



Let There Be Light

President's Message

David W. Breneman



Our first few months in Kalamazoo have confirmed beyond any doubt the very positive impressions that my wife Judy and I formed of this College during our whirlwind visits earlier this year. We feel very fortunate to have the opportunity to serve this excellent College, and to enjoy the benefits of living in this fine community. Although all institutions of higher education will face a number of problems and difficulties in the years ahead, we have no doubt that we are in the right place at the right time.

Having said that, I must note that a number of my associates in Washington, D.C., raised eyebrows at my decision. Why would an economist, who has studied so extensively the economic and demographic problems facing higher education, choose to accept the presidency of a small liberal arts college in Michigan? In the minds of a good many people, liberal arts colleges such as Kalamazoo are an endangered species. What then were my reasons for casting my lot with Kalamazoo College?

First and foremost, I believe

that now more than ever, institutions such as Kalamazoo College are vitally important to the well-being of our society. In a world growing evermore complex and inter-related, it is increasingly essential that young people have the opportunity to spend four years in the type of study offered at our College. If we do our work properly, Kalamazoo College, and others like it, will supply a steady stream of young graduates prepared to undertake eventual positions of private and public leadership. Far from being obsolete, the skills that our students

develop in writing, thinking, speaking, and analysis are essential to a productive and satisfying life.

The undergraduate years are also a time when fundamental and lasting values are formed. I believe that process develops at its best in the small, church-related, independent, undergraduate college. The type of learning environment that we provide is simply not available in the state-supported universities, and thus, the survival of a strong independent sector of higher education is an issue of utmost importance.

My background in studying and writing about the issues facing higher education should stand me in good stead as I lead the College through these troubled times. While at the National Academy of Sciences and the Brookings Institution, I had a unique opportunity to visit hundreds of campuses and observe the practices that were working and not working. I have also had the opportunity to investigate and write about the financing of higher education, with particular emphasis on public policies of crucial importance to the private sector of higher education. I intend to bring these resources to bear on the issues that will face Kalamazoo College during the balance of this decade.

Strategies for the 1980s

What then is our strategy for coping with the enrollment and financial problems which lie ahead? Our highest priority must be to preserve and enhance the quality of education provided at "K" College. Since our tuition is necessarily several thousand dollars above that charged at state

institutions, we must be able to demonstrate that money spent at Kalamazoo College is well-spent. I believe that the "K" Plan curriculum is as relevant to the needs of today's students as it was when it was first introduced over 20 years ago. In fact, the creators of that curriculum were clearly well ahead of their time in developing a program that many institutions have sought to emulate.

The greatest threat to the continued quality of our program lies in falling enrollment, and the associated cuts in faculty numbers and in other resources that accompany enrollment decline. In the past four years, the College has absorbed about all the cuts in academic resources that could be made without undermining the quality of the present educational programs. If we continue to enroll freshmen classes of fewer than 300 students, as we have the past two years, we will be forced to reduce the size of our faculty and make significant changes in our programs and four-quarter calendar. My highest priority during this first year in office will be to do everything within my power to reverse this enrollment trend.

Our strategy to increase and stabilize enrollment is made up of several elements. First, we must emphasize a wider recruiting area. In recent years, the College has become dangerously dependent upon enrollment of Michigan students, who now constitute nearly 80 percent of our student population. While improving our in-state recruiting efforts, we must simultaneously work to bring a greater number of out-of-state students to Kala-

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mazoo. A student population composed more equally of in-state and out-of-state students, particularly if those out-of-state students are from many different areas, would provide several benefits. First, it would make us less dependent upon the economy and student demographics of any one state or region. Second, it would help create a greater diversity within our student body. Perhaps not surprisingly, many of our present students ardently support efforts to increase both minority and out-of-state recruiting. A diversity of backgrounds and interests on campus is a valuable part of the liberal arts experience.

Strengthening alumni involvement in recruiting efforts is an essential element in achieving this wider reach. As you may know, the admissions office, with the cooperation of our alumni office, has recently launched the "ARK" program—Alumni Admissions Representatives for Kalamazoo College. Alumni involved in this program will help by contacting prospective students in their areas, and serving as liaisons for the admissions office. All alumni, whether involved in the ARK program or not, can make a valuable contribution by referring the names of qualified high school juniors and seniors to the admissions office.

Greater cultivation of transfer students, especially from community colleges, is another element of our strategy. Difficult economic times have forced many excellent students to enroll for their initial years in less expensive two-year colleges. In the past, Kalamazoo, like many private colleges, has not actively sought

potential transfer students from these institutions. Rather than remain passive, and watch these transfer students flow almost exclusively to public universities, I have indicated in a speech to the presidents of Michigan community colleges our very great interest in recruiting the best of their transfer students. If we are successful in this venture, we will go a long way toward filling in the smaller entering classes of the last two years.

Increased enrollment of international students is another area of interest. Recognizing the need to establish closer personal contacts with foreign students, admissions officers will participate in two recruiting ventures abroad this fall, one in South America and the other in Europe. Both trips will be made in cooperation with a select group of other American colleges, and will focus on college fairs at American and international schools in major metropolitan areas. This type of activity is essential if we are to continue to attract a small but steady number of international students to our College.

Finally, as resources permit, we will increase in a selective fashion the amount of grant aid we offer to our financially needy applicants. Last year, \$100,000 of additional student aid was allocated for this purpose. We are currently evaluating its effectiveness as a recruiting device. The College must remain competitive with other colleges and universities, and availability of student financial aid monies is clearly one element in this competition. Support of the College's Annual Fund directly affects our ability to offer student

financial aid and remain competitive.

The Alternative

Despite our best efforts to improve our enrollment situation, we may be unsuccessful in bucking the demographic trend. Should the College shrink to an enrollment of 1,000 or fewer students, continuation of our year-round operating program will probably be impossible. Under our four-quarter calendar, roughly one-fourth of our faculty are not engaged in teaching each quarter. If our departments become much smaller, as a result of reduced enrollment, we will likely have to have all of the faculty in residence and teaching at the same time.

