

PRESIDENT'S REPORT TO THE BOARDS, OCTOBER 20, 1972

A. The Missouri Tuition Assistance Bill

1. Constitutionality
2. Public-Private College and University Conflict
3. National Picture

The Board knows how hard we have worked in recent years to bring about recognition by the State of Missouri of the tremendous assets to be found in the private sector. Our efforts were partially rewarded by the passage of Senate Bill 613, known as the Tuition-Assistance Act of 1972, which established a grant program for students in Missouri very much along the lines of that which has been operative in Illinois for some time. In a special session, after much effort, we were able to get a nominal appropriation to put this bill into effect. The appropriation will provide for the granting of a limited number of scholarships, which then will assuredly be tested in the courts, thus establishing the legality of the approach in terms of our Missouri Constitution.

In working on this legislation, the most serious opposition we had came from people who quite sincerely doubted the constitutionality of the approach. The Missouri Constitution on this matter is very similar to other state constitutions where tuition assistance has been upheld. Roughly, the issue is that the grant is not for the personal and private use of the individual, which would be clearly prohibited by our constitution, but is for the achievement of a public purpose which the Legislature has a clear right to support: higher education. Thus, the individual does not receive a gift, but becomes a conduit through which money is transmitted with the goal being the increase of higher educational opportunity in Missouri.

The most exasperating aspect of this effort has been the strong and effective behind-the-scenes opposition that came from the public institutions, particularly the University of Missouri. I can report to you that I believe there is now a better level of cooperation between the public and private sectors, and I know that a failure to cooperate will be detrimental to the development of an appropriate higher educational system here in the State, with a strong private sector, as well as a well-developed public sector.

The national posture on this whole matter was radically revised by the passage of the Higher Education Act of 1972, an omnibus bill that reviewed the whole panoply of programs through which the Federal Government supports higher education. The most remarkable thing about this new approach is the endorsement of the concept of a basic opportunity grant which would give up to \$1,400 to any student capable of college work. This Federal approach, combined with the Missouri approach, should make it possible for Lindenwood to attract additional numbers of students, and will help us reduce the very backbreaking costs of financial aid which we have been carrying from our own resources for the past several years, during which we have been operating at deficit.

B. Enrollment

There is no question but that enrollment is the key problem at The Lindenwood Colleges. While we discussed the development of the back campus and ways in which we can maximize the income from endowment, we must remember that we are functioning at an enrollment level that is uneconomic, and one which does not fully utilize our faculty resources or our physical plant. You have in your folders a report of the admissions situation which comes from the Registrar and the Admissions Office. I want to commend the admissions staff for the development of a broader and deeper strategy and for an excellent record in terms of bringing about a higher level of enrollment from the number of applications which we have received. I believe that we have the best organized and most effective admissions operation that we have had for some time. I would have you note certain factors that are very important:

The decline in full-time enrollment, which began about four years ago, has been stopped. This nucleus of students, those who are enrolled as full-time students, both non-resident and resident, has become smaller as we have added significantly in past years to the number of students who were taking part-time work here. The reduction in the number of full-time students, which we have seen each year, was not repeated this past year. We turned around and began the climb back with an increase, as you will note, of one student.

The full-time equivalent student figure is a key figure in the college work because it shows the number of students who are full time, plus the full-time equivalency of part-time students. You will note that that figure has gone up, in a very encouraging fashion, from 566 to 622.

Finally, the headcount of people involved in the institution as students, full time and part time, has risen from 651 to 797. This leap is exceptionally encouraging and no minor stride.

You will notice a very significant shift to which we must adjust as we become more and more an institution servicing non-resident students. The proportion of non-resident and resident students has radically changed in the past three years and will probably continue to change, in spite of the fact we believe we can increase the number of resident students this coming year.

I want to point attention to perhaps the most important of all the statistics, from the point of view of long-range impact, and from the point of view of quality evaluation. You will note that the retention figures are exceptional: to retain 77% of the freshman women and 69% of the freshman men, here in the Midwest, is to accomplish a goal that very few institutions have accomplished. These figures compare favorably with some of the colleges in the East, and is roughly twenty points above our traditional retention figure. The retention of sophomores and juniors has likewise risen, and we are very pleased at this indicator of success. It is clear, however, that the retention of a greater number of students from a very much reduced base is one of the problems we have.

