

THE CLOSING OF THE COLLEGE OF EMPORIA  
" AN ATTITUDE SURVEY

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by

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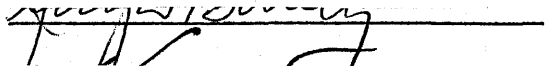
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## CHAPTER I

### INTRODUCTION

Many institutions of private higher education across the nation are undergoing financial crisis. Many factors such as inflation, decline in the rate of income, overextension of facilities and staff, smaller enrollment, elimination of draft laws, changing job market demands, a widening tuition gap between public and private education and increases in the everyday cost of campus operation have contributed to this crisis.

Lupton (1976), reporting on the financial health of institutions of higher education, found that 59.5 percent of the independent institutions in the United States were relatively unhealthy (which might be turned around by good management) and 27.1 percent of the independent institutions were unhealthy (where the institution's long-term survival is problematic unless some major external intervention occurs). Further commenting on the financial health of this latter group of institutions, Lupton stated:

This is a large percentage but in itself not surprising. Many institutions have operated on a razor-thin margin for years, with small annual operating deficits accumulating over a number of years. These institutions generally lack endowment or other resources derived from external sources to tide them over difficult years. (p. 23)

The small, private undergraduate institution in the Midwest has been most severely affected by the financial crisis. Jellema (1973) indicates that these small institutions which have a relatively

high fixed cost per student face a real dilemma as their enrollments decline. Income decreases, but expenses decrease less rapidly. Teaching and administrative staff can be reduced to a point as a short-run remedy. Just how far academic programs may be cut and still leave a sound basic curriculum capable of attracting students is the essence of the dilemma. Such cuts cannot continue indefinitely.

Jellema (1973) found 254 colleges and universities that would exhaust their liquid assets within ten years if each year produced a deficit as large as the institutions expected in 1971. Of these 254 colleges, 54 were located in the West North Central geographic region (including Kansas).

Anderson (1976), reporting on enrollment trends in Kansas higher education, predicted that 15 of 16 four-year private institutions in Kansas would decrease in enrollment by 1981. In his report, Anderson stated:

The prediction of enrollments in colleges enrolling under 1,000 students is a hazardous task for much depends on several known and unknown factors. Unless favorable factors operate positively for some of the colleges, their enrollments may become too low for efficient operation. The result may mean that these colleges may have to: (1) close, (2) become two-year institutions, or (3) merge with other colleges. (p. 47)

Information received in July, 1977, from administrators at six of the four-year private colleges in Kansas for which Anderson predicted the greatest decline in enrollment revealed a cautious optimism about their chances of survival, an objection to the methodology employed by Anderson in making his predictions and

a fear that stepped-up recruiting efforts by the public sector in response to predicted enrollment declines would adversely affect private institutions. The predictions of Jellema and Anderson paint a gloomy picture of the future of private higher education in Kansas as a viable force capable of serving the public with quality and strength.

#### Purpose of the Study

On December 24, 1973, the Board of Trustees of The College of Emporia sent the following letter to their friends and creditors:

As you no doubt learned through the news media, the Board of Trustees of The College of Emporia, at their meeting on Saturday, December 22, voted to suspend school, effective with the beginning of the spring semester, 1974. The Board further voted, for reasons which will hereafter appear, to attempt a voluntary administration of an orderly plan to market and apply the assets of The College; hopefully to discharge all obligations of The College, and if any assets remain after the discharge, to establish an educational trust to carry on as much as possible, the purpose for which The College was formed.

Thus, the end was signaled of a college established at Emporia, Kansas, in 1882 by the Presbyterian Church as their Synodical College. This study is designed to determine the impact of the closing of The College of Emporia upon the various publics that were involved with The College at the time of its demise. These publics are identified as:

1. Students enrolled in September, 1973
2. Parents of students enrolled in September, 1973
3. Faculty employed in 1973-74.
4. Administrators employed in 1973-74.

5. Members of the Board of Trustees in 1973-74
6. Alumni of The College of Emporia
7. Creditors of The College of Emporia
8. Kansas Presbyterian ministers
9. The community of Emporia, Kansas

An Attitude survey was developed to determine the impact of the closing of The College of Emporia upon each of these publics. Included in this survey were questions designed to elicit data pertaining to any possible financial, academic or professional impact upon the various publics. In addition, data were solicited to determine any attitudinal impact toward similar private colleges.

A second purpose is to ask each public to examine a list of reasons, identified in the literature, for the crisis in private higher education and rank-order these reasons as it perceives them to apply to the closing of The College of Emporia. In addition, each public was asked whether it believed any action taken by the faculty, administration, Board of Trustees or the Presbyterian Church led toward or contributed to the closing of The College. Finally, based upon this research, suggestions are presented to help similar private colleges avoid the same fate as The College of Emporia or to facilitate necessary closings.

#### Significance of the Study

Two thirds of all private institutions in the West North Central geographic region are in danger of exhausting their liquid assets by 1983 if they continue to operate with yearly deficits as large as those incurred in 1971. This prediction must be taken

seriously in view of the demise of The College of Emporia, the predicted enrollment declines in Kansas and the nation-wide unhealthy financial condition of many private institutions of higher education. If the crisis in private higher education continues unabated, then more colleges in Kansas will be facing the realization that they are no longer able to exist.

The College of Emporia was closed with dignity and very little loss due to vandalism. This study serves as a resource on how the closing of a college affects the human element involved with the college.

#### Research Questions

Students who were enrolled at The College of Emporia in September, 1973, were surveyed to gather information on the impact of The College's closing as follows:

1. Were you penalized academically?
2. Were you penalized financially?
3. Did the institution which accepted you honor all their commitments?
4. Was there any change in your life goal?
5. Were you treated fairly by The College of Emporia?
6. Were the students enrolled treated fairly?
7. Was the faculty treated fairly?
8. Was The College candid in reporting its condition?
9. Have you experienced any difficulties with the availability of transcripts?



10. Would you recommend that a friend or relative attend a private college?

Parents of the students who were enrolled at The College of Emporia in September, 1973, were surveyed to gather information on the impact of The College's closing as follows:

1. Was your son/daughter penalized academically?
2. Was your son/daughter penalized financially?
3. Were you penalized financially?
4. Did the institution which accepted your son/daughter honor all their commitments?
5. Was there any change in your son's/daughter's life goal?
6. Was your son/daughter treated fairly?
7. Were the students enrolled treated fairly?
8. Was the faculty treated fairly?
9. Was The College candid in reporting its condition?
10. Has your son/daughter experienced any difficulties with the availability of transcripts?
11. Would you recommend that a friend or relative attend a private college?

Faculty were surveyed to determine the impact of The College's closing as follows:

1. Were you penalized financially?
2. Were you treated fairly by The College?
3. Was the faculty treated fairly?
4. Were the students enrolled treated fairly?
5. Was The College candid in reporting its condition?

6. Would you recommend that a friend or relative attend a private college?
7. Would you consider employment in another private college?

Administrators were surveyed to determine the impact of The College's closing as follows:

1. Were you penalized financially?
2. Were you treated fairly by The College?
3. Were the administrators treated fairly?
4. Were the students enrolled treated fairly?
5. Was the faculty treated fairly?
6. Was The College candid in reporting its condition?
7. Would you recommend that a friend or relative attend a private college?
8. Would you consider employment in another private college?

Members of the Board of Trustees serving in 1973-74 were surveyed to determine the impact of the closing as follows:

1. Were the students enrolled treated fairly?
2. Was the faculty treated fairly?
3. Was The College candid in reporting its condition?
4. Would you recommend that a friend or relative attend a private college?
5. Has the closing affected your personal image?
6. Would you serve in the same capacity at a similar institution?
7. Has the closing of The College of Emporia affected your commitment to Sterling College?

Alumni were surveyed as follows:

1. Were the students enrolled treated fairly?
2. Was the faculty treated fairly?
3. Has the closing affected the status of your degree?
4. Have you been satisfied with the handling of your academic records/alumni records/placement records?
5. Was The College candid in reporting its condition?
6. Would you recommend that a friend or relative attend a private college?
7. Has the closing of The College of Emporia affected your commitment to Sterling College?

Creditors were surveyed as follows:

1. Has the closing affected your credit policies with similar schools?
2. What was the impact of the closing on your business?
3. Were you treated fairly?
4. Were the students enrolled treated fairly?
5. Was the faculty treated fairly?
6. Was The College candid in reporting its condition?
7. Would you recommend that a friend or relative attend a private college?

Kansas Presbyterian ministers were asked:

1. Has the closing affected the educational mission of the church?
2. Has the closing had any effect on the prestige of the church?
3. Were the students enrolled treated fairly?

4. Was the faculty treated fairly?
5. Was The College candid in reporting its condition?
6. Would you recommend that a friend or relative attend a private college?
7. Has the closing of The College of Emporia affected your commitment to Sterling College?

The community of Emporia was asked:

1. Has the closing had an impact on the business community?
2. Has the closing had an impact on the academic community?
3. Has the closing had an impact on the cultural life of the community?
4. Were the students enrolled treated fairly?
5. Was the faculty treated fairly?
6. Was The College candid in reporting its condition?
7. Would you recommend that a friend or relative attend a private college?

#### Limitations of the Study

Generalization of the findings and implications of this study must be made with care, if at all, as only the situation existing at The College of Emporia was examined. The same set of unique circumstances may not apply exactly to similar private colleges. This study is subject to a possible unconscious bias due to the fact that the researcher was personally involved as an administrator at The College of Emporia at the time of its closing.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Four major objectives were pursued in this review of related literature: (1) to report the literature available on actual college closings, (2) to examine literature pertaining to the crisis in private higher education, (3) to present a brief background historical sketch of The College of Emporia and (4) to report the mechanics used in the actual closing.

#### Literature on College Closings

From territorial days onward in Kansas alone, Conard (1970) found that 138 schools categorized as normal schools, ghost colleges, merged or absorbed colleges, moved out-of-state institutions, in-name-only colleges, proposed colleges and other institutions bearing the name "college" had either ceased to exist or never got beyond filing incorporation papers. Many of the functions of these early colleges were assumed by state institutions that caused the smaller college to become uncompetitive. Other reasons listed for the closings were found to be a lack of serious commitment from the sponsoring church groups, few alumni and inadequate endowments. Hruba (1973), while listing liabilities and assets of private colleges, also indicated that church-relatedness is most often not to be taken as a financial asset.

The Chronicle of Higher Education (September 22, 1975) reported that since 1972, 56 private colleges had closed, 12 had merged with other colleges and 9 had gone under public control. Despite this toll, the number of private institutions, according to a report by the U. S. Department of Health, Education and Welfare (1976), increased by 318 during the past two decades. In the fall of 1974, the report indicated there were 1,214 public institutions enrolling 7,988,500 students and 1,533 private institutions enrolling 2,235,229 students. Even though the number of private institutions increased during this time period, the report continued, they tended to be much smaller than their public counterparts. The National Center <sup>for</sup> of Educational Statistics (1977) reported that more four-year private institutions were operating in 1975-76 than in 1969-70. These data, the report pointed out, do not reveal the number of institutions established nor the number expiring each year--only net changes.

Shook (1974) surveyed forty private colleges that had either closed or were transformed into public institutions between September of 1972 and April of 1974. One problem common to many was the feeling of some high-ranking administrators that problems should be covered with a veil of secrecy instead of being openly discussed. Many could see the handwriting on the wall, but those closest to the picture could not, or would not, read it realistically. Shook stated:

To an outsider, the announcement of closing a college may have little if any impact, but for those more directly involved with the institution the impact

tends to be great and the emotional climate could range from a state of shock and inactivity to a state of extreme bitterness and hostile action to reverse the decision. (p. 6)

Shook (1974) further stated that when the decision is made, the immediate concern must be for the students. How can transfer be expedited? What shall be done with records? How shall former students and alumni be notified? How can residency requirements at other colleges be met? These are vital questions, but the students constitute only one of the concerned publics.

The contribution made to the total educational system by private colleges is widely recognized in the literature. Lyman (1975) stresses the value of private colleges as a check against a possible state monopoly of educational service. Kerr (1972) and Shulman (1972) recognize the need and value of state aid to private colleges. Without such aid many private institutions will be facing bankruptcy. Provisions of support for private institutions can save the state money in the long run, for without these facilities, the state would have the expense of supplanting them with wholly financed public institutions. In some cases, whereby existing public institutions are able to absorb the facilities of the closed private institutions, the cost to the state may not be so great. However, funds from private sources now going to the private institutions will not likely be given to the public institutions, and the taxpayer will have to pick up the added burden. The Newman Report (1973) advocates a reexamination of federal tax policies to enhance the flow of funds from private

donors and foundations to encourage a broader participation of the public in educational philanthropy. Mortimer (1972) suggests that state-wide coordinating boards be instituted to act as an umbrella under which the private college can be coordinated and made an integral part of the state's total concern for the beneficial development of higher education.

On a more optimistic note, Oman (1972) surveyed 310 private four-year liberal arts colleges regarding their response to the financial crisis of the 1970's. He concluded that the situation was not so desperate as is generally suggested in the literature. His research supports the thesis that fund raising from individuals or foundations is being relied upon heavily while less emphasis is being placed on tuition increases, increased enrollment and church support as sources for institutional funds. Oman does predict that, despite earnest attempts to remain viable, from 50 to 200 institutions will not survive the 1970's.

#### Crisis in Private Higher Education

During the 1960's private institutions flourished because of several factors, not the least of which was a large pool of high school graduates seeking admission. This pool is no longer available. Anderson (1976) reported the number of 12th graders in Kansas high schools generally increased to 1976-77 and thereafter will decline until 1986-87. Furthermore, the percentage of the total state headcount in private four-year colleges in Kansas, according to Anderson, has decreased from 15.02 percent in 1966 to 9.53 percent



TABLE 1

PROJECTED HEAD-COUNT ENROLLMENTS FOR EACH  
OF THE FOUR TYPES OF KANSAS INSTITUTIONS

| Type* | Fall | Projected<br>Number | Type* | Fall | Projected<br>Number |
|-------|------|---------------------|-------|------|---------------------|
| I     | 1976 | 77,697**            | III   | 1976 | 11,301**            |
|       | 1977 | 76,646              |       | 1977 | 10,584              |
|       | 1978 | 75,126              |       | 1978 | 9,816               |
|       | 1979 | 73,414              |       | 1979 | 9,052               |
|       | 1980 | 71,717              |       | 1980 | 8,297               |
|       | 1981 | 69,617              |       | 1981 | 7,517               |
| II    | 1976 | 27,738**            | IV    | 1976 | 1,817**             |
|       | 1977 | 28,810              |       | 1977 | 1,801               |
|       | 1978 | 29,681              |       | 1978 | 1,545               |
|       | 1979 | 30,426              |       | 1979 | 1,417               |
|       | 1980 | 31,131              |       | 1980 | 1,282               |
|       | 1981 | 31,616              |       | 1981 | 1,143               |

- \* I--State and Municipal Institutions  
 II--Public Community Two-Year Institutions  
 III--Four-Year Private Institutions  
 IV--Two-Year Private Institutions

\*\*Actual head-count enrollment in 1976

Source: Kenneth E. Anderson. Kansas Higher Education Enrollment Trends, 1976. Legislative Educational Planning Committee, December, 1976, p. 26.

in 1976 and is predicted to reach 6.84 percent in 1981. Table 1 presents Anderson's predictions for each of the four types of institutions of higher education represented in Kansas. Only the public community two-year institutions are predicted to gain in enrollment through 1981.

On the national scene, the National Center for Educational Statistics (1977) presented projections of enrollment through

1985 for the public and nonpublic sectors of higher education as well as grades 9-12 (Table 2). These projections indicate a more optimistic picture for the private sector than those presented earlier for Kansas.

TABLE 2

PROJECTED ENROLLMENT IN EDUCATIONAL INSTITUTIONS  
BY INSTITUTIONAL LEVEL AND CONTROL:  
UNITED STATES, FALL, 1976 TO 1985  
(thousands)

| Year<br>(Fall) | 4-Year Institutions of Higher Education |           | Grades 9-12 |           |
|----------------|---|-----------|-------------|-----------|
|                | Public                                  | Nonpublic | Public      | Nonpublic |
| 1976           | 5,258                                   | 2,258     | 14,321      | 1,400     |
| 1977           | 5,393                                   | 2,289     | 14,258      | 1,400     |
| 1978           | 5,516                                   | 2,309     | 14,101      | 1,400     |
| 1979           | 5,608                                   | 2,317     | 13,725      | 1,400     |
| 1980           | 5,674                                   | 2,315     | 13,233      | 1,400     |
| 1981           | 5,722                                   | 2,311     | 12,699      | 1,400     |
| 1982           | 5,738                                   | 2,291     | 12,190      | 1,400     |
| 1983           | 5,689                                   | 2,254     | 11,912      | 1,400     |
| 1984           | 5,599                                   | 2,193     | 11,878      | 1,400     |
| 1985           | 5,490                                   | 2,133     | 11,928      | 1,400     |

Source: National Center for Educational Statistics, Projections of Educational Statistics to 1985, 1977, pp. 13, 18.

Magarrell (June 20, 1977) reported that, according to a survey conducted by the National Association of Independent Colleges and Universities, private colleges expect a 1 percent increase in freshmen next year--but fewer transfer students. As a whole, enrollments are expected to hold steady although 19 percent of those institutions surveyed expect a 3 percent decrease in enrollment from the 1976 level. The freshman enrollment is predicted to be 3 percent lower than in 1976 by 25 percent of the colleges

surveyed. Magarrell (May 31, 1977) discussed a study by Fromkin in which it is concluded that schools with lower tuition and lesser reputation, especially in the private sector, will likely have to institute draconian economies or close their doors in the face of further erosion of their student base.

