistance of Dean Barnett and me, will design programs and devise ways in which practicum credit might be given. The programs are submitted to the LC II Curriculum Committee for review. The Curriculum Committee reports approval of programs to the EPC and the faculty.

The following career-oriented liberal arts degree programs have been established:

1. Bachelor Degree in Medical Technology: This program is designed so that a student would spend his first three years on campus, fulfilling the basic degree requirement for the Bachelor Degree, as well as the necessary courses in Biology, Chemistry, Mathematics, and Physics. The fourth year of the student's education would be spent earning nine courses of practicum credit for studies conducted at one of three major St. Louis hospitals with which Lindenwood is affiliated. The degree is approved and accredited by the American Society of Clinical Pathologists.
2. Two career-oriented degree programs have been established in Sociology: One is a Bachelor Degree in Sociology with emphasis in urban planning and design. Practicum credit could be awarded for drafting and architectural engineering. City and regional planning departments within government and private consulting firms, urban renewal agencies, and utility companies should be quite happy to employ such an individual.

The other Sociology program is Computer Resource in Sociology. Practicum credit could be awarded for computer knowledge received at accredited technical schools or through business experience. A Sociology major with computer knowledge would be of value to governmental agencies, census and welfare offices, and city planning groups.

3. Other career-oriented programs are in various stages of development in many of our academic departments. These include commercial art, advertising, business, finance, religion, education, and communication arts. An example of a program close to completion is in the Psychology Department. We are nearing completion of an arrangement with McDonnell-Douglas for a person in Psychology to specialize in human factors. Students from Lindenwood in this program will spend a full term at McDonnell-Douglas and will receive practicum credit for this experience. Human factors deal with the integration of men and equipment in modern high-performance systems.
4. As a result of our announcement of career programs at Lindenwood College II, we have been contacted by the Coro Foundation. Coro is supported by the Danforth Foundation. Coro is going to provide Lindenwood graduates and undergraduates an opportunity to participate in its programs. These programs will consist of internships at business, social and government agencies, public relations work, and political campaigns in the Greater St. Louis Area. Coro has been conducting such programs on the west coast for a number of years.

B. Independent Term

During the first half of the academic year the LC II Curriculum Committee reviewed two proposals for Independent Terms. One of these,

Traditions of Contemporary Irish Poetry, was turned down. The other proposal was approved. What this student set out to accomplish was the development of a cooperative performance hall for the St. Charles Community, and, once this was done, to direct the production of a play at the Center. The student faced many problems and abandoned the Independent Term on March 15. The Committee and student's Independent Term Advisers met and discussed the problems which this incurred. Several important recommendations were made: The time involved must be made clear to an Adviser who agrees to sponsor a student; Advisers must be sure that they are qualified to advise in a specific area; the student should spend at least one full term doing a feasibility study of the project; regular meetings should be held between Adviser and student.

At its April meeting the Committee approved an Independent Term proposal. Purpose of the project is to compile a history of St. Charles. The history will be in a news feature journalistic style. The Independent Term will be the Spring Term of next year. In this way the student will have considerable time to plan his project and work closely with his Advisers prior to the beginning of the actual term of study.

I wish to commend the Committee for its fine work this year. The LC II Curriculum Committee is a shared committee of students and faculty. It has been a pleasure to work with them.

#### VII. ENROLLMENT

The prognosis for next year is mildly encouraging in terms of enrollment. As of now, we have 84 of our present male students enrolled in courses for next year. We have 26 paid deposits from new students to date. The enrollment

figure will grow through the summer.

Lindenwood College II will graduate 21 men this spring in contrast to 18 last year. Next year, we should have an even larger number. Incidentally, next year's graduating class will contain students who have attended Lindenwood College II for four years.

#### FINAL COMMENTS

I believe that we should continue in our attempts to attract male students with better academic potential. Performance in high school, together with high school teachers' and counselors' recommendation, may prove to be of more value than SAT scores in student selection. We are beginning to attract more students who are interested in professional careers, such as law, medicine, veterinary medicine, and dentistry. As they become established, our career-oriented liberal arts programs will, hopefully, attract a more motivated student.

All in all, we feel that we have had a busy year and that we have made some significant advances for Lindenwood College II. I find the Deanship challenging, to say the least. My duties are quite diverse; I have responsibility in the areas of academic, discipline, program development, residence hall life, athletics, and a variety of committee work. In addition, I teach courses in the Biology Department and am the Chairman of this department.

I wish to take this opportunity to thank and commend Mrs. Dorothy Irvine, my Secretary, for her efforts in behalf of Lindenwood College II. She really helps to make the College go.

Patrick F. Delaney, Jr.

May 15, 1972