Last year, President Rainsford assembled a task force at the College to investigate alternatives to the year-round operating program. The report of this task force has been the topic of much campus discussion. It is clearly the hope of all members of the campus community that we reverse our enrollment decline so that we may evaluate possible changes in the calendar on educational rather than economic grounds. It is my intention, therefore, to put the issue of a revised calendar on the back burner for this year, until we are able to assess the effectiveness of our various recruiting strategies. I believe we have only this one year, however, in which to effect an improvement. If we are not successful, or do not see signs of likely success, calendar revision will have a high priority for the College next year.

If we are forced to become a smaller college, it will be neces-

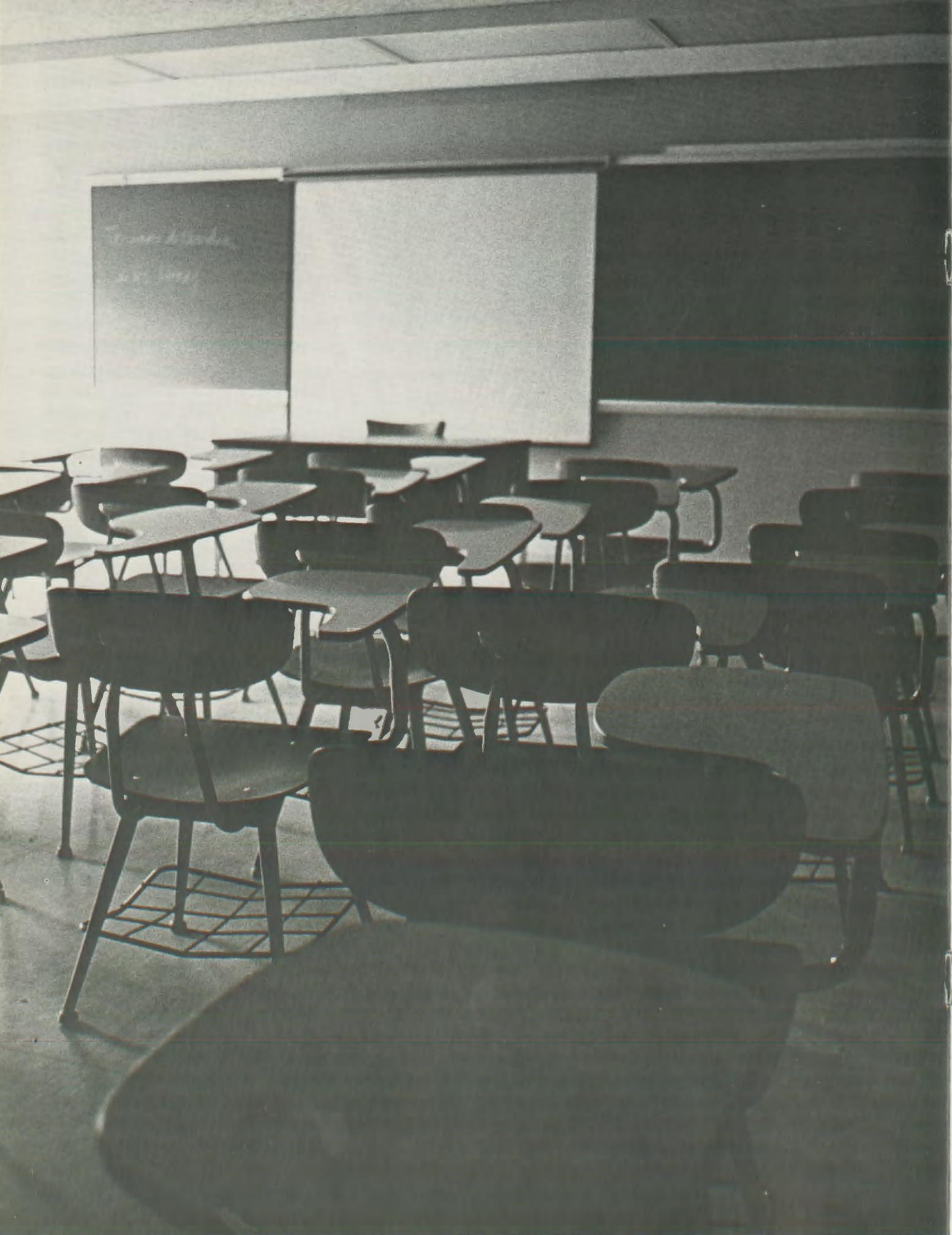
sary to search for imaginative ways to maintain a broad and excellent curriculum. Survival is not an issue for Kalamazoo College, but the terms and conditions of our survival are at issue during the decade ahead.

Conclusion

Although the economic difficulties facing Kalamazoo College are real and serious, I remain optimistic about the future of our College and our ability to surmount these problems. During our initial visits to the campus last spring, Judy and I were both impressed by the positive spirit that we sensed, a reflection of the strong commitment to this institution felt by students, faculty, and staff. There is a very real desire here to effect necessary changes and work cooperatively toward the improvement of the College and its competitive situation. I hope to capitalize on this enthusiasm and guide Kalamazoo College in an all-out effort to remedy our problems.

Yet another reason for optimism is the recent resurgence of interest and concern about quality education in the United States. As our state and national leaders rediscover the importance of good education, it is my hope that the alumni and friends of the College will also capture this spirit. During my first year as president, Judy and I will travel to several cities across the country to meet with alumni and friends. We look forward to meeting you and to discussing the issues facing the College in greater detail. If all of us work together for the good of Kalamazoo College, nothing can stop us from succeeding.

Support of the College's Annual Fund directly affects our ability to offer student financial aid and remain competitive.



Where Have All The Students Gone?

There are fewer college-age students in the United States this year than there were a year ago. There will be fewer still a year from now. That has been true every year for the last five, and will continue to be true for the next decade. During this 15-year period, the population of 18 year-olds in this country will decline by 25 percent. And that decline will affect, to some extent, every college and university, including Kalamazoo.