Minter and Bowen (1977), in the third of an annual series sponsored by the Association of American Colleges and designed to provide information on the condition of the private sector of American higher education, listed among their conclusions the following:

The private sector held its own in 1976-77 in enrollment and admissions. There were no adverse changes and no great leaps forward. The future enrollment situation remains uncertain in view of the well-known demographic changes due in the 1980's and in view of the increasing interest of students in vocational education. (p. 61)

Presidential assessments of the current condition of the institutions and the outlook for the future continued to be hopeful. (p. 62)

Capital expenditures which had been relatively low in 1975-76 dropped again in 1976-77. It is probable that depreciation and obsolescence are taking their toll and that unmet capital needs are accumulating. The institutions are probably experiencing hidden deficits in the capital account and a day of reckoning, when capital expenditures must increase, will come some day. (p. 62)

There is a difference of opinion about projections for future enrollment. Norris (1976) points out that the condition of the economy has caused the trend-demographic projections of 1973 to be suspect. Hollander (1974) combined the features of the trend-demographic procedure with regional variations for the

state of New York. Hollander's projection, if true, would mean 20 percent fewer students in traditional (programs leading to a bachelor degree and catering to middle class, bright, 18-24 year olds) undergraduate programs by 1990. Dresh (1975) linked college attendance with economic rewards and suggested that high enrollments in the 1970's will create a condition of "economic saturation" and cause more severe declines in enrollment after 1980 than those projected by Carnegie. Freeman and Holloman (1975) also used economic factors in predicting an enrollment decline in the 1980's. Their prediction suggests a less drastic decline than that of Dresh as the relative economic returns of education may improve during that period.

Not all predictions are so gloomy. Treating education as a growth industry fostering "lifelong learning," Bowen (1974) predicted enrollments may increase as much as 200 percent by the year 2000. Leslie and Miller (1974) link higher education with the gross national product and hypothesize an increase in enrollments from 67 to 116 percent by the year 2000.

The concepts of "lifelong learning" and "nontraditional" studies have been suggested as sources for increased enrollment in institutions of higher learning. The 1974 Yearbook of the American Association for Higher Education presented a series of essays directed toward the advisability of attracting older learners, part-time learners and off-campus learners. The literature also contained several cautions against placing too much emphasis on lifelong learning as a means of stabilizing enrollments. Freeman

and Hollomon (1975) reported that an enormous movement of adults into higher education would be necessary to save institutions of higher education from the expected fall in enrollments in the 1980's and that such an increase seemed unlikely. Sibling (1976) reported that it was mathematically possible to offset predicted enrollment declines with continuing education efforts in the form of 16 million new part-time students, but it would be suicidal to plan on such a forlorn hope. Norris (1976) pointed out the wisdom of maintaining institutional options. The penalty for any move toward a temporary solution to the enrollment crisis, without properly keeping options open, may be heavy in the 1980's--and perhaps before.

Regarding nontraditional studies, Bernstein (1976) reported that The Regents External Degree, established by the University of the State of New York, provides the student the opportunity to earn a college degree without stepping foot on campus. Likewise, Park College, a Presbyterian institution, is changing its mission to meet the needs of nontraditional students (De Frain, 1977). A School for Community Education, located in a building in downtown Kansas City, Missouri, has been established by the institution. Each student develops a learning contract based upon competencies. Enrollment projections for 1977-78 are optimistic.

The Kansas Tuition Grant program was initiated in 1972-73. In this program grants up to \$1,000 are given on the basis of need to students attending Kansas private colleges; this is an indication of the state's concern for helping private institutions

combat the enrollment trend. After reaching a peak in 1969, the enrollment in Kansas four-year private institutions began to decrease (Table 3). After the tuition grant program was initiated,

TABLE 3

HEAD-COUNT ENROLLMENTS IN KANSAS INSTITUTIONS  
OF HIGHER EDUCATION FROM 1955 TO 1976

| Fall | Type of Institutions* |        |        |       | Total   |
|------|-----------------------|--------|--------|-------|---------|
|      | I                     | II     | III    | IV    |         |
| 1955 | 26,351                | 4,175  | 6,574  | 949   | 38,049  |
| 1956 | 29,897                | 4,145  | 6,845  | 894   | 41,781  |
| 1957 | 30,909                | 4,259  | 7,233  | 881   | 43,282  |
| 1958 | 32,189                | 4,494  | 7,476  | 924   | 45,083  |
| 1959 | 32,981                | 4,765  | 7,933  | 968   | 46,647  |
| 1960 | 34,983                | 5,060  | 8,343  | 1,152 | 49,538  |
| 1961 | 38,103                | 5,891  | 9,100  | 1,190 | 54,284  |
| 1962 | 40,787                | 6,145  | 9,580  | 1,232 | 57,744  |
| 1963 | 43,697                | 6,024  | 9,421  | 1,394 | 60,536  |
| 1964 | 49,806                | 7,668  | 10,372 | 1,619 | 69,465  |
| 1965 | 55,482                | 9,190  | 11,460 | 1,983 | 78,115  |
| 1966 | 58,308                | 10,355 | 12,502 | 2,048 | 83,213  |
| 1967 | 61,048                | 11,123 | 12,698 | 2,065 | 86,934  |
| 1968 | 63,420                | 11,546 | 12,952 | 2,042 | 89,960  |
| 1969 | 66,263                | 15,532 | 13,058 | 1,866 | 96,719  |
| 1970 | 67,076                | 17,140 | 12,119 | 1,798 | 98,133  |
| 1971 | 69,600                | 18,856 | 11,463 | 1,664 | 101,583 |
| 1972 | 68,675                | 19,651 | 10,957 | 1,497 | 100,780 |
| 1973 | 69,685                | 21,134 | 10,715 | 1,413 | 102,947 |
| 1974 | 73,569                | 22,740 | 10,561 | 1,419 | 108,289 |
| 1975 | 78,262                | 25,806 | 11,006 | 1,735 | 116,809 |
| 1976 | 77,697                | 27,738 | 11,301 | 1,817 | 118,553 |

\* I--State and Municipal Institutions.

II--Public Community Two-Year Institutions.

III--Four-Year Private Institutions.

IV--Two-Year Private Institutions.

Source: Kenneth E. Anderson. Kansas Higher Education Enrollment Trends, 1976. Legislative Educational Planning Committee, December, 1976, p. 24.

the rate of decline decreased until the fall of 1975, at which time the trend was reversed. During the same time period (1972 to 1976) public four-year colleges decreased in enrollment only in 1976, public community colleges increased their enrollment each year and two-year private institutions improved their enrollment the last three years.

Johanning (1977) reported that a combination of the tuition grant program and a regained commitment to a religious campus life has apparently aided in the revival of Kansas private colleges. Mid-American Nazarene College at Olathe, the newest Kansas private college, requires chapel attendance and has a strict code of conduct. Because of the required chapel attendance, the college does not qualify for the tuition grant program. However, the religious and disciplined atmosphere at Mid-American Nazarene College has placed the college in the position of being the largest private college in Kansas.

Kansas Wesleyan of Salina is an exception to the overall picture of improved enrollments in Kansas private colleges (Johanning, 1977). Kansas Wesleyan has experienced a decline in enrollment each year since 1971, and Anderson (1976) predicted an enrollment of only 123 by 1981. However, administrators at Kansas Wesleyan remain optimistic about their enrollment prospects and give credit to the tuition grant program and increased efforts to work with the Methodist Church and the city of Salina, Kansas.

Davies (1972) conducted a follow-up study of a similar program of state support for private higher education in Illinois. The

impact of the aid was studied in a survey of 2,000 recipients. In response to the question, "Would you have attended any college full time without a state monetary award?" 35 percent of the scholarship winners and 52 percent of the grant winners responded, "No!"

The importance of maintaining or increasing enrollment for the private college has been discussed by Anderson (1973), Jellema (1973), Astin (1972), Cheit (1973) and others; yet, the trend, as reported by the American Council on Education (1976), indicates the percentage of students enrolled in private institutions has decreased steadily since 1950 (Table 4). Likewise, the percentage of first-time students entering private institutions has been steadily decreasing. As pointed out

TABLE 4

ENROLLMENT AND FIRST-TIME STUDENT ENROLLMENT IN PRIVATE COLLEGES AND UNIVERSITIES AS A PERCENTAGE OF TOTAL ENROLLMENT IN ALL INSTITUTIONS, U. S., 1950-1975

| Year | All Institutions |                    | All Four-Year Institutions |                    |
|------|------------------|--------------------|----------------------------|--------------------|
|      | Total Enrollment | First-Time Student | Total Enrollment           | First-Time Student |
| 1950 | 50%              | 45%                | 53%                        | 50%                |
| 1955 | 44               | 40                 | 48                         | 46                 |
| 1960 | 41               | 37                 | 45                         | 44                 |
| 1965 | 34               | 31                 | 38                         | 38                 |
| 1970 | 27               | 25                 | 32                         | 35                 |
| 1975 | 24               | 23                 | 31                         | 34                 |

Source: American Council on Education. A Fact Book of Higher Education. Washington, D. C., Second Issue/1976, 76.81, 76.97, 76.103 and 76.109.



by Minter (1977), these percentages can be confusing. Enrollment in private higher education has been increasing; the lower percentage represented in the private sector is due to the enormous expansion of public higher education (Table 5). Thus, according

TABLE 5

SUMMARY OF ENROLLMENT IN EDUCATIONAL INSTITUTIONS  
BY INSTITUTIONAL LEVEL AND CONTROL:  
UNITED STATES, 1976-1975  
(thousands)

| Year | All Institutions |         |        | All Four-Year Institutions |         |       |
|------|------------------|---------|--------|----------------------------|---------|-------|
|      | Public           | Private | Total  | Public                     | Private | Total |
| 1965 | 3,970            | 1,951   | 5,921  | 2,928                      | 1,820   | 4,748 |
| 1966 | 4,349            | 2,041   | 6,390  | 3,159                      | 1,904   | 5,063 |
| 1967 | 4,816            | 2,096   | 6,912  | 3,444                      | 1,955   | 5,399 |
| 1968 | 5,431            | 2,082   | 7,513  | 3,784                      | 1,937   | 5,721 |
| 1969 | 5,897            | 2,108   | 8,005  | 4,050                      | 1,978   | 6,028 |
| 1970 | 6,428            | 2,153   | 8,581  | 4,326                      | 2,032   | 6,358 |
| 1971 | 6,804            | 2,144   | 8,948  | 4,438                      | 2,024   | 6,462 |
| 1972 | 7,070            | 2,145   | 9,215  | 4,518                      | 2,031   | 6,549 |
| 1973 | 7,420            | 2,183   | 9,603  | 4,616                      | 2,062   | 6,678 |
| 1974 | 7,988            | 2,235   | 10,223 | 4,794                      | 2,118   | 6,912 |
| 1975 | 8,835            | 2,350   | 11,185 | 5,095                      | 2,218   | 7,313 |

Source: National Center for Educational Statistics, Projections of Educational Statistics to 1985, 1977, pp. 13, 18.

to Minter, there has been no diminution of private higher education either absolutely or relatively. Minter concluded:

We would emphasize that the current situation of relative stability can change. Indeed every serious observer of private higher education knows that the position of private universities and colleges is uncertain--especially in view of impending demographic trends. But up to the present, they appear to have held their own. Their staying power has been due in part to the growing state and federal programs of aid

to students and to institutions, to careful management, to the continuing support of friends and donors, to the evident fact that private colleges and universities continue to be attractive to millions of students perhaps most of all, and to the strong "will to live" that characterizes all colleges and universities. (p. 67)

Financial input from sources other than tuition and fees has long been an important aspect of private college and university funding. Lind (1976) analyzed the difference in funding patterns in public and private institutions by the source of funds and the average cost of educating a full-time equivalent student (Table 6).

TABLE 6

COST OF EDUCATION PER FULL-TIME EQUIVALENT STUDENT IN ALL INSTITUTIONS OF HIGHER EDUCATION BY SOURCE OF FUNDS AND INSTITUTIONAL CONTROL: UNITED STATES, 1973-74

| Source                                | Private (\$3,241) |            | Public (\$2,362) |            |
|---------------------------------------|-------------------|------------|------------------|------------|
|                                       | Amount            | Percentage | Amount           | Percentage |
| Directly from students                | \$2,064           | 63.7       | \$ 486           | 20.6       |
| Unrestricted private gifts            | 416               | 12.8       | 21               | .9         |
| Endowment earnings                    | 274               | 8.5        | 14               | .6         |
| Sponsored programs excluding research | 250               | 7.7        | 181              | 7.7        |
| All other sources                     | 237               | 7.3        | 1,659            | 70.2       |

Source: National Center for Educational Statistics, Digest of Educational Statistics, 1976 Edition, p. 138.

Lind's study included degree-credit, nondegree-credit, resident, nonresident, undergraduate and graduate students. The private

sector depended heavily upon funds derived directly from students, whereas the public sector received most of its funds from other sources assumed to be predominately governmental in nature.

Endowment and unrestricted gifts represented 21 percent of the cost of educating a student in the private sector compared with only 1.5 percent in public institutions of higher education.

The continued availability of funds from endowment and private gifts was questioned by Kemeny (1977) as he commented on reasons for the crisis in private higher education:

Recession has hurt, inflation doubled costs, endowment eroded due to lack of growth on the stock market, the energy crisis has quadrupled the cost of energy, there is a decline in the pool of available students and questions are being raised about whether a college education is necessary or worth the money. (p. 195)

The effects of inflation/recession on higher education have been discussed by Bowen (1975). He reports that both Brown and Cornell are striving to combat inflation and, at the same time, maintain the quality of and access to their institutions. Brown University has withdrawn \$25,000,000 from endowment since 1968-69, leaving only \$18,000,000 in endowment from which future withdrawals could be made. To combat this trend, President Hornig has announced Brown's faculty will be reduced by 75 positions over the next few years, scholarships and fellowships will be cut and the library budget will decrease. Cornell's former president, Dale Corson (an alumnus of The College of Emporia), has announced that over the next few years programs supported by unrestricted funds must be reduced by 15 percent.

Bowen reported that inflation has taken a greater toll on those smaller private college that do not have sizable endowments or research funds. Those who cannot reduce expenditures, compete aggressively for enrollments or adjust their programs may have to close. The Carnegie Commission (1973) reported that private institutions have a diminishing capacity to survive in the face of the wide public-private tuition gap and a marked slowing down in the rate of growth of college enrollments (Table 7). The Commission felt that the private sector makes a significant contribution to the total educational system and that the great majority of private colleges must not be allowed to decline in quality. In a supplemental report, the Carnegie Commission (1974) outlined a plan to combat the tuition gap: first, state support must be made available; second, the rate of increase in private tuition costs must slow down; and third, there should be "a modest and gradual" rise in the average level of tuition charged at the public institutions. This plan will not be easy to implement as there will be great resistance to any public tuition increase if it is known that one rationale for such an increase is to indirectly aid the private institution.

The National Commission on the Financing of Post-Secondary Education (1974) recognized the reality of the tuition gap. They pointed out that many private institutions are attempting to combat the gap through institutionally financed student aid. This practice has created an imbalance which, in view of current enrollment forecasts, threatens the financial viability

TABLE 7

ESTIMATED AVERAGE CHARGES (1975-76 DOLLARS) PER FULL-TIME  
UNDERGRADUATE DEGREE-CREDIT STUDENT IN ALL INSTITUTIONS  
OF HIGHER EDUCATION, BY INSTITUTIONAL CONTROL:  
UNITED STATES, 1965-66 TO 1985-86

| Year      | Tuition and Required Fees |         | Difference<br>Private-Public | Ratio<br>Private/Public |
|-----------|---------------------------|---------|------------------------------|-------------------------|
|           | Public                    | Private |                              |                         |
| 1965-66   | \$446                     | \$2,005 | \$1,559                      | 4.50                    |
| 1966-67   | 463                       | 2,078   | 1,615                        | 4.49                    |
| 1967-68   | 461                       | 2,115   | 1,654                        | 4.59                    |
| 1968-69   | 459                       | 2,151   | 1,692                        | 4.69                    |
| 1969-70   | 475                       | 2,252   | 1,777                        | 4.74                    |
| 1970-71   | 491                       | 2,353   | 1,862                        | 4.79                    |
| 1971-72   | 507                       | 2,453   | 1,946                        | 4.84                    |
| 1972-73   | 527                       | 2,459   | 1,932                        | 4.67                    |
| 1973-74   | 521                       | 2,366   | 1,845                        | 4.54                    |
| 1974-75   | 503                       | 2,282   | 1,779                        | 4.54                    |
| 1975-76   | 513                       | 2,333   | 1,820                        | 4.55                    |
| Projected |                           |         |                              |                         |
| 1976-77   | 523                       | 2,384   | 1,861                        | 4.56                    |
| 1977-78   | 533                       | 2,434   | 1,901                        | 4.57                    |
| 1978-79   | 542                       | 2,485   | 1,943                        | 4.58                    |
| 1979-80   | 552                       | 2,536   | 1,984                        | 4.59                    |
| 1980-81   | 562                       | 2,587   | 2,025                        | 4.60                    |
| 1981-82   | 572                       | 2,637   | 2,065                        | 4.61                    |
| 1982-83   | 582                       | 2,688   | 2,106                        | 4.62                    |
| 1983-84   | 592                       | 2,739   | 2,147                        | 4.63                    |
| 1984-85   | 602                       | 2,790   | 2,188                        | 4.63                    |
| 1985-86   | 612                       | 2,840   | 2,228                        | 4.64                    |

Source: National Center for Educational Statistics, Projections of Educational Statistics to 1985, 1977, pp. 84, 85.

of many private institutions. The Commission stated that most private institutions are now offering larger price discounts than they can continue to afford.

Minter (1977), while agreeing that the tuition gap is increasing, pointed out that the per capita disposable income of the

American people has doubled in the past decade. The ratio of private to public costs, as reflected in Table 7, remained rather constant as the cost of tuition and fees in the public sector also increased. Thus, Minter concluded that, in the light of a larger disposable income and a system of student aid that disburses relatively more aid (per student) to students in the private sector, the competitive position of private higher education is about the same as it was ten years ago. The Carnegie Foundation for the Advancement of Teaching (1976) predicted less competition for government funds from public secondary schools because of declining enrollments and, hence, the possible availability of more funding for student aid programs for higher education--if so, the tuition gap could become relatively less severe.