By way of summary, I want to say that there is much about which we can be encouraged in this report on enrollment. Some of it is due to the development of our career-oriented programs, particularly the development of our business

program and the evening school. Therefore, I am pleased to introduce Dr. Elwood Miller, who is new with us this year and is responsible for the business and evening school programs. (Dr. Miller reported)

C. Women in Higher Education

Lindenwood has been long interested in the subject of women in higher education. This subject has become a top area for discussion on our national educational agenda, and was the principal subject at the American Council on Education meeting held just a few weeks back.

The President of the American Council on Education this past year has been Dr. Martha Peterson, of Barnard College. Dr. Peterson is one of those who recommended Dean Doris Crozier to us with great enthusiasm. Miss Crozier's assignment specifically has as one of her top priorities the whole business of further clarifying the role of Lindenwood College for Women, and making very clear that we are doing exceptional things here for the young women because we have retained the identify and individuality of the woman's college by our coordinate college approach. Miss Crozier is an anthropologist, and has already developed a tremendous authority on the campus because of the very high regard in which she is held by students. I present her to you with the promise that she will be working very hard to further develop the college over which she presides as Dean. (Dean Crozier reported.)

D. Career Orientation

I have already remarked that the career-orientation emphasis, which Dean Delaney has made a very signal part of his work, puts us in the forefront of institutions that recognize the possibility that students do not merely wish to have a broad liberal education, but wish to have some specific skills developed to the point where they can have a career entry at graduation, as well as a continuation in graduate or professional school. These programs--medical technology, the business program about which we have heard, and others--are a very important part of the contribution which the men's college is now making to Lindenwood. Dean Delaney is known to all of you, but I have asked him to report briefly on the men's college and the career-oriented programs. (Dean Delaney reported.)

E. Agenda for Action

Week before last, from deep in the woods in Maine, I wrote in a letter to Dick Young the strong feeling that we had before us an agenda for action in which the following items were predominant:

1. Increase enrollment, fill fifty beds this coming year, have a head-count enrollment of at least 1,000 by 1975,
2. Increase income from endowment by the establishment of an income goal that would reflect a return to the college of at least seven percent,
3. Increase gift and grant income to \$300,000 to \$400,000. It is imperative that a portion of this money come from foundation sources.

4. Move toward the development of the back campus in ways which will bring revenue to the college.
5. Hold instructional costs close to present levels as we increase student enrollment.
6. Clarify our role as a private, liberal arts college at which career preparation can be undertaken.

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I want to close my report to the Boards by saying that the administration has a new sense of confidence and optimism based on the increased enrollment which has been reported to you, the validity of our career orientation, which is in the framework of the liberal studies, and the confidence and effectiveness of our present staff to take the necessary actions toward our established goals. The development of a careful long-range plan, as discussed at this meeting earlier, is very much the principal item of business for the coming year.

2. Mid-range associate degree program or about 75% of a regular baccalaureate program
3. B.S. and B.A. degree program requiring six to seven years study at night.

John Anthony Brown, President
The Lindenwood Colleges

At present, Business Administration is the only department developing integrated, defined programs obtainable through evening study. Other departments are being solicited to do so. Low-range success of substantial nature may well depend upon the existence of programs which can attract serious evening students on a continuing basis rather than the intermittent type.

Statistics furnished by the Registrar on evening classes offered, number of faculty, and attendees were presented upon.

The use of contingency contracts for part-time evening faculty was described. In short, the class materializes and the instructor is paid only if (contingent upon) a prescribed, minimum enrollment is attained. This prevents waste of resources being applied to areas of marginal interest.

The single problem of any importance concerning the Evening College lies in our registration system which is not responsive to management needs. Decisions to hold/cancel classes on a contingency basis require that the number of part-time students (those whose tuition is credited to the Evening College) is known as well as total enrollment, which includes day students and staff. Procedures for the Spring registration will be corrected to provide the necessary data on a timely basis.

Business Administration Department

A 'Business Leaders' committee is being organized to guide and advise development of the Evening College and Business Department. Curricula, purposes, and policy will be primary areas of involvement. Mr. Carol Mundt, a member of the Board