It is important to place this decline in perspective, particularly as it relates to "K" College. The shrinking population of 18 year-olds has been referred to as the "grim demographics" culminating in a "crisis" for higher education. Indeed, for some institutions the word "crisis" may prove all too appropriate before the close of the decade. There is little doubt that some colleges will be forced to close, and no doubt that many will be forced to make radical changes in curriculum, staff, and facilities. Everyone expects this to happen . . . to a college other than their own.

Kalamazoo College will not be among those forced to close, nor will it be forced to depart from its fundamental mission as an outstanding liberal arts college. However, to assume that "K" College, by virtue of its longevity, its reputation, its financial stability, or any combination of other factors, is immune from the pressures of the market, would

Public High School Graduates

Michigan

1975	135,500
1977	135,300
1979	132,000
1981	124,400
1983	114,600
1985	105,800
1987	103,700
1989	104,200
1991	91,200
1993	86,300
1995	89,200

-34%

be false and potentially dangerous. Recent enrollment history at the College clearly demonstrates that we are not immune. For several reasons, total enrollment at Kalamazoo has declined in each of the last three years. The factors contributing to that decline and the College's response will be detailed later. For now, it is sufficient to recognize that a stable enrollment in today's market is not an automatic consequence of being an excellent college, with an excellent faculty and a beautiful campus.

The typical small, private college derives approximately two-thirds of its total operating revenues from tuition and other student fees. If enrollment declines, a school is left with only three options. First, it can decrease its staff, faculty, and programs to create a new balanced budget. At some point, however, continuing cutbacks in staff and programs must weaken the relative position of the school, further jeopardizing enrollment. Second, the school can continue to operate at existing levels by deferring needed maintenance or selling a portion of its assets. In short, it can mortgage its future. Finally, the school can seek substantial new sources of income.

However, because approximately two-thirds of total operating revenues are derived from tuition and other student fees, compensating for any substantial decline in enrollment would require new annual fund and endowment revenues far in excess of what the typical small private college could hope to raise.

In considering present and future enrollment needs, it is essential to remember that no college has a proprietary pool of applicants. As the number of available students has declined, competition for those students has increased and will continue to do so. Only those colleges that compete most effectively, and increase their efforts every year, can hope to maintain a stable enrollment during the next decade.

The enrollment situation at Kalamazoo College is one of concern, not crisis. The College has carefully and thoughtfully prepared to meet the challenge. Armed with the facts about enrollment, alumni and friends of Kalamazoo College can make significant contributions to the future of the College in the next decade.

DEFINING ENROLLMENT

Two factors directly affect enrollment during a given academic year. The first of these is the number of new students enrolled, which includes both incoming freshmen and transfer students. The second is the number of currently enrolled students retained from previous classes. Enrollment cannot be measured simply by looking at the size of the incoming freshman class.

It is not unusual for schools to define their enrollment in terms of the number of students ("headcount") enrolled for credit courses. However, since a school may have large numbers

of part-time students, only taking a few courses, this "headcount" figure can be misleading. Therefore, schools also list their enrollment in terms of "full-time equivalent" (FTE) students. This FTE figure is determined by taking all the credit hours attempted by all the students during a given year, and dividing that total by the defined credit load of a full-time student.

An awareness of the different ways schools evaluate and report enrollments is important. During the decade ahead, some schools will be successful in maintaining, or even increasing their "headcount" enrollment by accepting a larger number of part-time students. However, many of these will find their revenues diminished because their FTE student enrollment has declined. Many government policies on matters such as financial aid are based on meeting the needs of each school's full-time students. These "funding formulas" can have a dramatic impact on a college or university if it shifts from enrolling full-time residential students to part-time commuting students. These losses may be further compounded by dormitories, dining rooms, and other facilities built to meet the needs of a full-time residential population, and unused by part-time commuting students.

There are no simple or quick solutions to the problem of maintaining a stable enrollment in the years ahead. Committing resources to the recruitment of a large freshman class, with no concurrent ability to retain those students once enrolled, will not solve the problem. Replacing full-time residential students with part-time and non-traditional adult learners may fill seats in the classroom while it drains the budget. Enrollment is a complex issue. The simple desire to "keep the numbers up", without fully understanding what those numbers represent in dollars to the college and how they affect the college's programs, can easily create a situation in which "more produces less."

RECENT ENROLLMENT AT "K"

Total enrollment at Kalamazoo College has declined each of the past three years. Several of the factors contributing to that decline are common to many colleges and universities; others are particular to Kalamazoo.

One common factor has been the overall decline in the country's college-age population. The percentage decrease in the 18 year-old population has been and will continue to be greatest in the Midwestern and Northeastern parts of the country, from which "K" draws the vast majority of its students. By 1994, the population of 18 year-olds in Michigan will be less than two-thirds what it was in 1979. The projections for Wisconsin, Illinois, Indiana, and Ohio are comparable; for Pennsylvania, New York, and New England, the decline will be even greater.

Another contributing factor shared with other schools has been an increased dependence on in-state enrollment. During the

Kalamazoo College

Fall Quarter Enrollment

	Freshmen	Total
1978	394	1444
1979	434	1440
1980	389	1452
1981	366	1367
1982	286	1235
1983	288	1130

Enrollment Goal*

	Freshmen	Total
1984	350	1090
1985	350	1135
1986	350	1180
1987	350	1215

*These numbers represent the enrollment goals of the College, not projections. Based on 15-year retention rates, if the College is successful in enrolling 350 freshmen each year, total enrollment will stabilize at 1200 students in 1987.

Public High School Graduates

Illinois

1975	141,300
1977	142,000
1979	139,200
1981	130,600
1983	119,200
1985	107,500
1987	105,900
1989	106,800
1991	92,000
1993	92,100
1995	96,400

—32%

“boom” period for higher education in the 1960s, states increased their student financial aid programs. However, as these programs developed, many states limited their student financial aid only to residents of their state, and only for use within their state.

Approximately 60 percent of the “K” College student population in the 1960s were Michigan residents; today, nearly 80 percent are from Michigan. Dependence on Michigan for students has meant dependence on the Michigan economy. The economic “depression” of the past several years, reaching as it has into middle-management, upper-middle-income families, has had its greatest impact on enrollments at small, private, four-year colleges, traditionally the most expensive education available.