In the face of declining markets for human and financial input, private colleges and universities have made some moves designed to adjust to the situation. Programs have been reduced --support is more favorable for innovative programs than for simply getting the college out of the red. Reinert (1972) discussed this point and included the observation that students also prefer to attend institutions with new and exciting programs. Haywood (1972) claimed that some small colleges justify their existence on the basis of their "smallness" and not on any special academic virtue. Thus, they are not desirous of becoming innovators but prefer to remain as models of the big universities and, as such, offer nothing unique--only a higher price tag. Yet, Jellema (1971) pointed out that institutions struggling to keep afloat have lost

much of their maneuverability and freedom to innovate. All of the energy is spent in trying to stay in operation another year.

Davies (1972) discussed the dilemma of either clinging to the past or throwing caution to the wind and jumping from program to program in the name of innovation. Davies felt that bold attempts to identify a new special purpose are better than sitting back in quiet desperation awaiting inevitable death.

As private institutions have made adjustments in order to survive, Orton (1975) reported seven resulting factors that added to the crisis. Orton reported tuition costs have increased causing a greater tuition gap between private and public institutions, more students are going to state and community colleges, total programs have been eliminated from the curriculum, faculty members are becoming more militant, salaries have been frozen and inflation has eroded buying power, liberal arts have been bypassed in favor of pragmatic programs preparing for careers and there is a growing tendency toward unionism among the faculty.

Minter (1977) reported that in 1975-76, the average faculty compensation ranged from \$15,720 for the private church-related college to \$21,110 for the public university. Moreover, Minter found that faculty compensation had risen somewhat less rapidly in the private institutions than in the public institutions and had not kept pace with inflation since 1972-73.

A recent example of the danger of reducing programs and altering school policy to combat financial distress was reported by Janssen (1976) concerning the City University of New York

(CUNY). The financial crisis faced by New York City in 1975-76 caused CUNY, a public university, to close early. Janssen reported that CUNY's policy of free tuition and open admissions may have to be discontinued. Van Dyne (1976) reported that indeed the battle for free tuition at CUNY was lost. Remedial programs have proven very costly. Yet Albert Shanker, president of the American Federation of Teachers, fears that if services continue to be cut at CUNY in order for the institution to survive, all who can afford to pay taxes will move out; and New York City and its university will become a ward of the federal government. (Janssen, 1976)

Williams (1974) reported on the changes made by New York University in the face of near bankruptcy in 1972. Bold moves were made in reducing the physical facilities by selling one campus, giving away an engineering school, consolidating two liberal arts schools, reducing faculty by nearly 10 percent, eliminating costly office rental space, consolidating five computer centers into one, directing each school to justify and provide for their own existence and a reassessing of the University's educational mission. The net result of these moves was that in the short span of two years New York University had the look and feel of a stable institution.

What does the future hold for private institutions of higher education? The literature contains many predictions, but a thread of commonality as to the financial dilemma exists. Eurich (1968) predicted the typical undergraduate in 1980 will attend a college with 20,000 students in a city of 100,000 people. Gone are the



days of the stereotyped vision of a college isolated in a tranquil place far from the temptations of the city. Private colleges that survive will have to specify their roles or join a consortium and attempt to maintain a degree of autonomy.

Cross (1976) predicted that by the year 2000 an instructional revolution will have taken place on the nation's campuses. The emphasis will shift from a goal of education for all to one of education for each. Cross cited four major pressures that she felt would bring about this change. These were: (1) the arrival of a no-growth era, (2) society's loss of faith in its institutions of higher education, (3) pressure from increased access to higher education and (4) a challenge to instructors to look at their ability to teach the low academic achiever entering open admissions colleges.

Bowen (1975) also discussed the role of higher education in the year 2000. Like Cross, Bowen stated that instructional methods will have to change to accommodate the potential clientele in institutions of higher education. The incentive shown by the current leadership in the nation's colleges was viewed by Bowen as the key to the destiny of higher education. Bowen felt that the present system of education and student aid, if it remains flexible, would be able to deal successfully with the educational requirements of both young and older adults as institutions of higher education undergo learner-centered reform.

Clickman (1973) saw the junior colleges playing a major role by the year 2000 as education is viewed more as a life-long process

(as the Carnegie Commission suggests). She was less pessimistic than Eurich in that she predicted some students will still prefer the more intimate atmosphere afforded by closer student-teacher relationships and a more personalized learning environment. Whether or not such institutions will survive and provide that choice in the year 2000 is questionable.

Changing Times (January, 1976) predicted that by 1984 community college enrollment will level off but still account for 20 percent of the enrollment in all institutions of higher learning; part-time students will increase; tuition, room and board will be \$5,270 per year for the typical public institution and \$8,640 per year for the private institution. With these predictions in mind, most private colleges will continue to decline in enrollment, and many will be forced to close by 1985.

Thus, there appears to be a difficult period ahead for private institutions of higher education. As factors work to influence enrollment, as inflation continues, as public institutions become more aggressive in recruitment and as the differential in cost continues to increase, the private institution (especially the small college with an enrollment of fewer than 1,000) will indeed be hard pressed. There is no unanimity of opinion regarding enrollment projections. How the private sector adjusts to accommodate a potential changing student clientele may hold the key to its future.

### History of The College of Emporia

From its inception, The College of Emporia was beset with financial problems. The Synod of Kansas, Presbyterian Church of the United States of America, voted on October 7, 1882, to establish a Synodical College in Emporia and raise an endowment fund of \$50,000 for the new college. Emporia, for its part of the covenant, agreed to provide a site and \$35,000 for building a college. Despite these pledges, there was no money in the bank.

Incorporation papers were filed on October 16, 1882. According to the records of Synod held in October, 1883, Mr. O. D. Swan, speaking for the Synodical College Committee appointed the prior year, stated:

Persuant to the instructions of the Synod, a charter was prepared and filed, and the institution became duly incorporated, under the provisions of the general laws of the State of Kansas, relative to private corporations, on the 16th day of October, A. D., 1882.

The charter recited that the name of the corporation is "The College of Emporia," and the purpose for which the corporation is formed is the establishment and prosecution of a college for instruction in literature and science and art, according to the highest standard of education. The place where the business of said corporation is to be transacted, is the township of Emporia, in the county of Lyon and State of Kansas. The time for which the said corporation is to exist is without limitation. (p. 170)

A Board of Trustees for The College of Emporia was appointed by Synod in 1882. This board consisted of 21 members and included 12 ministers of the Presbyterian Church, one United States Senator (the Honorable Preston B. Plumb of Emporia), two judges, four lawyers and one doctor. Six of the original board members were influential Emporians.

By the next meeting of Synod on October 4, 1883, Emporia had fulfilled the monetary pledge made to the Presbyterians. Some prodding was necessary to meet this goal, but when all the money was in, it totaled \$37,450. Three problems remained--getting the deed to the land promised, the endowment fund promised by the Kansas Synod and raising money for operating expenses. The Synod met its obligation in 1884. The land, consisting of 38 acres adjacent to the city, was donated after Synod met its obligation, but operating capital remained a problem, as it was throughout the 92-year history of The College. The land, once acquired, could be used as collateral.

The College of Emporia opened its doors in temporary quarters on Commercial Street on November 1, 1883. The first president was the Reverend John F. Hendy, who concurrently was pastor of the First Presbyterian Church of Emporia. The faculty consisted of one professor who earned \$1,000 per year and a tutor who earned \$700. Tuition was set at \$6 for the fall term of seven weeks and \$10 for the spring and summer terms.

Bids for the college edifice were opened by the Executive Committee of the Board of Trustees on November 6, 1884. Smith and Sargent Company of Topeka submitted the low bid of \$52,357 for construction of The College. Inflation was taking its toll, and by June, 1885, the building fund situation was critical. It was decided to mortgage the property to complete the building. Bonds were also sold to help with construction costs. In the spring of 1886, one of Dr. Hendy's fund-raising trips to New

York resulted in a \$10,000 donation from Mrs. R. L. Stuart. In appreciation of this gift the Board of Trustees voted on December 3, 1885, to name the building Stuart Hall.

Before Stuart Hall was occupied, it was discovered that the tower had settled in an uneven manner and, in the opinion of some, was unsafe for occupancy. An Arbitration Committee was called to examine the building and make recommendations. On May 13, 1886, the Arbitration Committee submitted their decision that the tower should be taken down and rebuilt and The College should pay two thirds of the expense. By the opening of the 1886-87 academic year The College was able to occupy its new building.

For reasons of health, Dr. Hendy resigned the presidency of The College at the end of the first semester of 1891, but continued as a member of the Board of Trustees. In his annual report of May 30, 1892, Dr. Hendy stated:

I only repeat what I have been compelled to say in each Annual Report, that the failure of the Synod of Kansas to redeem its specific and solemn pledge to The College is the most discouraging feature involved.

The College has now reached that step of development that it must have some reliable and permanent support.

The fitful and uncertain financial support of this college works to the detriment of The College every year: There is uncertainty in the minds of the teachers in regard to their salaries, and there is also uncertainty in the minds of students--as to the re-opening of The College from year to year. All this could be removed at once if the pledge of the Synod of Kansas were made good to The College of Emporia.

Hampered and restricted as the Board of Trustees and its Executive Committee are by the failure of the Synod in this matter, it avails little to plan for enlargement and increase of facilities, until the needed funds are forthcoming. . . .

All Emporia College now needs, in my judgment, is the redemption of the Synod pledge; and a cordial support from the Presbyterian constituency of this State.

Thus, from the very beginning until the end a recurring problem was the lack of support by the Synod and Presbyterians. Minutes of the Board of Trustees throughout the history of The College of Emporia contain similar remarks about church support.

When the new president, the Reverend Dr. John Dunbar Hewitt, took over The College, it was indebted for nearly \$35,000, and the Kansas Synod had paid only approximately one third of the agreed-to obligation for endowment. Moreover, operating expenses of The College had barely been met, and faculty members had served more than a year without compensation for their labors. During Dr. Hewitt's tenure the academic program of The College was upgraded. The English Department moved from a classical emphasis to one stressing rhetoric, composition and literature. The Science Department received much needed facilities. The College was the second in the state to obtain X-ray equipment; the other school was The University of Kansas. By the time of his death on April 20, 1898, Dr. Hewitt had managed to reduce The College's debt to \$22,289.

The next president of The College was the Reverend Dr. John Calvin Miller. He served The College for nearly six years.

Academic reorganization continued and gradually became more liberalized and diversified. Most noteworthy of Dr. Miller's accomplishments was the addition of a new library. The library was named the John B. Anderson Memorial Library after a friend of The College who had donated his library to The College. The library was paid for by an endowment from Andrew Carnegie. There was one string attached to the gift. The debt of \$20,000, which The College owed at the time, had to be eliminated. The city of Emporia pledged \$5,000, and in one of its rare expressions of support the Kansas Synod pledged and deposited the balance by the May 1, 1900, deadline. The library was dedicated during commencement week of 1902. Thus, at the end of its first twenty years, The College of Emporia had Stuart Hall, Anderson Memorial Library and, for the first time in its history, was debt free.

From May, 1907, to 1917, The College was led by Reverend Henry Coe Culbertson. The first seven years of Culbertson's tenure were marked by increased enrollment, a strong faculty, survival of two different attempts by the Synod to move The College to Wichita, an increased endowment and the addition of three new buildings. Two of these buildings, Emporia Hall for women (later converted for men) and Mason Gymnasium, were built with funds provided by Emporians and other private sources. Lewis Hall of Science was the result of the sale of Lewis Academy in Wichita and donation of the proceeds to The College. An interesting footnote to this latter transaction is that Lewis Academy was closed due to loss of support by the Kansas Synod. Perhaps the most noteworthy

achievement of President Culbertson was gaining accreditation by the North Central Association of Colleges and Secondary Schools, which had been formed in 1909. When the Association published its first list of accredited colleges in 1913, five Kansas institutions were included--The College of Emporia, Baker, Ottawa, The University of Kansas and Washburn.

Things could not be going better. Endowment stood at \$248,000, and enrollment was holding steady at the 250 level. Then disaster struck--Stuart Hall burned to the ground on December 2, 1915, and President Culbertson was accused by certain members of the Board of Trustees of mismanagement and unChristian morals. The Board met on this latter charge on May 31, 1916, and exonerated President Culbertson. His accusers were not satisfied and forced a trial, which was held at the First Presbyterian Church of Emporia during 1918 and 1919. The Board of Trustees reaffirmed their support of President Culbertson. Finally, in 1919, the charge of bad conduct was dismissed, and Culbertson accepted a letter of admonition although he never admitted guilt. Under the pressure of the trial and a campaign to raise funds for constructing a building to replace Stuart Hall, Culbertson resigned. With the aid of William A. White, a member of the Board of Trustees and Editor of the Emporia Gazette, Culbertson became secretary of the Food Administration under Herbert Hoover.

The Culbertson incident undoubtedly impeded the building and endowment campaign led by William A. White. It was decided to limit construction to the auditorium and chapel. To be included



in the auditorium was a \$30,000 organ designed by the Dean of the Music Department, Daniel A. Hirschler. White and the new president, Frederick W. Lewis, were able to raise \$160,000 for the building campaign. By commencement time of the academic year 1918-1919, the basement and chapel were completed. The College still showed a deficit of slightly over \$9,000.

On January 3, 1921, the Board of Trustees put into motion the "Million Movement" which was an attempt to raise one million dollars to eliminate the debt of The College, to complete construction of the Administration Building and to raise endowment. The Synod gave its usual verbal support, but the bulk of the funds came from Emporians and friends of The College. Dr. Lewis reported the following to the Board of Trustees on October 12, 1922:

Thus far the Million Movement has secured in cash and pledges about \$400,000; of this \$50,000 has been given by the Carnegie Corporation; \$100,000 by the General Education Board established by John D. Rockefeller; and \$100,000 has been pledged by two trustees. If that portion of the Synod remaining to be visited gives in proportion to its members as much as the part already canvassed, the Movement will be an entire success.

By June 30, 1924, the Million Movement was subscribed, a new women's dormitory named Dunlap Hall was ready for occupancy and the endowment stood at \$400,000. The next major problem was maintaining accreditation. On March 27, 1927, Dr. Lewis reported that The College had retained its accreditation. This was not easily accomplished as the North Central Association was concerned about the number of volumes in the library and the level of endowment.

Two Kansas schools lost their accreditation at this time--Friends University and McPherson College.

Dr. Lewis resigned the presidency in 1928. The decision was made to complete the Administration Building, to be named Kenyon Hall after a major contributor. At the time of Dr. Lewis' resignation The College was again free from debt. This was not to last long, however, as only \$90,000 was pledged toward construction of Kenyon Hall while \$145,000 was needed.

As the depression years began, a new president, John Baily Kelly, was inaugurated. Student enrollment declined, funds were increasingly hard to raise and, in February, 1931, the situation was critical. The Board of Trustees transferred \$100,000 from endowment funds raised during the Million Movement to the general fund. By June, 1931, The College still had a deficit of \$50,000. All remaining endowment funds not specified for a certain purpose were moved from endowment, some faculty members were dropped and those remaining took a 15 percent cut in pay. So that The College could compete with the new junior colleges in recruiting students, in 1932 the Board of Trustees cut tuition costs nearly in half. By 1933-34, faculty salaries were more than a year in arrears and had been reduced by nearly one half. Some faculty members moved into college buildings and managed to exist, due primarily to the barter system. As the depression began to abate in Kansas in 1935, Dr. Kelly listed four financial problems--payment of bond issues, payment of outstanding debts (including some faculty

salaries by now more than three years in arrears), providing current funding and rebuilding the endowment.

Dr. Kelly resigned in 1935 and was followed by Dudley Doolittle, who served until 1940. By 1939, The College owed \$240,000, and all farm land held by The College was sold to provide operating capital. Salaries of faculty and administration were again cut. President Doolittle resigned, and Reverend Leslie G. Whitcomb assumed the office in June, 1940.

President Whitcomb could not hold the line on any front, and within a year the Synod again became concerned and named a Special Committee to review the condition of The College. On March 22, 1941, the Committee issued a statement of what they felt were the primary causes for the near defunct financial straits of The College. These causes were:

1. The failure of Synod to give The College proper time and place on the annual docket of Synod, and the failure of Synod to realize a proper oversight and responsibility for its college.
2. The failure of the Presbyterian Ministers themselves to hold up the importance of a Presbyterian Christian College in the state of Kansas to educate its youth.
3. The lack of interest in administering their duties as members of the Board of Trustees of The College, on the part of many of the Trustees during the past eight years during which there was a major depression in the country; also vacancies on the Board of Trustees, and no effective executive committee.
4. The absence of a positive publicity program to enlist the loyalty and support of the churches in finances and the enrollment of students.

5. The failure of the finance administrators to replace the decline in earnings from endowments with gifts and current income.
6. The selling of endowment and annuity investments, and the using of the money for current expenses, which has alienated the constituency and brought about a loss of faith in the business management of The College.

The Committee recommended that Synod meet to ascertain the future of The College. Synod considered either closing The College or merging with Hastings College in Nebraska or Missouri Valley College, but in the end it endorsed a recommendation made by the faculty and Emporia citizens to establish an Administrative Council to reduce administrative costs and oversee the running of The College. Thus, The College of Emporia had survived the years of depression and drought. President Whitcomb resigned, and Dean Hirschler assumed the head of the Administrative Council in 1941. Then came World War II.

Dr. Hirschler was named president of The College in 1942. During his presidency the heavy debt of nearly \$135,000 was liquidated despite smaller enrollments caused by the war. This came about too late to save accreditation, as the North Central Association dropped The College from its rolls in 1942 for financial reasons. Under Dr. Hirschler's leadership The College withstood several attempts for proposed mergers. In February, 1945, The College was debt free again. The College operated on a balanced budget for the next five years, some endowment was restored, faculty salaries were increased, a faculty retirement plan was set up and the

enrollment went from a low of 100 students to over 300 students shortly after World War II. Dr. Hirschler resigned for reasons of health in September, 1947.

In 1948, Paul B. McCleave, an alumnus of The College, was named president. The main goal pursued by President McCleave was to reestablish accreditation of The College with the North Central Association. This was accomplished by 1951. During the three years since taking over the presidency, McCleave had continued the pattern set by Dr. Hirschler, and the student body increased and endowments increased to the point whereby application for reaccreditation was possible.

The last twenty years of The College of Emporia's history reveal a succession of presidents (Table 8), a sharp rise and fall in enrollment (Table 9), the addition of several new buildings and a complete loss of all endowment. Luther Sharpe was president from 1952 through 1960. His administration was marked by a relatively steady enrollment, the addition of Bovaird Stadium financed by a private individual, the construction of Mabree Science Hall financed by the Mabree Foundation, the demolition of Lewis Hall of Science and the construction of Vollmer-DeVore Residence Hall financed by federal funds. Relations with the Synod were good. President Sharpe concentrated on cultivating recipients for life-long annuities. The granting of these annuities proved to be a poor strategy as those who were insured exhibited great longevity and were listed among the creditors when The College closed in 1974.

TABLE 8

PRESIDENTS OF THE COLLEGE OF EMPORIA,  
1883 TO 1973

| Years     | President                   |
|-----------|-----------------------------|
| 1883-1891 | Rev. John F. Hendy          |
| 1891-1898 | Rev. Dr. John Dunbar Hewitt |
| 1898-1907 | Rev. Dr. John Calvin Miller |
| 1907-1917 | Rev. Henry Coe Culbertson   |
| 1917-1928 | Dr. Frederick W. Lewis      |
| 1928-1935 | Dr. John Bailly Kelly       |
| 1935-1940 | Mr. Dudley Doolittle        |
| 1940-1941 | Rev. Leslie G. Whitcomb     |
| 1942-1947 | Dr. Daniel A. Hirschler     |
| 1948-1952 | Rev. Paul B. McCleave       |
| 1952-1960 | Rev. Luther Sharpe          |
| 1961-1962 | Dr. Francis Walters         |
| 1961-1962 | Rev. Richard Hanna          |
| 1962-1969 | Rev. Dr. Joseph R. Laughlin |
| 1969-1971 | Dr. Barkev Kibarian         |
| 1971-1973 | Mr. Ronald A. Ebberts       |

With the departure of President Sharpe The College operated for one year with an acting president. During that year there was one month when the staff was not paid on time. In 1961, Francis Walters, a disciple of Millard Roberts of Parsons College, was named president. He overextended the budget by "buying" quality faculty from other campuses and made the decision to shift recruiting efforts to the East Coast. This latter move resulted in increased enrollment and loss of support by the community. President Walters lasted less than one year. Once again the Synod questioned the continuance of The College. Reverend Richard

TABLE 9

## THE COLLEGE OF EMPORIA ENROLLMENT STATISTICS, 1950-1973

| Year      | Freshmen | Total |
|-----------|----------|-------|
| 1950-1951 | 80       | 251   |
| 1951-1952 | 68       | 218   |
| 1952-1953 | 78       | 205   |
| 1953-1954 | 98       | 245   |
| 1954-1955 | 73       | 206   |
| 1955-1956 | 94       | 244   |
| 1956-1957 | 114      | 280   |
| 1957-1958 | 135      | 290   |
| 1958-1959 | 113      | 303   |
| 1959-1960 | 114      | 300   |
| 1960-1961 | 204      | 400   |
| 1961-1962 | 360      | 629   |
| 1962-1963 | 306      | 620   |
| 1963-1964 | 286      | 649   |
| 1964-1965 | 332      | 756   |
| 1965-1966 | 336      | 808   |
| 1966-1967 | 465      | 1,022 |
| 1967-1968 | 401      | 1,004 |
| 1968-1969 | 417      | 1,043 |
| 1969-1970 | 465      | 1,116 |
| 1970-1971 | 263      | 858   |
| 1971-1972 | 158      | 631   |
| 1972-1973 | 153      | 510   |
| 1973-     | 120      | 434   |

Source: Records from The College of Emporia Registrar's Office.

Hanna was chosen as a replacement. He was held in high esteem by the Synod; but, when he went against the direction of the Board of Trustees on a faculty matter, he was fired. Thus, within the span of one year, when Reverend Joseph R. Laughlin was named

president, The College had three different presidents and once again was not in favor with Synod.

The Laughlin years were marked by a steady growth in enrollment, the construction of DeVore Campus Center paid for from private sources, the construction of Laughlin-Lewis Library paid for by federal funds, the acquisition of an old downtown hotel for student housing financed by bond issues and a changed relationship with the Synod. In order to qualify for certain federal funds, The College had to change from a Synod-owned institution to a private institution honoring a covenant relationship with the Synod. At the meeting of Synod where this covenant relationship was consummated, several churchmen felt they had given away The College and should have very little to do with it in the future. Since The College was operating slightly in the black during these years of increased enrollment, it did not demand nor seek much church support. When times got bad again, the church was reluctant to respond. Money was donated by an individual for construction of a chapel but was immediately used as collateral.

Dr. Laughlin resigned for reasons of ill health in 1969. The Board hired Dr. Barkev Kibarian, who had a background of business administration. Although Kibarian served for only two years, he failed to recognize the enrollment situation and adjust costs accordingly. He fell into disrepute with the faculty, and a petition was presented to the Board asking that he be fired. The Board failed to act and allowed Dr. Kibarian to complete his second year. He was replaced by Mr. Ronald A. Ebberts in 1971.



The fixed costs of the federal loans on Vollmer Hall, Laughlin-Lewis Library and the bonds on the downtown dormitory (now standing empty) coupled with rising inflation, decreasing enrollment and a demand to construct the chapel for which the money had been given during the Laughlin years, caused President Ebberts to use nearly all remaining endowment. The Board of Trustees hired Mr. Robert Prins in January, 1972, to assist President Ebberts in fund raising and administrative reorganization. The Board gave Mr. Prins decision-making power and kept Mr. Ebberts on until he resigned in 1973. Prins was named Chief Administrative Officer.

Mr. Prins initiated plans to convert the downtown dormitory into a retirement home, brought the National College of Naturopathic Medicine (NCNM) to The College, reorganized the administrative structure and presented a budget for 1973-74 based upon 535 students. When the enrollment was in, it totaled only 434 students. The North Central Association, which had placed The College on probation in 1972 for financial reasons, agreed to postpone its next evaluation until 1975. Then the death blow was dealt--the creditors called for their money, and there was none.

#### The Closing of The College of Emporia

At a special meeting of the Board of Trustees held on September 8, 1973, Mr. Prins reported The College's financial condition to be critical. The projected deficit for the year stood at \$385,720. He reported an offer made by the National College of

Naturopathic Medicine (NCNM) which could reduce the deficit to \$130,000. The Board inquired about the possibility of additional funds from the church or the federal government. Mr. Prins reported that the church had cut its promised level of support and federal programs were geared toward minority colleges. The Board considered two alternatives: (1) announce the closing of The College in 1974 and cut down on expenses not necessary if The College were to shut down and (2) to cut the budget and review the situation again in October. The second alternative was chosen, and a resolution was passed directing the Chief Administrative Officer to reduce the 1973-1974 budget by a minimum of \$100,000.

During the month of September the Dean and a Faculty Committee developed a plan for academic reorganization of The College. The plan called for establishing three divisions--Arts and Humanities, Social and Natural Sciences and Professional Studies. Flexibility would be stressed allowing divisional majors as well as individually structured majors that could cut across divisional lines. The proposal was presented to the Board of Trustees on October 6, 1973.

By the time of the October meeting the projected deficit stood at \$186,300. A series of resolutions was passed. These were:

Resolution I. That the proposed academic program for The College of Emporia be implemented as rapidly as possible, but no later than the fall of 1974.

Resolution II. That faculty members whose contracts will not be issued next year be notified immediately so they can begin their search for other employment.

- a. The Dean of The College is to write other Kansas institutions, making the availability of these individuals known, and our ability to release them for other employment, if available.
- b. The Chief Administrative Officer will contact KCRCHE and inform them of the availability of these individuals also, if they so desire.

Resolution III. The catalog for 1974-75 will be issued, reflecting the new program, and the school will be open next year. This takes into consideration the implementation of the budget reductions and safeguards proposed by the Administration.

Resolution IV. That contracts be issued to faculty members in the spring, with no increase offered until fall enrollment is determined.

Resolution V. Administrative and Staff contracts for 1974-75 will not be issued until September, 1974, after enrollment is known.

Resolution VI. A goal of \$100,000 additional gifts be set for The College and its publics (\$20,000 from faculty and staff; \$25,000 from the Trustees; and the balance from Alumni and other interested groups.)

Resolution VII. Additional programs in Allied Health Professions be investigated and implemented, including the acquisition of a Medical Director, if necessary.

Resolution VIII. That the Endowment Fund be converted to cash and the loan at Columbia Union and Emporia State Bank be paid off. Records will be kept; notices issued and published in the annual report. Will be bonded by the institution, or shown as intra-fund notes. In addition, those individuals who made notation that their gift go only to the Endowment Fund, will be notified.

Following the passage of these resolutions the Board of Trustees adjourned to meet again in November, 1973.

In the November meeting the Board voted to request a moratorium on the library loan and interest due, approved mid-year

graduates (51 students graduated or had finished their work during the summer) and received a report on the financial status of The College. The outstanding debt still stood near the \$180,000 level. Two loans had been paid off as a result of converting the endowment fund to cash. A residue of \$60,000 was placed in a savings account, but \$30,000 was borrowed to meet the October payroll.

On December 1, 1973, The College was unable to meet its November payroll. The Executive Committee of the Board of Trustees met on December 8, 1973. The total debt of The College now stood at \$266,359.55, and the offer from NCNM had been withdrawn. The Executive Committee recommended raising \$250,000, with \$100,000 by the end of December. The news coverage was out, and recruiters from other colleges started to descend upon The College.

On December 10, 1973, a meeting was held with students to explain what avenues The College was pursuing to avoid closing its doors. Kansas Newman as well as Ottawa and Park had expressed an interest in a possible merger. A concerned group of students and faculty announced a campaign to raise \$50,000 by the end of the week and a half million dollars by the end of the year. On December 15, 1973, this group reported that their campaign had failed.

Mr. Prins met with the Board Attorney to explore Federal Bankruptcy under Chapter 11. This was unacceptable because of the time factor and the fact that the students were starting to panic. Merger with Park College or Ottawa University was explored. The Park merger fell through because of charter and Kansas Tuition

Grant problems posed by a college in another state. Lack of time made it impossible to pursue further merger possibilities with Ottawa University and Kansas Newman College.

Eight colleges were contacted and asked to submit answers to the following questions pertaining to acceptance of The College's students:

1. Would you accept all credits obtained at The College of Emporia and guarantee graduation for seniors under our catalog plan?
2. What would your graduation requirements be for underclassmen?
3. If our costs are different, or lower than yours, would you guarantee the first semester to be at the same cost, with comparable student aid?
4. Please list the majors that you offer.
5. Please indicate how you would handle the Military Degree Completion students.
6. Would you accept all CLEP credit that we have given our students during the past two years?

The written responses to these questions were xeroxed and distributed to the students. The colleges were invited to have a representative on campus on Monday, December 17, 1973. Representatives of Health, Education and Welfare pointed out that The College of Emporia was the first to close without a major disturbance on campus.

On December 22, 1973, the Board of Trustees passed the official motion that closed The College at the end of the Interterm and retained the Charter for six months. The Board further approved a plan to pursue a liquidation of assets and attempt to

pay off its debts. A committee of four men was appointed to represent the Board in pursuing the plan of insolvency. Time worked by faculty and administration was considered a priority obligation. The balance of the contractual obligation was considered in the same manner as was money owed to The College's creditors.

All academic and placement records were transferred to Emporia State University. Alumni records were transferred to Sterling College, where they still remain. The academic and placement records are now split between Emporia State University and The Way College of Emporia (which purchased the campus and charter in the summer of 1974). The Way College sent a mailing to all alumni and former students of The College of Emporia asking whether they preferred to have their academic and placement records remain at Emporia State University or be brought back to the campus of The Way. Those persons not responding were assumed to want their records returned to The Way College.

Sterling College agreed to wait two years before making any contact with the alumni of The College of Emporia. This time period has elapsed, and Sterling College has started a "C. of E. News" section in their official college paper, The S. C. View.

## CHAPTER III

### DESIGN OF THE STUDY

This study was designed to examine the impact of the closing of The College of Emporia upon various publics associated with The College in the academic year 1973-74. These publics were identified as:

1. Students enrolled in September, 1973
2. Parents of students enrolled in September, 1973
3. Faculty employed in 1973-74
4. Administrators employed in 1973-74
5. Members of the Board of Trustees in 1973-74
6. Alumni of The College of Emporia
7. Creditors of The College of Emporia
8. Kansas Presbyterian Ministers
9. The community of Emporia, Kansas

Each public was asked to express its opinion on what contributed to the closing of The College of Emporia. A survey approach was used to gather the necessary data. Two follow-up mailings were made to most nonrespondents at two-week intervals after the initial mailing. The reason for the exception is discussed in Chapter IV, page 58.

### Sample and Population

At the time The College of Emporia closed there were 434 students enrolled. A 20 percent random sample was surveyed. The sample was drawn, with the aid of a table of random numbers, from the Student Directory of 1973-74. Since current addresses for this sample were not available, it was necessary to send the questionnaire to the address of the parents and request that it be forwarded. Thus, the same 20 percent random sample drawn for the students served as the parent sample.

All members of the faculty, administration and Board of Trustees of The College were sent questionnaires. Records indicated that there had been 3,713 graduates of The College of Emporia since 1889. Of this number, 3,191 had graduated since 1920. A 6 percent random sample of the graduates of The College of Emporia since 1920 was selected from the alumni records located at Sterling College in Sterling, Kansas.

Records of the Creditors' Committee, formed when The College of Emporia closed, indicated 65 creditors had claims against the College in excess of \$250 each. All 65 were sent questionnaires.

A 20 percent random sample of Kansas Presbyterian ministers was surveyed. This sample was randomly drawn from the 1976 Directory of the Synod of Mid-America and restricted to Kansas only. Likewise, with the aid of a table of random numbers, a 1 percent random sample of Emporia, Kansas, was selected from the 1976 Emporia City Directory and surveyed.



### Instrumentation

A survey instrument for each public was used (Appendix A) to elicit data pertaining to the research questions contained in Chapter I. These questions and the survey instruments were formulated as a result of the personal experience of the researcher as an administrator at The College of Emporia at the time of its closing, a knowledge of difficulties experienced and concerns felt by individual members of the publics surveyed and a desire to examine the impact of the closing of The College in a broad context. The first part of the survey dealt with each public and/or its attitude toward other private colleges.

Two additional parts, identical for each public, were included. These parts asked the respondents to rank order the perceived reasons for the closing of The College of Emporia and to express an opinion on whether the faculty, administration, Board of Trustees or Presbyterian Church contributed to the closing of The College of Emporia. Also included for all publics was an opportunity to comment on anything it felt related to the impact of the closing of The College.

### Analysis of Data

Because of the nature of this study it was appropriate to resort to a descriptive form of data analysis. For the first part of the survey instrument each public was asked to express its agreement/disagreement with statements built around the research questions according to the following code:

SA (Strongly Agree)

A (Agree)

N (No Opinion or Neutral)

D (Disagree)

SD (Strongly Disagree)

For purposes of discussion these responses were collapsed to form three categories: general agreement, no opinion and general disagreement. Percentages were determined by dividing the number of responses in these collapsed categories by the total number of responses received on each particular statement. Any percent of 60 or more was considered "strong." Responses to statements common to different publics were compared and contrasted in narrative form.

For the second part of the instrument, in which all publics were asked to rank-order a list of items cited in the literature for the crisis in private higher education as they perceived them to apply to The College of Emporia, the following formula, suggested by Selby (1969), was used to find the mean ranking on each item:

$$\bar{x} = \frac{1}{n} \sum_{i=1}^k f_i x_i,$$

where  $f_i$  is the frequency obtained for the  $i^{\text{th}}$  ranking,  $x_i$  is the  $i^{\text{th}}$  ranking and  $n = \sum_{i=1}^k f_i$ .

It was also desired that a ranking across all publics be obtained. Due to unequal numbers in the publics surveyed it was

necessary to use a weighted mean for this purpose. The formula used was:

$$\bar{x}_w = \frac{\sum_{i=1}^n w_i \bar{x}_i}{\sum_{i=1}^n w_i}$$

where  $w_i$  represents the size of the  $i^{\text{th}}$  public and  $\bar{x}_i$  is the mean for the  $i^{\text{th}}$  public. (Selby, 1969)

On the last two portions of the survey, recipients were given the opportunity to make comments. These comments were compiled and categorized. Comments that appeared with the greatest frequency were presented and discussed.

## CHAPTER IV

### PRESENTATION AND DISCUSSION OF THE DATA

The purpose of Chapter IV is to present and discuss the data gathered from the nine publics associated with The College of Emporia at the time of its closing in January of 1974. Each public was asked to respond to a four-part instrument designed to elicit data relating to (1) impact of the closing; (2) perceived reasons for the closing; (3) assessment of actions taken by faculty, administration, Board of Trustees and the Presbyterian Church as they may have contributed toward the closing of The College of Emporia and (4) an opportunity to respond to anything relating to the impact of the closing of The College. In this chapter each public's response to each section will be discussed. Following the discussions relating to part one, common questions asked of various publics will be presented and contrasted.

#### Impact of the Closing of The College of Emporia

In the discussion that follows the percentages of agreement/disagreement on the various statements were obtained by combining both categories of agreement (SA and A) and disagreement (D and SD) and dividing by the total number of responses for each statement. A summary of the sample size and returns is presented in Table 10.