Uncertainty about state and federal student financial aid in recent years has also had its greatest impact on enrollments at private colleges. Because the costs are greater for private education, the relative size of financial aid packages is greater. Uncertainty about whether that financial aid would still be available in six months, or the following year, meant the implied risk was greater.

Double-digit inflation and rapidly escalating energy costs during the past decade have forced a doubling of tuition and fees at most private schools. The fact that a “K” College education costs roughly twice what it did ten years ago is not unusual in comparison with other private colleges. Nor is it extraordinary in terms of the increased costs for an automobile, home, major appliance, or other items during the past decade. However, the “sticker shock” effect at “K” was heightened by the fact that the bulk of these increases were absorbed in the last five years.

By 1978, it was readily apparent that Kalamazoo College had not kept pace with inflation in terms of increasing its tuition and other fees. “K” College was “under-priced” in terms of the competitive market, and was not meeting its budget obligations. An essential five-year plan to bring costs and revenues back into equilibrium was initiated. In short, the College made the deliberate and necessary decision to “bit the bullet” in terms of increases in tuition and other fees, rather than mortgage the future by deficit spending.

As a result of that program, Kalamazoo College has a balanced budget and should be able to limit increases in tuition and fees during the next several years to roughly the rate of inflation in the general economy. Increases for the coming year are among the lowest in Michigan and among all private colleges in the nation. Stability in tuition and other fees during the years ahead will significantly aid student recruitment and retention. However, as a factor affecting recent enrollment, the cost increases of the past five years cannot be ignored.

Another factor contributing to the recent enrollment decline at “K” was the nearly complete turnover of leadership and staff in admissions and financial aid during this five-year period. Of the nine professional staff members employed in these two essential departments, only one was with the College prior to 1980. High turnover in admissions, relative to other administrative areas, is not unusual. Again, what was unusual at “K” was the extent of the change in such a short period.

The short-term staff problem, like the short-term difficulty created by cost increases, has now been solved. Dr. David M. Borus, director of admissions, has been with the College since 1981. Joellen S. Sirotti, director of financial aid, is beginning her fourth year in that position. The College began the 1983-84 school year with no staff changes in either admissions or financial aid. The stability and expertise of the present staff will enhance both recruitment and retention. However, the changes in leadership and staff between 1979 and 1982, coming as it did in the midst of other general and particular problems, further contributed to the enrollment decline.

Other factors, tangible and intangible, may have contributed to the recent decline. The factors listed are among the more significant. They are presented not as excuses or rationalizations, but simply as the facts. Recognition of the recent enrollment decline at “K” and awareness of the contributing factors are essential to understanding the prospects and plans for the future.

A STABLE ENROLLMENT OF 1200 STUDENTS

Kalamazoo College, like all other colleges and universities, has two basic enrollment options during the balance of this century. The College can plan for the future based solely on the demographic trend, accepting its traditional share of the primary market (Michigan) as its guide. The second option is to select an enrollment goal for the College designed to preserve, by virtue of adequate enrollment, the present curriculum and academic calendar.

Historically, the “K” College share of the Michigan market has been between 0.36 and 0.30 percent of the state’s high school graduates. The College is presently below that traditional market share for the various reasons previously defined. Having corrected the particular and immediate difficulties of the past five years, it is reasonable to assume that with substantial and steadily increasing efforts, consistent with the ever increasing competition among all colleges and universities, “K” can regain and hold its traditional share of the market.

Assuming the College could regain and maintain an enrollment pattern based on its traditional market share, enrollment by 1987 would be approximately 1150 students. Enrollment would drop to 1050 by 1992 (maintaining that

Public High School Graduates

Indiana

1975	77,200
1977	78,600
1979	78,400
1981	75,300
1983	70,100
1985	63,200
1987	61,800
1989	65,200
1991	58,000
1993	56,300
1995	58,200

—25%

traditional share in a shrinking market), and by 1995, enrollment at "K" would be approximately 950 students.

Maintaining enrollment based on Kalamazoo College's traditional share of the market would result in a student population by 1995 that would be approximately one-third less than the 1978 enrollment. A one-third reduction in enrollment would, of course, require significant changes in the present level of instruction and the four-quarter calendar to maintain a balanced budget. While many may view this prospect as grim, it must be emphasized that even "holding our own" in the years ahead will be no simple task. As we have clearly witnessed in the past five years, "K" cannot assume that it will keep its traditional share of the market. In short, these are not minimum projections. Without substantial and ever increasing efforts in an ever more difficult market, enrollment could drop even lower.

The second option, selecting an enrollment goal designed to preserve the present curriculum and academic calendar, means that Kalamazoo College must do more than hold its own; "K" would have to "buck the demographics" and do better than it has in the past, at the very time the market is worst. This is the option that President David W. Breneman and the leadership of the College has selected. The goal of the College is to achieve an enrollment of 1200 students by 1987, and maintain that enrollment through the balance of this century.

To meet that goal, the College must enroll a freshman class of 350 students every year, and maintain its present net retention rates for other classes. This is a very ambitious goal. One need only look at the present recruitment and enrollment figures, and the demographic projections, to appreciate the extent of this ambition. Kalamazoo College enrolled approximately 290 freshmen this year. Meeting the goal of 350 freshmen next year would require an increase of 60 students, or an improvement of better than 20 percent. With each succeeding year, achieving that goal will become even more difficult.

Although this goal is clearly ambitious, there are several reasons to believe it is also realistic. This year's freshman class was slightly larger than the incoming class of a year ago, reversing a four-year decline in freshman enrollments. Although the absolute gains over a year ago were not great, this performance does lend credence to the optimism that the College has "turned the corner" on the declining patterns of recent years. Stability in the admissions and financial aid staffs, coupled with projections for more modest increases in tuition and other fees over the next few years, further contributes to this optimism.

Added to these considerations are several others which place the College in a stronger position to respond to present and future market pressures. In the past two years, as part of an ongoing program, considerable "market data" have been

compiled, through applicant questionnaires and other sources, that will permit the College to promote itself more effectively and answer the specific questions most likely to affect a prospective student's decision.