TABLE 10

## SUMMARY OF SAMPLE SIZE AND RETURNS FOR PUBLICS SURVEYED

| Public                        | Size   | Sample | Returns |         |
|-------------------------------|--------|--------|---------|---------|
|                               |        |        | Number  | Percent |
| Students enrolled             | 434    | 86     | 39      | 45.3    |
| Parents of students           | 434    | 82     | 34      | 41.5    |
| Faculty members               | 37     | 37     | 32      | 86.5    |
| Administration                | 6      | 6      | 6       | 100.0   |
| Board of Trustees             | 22     | 22     | 15      | 68.2    |
| Alumni                        | 3,191  | 191    | 156     | 81.6    |
| Creditors                     | 65     | 65     | 40      | 61.5    |
| Kansas Presbyterian ministers | 140    | 28     | 19      | 67.9    |
| Emporia residents             | 24,300 | 243    | 99      | 40.7    |

Students Enrolled in September, 1973

The students enrolled in September, 1973, were sent a survey instrument. All survey instruments are reproduced in Appendix A. The questionnaires were mailed to the 86 students who comprised the 20 percent random sample. Because of address problems it was necessary to enclose this mailing in the parent sample and ask that the parent complete the address and mail the questionnaire. This procedure made it impossible to follow up the student mailing directly and resulted in a rather low rate of return. A response of 39, or 45.3 percent was obtained. The survey statements and responses of the students are presented in Table 11.

TABLE 11

IMPACT OF THE CLOSING OF THE COLLEGE OF  
EMPORIA, SUMMARY OF STUDENT RESPONSE

| Statement   | Agreement/Disagreement |    |    |    |    |
|---|------------------------|----|----|----|----|
|   | SA                     | A  | N  | D  | SD |
| 1. The closing of The College of Emporia was accomplished without penalizing me academically.                 | 13                     | 6  | 8  | 6  | 6  |
| 2. The closing of The College of Emporia was accomplished without penalizing me financially.                  | 9                      | 9  | 8  | 7  | 6  |
| 3. The institution to which I transferred kept all their promises regarding the conditions of my acceptance.  | 13                     | 12 | 9  | 2  | 3  |
| 4. The closing of The College of Emporia had no effect on my life goal.                                       | 6                      | 4  | 11 | 7  | 11 |
| 5. I was treated fairly by The College of Emporia.  | 16                     | 13 | 5  | 2  | 3  |
| 6. The students enrolled were treated fairly  | 11                     | 13 | 8  | 4  | 3  |
| 7. The faculty was treated fairly.  | 5                      | 2  | 13 | 12 | 7  |
| 8. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | 4                      | 8  | 4  | 10 | 13 |
| 9. I have not experienced any difficulty in the availability of my transcripts.                               | 12                     | 14 | 9  | 0  | 4  |
| 10. I would recommend a private college to a friend or relative.  | 19                     | 11 | 7  | 1  | 1  |

The largest percentage of the students responding to the statements felt they were not penalized academically (48.7%) nor financially (46.2%). These percentages are certainly not of such

magnitude as to represent the general feeling of the students.

The students did have a more clear-cut opinion as to how they were treated individually by the institutions to which they transferred. Of those responding, 64.1 percent felt all promises made were kept.

There was no clear opinion expressed relating to the effect the closing of The College of Emporia had upon the students' life goals. Only 25.6 percent were in general agreement that the closing had no effect, but 46.2 percent disagreed with the statement. This general feeling was also reflected in the response to a background question in which six respondents indicated they were unable to continue uninterrupted with their education. This represented 15 percent of the sample.

Strong agreement was expressed in that the students felt they were treated fairly as individuals (74.4%), all students enrolled were treated fairly (61.5%), no difficulty had been experienced regarding the availability of transcripts (66.7%) and that they would recommend a private college to a friend or relative (76.9%).

The students expressing an opinion were in general disagreement with the treatment of the faculty (48.7%) although 33.3 percent of the respondents had no opinion on the subject. Likewise, the students generally felt The College of Emporia was not candid in reporting its condition (59%).

### Parents of Students Enrolled in September, 1973

Survey instruments were sent to 82 parents of students who were enrolled in September, 1973. The original sample consisted of 86 parents, but four of the student names randomly drawn were known to be self-supporting veterans attending The College of Emporia on the Degree Completion Program while on leave from active military duty. The instruments were mailed "To the Parents of" each student in the sample. An initial return of 17 (20.7%) was obtained in a period of two weeks. A follow-up letter was mailed to nonrespondents requesting them to complete and return the instrument. An additional return of 12 (14.6%) was obtained from the first follow-up.

A second follow-up, enclosing another questionnaire, was mailed to all nonrespondents after an additional two-week period. The follow-up letters are reproduced in Appendix B. The second follow-up produced five more returns for a total of 41.5 percent. A total of 14 questionnaires were returned undelivered because of out-of-date addresses. This caused the rate of return to be lower for both parents and students. The survey statements and responses for the parents are presented in Table 12.

The parents did not indicate any majority feeling regarding possible academic penalties that might have resulted from the closing of The College of Emporia. The parents did agree that they and their son/daughter were not penalized financially with an agreement rate of 64.7 percent and 58.8 percent, respectively.



TABLE 12

IMPACT OF THE CLOSING OF THE COLLEGE OF  
EMPORIA, SUMMARY OF PARENT RESPONSE

| Statement   | Agreement/Disagreement |    |    |   |    |
|---|------------------------|----|----|---|----|
|   | SA                     | A  | N  | D | SD |
| 1. The closing of The College of Emporia was accomplished without penalizing my son/daughter academically.                      | 7                      | 9  | 3  | 8 | 7  |
| 2. The closing of The College of Emporia was accomplished without penalizing my son/daughter financially.                       | 8                      | 12 | 1  | 7 | 6  |
| 3. The closing of The College of Emporia was accomplished without penalizing me financially.                                    | 8                      | 14 | 2  | 6 | 4  |
| 4. The institution to which my son/daughter transferred kept all their promises regarding the conditions of his/her acceptance. | 6                      | 17 | 4  | 2 | 5  |
| 5. The closing of The College of Emporia had no effect on my son's/daughter's life goal.  | 4                      | 10 | 4  | 5 | 11 |
| 6. My son/daughter was treated fairly by The College of Emporia.  | 11                     | 16 | 3  | 3 | 1  |
| 7. The students enrolled were treated fairly.   | 9                      | 10 | 10 | 4 | 1  |
| 8. The faculty was treated fairly.  | 2                      | 5  | 22 | 2 | 3  |
| 9. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition.                   | 3                      | 11 | 8  | 6 | 6  |
| 10. My son/daughter has not experienced any difficulty in the availability of his/her transcripts.                              | 8                      | 20 | 4  | 0 | 2  |
| 11. I would recommend a private college to a friend or relative.  | 14                     | 14 | 4  | 2 | 0  |

The parents felt strongly that their son/daughter was treated fairly by The College of Emporia and by the institution to which the transfer was made. The parents were also of the opinion that all students were treated fairly, but 64.7 percent of the respondents felt unable to express an opinion regarding the fairness with which the faculty was treated. Likewise, no clear opinion was expressed regarding what effect the closing of The College of Emporia had on the son's/daughter's life goal nor the degree of candidness displayed by The College. Seven respondents reported their son/daughter was unable to continue uninterrupted in college.

The greatest percentage of agreement (82.3%) was received in response to the statements regarding no difficulty in the availability of transcripts and the parents' willingness to recommend a private college to a friend or relative.

#### Faculty of The College of Emporia

All 37 faculty members employed by The College of Emporia at the time of its closing were sent a questionnaire. The initial mailing resulted in 27 responses (73%). A follow-up letter in two weeks produced three more responses, and a second follow-up containing another questionnaire produced another two responses. This brought the total number of responses to 32, or 86.5 percent of the population.

Responses by the faculty, as shown in Table 13, reveal more clear-cut opinions than previous samples. The faculty felt they

TABLE 13

IMPACT OF THE CLOSING OF THE COLLEGE OF  
EMPORIA, SUMMARY OF FACULTY RESPONSE

| Statement   | Agreement/Disagreement |    |   |    |    |
|---|------------------------|----|---|----|----|
|   | SA                     | A  | N | D  | SD |
| 1. The closing of The College of Emporia was accomplished without penalizing me financially.                  | 4                      | 3  | 0 | 11 | 14 |
| 2. I was treated fairly by The College of Emporia.  | 4                      | 5  | 3 | 8  | 12 |
| 3. The faculty was treated fairly.  | 2                      | 4  | 3 | 10 | 13 |
| 4. The students enrolled were treated fairly.   | 2                      | 7  | 4 | 9  | 10 |
| 5. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | 0                      | 2  | 2 | 6  | 22 |
| 6. I would recommend a private college to a friend or relative.   | 12                     | 11 | 5 | 2  | 2  |
| 7. I would consider employment in a private college.  | 9                      | 13 | 3 | 4  | 3  |

were penalized financially (78.1%), they were not treated fairly as individuals (62.5%) or as a total faculty (71.9%), the students enrolled were not treated fairly (59.4%) and The College was not candid in reporting its condition (87.5%).

Despite their experience of being on the faculty of a college that closed in mid-year, the faculty were of the opinion that they would recommend a private college to a friend or relative (71.9%).

Likewise, the faculty expressed a strong agreement (68.8%) with the concept of future employment in a private college.

In answer to some background information requested, the responses indicated that 21 faculty members are still employed in the field of education (10 in colleges and 11 in public schools). Five faculty members retired when The College closed, and six have left the field of education for other employment.

#### Administration of The College of Emporia

Excluding the researcher, who occupied an administrative position at The College of Emporia at the time of its demise, there were six administrators employed. Only one follow-up mailing was necessary as the first mailing produced four responses, and the first follow-up the remaining two responses for a 100 percent return.

Table 14, which presents a summary of the responses received from the administrators, indicates that a majority opinion was expressed in response to only three questions. First, 83.3 percent of the administrators felt they were penalized financially and that the students were treated fairly. Also, the administrators, unlike the faculty, expressed the opinion that The College was candid in reporting its condition (66.7%).

Although no majority opinion was expressed, 50 percent of the administrators agreed that they were treated fairly. Likewise, 50 percent indicated that they would recommend a private college to a friend or relative.

TABLE 14

IMPACT OF THE CLOSING OF THE COLLEGE OF EMPORIA,  
SUMMARY OF ADMINISTRATION RESPONSE

| Statement   | Agreement/Disagreement |   |   |   |    |
|---|------------------------|---|---|---|----|
|   | SA                     | A | N | D | SD |
| 1. The closing of The College of Emporia was accomplished without penalizing me financially                   | 0                      | 1 | 0 | 2 | 3  |
| 2. I was treated fairly by The College of Emporia   | 1                      | 2 | 1 | 2 | 0  |
| 3. The administrators were treated fairly.  | 0                      | 4 | 0 | 2 | 0  |
| 4. The students enrolled were treated fairly.   | 1                      | 4 | 1 | 0 | 0  |
| 5. The faculty was treated fairly.  | 0                      | 2 | 2 | 1 | 1  |
| 6. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | 2                      | 2 | 0 | 1 | 1  |
| 7. I would recommend a private college to a friend or relative  | 2                      | 1 | 2 | 0 | 1  |
| 8. I would consider employment in a private college.  | 1                      | 1 | 1 | 2 | 1  |

On the matter of future employment in a private college, the administration felt differently than the faculty. Whereas 68.8 percent of the faculty would consider such employment, 50 percent of the administrators would not. This opinion is further reflected in the fact that three former administrators are now in administrative positions in public or private school systems below the

college level, and four administrators have left the education field altogether.

#### Board of Trustees of The College of Emporia

The total population of 22 members of the Board of Trustees of The College of Emporia (three positions were not filled in January, 1974) was surveyed. The initial mailing resulted in 13 responses (59.1%). A follow-up mailing after two weeks produced no further returns. A second follow-up, containing another instrument, was mailed after another two-week interval and produced an additional two responses, bringing the total number of returns to 15 (68.2%).

The Board of Trustees felt strongly (86.7%) that the students and faculty were treated fairly (Table 15). They also expressed agreement at the 80 percent level with the statements regarding the candidness of The College, their willingness to recommend a private college to a friend or relative, the closing having no effect on their personal image and their willingness to serve as a member of the Board of Trustees at another private college.

Regarding the possible strengthening of a commitment to Sterling College, the Board expressed no general feeling. The "no opinion" responses amounted to 60 percent of the population on this statement. Although the responses indicate a general commitment to the concept of private higher education and a willingness to support it by recommending students and serving on

TABLE 15

IMPACT OF THE CLOSING OF THE COLLEGE OF EMPORIA,  
SUMMARY OF BOARD OF TRUSTEES RESPONSE

| Statement   | Agreement/Disagreement |   |   |   |    |
|---|------------------------|---|---|---|----|
|   | SA                     | A | N | D | SD |
| 1. The students enrolled were treated fairly.   | 4                      | 9 | 2 | 0 | 0  |
| 2. The faculty was treated fairly.  | 5                      | 8 | 2 | 0 | 0  |
| 3. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | 7                      | 5 | 2 | 1 | 0  |
| 4. I would recommend a private college to a friend or relative.   | 9                      | 3 | 2 | 1 | 0  |
| 5. The closing of The College of Emporia has not affected my personal image.                                  | 5                      | 7 | 3 | 0 | 0  |
| 6. I would serve as a member of the Board of Trustees at another private college.                             | 4                      | 8 | 3 | 0 | 0  |
| 7. The closing of The College of Emporia has strengthened my commitment to support Sterling College.          | 0                      | 4 | 9 | 2 | 0  |

the Board of Trustees, a strengthened commitment to the only remaining Presbyterian-related private college in Kansas (Sterling College) is not indicated.

Alumni of The College of Emporia

Because of a concern for the accuracy of the records maintained by Sterling College at the time the sample was obtained, an additional 80 alumni were randomly drawn to provide a pool from which to draw in case of surveys returned due to improper

addresses. This proved to be a valid concern as 46 surveys were returned, and additional mailing were made as necessary to replace these members of the sample.

A sample of 191, representing 6 percent of the graduates of The College of Emporia since 1920, was surveyed. The initial mailing produced 105 returns (55%). A follow-up mailing in two weeks to all nonrespondents produced 30 more returns, bringing the return at that point to 70.7 percent. After another two weeks a second follow-up, containing another instrument, was mailed and resulted in an additional 21 responses. Thus, the total response amounted to 156 (81.6%).

The alumni response is summarized in Table 16. The alumni felt the students were treated fairly (61.5%) but did not express the same opinion regarding the faculty. Approximately 50 percent of the respondents expressed no opinion about the manner in which the faculty was treated.

The impact of the closing upon the status of a degree from The College of Emporia was not a matter of concern for 62.2 percent of the respondents. Likewise, 71.2 percent of the alumni were satisfied with the handling of their academic records, and 72.4 percent were satisfied with the manner in which their alumni records were handled. Regarding the handling of placement records, 50.6 percent expressed no opinion while 43.6 percent agreed with the manner in which the records were handled. This low percentage of agreement could be explained by the fact that The College of



TABLE 16

IMPACT OF THE CLOSING OF THE COLLEGE OF  
EMPORIA, SUMMARY OF ALUMNI RESPONSE

| Statement   | Agreement/Disagreement |    |    |    |    |
|---|------------------------|----|----|----|----|
|   | SA                     | A  | N  | D  | SD |
| 1. The students enrolled were treated fairly.   | 35                     | 61 | 5  | 6  | 3  |
| 2. The faculty was treated fairly.  | 17                     | 40 | 77 | 18 | 4  |
| 3. The closing of The College of Emporia has had no impact upon the status of my degree.                      | 29                     | 68 | 31 | 26 | 2  |
| 4. I have been satisfied with the manner in which my academic records were handled.                           | 24                     | 87 | 32 | 10 | 3  |
| 5. I have been satisfied with the manner in which my alumni records were handled.                             | 21                     | 92 | 36 | 7  | 0  |
| 6. I have been satisfied with the manner in which my placement records were handled.                          | 15                     | 53 | 79 | 8  | 1  |
| 7. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | 15                     | 57 | 44 | 27 | 13 |
| 8. I would recommend a private college to a friend or relative.   | 34                     | 82 | 22 | 11 | 7  |
| 9. The closing of The College of Emporia has strengthened my commitment to support Sterling College.          | 5                      | 25 | 77 | 39 | 10 |

Emporia maintained a Placement Bureau only for alumni entering the education field.

The alumni did not express any majority opinion concerning the candidness with which The College reported its condition. Only 46.2 percent of the alumni agreed that The College was candid.

The alumni expressed a willingness to recommend a private college to a friend or relative at the 74.4 percent level. However, no clear opinion regarding any increased commitment to Sterling College was expressed. The alumni disagreed with the statement at the 31.4 percent level, and 49.4 percent expressed no opinion regarding any increased commitment to Sterling College.

#### Creditors of The College of Emporia

The first mailing to the 65 creditors of The College of Emporia produced 33 returns (50.8%). A follow-up letter in two weeks resulted in two more returns, and a second follow-up including another instrument brought in five more returns. Thus, the total return represented 61.5 percent of the population.

The experience of being a creditor of a college that closed did not have much impact upon future credit policies to similar private institutions as 72.5 percent of the creditors indicated (Table 17). However, 52.5 percent of the creditors indicated that the closing did have an impact upon their business. Likewise, 50 percent of the creditors felt they were treated fairly. Of particular interest was the result that deals with how candid The College was in reporting its condition. The creditors did not express any majority agreement or disagreement with The College's perceived candidness.

The creditors responded to the statements regarding the fairness with which the students and faculty were treated with a large majority of "no opinion" (77.5% and 82.5%, respectively).

TABLE 17

IMPACT OF THE CLOSING OF THE COLLEGE OF  
EMPORIA, SUMMARY OF CREDITOR RESPONSE

| Statement   | Agreement/Disagreement |    |    |    |    |
|---|------------------------|----|----|----|----|
|   | SA                     | A  | N  | D  | SD |
| 1. The closing of The College of Emporia has not affected my credit policies nor those of my company toward similar private institutions. | 11                     | 18 | 5  | 3  | 3  |
| 2. The closing of The College of Emporia had no impact upon my business.  | 5                      | 10 | 4  | 16 | 5  |
| 3. I was treated fairly by The College of Emporia.  | 4                      | 16 | 14 | 4  | 2  |
| 4. The students enrolled were treated fairly.   | 0                      | 9  | 31 | 0  | 0  |
| 5. The faculty was treated fairly.  | 0                      | 7  | 33 | 0  | 0  |
| 6. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition.                             | 2                      | 12 | 18 | 4  | 4  |
| 7. I would recommend a private college to a friend or relative.   | 8                      | 13 | 15 | 3  | 1  |

A slight majority (52.5%) of the creditors would recommend a private college to a friend or relative. Only 10 percent indicated they would not make such a recommendation.

Kansas Presbyterian Ministers

A 20 percent random sample of Kansas Presbyterian ministers was surveyed. This amounted to a sample of 28 of which 19 (67.9%) responded to the first mailing. Two follow-up mailings to nonrespondents failed to produce any additional returns.

The Kansas Presbyterian ministers expressed a majority agreement with only one statement on the survey (Table 18); 73.7 per cent responded that they would recommend a private college to a friend or relative. There was no majority opinion expressed about what effect the closing of The College of Emporia had upon the educational mission or prestige of the Presbyterian Church.

TABLE 18

IMPACT OF THE CLOSING OF THE COLLEGE OF EMPORIA,  
SUMMARY OF KANSAS PRESBYTERIAN MINISTERS' RESPONSE

| Statement   | Agreement/Disagreement |   |    |   |    |
|---|------------------------|---|----|---|----|
|   | SA                     | A | N  | D | SD |
| 1. The closing of The College of Emporia has not affected the educational mission of the Presbyterian Church. | 0                      | 7 | 4  | 6 | 2  |
| 2. The closing of The College of Emporia has not affected the prestige of the Presbyterian Church.            | 2                      | 7 | 2  | 6 | 2  |
| 3. The students enrolled were treated fairly.   | 0                      | 3 | 15 | 1 | 0  |
| 4. The faculty was treated fairly.  | 0                      | 2 | 14 | 2 | 1  |
| 5. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | 0                      | 3 | 7  | 6 | 3  |
| 6. I would recommend a private college to a friend or relative.   | 8                      | 6 | 3  | 0 | 2  |
| 7. The closing of The College of Emporia has strengthened my commitment to support Sterling College.          | 4                      | 4 | 3  | 6 | 2  |

The ministers responded with 78.9 percent "no opinion" regarding how fairly the students were treated and 73.7 percent "no opinion" for the faculty on the same issue. Nearly half (47.4%) felt that The College was not candid in reporting its condition.

Although no majority opinion was expressed concerning an increased commitment to Sterling College, several ministers wrote in comments about the statement. They felt an increased commitment to all Presbyterian-related colleges within the boundaries of their judicatory, but that to indicate an increased commitment to one particular college was not in the best interest of the unity of the Presbyterian Church.

#### Residents of Emporia

The initial mailing of 243 surveys representing a 1 percent random sample of Emporia, Kansas, produced 72 returns (29.6%). A follow-up mailing to all nonrespondents after a two-week period produced five more returns. A second follow-up two weeks later, including another instrument, resulted in 22 additional returns. The total return amounted to 40.7 percent of the sample.

Those Emporia residents who responded agreed that the closing of The College of Emporia had an impact upon the business community (60.6%), the academic community (65.7%) and the cultural life of Emporia (57.6%). In general, Emporians did not have an opinion as to how fairly the students and faculty were treated (Table 19). Likewise, the response to the candidness statement and a willingness to recommend a private college to a friend or relative was inconclusive.

TABLE 19

IMPACT OF THE CLOSING OF THE COLLEGE OF EMPORIA,  
SUMMARY OF EMPORIA RESIDENTS' RESPONSE

| Statement   | Agreement/Disagreement |    |    |    |    |
|---|------------------------|----|----|----|----|
|   | SA                     | A  | N  | D  | SD |
| 1. The Closing of The College of Emporia had no impact upon the business community of Emporia, Kansas.        | 4                      | 10 | 25 | 51 | 9  |
| 2. The closing of The College of Emporia had no impact upon the academic community of Emporia, Kansas.        | 4                      | 9  | 21 | 53 | 12 |
| 3. The closing of The College of Emporia had no impact upon the cultural life of Emporia, Kansas.             | 1                      | 12 | 29 | 46 | 11 |
| 4. The students enrolled were treated fairly.   | 3                      | 30 | 54 | 10 | 2  |
| 5. The faculty was treated fairly.  | 1                      | 19 | 51 | 21 | 7  |
| 6. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | 4                      | 21 | 46 | 19 | 9  |
| 7. I would recommend a private college to a friend or relative.   | 7                      | 29 | 40 | 14 | 9  |

Common Questions Asked of Various Publics

Each public was asked to respond to the statement, "The students enrolled were treated fairly." The responses of each public are presented in Table 20 and 21. The first five publics (Students, Parents, Faculty, Administration and Board of Trustees) were all involved directly with the students of The College at the time of its closing. Only the faculty felt that the students were not treated fairly. The majority of all other publics in this category agreed that the students were treated fairly.

TABLE 20

RESPONSES BY PUBLICS TO "THE STUDENTS  
ENROLLED WERE TREATED FAIRLY"

| Public                        | <u>Agreement/Disagreement</u> |    |    |    |    |
|-------------------------------|-------------------------------|----|----|----|----|
|                               | SA                            | A  | N  | D  | SD |
| Students Enrolled             | 11                            | 13 | 8  | 4  | 3  |
| Parents of Students Enrolled  | 9                             | 10 | 10 | 4  | 1  |
| Faculty                       | 2                             | 7  | 4  | 9  | 10 |
| Administration                | 1                             | 4  | 1  | 0  | 0  |
| Board of Trustees             | 4                             | 9  | 2  | 0  | 0  |
| Alumni                        | 35                            | 61 | 51 | 6  | 3  |
| Creditors                     | 0                             | 9  | 31 | 0  | 0  |
| Kansas Presbyterian Ministers | 0                             | 3  | 15 | 1  | 0  |
| Emporia Residents             | 3                             | 30 | 54 | 10 | 2  |

Three of the four publics not directly involved with students (Creditors, Ministers and Emporians) indicated a majority "no opinion" response. Of those expressing an opinion, more felt the students had been treated fairly. The alumni felt strongly that the students received fair treatment.

TABLE 21

PERCENTAGE GENERAL AGREEMENT/GENERAL DISAGREEMENT BY PUBLICS  
TO "THE STUDENTS ENROLLED WERE TREATED FAIRLY"

| Public                        | General Agreement | No Opinion     | General Disagreement |
|-------------------------------|-------------------|----------------|----------------------|
| Students Enrolled             | 61.5% (24/39)     | 20.5% (8/39)   | 17.9% (7/39)         |
| Parents of Students Enrolled  | 55.9% (19/34)     | 29.4% (10/34)  | 14.7% (5/34)         |
| Faculty                       | 28.1% (9/32)      | 12.5% (4/32)   | 59.4% (19/32)        |
| Administration                | 83.3% (5/6)       | 16.7% (1/6)    | -- (0/6)             |
| Board of Trustees             | 86.7% (13/15)     | 13.3% (2/15)   | -- (0/15)            |
| Alumni                        | 61.5% (96/156)    | 32.7% (51/156) | 5.8% (9/156)         |
| Creditors                     | 22.5% (9/40)      | 77.5% (31/40)  | -- (0/40)            |
| Kansas Presbyterian Ministers | 15.8% (3/19)      | 78.9% (15/19)  | 5.3% (1/19)          |
| Emporia Residents             | 33.3% (33/99)     | 54.6% (54/99)  | 12.1% (12/99)        |

All publics were also asked to respond to the statement, "The faculty was treated fairly" (Tables 22, 23). Looking again at the first five publics, which were directly involved with the faculty, it is noted that only the Board of Trustees strongly felt the faculty was treated fairly. The parents of the students enrolled generally expressed "no opinion" on the statement although more agreed than disagreed. The faculty itself felt strongly that they were not treated fairly. The students expressing an opinion also felt the faculty was not treated fairly.



TABLE 22

## RESPONSES BY PUBLICS TO "THE FACULTY WAS TREATED FAIRLY"

| Public                        | Agreement/Disagreement |    |    |    |    |
|-------------------------------|------------------------|----|----|----|----|
|                               | SA                     | A  | N  | D  | SD |
| Students Enrolled             | 5                      | 2  | 13 | 13 | 7  |
| Parents of Students Enrolled  | 2                      | 5  | 22 | 2  | 3  |
| Faculty                       | 2                      | 4  | 3  | 10 | 13 |
| Administration                | 0                      | 2  | 2  | 1  | 1  |
| Board of Trustees             | 5                      | 8  | 2  | 0  | 0  |
| Alumni                        | 17                     | 40 | 77 | 18 | 4  |
| Creditors                     | 0                      | 7  | 33 | 0  | 0  |
| Kansas Presbyterian Ministers | 0                      | 2  | 14 | 2  | 1  |
| Emporia Residents             | 1                      | 19 | 51 | 21 | 7  |

The greatest single response of each of the four publics not directly involved with the faculty was "no opinion." Alumni and creditors expressing an opinion generally agreed that the faculty was treated fairly. Kansas Presbyterian Ministers and Emporia Residents expressing an opinion tended to disagree with the fairness with which the faculty was treated.

TABLE 23

PERCENTAGE GENERAL AGREEMENT/GENERAL DISAGREEMENT  
BY PUBLICS TO "THE FACULTY WAS TREATED FAIRLY"

| Public                        | General Agreement | No Opinion     | General Disagreement |
|-------------------------------|-------------------|----------------|----------------------|
| Students Enrolled             | 17.9% (7/39)      | 33.3% (13/39)  | 48.7% (19/39)        |
| Parents of Students Enrolled  | 20.6% (7/34)      | 64.7% (22/34)  | 14.7% (5/34)         |
| Faculty                       | 18.7% (6/32)      | 9.4% (3/32)    | 71.9% (23/32)        |
| Administration                | 33.3% (2/6)       | 33.3% (2/6)    | 33.3% (2/6)          |
| Board of Trustees             | 86.7% (13/15)     | 13.3% (2/15)   | -- (0/15)            |
| Alumni                        | 36.6% (57/156)    | 49.4% (77/156) | 14.1% (22/156)       |
| Creditors                     | 17.5% (7/40)      | 82.5% (33/40)  | -- (0/40)            |
| Kansas Presbyterian Ministers | 10.5% (2/19)      | 73.7% (14/19)  | 15.8% (3/19)         |
| Emporia Residents             | 20.2% (20/99)     | 51.5% (51/99)  | 28.3% (28/99)        |

Each public was asked to respond to the statement, "The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition." Tables 24 and 25 present a summary of the responses.

A majority of the students and faculty felt strongly that The College was not candid in reporting its condition. This statement produced a higher percentage of "strongly disagree" responses than any other single statement on the survey. Those publics involved in the actual reporting (Administration and Board of

TABLE 24

RESPONSES BY PUBLICS TO "THE COLLEGE OF EMPORIA  
WAS CANDID (ENTIRELY HONEST WITH NO ATTEMPT  
TO DECEIVE) IN REPORTING ITS CONDITION"

| Public                        | Agreement/Disagreement |    |    |    |    |
|-------------------------------|------------------------|----|----|----|----|
|                               | SA                     | A  | N  | D  | SD |
| Students Enrolled             | 4                      | 8  | 4  | 10 | 13 |
| Parents of Students Enrolled  | 3                      | 11 | 8  | 6  | 6  |
| Faculty                       | 0                      | 2  | 2  | 6  | 22 |
| Administration                | 2                      | 2  | 0  | 1  | 1  |
| Board of Trustees             | 7                      | 5  | 2  | 1  | 0  |
| Alumni                        | 15                     | 57 | 44 | 27 | 13 |
| Creditors                     | 2                      | 12 | 18 | 4  | 4  |
| Kansas Presbyterian Ministers | 0                      | 3  | 7  | 6  | 3  |
| Emporia Residents             | 4                      | 21 | 46 | 19 | 9  |

Trustees) expressed a strong majority opinion that they were candid in reporting The College's condition. Although no majority opinion was expressed, Kansas Presbyterian Ministers and Emporia Residents expressing an opinion generally felt that The College was not candid; whereas Parents, Alumni and Creditors expressing an opinion felt The College was candid in reporting its condition.

TABLE 25

PERCENTAGE GENERAL AGREEMENT/GENERAL DISAGREEMENT BY PUBLICS  
TO "THE COLLEGE OF EMPORIA WAS CANDID (ENTIRELY HONEST WITH  
NO ATTEMPT TO DECEIVE) IN REPORTING ITS CONDITION"

| Public                           | General<br>Agreement | No<br>Opinion  | General<br>Disagreement |
|----------------------------------|----------------------|----------------|-------------------------|
| Students Enrolled                | 30.8% (12/39)        | 10.3% (4/39)   | 58.9% (23/39)           |
| Parents of Students<br>Enrolled  | 41.2% (14/34)        | 23.5% (8/34)   | 35.3% (12/34)           |
| Faculty                          | 6.3% (2/32)          | 6.3% (2/32)    | 87.5% (28/32)           |
| Administration                   | 66.7% (4/6)          | -- (0/6)       | 33.3% (2/6)             |
| Board of Trustees                | 80.0% (12/15)        | 13.3% (2/15)   | 6.7% (1/15)             |
| Alumni                           | 46.2% (72/156)       | 28.2% (44/156) | 25.6% (40/156)          |
| Creditors                        | 35.0% (14/40)        | 45.0% (18/40)  | 20.0% (8/40)            |
| Kansas Presbyterian<br>Ministers | 15.8% (3/19)         | 36.8% (7/19)   | 47.4% (9/19)            |
| Emporia Residents                | 25.3% (25/99)        | 46.5% (46/99)  | 28.3% (28/99)           |

In order to assess the possible impact the closing of The College of Emporia might have on other private colleges, each public was asked to respond to the statement, "I would recommend a private college to a friend or relative." As reflected in Tables 26 and 27, all publics except the Administration and Emporia Residents responded with a majority opinion expressing agreement with the statement. Both the Administration and the Emporia Residents were generally of the same opinion although not of a majority magnitude. Thus, the results of this particular portion of the

TABLE 26

RESPONSES BY PUBLICS TO "I WOULD RECOMMEND  
A PRIVATE COLLEGE TO A FRIEND OR RELATIVE"

| Public                        | Agreement/Disagreement |    |    |    |    |
|-------------------------------|------------------------|----|----|----|----|
|                               | SA                     | A  | N  | D  | SD |
| Students Enrolled             | 19                     | 11 | 7  | 1  | 1  |
| Parents of Students Enrolled  | 14                     | 14 | 4  | 2  | 0  |
| Faculty                       | 12                     | 11 | 5  | 2  | 2  |
| Administration                | 2                      | 1  | 2  | 0  | 1  |
| Board of Trustees             | 9                      | 3  | 2  | 1  | 0  |
| Alumni                        | 34                     | 82 | 22 | 11 | 7  |
| Creditors                     | 8                      | 13 | 15 | 3  | 1  |
| Kansas Presbyterian Ministers | 8                      | 6  | 3  | 0  | 2  |
| Emporia Residents             | 7                      | 29 | 40 | 14 | 9  |

survey would not indicate any serious impact on the willingness to recommend a private college to a friend or relative as a result of each public's experience with The College of Emporia.

Since Sterling College is the only remaining Presbyterian-related private college in Kansas and has assumed the responsibility of maintaining the alumni records of The College of Emporia, three publics were asked to respond to the statement, "The closing of The College of Emporia has strengthened my commitment to support Sterling College." These publics were: The Board of Trustees of The College of Emporia, Alumni and Kansas Presbyterian Ministers.

TABLE 27

PERCENTAGE GENERAL AGREEMENT/GENERAL DISAGREEMENT  
BY PUBLICS TO "I WOULD RECOMMEND A PRIVATE  
COLLEGE TO A FRIEND OR RELATIVE"

| Public                        | General Agreement | No Opinion     | General Disagreement |
|-------------------------------|-------------------|----------------|----------------------|
| Students Enrolled             | 76.9% (30/39)     | 17.9% (7/39)   | 5.3% (2/39)          |
| Parents of Students Enrolled  | 82.4% (28/34)     | 11.8% (4/34)   | 5.9% (2/34)          |
| Faculty                       | 71.9% (23/32)     | 15.6% (5/32)   | 12.5% (4/32)         |
| Administration                | 50.0% (3/6)       | 33.3% (2/6)    | 16.7% (1/6)          |
| Board of Trustees             | 80.0% (12/15)     | 13.3% (2/15)   | 6.7% (1/15)          |
| Alumni                        | 74.4% (116/156)   | 14.1% (22/156) | 11.5% (18/156)       |
| Creditors                     | 52.5% (21/40)     | 37.5% (15/40)  | 10.0% (4/40)         |
| Kansas Presbyterian Ministers | 73.7% (14/19)     | 15.8% (3/19)   | 10.5% (2/19)         |
| Emporia Residents             | 36.4% (36/99)     | 40.4% (40/99)  | 23.2% (23/99)        |

As reflected in Tables 28 and 29, no majority agreement/disagreement was expressed. The alumni expressing an opinion generally indicated no increased commitment to Sterling College. Kansas Presbyterian ministers were evenly divided in their agreement/disagreement with an increased commitment to Sterling College. The Board of Trustees expressed a "no opinion" majority response although more agreed than disagreed with such an increased commitment.

TABLE 28

RESPONSES BY PUBLICS TO "THE CLOSING OF THE COLLEGE OF EMPORIA  
HAS STRENGTHENED MY COMMITMENT TO SUPPORT STERLING COLLEGE"

| Public                        | Agreement/Disagreement |    |    |    |    |
|-------------------------------|------------------------|----|----|----|----|
|                               | SA                     | A  | N  | D  | SD |
| Board of Trustees             | 0                      | 4  | 9  | 2  | 0  |
| Alumni                        | 5                      | 25 | 77 | 39 | 10 |
| Kansas Presbyterian Ministers | 4                      | 4  | 3  | 6  | 2  |

TABLE 29

PERCENTAGE GENERAL AGREEMENT/GENERAL DISAGREEMENT BY PUBLICS  
TO "THE CLOSING OF THE COLLEGE OF EMPORIA HAS STRENGTHENED  
MY COMMITMENT TO SUPPORT STERLING COLLEGE"

| Public                        | General Agreement | No Opinion     | General Disagreement |
|-------------------------------|-------------------|----------------|----------------------|
| Board of Trustees             | 26.7% (4/15)      | 60.0% (9/15)   | 13.3% (2/15)         |
| Alumni                        | 19.2% (30/156)    | 49.4% (77/156) | 31.4% (49/156)       |
| Kansas Presbyterian Ministers | 42.1% (8/19)      | 15.8% (3/19)   | 42.1% (8/19)         |

#### Perceived Reasons for the Closing of The College of Emporia

All publics were asked to rank-order a list of possible reasons for the closing of The College of Emporia. These reasons were derived from the literature in higher education (see, for example, Orton, 1975). The survey recipients were advised that the reason they felt

contributed most to The College's closing should be rated "1". The reason that applied least should be rated "10". Some instruments were returned incomplete with this section omitted or only partially rated. Table 30 presents the mean rating for each public, the number of responses in each case and the weighted mean for all publics. Table 31 presents a rank-ordering of the reasons as viewed by each public.