The College has identified specific "target markets" outside of Michigan, and has stepped-up recruitment efforts in those out-of-state markets, while simultaneously refining in-state efforts. The goal is to broaden the geographic base from which the College draws students, and thus lessen the impact of student population declines. Efforts in new markets will not likely produce immediate results, but with continued and regular cultivation, should prove a valuable future source of applicants.

During the past year, the College initiated a new program, "Alumni Admissions Representatives for Kalamazoo College (ARK)". While still in its infancy, ARK holds considerable promise for the years ahead. Similar efforts at other colleges and universities, in which alumni contact applicants and accepted students in their local area, have proven highly successful in translating prospective students into applicants, and accepted students into enrolled freshmen.

All of these goals, plans, and programs would be of little consequence were it not for the one fundamental reason for optimism about future "K" enrollment. Kalamazoo College is an exceptional private, liberal arts college, with an excellent faculty and some very specific programs which set it apart from other schools. We have a four-quarter calendar and "K" Plan curriculum, which includes exceptional foreign study and career internship opportunities. In short, we have a unique educational opportunity to offer prospective students.

Meeting the enrollment needs of the College in the years ahead will be a difficult task and a continuing concern. It is a challenge to which the College is prepared to respond, and one in which alumni and friends of the College can play a valuable role.

THE ROLE OF ALUMNI AND FRIENDS

There are a variety of ways in which alumni and friends of Kalamazoo College can make significant contributions to student recruitment efforts. While financial support is far from the only way to help, generous support of the Annual Fund has a direct impact on the College's ability to fund student financial aid, travel budgets for admissions officers, mailings to prospective students, and other essential programs.

One very specific way in which all alumni and friends can help is to refer the names of prospective students to the College's admissions office. Students with interests in professional or graduate schools should be particularly interested in Kalamazoo. Those with intellectual curiosity, foreign language skills, and international interests are also "natural" prospects. In general, any student who has demonstrated above average abilities in his

Public High School Graduates

Ohio

1975	156,600
1977	156,200
1979	151,500
1981	139,200
1983	128,500
1985	118,600
1987	116,500
1989	120,700
1991	103,400
1993	102,000
1995	103,900

-34%

Enrollment Fact:
Compared with ten comparable private colleges in the Midwest, Kalamazoo is one of only three which has a larger freshmen enrollment this year than in 1982. Overall, freshmen enrollments for these eleven schools declined 5 percent from 1982 to 1983. (These statements are based on the August 1 projections of each college compared with the same period last year.)

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or her high school studies, and who is considering a four-year college education, may be a strong candidate for admission to "K" College.

If every alumni and friend of the College were to make it a responsibility to talk with relatives, friends, neighbors, and co-workers about Kalamazoo College, and to find one "best prospect" each year and refer that student to the College, the enrollment goals would become enrollment realities.

Alumni and friends interested in a more structured role in assisting recruitment efforts should contact the admissions office. Because of the necessary training and support of alumni, the ARK program will not have "networks" in every city or area of the country immediately. For that reason, it may not be possible to involve all interested alumni as formal ARK volunteers. However, it would be extremely helpful to have an active file of "potential" volunteers.

You may also help by supporting the career development efforts of the College. Student career internships are a valuable part of the "K" Plan curriculum. The future quality and diversity of internship opportunities will have a direct effect on the College's ability to attract and retain the best students. Perhaps you are able to offer a meaningful internship for a "K" student, or perhaps you have contacts within your community that would lead to such opportunities. This area of potential alumni involvement is not limited by proximity to Kalamazoo College or to a particular type of vocation. The scope of the career development program is national, even international, and seeks to assist "K" students in finding internships in business, industry, government, public agencies, media, the arts, and other fields.

These are only a few of the ways in which alumni and friends can make significant contributions. You will find that your involvement is both interesting and rewarding. Putting a strong prospective candidate in contact with the College will not only help "K" College, it may also open an opportunity for a young person that he or she would not otherwise have considered.

The success of the College in meeting its enrollment goals cannot be guaranteed by the admissions staff, working alone, or even by a united effort of the campus community. The contributions of alumni and friends and the extent of that support, will make the difference and determine the future for Kalamazoo College.

COMPUTER LITERACY AND THE COMPUTER SCIENCE MAJOR

The rapidity and scope of the "computer revolution" is a phenomenon without historical parallel. It is a science which has moved from the world of a few highly trained specialists into the daily lives of nearly every American in only a few years. It is a technology which builds on itself, in geometric progressions and quantum jumps, in units of time called "nanoseconds".

In 1970, the academic (and administrative) computer needs of the College were met by a single IBM 1620, capable of serving only one user at a time through only one point of access. There were fewer than six faculty members who were familiar with any programming language, and only two or three who were actively using the computer in their disciplines. Approximately 40 students took the one computer course offered by the College that year. If this description seems relatively primitive, that is largely a reflection of the extent to which our knowledge and expectations of the computer have changed in only 13 years.

During the last decade, Kalamazoo College steadily increased and improved its course offerings in computer science. Use of computers in many academic disciplines also increased. General application of computer technology by the administration broadened substantially following the installation of a user-based administrative computer system.

Throughout the decade, the faculty and administration have

thoroughly explored the extent to which Kalamazoo College should commit its resources to academic computing, including program development, staff, equipment, and software. In addition to the obvious cost and budget considerations, the College has addressed the very serious question of the appropriate role of this new science in the overall context of a liberal arts education. There are broad curricular implications in society's growing demand for what has become known as "technological literacy". It can be argued that computer literacy should be a part of our definition of a liberal arts education in the same sense as literacy in a foreign language or the ability to communicate effectively in English.

In the fall of 1982, a subcommittee of the Educational Policies Committee recommended to the faculty that "computer literacy for almost all our students is a worthwhile and attainable goal." The plans of nearly every academic department at the College project the inevitable growth in computing applications in their disciplines. Indeed, that growth is occurring today.

During the 1982-83 College year, a new major in computer science was established at Kalamazoo. Eight courses were offered, and the introductory course enrolled approximately 200 students. Major grants from the F. W. and Elsie L. Heyl Science Scholarship Fund, the Pew Memorial Trust, and the Honeywell Fund enabled the College to purchase a Digital Equipment Corporation VAX 11/750 computer, software, and peripheral equipment, dedicated specifically to academic computing. This

Computer literacy for almost all our students is a worthwhile and attainable goal.

Kalamazoo College is uniquely qualified to meet the need for improved international studies and to assume a position of national leadership in this area.

educational computing system (not dependent on the separate administrative system) has the capability of simultaneously serving up to 32 users, has terminals located across the campus, and accommodates several useful computer languages and support packages.

The new major in computer science draws heavily and appropriately on existing courses in physics and mathematics. Its emphasis is on the general and theoretical aspects of the discipline rather than on the operational ones. The major is clearly designed to educate future professionals in the field, rather than lower level programmers and machine operators. The program's implementation has enabled computer science to take a deserved place among the disciplines recognized at the College as being worthy of serious study and sustained intellectual contact. Gifted prospective students, who see computer science as a very likely field of professional study, will now find a strong foundation in the undergraduate curriculum of Kalamazoo College.

INTERNATIONAL EDUCATION

Events of the last decade have made it clear that now, more than ever, the destiny and prosperity of the United States are interconnected with the interests, values, and needs of other nations and cultures of the world. The demand for leaders with strong backgrounds in international studies increases each year in both government and business. Moreover, an effective foreign

policy for the United States requires not only expertise within the government, but also citizens who are informed and articulate with regard to the ever-changing world community.

Educators and public officials, recognizing the increased importance of international studies, have noted with alarm the apparent decline in such studies at every level of American education. Many colleges and universities have eliminated foreign language requirements. Symbolic of the decline in all foreign language studies is the fact that, today, there are more *teachers* of English in the Soviet Union than there are *students* of Russian in the United States. In addition to a decline in the study of foreign languages, surveys have shown a startling ignorance among the general college student population regarding the most elementary facts of international geography, politics and economics. Nationals panels, commissions, and conferences have urged colleges and universities to reverse these trends.

Kalamazoo College is uniquely qualified to meet the need for improved international studies and to assume a position of national leadership in this area. Unlike many colleges, "K" has preserved its commitment to the study of foreign languages and has an exceptionally strong language program. The College's foreign study program is now in its 25th year, with approximately 90 percent of all "K" students participating. This program is exceptional among American colleges and universities in terms of both the percentage of students who participate and the variety

of nations from which they may select their foreign study experience.

Since the inception of the foreign study program, the College has sought ways in which study abroad could be better integrated into the curriculum on campus. During the past year, the faculty made significant strides in this area, with a goal of making foreign study one element in the comprehensive study of international structures, cultures, and concerns.

In the fall of 1982, Dr. Robert Stauffer, associate professor of sociology, was named director of the "Program in International Education." During the past year, Dr. Stauffer and an advisory committee of faculty developed several proposals to outside agencies for the funding of programs which will have far-reaching effects on campus. In June, the U.S. Department of Education authorized a grant to support the development of an array of new courses with global and comparative issues, the development of a College-wide geography requirement, language courses which emphasize cultural as well as linguistic matters, language houses, an international speakers' program, and related faculty development projects.

Two College houses were established as residences for students of French and German in the fall of 1982. The houses are supervised by native speakers of these languages. Last spring, a third language "house" was created in Crissey Hall for students of Spanish. Interested students now have the opportunity to live together in an environment totally immersed in the language and

Development of international education, as an integral part of the total liberal arts experience, will remain among Kalamazoo College's highest educational priorities.

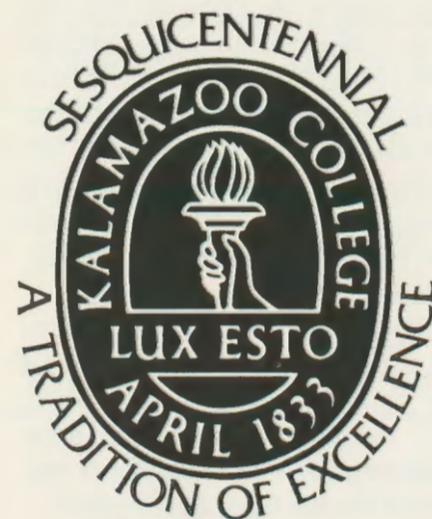
culture of a foreign country while in residence in Kalamazoo. Students speak the language, prepare their own meals, develop cultural programs, and generally steep themselves in a foreign culture. In the near future, the College hopes to provide autonomous residence units for each of the foreign language programs and, perhaps eventually, an "international" or "third world" house, as well. Thus far, the experiment in language houses has been highly visible and popular on campus.

Development of international education, as an integral part of the total liberal arts experience, will remain among Kalamazoo College's highest educational priorities for the next several years.

NORTH CENTRAL ASSOCIATION SELF-STUDY AND ACCREDITATION

The quality of the American system of post-secondary education is monitored primarily by the profession itself. For the administration of institutional accreditation, the country is divided into regions, with Kalamazoo College located in the "North Central" region. Every 10 years, the North Central Association of Colleges and Secondary Schools schedules an accreditation review of "K" College and its programs. The most recent of these was completed this year.

More than a year prior to the visit of the accreditation team, Kalamazoo College undertook an institution-wide self-study of its progress and accomplishments,



and set forth its plans for the next decade. This comprehensive self-study, under the leadership of Dr. Marilyn LaPlante, associate provost, became an important element in the College's long-range planning. Confident of its accreditation status, the College found the preparation for the visit extremely useful in clarifying its mission, goals, and objectives.

In early March, the North Central accreditation team, chaired by President George Drake of Grinnell College, and staffed by administrators and faculty from colleges and universities in the region, visited the "K" campus for three days of interviews and analysis. The report of the accreditation team was very positive, and Kalamazoo College's accreditation was unconditionally renewed for another 10 years.

Cited in the report as institutional strengths were the quality of our faculty, administration, students, and trustees; the quality and maintenance of the physical plant; the quality of the Upjohn Library; and the distinctive nature of the "K" Plan curriculum.