Across all publics the number one reason perceived to apply to the failure of The College of Emporia was "Inadequate endowment" with a weighted mean of 2.90. Students, Parents, Faculty, Administration, Board of Trustees and Alumni all perceived this as their primary reason with mean ratings ranging from 1.83 for Administration to 3.31 for Students.

Closely related to the size of the endowment was the concept of leadership. "Leadership" received the number one ranking of the Creditors with a mean rating of 2.70. The weighted mean across all publics was 3.91, which placed "Leadership" in the number two position of perceived reasons contributing most to the closing of The College of Emporia. Students, Parents and Faculty agreed with this position; but the Administration, Board of Trustees, Ministers and Emporians gave less weight, placing it fourth in their prioritized listing in each case.

An interesting result was obtained in answer to the issue of "Church support." Although "Church support" came in third with an overall weighted mean of 4.05, the Kansas Presbyterian Ministers perceived this as their number one reason for The College's failure



TABLE 30

MEAN AND WEIGHTED MEAN RATINGS OF REASONS CONTRIBUTING TO THE  
CLOSING OF THE COLLEGE OF EMPORIA AS PERCEIVED BY ITS PUBLICS\*

| Reasons  | Publics      |              |              |             |              |               |               |              |              | Wt. Mean      |
|--|--------------|--------------|--------------|-------------|--------------|---------------|---------------|--------------|--------------|---------------|
|  | Students     | Parents      | Faculty      | Admin.      | Board        | Alumni        | Creditors     | Ministers    | Emporia      |               |
| Inadequate endowment   | (36)<br>3.31 | (27)<br>2.74 | (31)<br>2.35 | (6)<br>1.83 | (13)<br>2.62 | (128)<br>2.56 | (18)<br>3.89  | (13)<br>3.46 | (64)<br>3.45 | (336)<br>2.90 |
| Leadership   | (36)<br>3.72 | (28)<br>4.14 | (31)<br>2.48 | (6)<br>3.67 | (14)<br>3.93 | (129)<br>4.19 | (17)<br>2.70  | (13)<br>3.77 | (64)<br>4.39 | (338)<br>3.91 |
| Church support   | (35)<br>3.94 | (29)<br>4.21 | (31)<br>4.03 | (6)<br>2.50 | (13)<br>3.69 | (128)<br>4.05 | (17)<br>4.24  | (14)<br>3.21 | (63)<br>4.38 | (340)<br>4.05 |
| Cost of tuition  | (35)<br>5.43 | (29)<br>5.17 | (32)<br>4.56 | (6)<br>6.33 | (13)<br>4.69 | (130)<br>4.20 | (19)<br>3.37  | (13)<br>4.00 | (66)<br>3.24 | (343)<br>4.26 |
| Alumni support   | (35)<br>4.49 | (28)<br>4.75 | (30)<br>4.97 | (6)<br>3.17 | (13)<br>3.23 | (127)<br>4.66 | (17)<br>4.41  | (11)<br>4.91 | (62)<br>4.97 | (329)<br>4.65 |
| Students' preference for<br>state or community colleges          | (35)<br>5.80 | (29)<br>5.24 | (32)<br>5.28 | (6)<br>7.50 | (13)<br>4.31 | (125)<br>5.06 | (19)<br>4.16  | (13)<br>3.69 | (63)<br>4.86 | (335)<br>5.05 |
| Elimination of programs<br>from the curriculum                   | (36)<br>5.78 | (27)<br>6.07 | (28)<br>6.18 | (6)<br>6.50 | (13)<br>6.77 | (118)<br>6.12 | (18)<br>6.00  | (12)<br>6.25 | (61)<br>5.39 | (319)<br>5.97 |
| Replacing liberal arts in<br>favor of career related<br>programs | (35)<br>7.86 | (28)<br>7.21 | (31)<br>7.61 | (6)<br>8.16 | (13)<br>7.62 | (118)<br>6.97 | (17)<br>7.06  | (12)<br>6.92 | (63)<br>6.68 | (323)<br>7.14 |
| Freezing of faculty<br>salaries                                  | (35)<br>6.89 | (28)<br>7.14 | (32)<br>8.09 | (6)<br>7.83 | (12)<br>8.58 | (114)<br>7.38 | (160)<br>7.81 | (11)<br>7.45 | (60)<br>7.13 | (314)<br>7.41 |
| Militancy of faculty   | (34)<br>8.08 | (28)<br>8.39 | (31)<br>9.19 | (6)<br>7.67 | (12)<br>9.33 | (117)<br>8.43 | (16)<br>8.63  | (11)<br>8.64 | (62)<br>8.79 | (317)<br>8.57 |

\*The figure in parentheses represents the number of responses upon which the mean was based.

TABLE 31

RANK-ORDERING OF REASONS CONTRIBUTING TO THE CLOSING  
OF THE COLLEGE OF EMPORIA AS PERCEIVED BY ITS PUBLICS

| Reasons  | Publics  |         |         |        |       |        |           |           |         | Wt. Mean |
|--|----------|---------|---------|--------|-------|--------|-----------|-----------|---------|----------|
|  | Students | Parents | Faculty | Admin. | Board | Alumni | Creditors | Ministers | Emporia |          |
| Inadequate endowment   | 1        | 1       | 1       | 1      | 1     | 1      | 3         | 2         | 2       | 1        |
| Leadership   | 2        | 2       | 2       | 4      | 4     | 3      | 1         | 4         | 4       | 2        |
| Church support   | 3        | 3       | 3       | 2      | 3     | 2      | 5         | 1         | 3       | 3        |
| Cost of tuition  | 5        | 5       | 4       | 5      | 6     | 4      | 2         | 5         | 1       | 4        |
| Alumni support   | 4        | 4       | 5       | 3      | 2     | 5      | 6         | 6         | 6       | 5        |
| Students' preference for<br>state or community colleges          | 7        | 6       | 6       | 7      | 5     | 6      | 4         | 3         | 5       | 6        |
| Elimination of programs<br>from the curriculum                   | 6        | 7       | 7       | 6      | 7     | 7      | 7         | 7         | 7       | 7        |
| Replacing liberal arts in<br>favor of career related<br>programs | 9        | 9       | 8       | 10     | 8     | 8      | 8         | 8         | 8       | 8        |
| Freezing of faculty<br>salaries                                  | 8        | 8       | 9       | 9      | 9     | 9      | 9         | 9         | 9       | 9        |
| Militancy of faculty   | 10       | 10      | 10      | 8      | 10    | 10     | 10        | 10        | 10      | 10       |

with a mean rating of 3.21. The Administration and Alumni perceived "Church support" as their number two reason.

Likewise, for "Cost of tuition" an insightful result was obtained. Emporia Residents listed "Cost of tuition" as their number one choice for contributing most to the closing of The College of Emporia. Creditors also felt the "Cost of tuition" was a significant factor as they rated it as their second choice. With a weighted mean of 4.26, "Cost of tuition" was perceived as the fourth choice across all publics.

"Alumni support" across all publics received a weighted mean rating of 4.65, placing it fifth in the perceived reasons. The Board of Trustees perceived the issue of alumni support to be more critical as they rated such support second on their list. Likewise, the Administration looked upon "Alumni support" in the same light as they ranked it third.

Ranking sixth across all publics, with a weighted mean of 5.05, was "Students' preference for state or community colleges." Emporia Residents felt slightly stronger about this reason as they perceived it in the fifth position with a mean rating of 4.86. An even stronger feeling was obtained from Kansas Presbyterian Ministers as they rated attendance at state or community colleges as their number three reason with a mean rating of 3.69. Thus, the ministers blame the church for its lack of support but at the same time feel students would rather attend state or community colleges.

The reasons "Elimination of programs from the curriculum," "Replacing liberal arts in favor of career related programs" and "Freezing of faculty salaries" ranked seventh, eighth and ninth, respectively. The administration perceived replacing liberal arts with career related programs as the reason contributing least to the closing of The College.

The greatest agreement among all publics was obtained on the reason "Militancy of faculty." With the exception of the Administration, which ranked this concept eighth, all publics perceived "Militancy of faculty" as the reason contributing least to the closing of The College. The weighted mean of 8.57 across all publics was obtained. The Faculty perceived their militancy to be more than that perceived by the Board of Trustees with ratings of 9.19 and 9.33, respectively.

Assessment of Actions Taken by Faculty, Administration,  
Board of Trustees and the Presbyterian Church

Each public was asked to respond to a series of questions designed to determine whether they placed any blame on the faculty, administration, Board of Trustees or the Presbyterian Church for actions leading toward or contributing to the closing of The College of Emporia. Those respondents answering "yes" to any of these questions were asked to make specific comments about the reasons for their response.

### Faculty Action

The faculty received very little criticism for any action on their part that might have been a factor in the closing of The College (Table 32). Only 11.2 percent (38 of 338) of the respondents completing this section of the survey felt the faculty was involved in causing the closing. Of these, the faculty themselves were most critical of their actions. Responses from the faculty indicated 31.3 percent (10 of 32) of that body felt some concern over their action or lack thereof.

TABLE 32

COMMON RESPONSES BY PUBLICS TO "DO YOU CONSIDER ANY ACTION OF THE FACULTY AS LEADING TOWARD OR CONTRIBUTING TO THE CLOSING OF THE COLLEGE OF EMPORIA?"

| Public                        | Yes      | No        |
|-------------------------------|----------|-----------|
| Students Enrolled             | 4        | 31        |
| Parents of Students Enrolled  | 3        | 26        |
| Faculty                       | 10       | 22        |
| Administration                | 2        | 4         |
| Board of Trustees             | 2        | 13        |
| Alumni                        | 5        | 111       |
| Creditors                     | 3        | 15        |
| Kansas Presbyterian Ministers | 0        | 12        |
| Emporia Residents             | <u>9</u> | <u>66</u> |
| Total                         | 38       | 300       |

In justifying answers indicating a belief that the faculty may have contributed to the closing, the following comments were received:

The faculty was apathetic. (7 responses)  
 The faculty did not work to keep The College open. (5 responses)  
 The faculty was militant. (3 responses)  
 The faculty demanded tenure and contracts. (3 responses)

The comment concerning tenure and contracts was made by members of the Board of Trustees only.

### Administrative Action

More concern for the actions of the administration was expressed (Table 33). All publics combined indicated, with a 58 percent (199 of

TABLE 33

COMMON RESPONSES BY PUBLICS TO "DO YOU CONSIDER ANY ACTION OF THE ADMINISTRATION AS LEADING TOWARD OR CONTRIBUTING TO THE CLOSING OF THE COLLEGE OF EMPORIA?"

| Public                        | Yes       | No        |
|-------------------------------|-----------|-----------|
| Students Enrolled             | 25        | 10        |
| Parents of Students Enrolled  | 13        | 15        |
| Faculty                       | 30        | 2         |
| Administration                | 5         | 1         |
| Board of Trustees             | 9         | 6         |
| Alumni                        | 65        | 56        |
| Creditors                     | 13        | 6         |
| Kansas Presbyterian Ministers | 7         | 7         |
| Emporia Residents             | <u>32</u> | <u>41</u> |
| Total                         | 199       | 144       |

343) response, a perceived blame on the part of the administration for the closing of The College. The majority of several publics responded to this question in the affirmative--Students Enrolled (71.4%), Faculty (93.8%), Administration (83.3%), Board of Trustees (60%), Alumni (53.8%) and Creditors (68.4%).

Some of the most frequently mentioned comments pertaining to actions of the administration were:

|  |                |
|--|----------------|
| Poor leadership                                      | (78 responses) |
| Poor fiscal management                               | (64 responses) |
| Poor recruiting and/or integrity                     | (50 responses) |
| Poor public and alumni relations                     | (44 responses) |
| Recruited too many Eastern students                  | (30 responses) |
| Too secretive  | (23 responses) |
| Lack of long-range planning                          | (15 responses) |
| Failed to provide an adequate<br>development program | (11 responses) |

"Poor leadership" was the most frequently mentioned fault of the administration as perceived by the Alumni and Faculty. These two publics accounted for 46 of the comments about leadership. All other publics expressed concern about the quality of leadership at The College as well.

Faculty, Alumni and Emporia Residents accounted for 50 of the responses concerning poor fiscal management on the part of the administration. Only Parents and the Board of Trustees failed to make any comment about the manner in which the funds of The College were handled.

Primarily concerned with "Poor recruiting and/or integrity" were the Alumni, Emporia Residents and Students. The only public not expressing this concern was the Faculty. Closely related

to the issue of recruiting practices was the presence of "too many Eastern students." Once again, the Alumni and Emporia Residents accounted for most of this concern. The Faculty and Administration did not consider the geographical origin of their students as of sufficient concern to make any comment pertaining thereto.

"Poor public and alumni relations" were most frequently mentioned by Faculty, Alumni and Emporia Residents. The Administration was the only public not including "public and alumni relations" among their list of concerns.

Students felt strongly that The College administration was too secretive. Of the 23 comments pertaining to this, the Students represented 17 (73.9%). The Students expressed a feeling that they, as well as other publics, should have been advised of The College's situation sooner. Some also indicated a belief that, with proper notice, The College might have been saved from closing.

#### Board of Trustees Action

The Board of Trustees did not receive as much criticism about their actions as did the administration (Table 34). Barely a majority (165 of 324) of all publics combined responded in the affirmative regarding any action of the Board of Trustees being instrumental in the closing of The College. Looking at individual publics, it was observed that 64.7 percent of the Students Enrolled, 83.9 percent of the Faculty, 83.3 percent of the Administration and 57.9 percent of the Creditors felt stronger about the Board's involvement than the overall results indicated.



TABLE 34

COMMON RESPONSES BY PUBLICS TO "DO YOU CONSIDER ANY ACTION OF THE BOARD OF TRUSTEES AS LEADING TOWARD OR CONTRIBUTING TO THE CLOSING OF THE COLLEGE OF EMPORIA?"

| Public                        | Yes       | No        |
|-------------------------------|-----------|-----------|
| Students Enrolled             | 22        | 12        |
| Parents of Students Enrolled  | 12        | 14        |
| Faculty                       | 26        | 5         |
| Administration                | 5         | 1         |
| Board of Trustees             | 7         | 8         |
| Alumni                        | 52        | 63        |
| Creditors                     | 11        | 8         |
| Kansas Presbyterian Ministers | 5         | 9         |
| Emporia Residents             | <u>25</u> | <u>45</u> |
| Total                         | 165       | 159       |

Comments regarding actions of the Board of Trustees were somewhat similar to those made about the administration. The most frequently occurring comments were:

|  |                |
|--|----------------|
| Failed to involve themselves in<br>The College       | (67 responses) |
| Poor choice of presidents                            | (42 responses) |
| Poor fiscal management                               | (35 responses) |
| Lack of long-range planning                          | (23 responses) |
| Failed to provide an adequate<br>development program | (20 responses) |
| Allowed The College to lose sight<br>of its mission  | (12 responses) |

All publics mentioned the Board's commitment to The College although it was a primary concern of the Students, Faculty and

Administration. Several comments were made in reference to some members of the Board being more interested in the honor of their position than in serving The College. There was some concern expressed about the Board's degenerating into a body that merely "rubber-stamped" proposals set forth by the administration. All these concerns were grouped together and classified as "Failed to involve themselves in The College."

Only the Parents and Administration failed to mention the Board's "choice of presidents" as an action possibly contributing to the closing of The College. Faculty, Alumni and Emporia Residents accounted for 35 (83.3%) of these comments.

Alumni and Emporia Residents commented most frequently on the Board's fiscal policy. Likewise, the Alumni, Emporia Residents and the Creditors expressed most of the concern over the "Lack of long-range planning" and an "adequate development program."

The matter of the mission of The College drew the most lengthy response. Several eloquent comments were made by the Alumni pertaining to how things were in the "old days" and how The College had changed and lost sight of its original purpose. Although some comments were made placing the blame for the loss of a proper mission upon the administration, the Board of Trustees was credited with most of the blame.

#### Church Action

The greatest criticism for actions contributing to the closing of The College was received by the Presbyterian Church (Table 35).

TABLE 35

COMMON RESPONSES BY PUBLICS TO "DO YOU CONSIDER ANY ACTION OF  
THE PRESBYTERIAN CHURCH AS LEADING TOWARD OR CONTRIBUTING  
TO THE CLOSING OF THE COLLEGE OF EMPORIA?"

| Public                        | Yes       | No        |
|-------------------------------|-----------|-----------|
| Students Enrolled             | 25        | 9         |
| Parents of Students Enrolled  | 16        | 13        |
| Faculty                       | 26        | 7         |
| Administration                | 5         | 1         |
| Board of Trustees             | 11        | 4         |
| Alumni                        | 77        | 50        |
| Creditors                     | 10        | 7         |
| Kansas Presbyterian Ministers | 11        | 4         |
| Emporia Residents             | <u>29</u> | <u>39</u> |
| Total                         | 210       | 134       |

Answering in the affirmative, thereby placing some blame upon the Church, were 61 percent (210 of 344) of the respondents from all publics. The only public not expressing a majority opinion in the affirmative was Emporia Residents. The other publics ranged from a high affirmative response of 83.3 percent for the Administration to a low of 55.2 percent for Parents of Students Enrolled.