Concern was noted regarding the discontinuities in campus life created by having approximately one-fourth of the student and faculty populations off campus each quarter. However, the four-quarter calendar was viewed overall as an asset because of the ways in which year-round operation support elements of the "K" Plan curriculum.

Kalamazoo College was encouraged by the accreditation team to give special energy to the area of general institutional development, recognizing a particu-

lar need for greater alumni participation. Also noted as a concern in the report was the recent decline in enrollment at "K" College.

Overall, the report was exceptionally positive. The accreditation team was especially impressed by the College's self-recognition of areas of concern and the commitment to long-range planning at "K" to solve specific problems.

A TRADITION OF EXCELLENCE

Celebration of the 150th anniversary of the founding of Kalamazoo College officially concluded with the commencement of the Sesquicentennial Class of 1983 on June 11. During the year past, the College thoughtfully examined its heritage and accomplishments, both in remembrance and as a useful way to help formulate goals for the future.

Our sesquicentennial celebration served as the impetus for a variety of valuable projects and campus programs. Three major books, for and about the College, were published as a part of the observance, and made available to all members of the greater College community. *Kalamazoo College: A Sesquicentennial Portrait* depicts the history of the College through 140 pages of photos and essays. *On Such A Full Sea* focuses on the 18 years of accomplishments and extraordinary growth of the College during the presidency of Weimer K. Hicks (1953-1971). The lives of four exceptional pioneers at the College are captured in the 336 pages of *Emancipated Spirits: Portraits of Kalamazoo College*

Women. These three books, highly valued today, will be invaluable treasures for future generations.

A weeklong symposium on "The American College" was held as part of an expanded Founders' Day observance in April. Noted historians Dr. Lawrence Stone of Princeton University and Dr. Burton J. Bledstein of the University of Illinois at Chicago Circle addressed the past and present role of the small, private liberal arts college in America. The principal address at Commencement was delivered by Dr. Davidson Nicol, formerly an under-secretary-general of the United Nations, who reflected on the remarkable international heritage of this small College in the American Midwest, and the growing interdependence of the world community. Throughout the year, there were other noted speakers, theologians, accomplished professionals, artists, and educators who visited the campus as part of the sesquicentennial observance.

Other sesquicentennial activities included the dedication of a stainless steel sculpture, titled "Prospect", on the terrace of the Light Fine Arts building, and a variety of musical performances by students and visiting artists. Nearly every campus event of the last year contained special programs dedicated to the 150th anniversary. At the conclusion of Founders' Day, more than 800 students, faculty, administrators, alumni and friends gathered in Anderson Athletic Center for a gala birthday celebration. It was a very special year at Kalamazoo College.

"A Tradition of Excellence"

was the motto of the sesquicentennial celebration. During 1982-83, that tradition was reaffirmed by improvements in the curriculum, strengthening of support programs, capital improvements, and renewed dedication and enthusiasm by faculty, staff, alumni and friends of the College.

The tradition was also reaffirmed in the recognition of outstanding accomplishments and service to the College. Honorary degrees were conferred on Dr. Harry A. Towsley '26, a nationally recognized pediatrician, Dr. John T. Bernhard, president of Western Michigan University, and Dr. Beverly Roberts Gavena, Baptist scholar and educator. Distinguished Alumni Awards were presented to Alma Smith Crawford '27, Kenneth G. Elzinga '63, and Harry T. Garland '68.

The excellence of the Kalamazoo College faculty was also reaffirmed during 1982-83 through numerous achievements and contributions. Dr. Richard J. Cook, associate professor of chemistry, received national recognition for his expertise on toxic waste following testimony at public hearings on Love Canal. In the fall of 1982, "Prospect", a stainless steel sculpture by Marcia J. Wood, professor of art, was dedicated as part of the sesquicentennial celebration. Dr. Gail B. Griffin, associate professor of English, edited and co-authored with three "K" students *Emancipated Spirits: Portraits of Kalamazoo College Women*.

Dr. David Barclay, associate professor of history, was named Kalamazoo College's first John D. MacArthur Scholar. His grant

By any criteria, the students of Kalamazoo College demonstrate most clearly that the tradition of excellence continues.

enabled him to conduct research and write a textbook detailing the history of the (German) Weimar Republic. A Fulbright Grant was awarded to Dr. David A. Evans, associate professor of biology, which enabled him to lecture in biology and entomology at Njala University College, Sierra Leone, West Africa. Dr. Jean M. Callo-way, professor of mathematics, spent two weeks visiting seven cities in the People's Republic of China as part of a higher education mathematics delegation.

Three distinguished faculty members were honored by the College for their outstanding scholarship and service. Dr. Richard T. Stavig, professor of English, and Dr. Wayne M. Wright, professor of physics, received the 1982 Florence J. Lucasse Fellowships. Dr. Stavig was recognized for excellence in teaching, Dr. Wright for excellence in scholarship and research. For outstanding support of student co-curricular activities, Dr. Donald C. Flesche, professor of political science, received the first annual Frances Diebold Award.

In many ways, the College reaffirmed its tradition of excellence during its sesquicentennial year. None, however, was as significant or representative of this institution as the continued accomplishments of Kalamazoo College students. Among this year's graduating class, to mention only a few of the honors, were recipients of the Fulbright Grant, a Thomas J. Watson Fellowship, a Harry S Truman Scholarship, a Heyl Fellowship for graduate study at Yale University, and a Pulliam Journalism Fellowship. Nearly 10 percent of the class were graduated

as members of Phi Beta Kappa, and 32 were graduated with honors in their major department.

Kalamazoo students performed in the highly successful College production of "El Grande de Coca-Cola". Two seniors were selected as members of the American National Theatre and Academy's new professional touring company, based on their performances in "El Grande". Two other students were semifinalists in Wichita State University's annual theatre scene and design competition for their work on "The Rimers of Eldritch" and "A Mid-Summer Night's Dream".

Undefeated in MIAA action and 13-3 overall, the women's tennis team won its second league title in five seasons. The men's swimming team won its 12th consecutive MIAA title, placed 10th in the NCAA Division III national championships, and had 10 swimmers who gained All-American status. One of those All-Americans later received an NCAA postgraduate study scholarship, and is now a medical student at Johns Hopkins University. For the 45th consecutive year, the men's tennis team captured the MIAA title. The team finished first in both the MIAA and GLCA tournaments, and third in the NCAA Division III national championship, with three players gaining All-American status.

By any criteria: scholarship, artistic talent, athletics, journalism, leadership, or qualities of individual character, the students of Kalamazoo College demonstrate most clearly that the tradition of excellence continues.

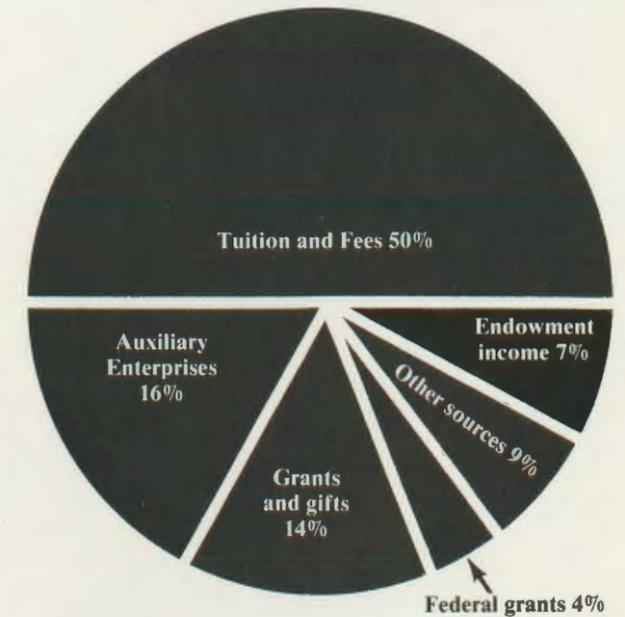
Dr. George N. Rainsford led Kalamazoo College during its sesquicentennial year, and the preceding decade. Under the leadership of President Rainsford, the College made significant improvements in its curricular and co-curricular quality. In addition to a dramatic expansion of computer facilities, Olds-Upton Science Hall was expanded and facilities for the sciences were improved. Anderson Athletic Center (1981) was completed, affording the College exceptional indoor athletic facilities. Strong fiscal management and the success of a major capital campaign placed the College in a stable financial situation.

Kalamazoo College began its 151st year with new leadership. Dr. David W. Breneman assumed his duties as the 14th president of the College on July 1. The transition of quality leadership served to emphasize that the sesquicentennial celebration was neither an ending nor a beginning. It was a meaningful reaffirmation of the commitment to excellence which began in 1833 at Kalamazoo College. Lux Esto.

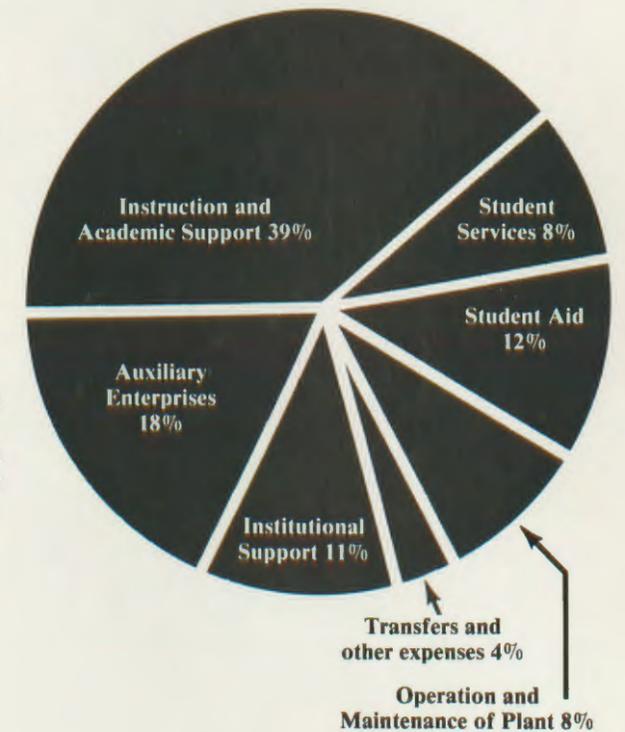
FISCAL YEAR ENDING JUNE 30

	1981-82	1982-83
Revenues		
Educational and General		
Tuition and fees	\$7,384,659	\$7,790,035
Endowment income	1,040,722	1,144,546
Funds held in trust by others	286,712	416,000
Federal grants	742,558	681,031
Other gifts and grants	1,459,998	2,226,950
Other revenues	579,184	752,260
Subtotal	11,493,833	13,010,822
Auxiliary Enterprises		
Residence fees	2,007,431	2,104,936
Rental facilities	42,942	41,722
Bookstore	317,589	306,987
Subtotal	2,367,962	2,453,645
Total Revenues	\$13,861,795	\$15,464,467
Expenditures		
Educational and General		
Instruction and research	\$4,438,902	\$4,513,430
Public service	394,191	490,357
Academic support	709,060	785,614
Student services	1,134,551	1,166,382
Institutional support	1,332,577	1,496,162
Operation and maintenance of plant	1,088,926	1,115,828
Student aid	1,499,548	1,670,826
Subtotal	10,597,755	11,238,599
Auxiliary Enterprises		
Residence and dining hall	2,159,653	2,185,050
Rental facilities	42,927	53,192
Bookstore	282,725	277,092
Subtotal	2,485,305	2,515,334
Total Expenditures	\$13,083,060	\$13,753,933
Transfers		
Interfund debt retirement	(\$146,000)	(\$359,995)
Unrestricted revenue allocated to other funds	(322,549)	(1,188,964)
Restricted funds applied (held)	(392,858)	(393,511)
Other transfers	83,854	233,399
Surplus (Deficit)	\$1,182	\$1,463

Sources of Operating Revenue



Operating Expenditures





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Kalamazoo, Michigan 49007 USA

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