The most frequently received comments pertaining to actions taken by the Presbyterian Church construed to have contributed to the closing of The College were:

|   |                 |
|---|-----------------|
| Lack of financial support                     | (142 responses) |
| Lack of other types of support                | (35 responses)  |
| Not interested in The College                 | (24 responses)  |
| Did not keep abreast of what was<br>happening | (11 responses)  |
| Synod reorganization was harmful              | (11 responses)  |
| More interested in social issues              | (10 responses)  |

All publics criticized the Presbyterian Church for its "Lack of financial support." Leading this criticism were the Alumni with 50 of 142 responses. This aspect of the study received the most comment. On the other hand, some isolated comments were made to the effect that the Church was extremely hard-pressed for money itself and thus was not in a position to do anything for The College. Also tempering this criticism was a comment about something being wrong with the Presbyterian Church because it was losing membership nationwide and, hence, potential sources of revenue.

"Other types of support" lacking by the Presbyterian Church, as alluded to in the comments, were failure to promote The College among Presbyterian youth and individual congregations. Church-relatedness cost The College other sources of income as well. For example, one alumnus recounted an experience he had in 1937 when he was with President Hirschler at the time several foundations expressed an interest in endowing The College with a \$25,000,000 gift. At a meeting of the Kansas Synod to discuss this offer, certain ministers felt Presbyterians would lose too much control of The College if they accepted the money. Hence, the offer was refused.

Alumni and Faculty felt the Presbyterian Church lost interest in The College and got embroiled in social issues at the expense of

education. The Angela Davis incident, whereby the Presbyterian Church gave a black militant money for her defense, was cited several times.

Kansas Presbyterian Ministers felt the Church did not keep abreast of what was happening at The College. One said the closing was a complete surprise as all the reports he had heard had been glowing.

The Alumni commented most upon the effect of the Synod reorganization, whereby the judicatory under which The College fell was extended from Kansas to include all of Missouri and part of Arkansas and Illinois. This reorganization caused the number of Presbyterian colleges to increase to nine. Hence, some alumni felt the former members of the Synod of Kansas were subsidizing the seven Missouri colleges at the expense of the two Kansas colleges.

#### Additional Comments Relating to the Impact of the Closing of The College of Emporia

All publics were given the opportunity to comment on anything relating to the impact of the closing of The College of Emporia. Many of the comments elaborated upon items contained in the survey, but several new concerns were brought out by each public.

The most frequent comments pertained to the value of maintaining the concept of private higher education and a fear that more private colleges will fail in the future. Students, Faculty, Board of Trustees, Alumni and Emporia Residents all made a comment

in this vein. One member of the Board of Trustees conveyed his concern:

The closing of private colleges will have a major impact upon society. These schools imbue many young people with high moral values and ambition. Large schools cannot give personal attention to individual students and particularly the timid may be discouraged.

One Emporia Resident said, "Loss of any private college will have an impact on tax-supported institutions as they must absorb the enrollment."

Another concern expressed was that the selling of The College to The Way International would have an impact on the community. Students, Alumni, Kansas Presbyterian Ministers and Emporia Residents expressed this concern. One commented, "I feel sorry that The College is now in the hands of 'The Way.' They now have a foothold in Emporia."

Members of two publics, Students and Alumni, indicated they were very much disallusioned with the Presbyterian Church and intended to withdraw their membership. One alumnus reported a belief that some churches and ministers were relieved that The College closed since it would no longer compete for limited church dollars. On a more optimistic note, concerning the impact of the closing upon religious beliefs, one faculty member said, "I believe in God's power to improve, in His ways, the life and future of everyone who was involved." Perhaps this may be the case as six faculty members said they were now better off in many ways, and several students reported that a degree from a more prestigious

college or university accepting them was of more worth to their future than had they received their degree from The College of Emporia.

One comment obtained from Creditors warned against poor recruitment policies as such affect the reputation of a college. Once a good reputation is ruined, it is nearly impossible to restore. Recruitment policies are set by the leadership of a college. The impact upon potential leaders, in view of the current crisis in private higher education, was expressed by a member of the Administration as follows: "Good presidents are hard to find. No one wants to take the risk except some egomaniac or fool-hardy person." Should more private colleges close, the problem of finding competent leadership may be of major concern.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purposes of this study were twofold: to determine the impact of the closing of The College of Emporia upon the various publics that were involved with The College at the time of its closing and to determine from these same publics their perception of what factors contributed to the closing.

A review of the literature produced some material related to actual college closings. Included in this material were indications that secrecy on the part of the leadership and a lack of serious commitment on the part of sponsoring groups contributed to the closings. Also expressed was a concern for the students of the closed colleges. A search of the literature failed to produce any information about a concern for other publics associated with the colleges. The literature review points out the crisis in private higher education and contains several different projections about what the future may hold for private institutions.

The publics surveyed were:

1. Students enrolled in September, 1973.
2. Parents of students enrolled in September, 1973.
3. Faculty employed in 1973-74.
4. Administrators employed in 1973-74.



5. Members of the Board of Trustees in 1973-74.
6. Alumni of The College of Emporia.
7. Creditors of The College of Emporia.
8. Kansas Presbyterian Ministers.
9. The community of Emporia, Kansas.

A questionnaire-type instrument was developed in order to examine the impact of the closing of The College of Emporia upon each of its publics. Included in the instrument, common for all publics, was a list of reasons cited in the literature for the crisis in private higher education. Each public was asked to rank-order this list as it perceived these reasons applying to the closing of The College of Emporia. Each public was also asked to assess actions taken by the faculty, administration, Board of Trustees and the Presbyterian Church as it perceived such actions as leading toward or contributing to the closing of The College. Finally, the publics were given the opportunity to comment on anything relating to the impact of the closing. The data were gathered by means of mailings over a period of one month.

Due to the nature of the study, it was appropriate to resort to a descriptive form of data analysis. In the case of rank-ordering of perceived reasons, mean ratings for each public were obtained and a weighted mean across all publics was then computed. Using these means, the data were then analyzed and contrasted in descriptive form.

### Conclusions

The impact upon the students was not great. Only six of those surveyed were unable to continue immediately with their education at another college or university. Basically, the students were satisfied with the mechanics used in the closing. The students expressed a willingness to recommend a private college to a friend or relative.

The parents surveyed also were satisfied with the mechanics used in the closing of The College. A willingness to recommend a private college was strongly felt.

The greatest impact was felt by the faculty. Students and parents both made comments about how unfairly the faculty was treated. Several faculty members were forced into early retirement, and six left the field of education for other employment. Of the 32 faculty responding, 22 (68.8%) are no longer associated with higher education. Several faculty members commented that their transfer and relocation were very traumatic. Despite their feelings of distrust for the integrity of the Board of Trustees and the administration at The College, the faculty still expressed a commitment to private higher education by being willing to recommend private colleges and also to accept employment in such institutions. The faculty did not agree with the mechanics used in the closing of The College. They felt a promise had been made by the Board of Trustees that The College would never close in the middle of a school year. Thus, they were unable to accept anything else without a degree of bitterness.

The administration, which was directly involved in setting up the mechanics used in the closing, felt that a good job had been done under the circumstances. Of course, the administration as well as the faculty felt a financial impact as they never received their contracted salary. Nearly half of the administrators left the field of education, and none is associated with institutions of higher learning. There were many highly qualified and dedicated individuals on the staff of The College, and their loss from the field of higher education is regrettable.

Members of the Board of Trustees felt the closing had been handled well. They indicated no impact was felt by them, and they would still support the concept of private higher education.

The alumni felt no impact pertaining to the status of their degree or the handling of their records. They expressed a willingness to support private colleges but no increased commitment to Sterling College. Several alumni commented that they were glad that Sterling College was still open and appreciated their efforts to keep College of Emporia alumni informed through The S. C. View. The high number of "no opinion" responses from the alumni pointed out the lack of an effective alumni relations program.

A slight majority of the creditors felt an impact upon their business. However, the creditors did not indicate any change in credit policies toward similar private institutions.

Kansas Presbyterian ministers also responded with a high percentage of "no opinion." Again, the matter of a public relations program directed toward the church appeared to be lacking. This response also substantiated the charge made by other publics that the Church failed to concern itself with The College. The ministers did express a concern for private higher education but indicated no increased commitment to Sterling College.

The low return from the sample of Emporia residents and the large number of "no opinion" responses suggested apathy on the part of the community and another poor public relations effort. With the presence of Emporia State University and now The Way College of Emporia, the business, academic and cultural loss (if any) created by the closing of The College had little lasting impact upon Emporia.

In response to common questions asked of various publics, it can be said that the students were treated fairly, the fairness with which the faculty was treated was suspect, the candidness of The College in reporting its condition was suspect, all publics would still recommend a private college to a friend or relative, but no increased commitment to support Sterling College was indicated.

The reasons most frequently mentioned by the publics for the possible cause of the closing of The College were: Inadequate endowment, poor leadership, lack of Church support and cost of tuition. The first three are somewhat related as each, if

effective, would complement the other. The issue of tuition cost was a big factor in that The College was located in the same town as a tax-supported state institution, and the discrepancy in tuition charges was very apparent. In fact, Emporia residents felt the cost of tuition was the primary reason for the closing of The College.

The faculty was not considered as being militant. Several faculty members felt more militancy on their part might have been helpful. Some expressed concern that they simply sat back and let things happen without questioning the reasons why or the wisdom of the action. The faculty received less criticism than any of the other publics directly involved with The College at the time of its closing.

The administration and Board of Trustees were criticized most for poor leadership, poor fiscal management, poor recruiting practices and lack of an adequate fund-raising program. The large number of presidents since 1960 gave The College an unstable image. The comments about too many Eastern students indicated that at least three very important publics were alienated by the recruiting policies. These three publics were the Alumni, the Church and the community of Emporia. The College had long relied upon the Church and Emporia for a large portion of its enrollment. These sources virtually disappeared in the 1960's-70's. The survey points out this shift away from any allegiance to The College of Emporia as both the Church and Emporia Residents rated students' preference for state or community colleges high.

The Church received the most criticism for its lack of support and interest in The College. It must be noted that the reorganization of the Synod and the state of the economy greatly affected the Church's ability to respond adequately to all of its mission causes.

This study revealed two major shortcomings of The College of Emporia. First, there was a lack of communication on the part of the leadership. This was not only evident through comments made by the various publics, but the general lack of consensus apparent throughout the first part of the study suggested that communication was not taking place.

Secondly, the candidness of The College was seriously questioned. Those persons charged with the leadership of the school, both among the Administration and the Board of Trustees, believed they were telling the whole story in a forthright and candid manner--the other publics did not indicate such a feeling. Despite these two major faults, the concept that private higher education is still valuable is indicated by the high percentage of agreement expressed about a willingness to recommend a private college to a friend or relative.

#### Recommendations

Based upon this research involving the perceived reasons why The College of Emporia closed in January, 1974, coupled with the literature indicating difficult days ahead for private institutions

of higher education, the following ten recommendations are made to private colleges and universities concerned with their survival or the termination of their operations:

Recommendation 1: Strive for strong leadership, both among the administration and the Board of Trustees.

The top three reasons perceived by the publics surveyed to have contributed most to the closing of The College of Emporia were related to leadership--inadequate endowment, leadership itself and church support. Proper leadership is vital as it sets the tone for the entire institution. Leadership must be above reproach and inspire the confidence of all who come into contact with the institution. Once the integrity and/or the image of an institution is lost, as was the apparent case at The College of Emporia, it is extremely difficult to regain.

Recommendation 2: Concentrate on an effective public relations program and communicate openly with all publics involved with the institution.

The lack of consensus evident in this study indicated that communication with The College's publics was not effective. There was a wide range of opinion expressed and many neutral responses given. If all publics are aware of what is happening, they can lend support and/or provide feedback vital for the health of the institution. Communication must be a "two-way street."

Recommendation 3: Have a definite purpose for existence and live by it.

The College of Emporia was accused by many members of its various publics of losing sight of its mission. When the decision was made to alter the religious atmosphere of the campus, The

College found itself struggling to determine its purpose. At the time of its closing, this struggle had not been resolved. A proper purpose and a commitment to that purpose can be invaluable in public relations and recruitment.

Recommendation 4: Do not rely upon a single source of support.

When The College of Emporia shifted its recruiting efforts to out-of-state students and relied heavily upon that source, it was not prepared to cope with the situation presented when the out-of-state student pool began to dwindle. Likewise, formal church support never was great. And, in view of increasing demands for limited church dollars in fields other than higher education, the potential for increased financial support for private higher education is problematical at best. This is not to say that individual members of the church cannot or will not be a source of support. Indeed, with proper cultivation, the likelihood for support from individuals within the sponsoring group is greater than from the group itself. Keep all doors open and strive to cultivate new and continuing sources of support.

Recommendation 5: Institute an effective system of cost accounting.

Fiscal mismanagement was mentioned several times by publics of The College of Emporia as a contributor to its closing. The condition of the endowment fund throughout The College's history and charges of a lack of integrity on the part of its leadership indicated a condition in which secrecy and borrowing were apparently accepted without question. A system of cost accounting could provide



the efficiency and effectiveness to monitor the institution's condition and provide the avenue for accountability.

Recommendation 6: Know your publics and what they will support and/or tolerate.

The College of Emporia lost the support of three of its most important publics (Alumni, Church and Emporia Residents). The College failed to realize what consequences some of its policy decisions would have on these publics. If a policy decision is to be made that may affect public relations, involve the publics in the development of the policy.

Recommendation 7: Face your problems honestly and avoid any secret actions.

This study indicated a lack of candidness among the leadership of The College of Emporia in reporting its condition. Students and faculty felt that the administration was too secretive. If possible, avoid "crying wolf" as the day may come when you will want your message heard.

Recommendation 8: Monitor key demographic, economic and policy factors that are influencing enrollments.

Like many colleges, The College of Emporia overextended itself in facilities in the late 1960's and was unable to reduce expenses as rapidly as income and enrollment decreased. The forecasts of enrollment declines were available but were largely ignored. Predicting enrollment is no easy task; however, informed decisions require an adequate data base.

Recommendation 9: Make cuts where necessary to eliminate unproductive academic programs, faculty, administration and members of the Board of Trustees.

A small private college like The College of Emporia cannot be all things to all people. Some attempts were made to eliminate unproductive departments, but these attempts were met with great resistance. This accounted for some of the charges of militancy and demand for contracts from the faculty as mentioned in this study. The concept of tenure may have to be reexamined in order to make faculty cuts less difficult. Administrators and Board Members must be accountable. The Board of Trustees must be involved in the college, and membership on that body must not be accepted for the prestige gained.

Recommendation 10: Explore cooperative programs with other institutions.

During the last months of its existence, The College of Emporia was looking into cooperative programs with other private institutions as well as possible mergers. This exploration came too late as time ran out and The College closed. Sharing of faculty and facilities is a viable alternative for reducing cost while maintaining an attractive and competitive academic program.

Private institutions of higher education are reluctant to admit that they are in trouble. As a result of this study, it is strongly suggested that each institution develop a policy to follow in the event of its closing. Such advance planning, before the emotions of the actual event make rational decision-making difficult, could lessen the impact of the closing upon the institution's publics. In the event that closing is necessary in the middle of a school year, the mechanics outlined in Chapter II in

the section, The Closing of The College of Emporia, may prove useful. Hopefully, this research will be most helpful in giving insight to similar private institutions to enable them to remain viable and make the contribution to higher education that only the private sector can provide.

### Suggestions for Further Study

This study suggests two possible areas for further research. There is an apparent wide range of financial health exhibited among the private institutions of higher education in Kansas. Research is needed to examine possible reasons why some institutions are experiencing more success than others.

Research is also needed to determine possible ways of developing cooperation between private colleges and public institutions. Is it possible to share facilities and staff? Could services be jointly contracted to reduce operating expenses? Are we getting the maximum benefit from existing facilities on both the private and state campuses? This study might show that duplication of effort could be eliminated to the mutual benefit of both the private and public sectors of higher education in Kansas.

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## APPENDIX A

### Survey Instruments

# THE CLOSING OF THE COLLEGE OF EMPORIA ATTITUDE SURVEY

As a student at The College of Emporia at the time of its closing in January, 1974, your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

## BACKGROUND INFORMATION:

Age now: 20 or under \_\_\_\_\_ Sex: Male \_\_\_\_\_  
 21 - 22 \_\_\_\_\_ Female \_\_\_\_\_  
 23 - 24 \_\_\_\_\_ Classification in 1973-74: Fr. \_\_\_\_\_  
 25 - 30 \_\_\_\_\_ So. \_\_\_\_\_  
 31 - 35 \_\_\_\_\_ Jr. \_\_\_\_\_  
 over 35 \_\_\_\_\_ Sr. \_\_\_\_\_

I was able to continue on in college without interruption after  
 The College of Emporia closed: Yes \_\_\_\_\_; No \_\_\_\_\_

I came to The College of Emporia from: Kansas \_\_\_\_\_; Out of state \_\_\_\_\_

## INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
 A (Agree)  
 N (No Opinion or Neutral)  
 D (Disagree)  
 SD (Strongly Disagree)

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The closing of The College of Emporia was accomplished without penalizing me academically.                 | SA | A | N | D | SD |
| 2. The closing of The College of Emporia was accomplished without penalizing me financially.                  | SA | A | N | D | SD |
| 3. The institution to which I transferred kept all their promises regarding the conditions of my acceptance.  | SA | A | N | D | SD |
| 4. The closing of The College of Emporia had no effect on my life goal.                                       | SA | A | N | D | SD |
| 5. I was treated fairly by The College of Emporia.  | SA | A | N | D | SD |
| 6. The students enrolled were treated fairly.   | SA | A | N | D | SD |
| 7. The faculty was treated fairly.  | SA | A | N | D | SD |
| 8. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | SA | A | N | D | SD |
| 9. I have not experienced any difficulty in the availability of my transcripts.                               | SA | A | N | D | SD |
| 10. I would recommend a private college to a friend or relative.  | SA | A | N | D | SD |

B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- \_\_\_\_\_ The cost of tuition.
- \_\_\_\_\_ Students prefer to attend state or community colleges.
- \_\_\_\_\_ Inadequate endowment.
- \_\_\_\_\_ Church support.
- \_\_\_\_\_ Alumni support.
- \_\_\_\_\_ Leadership.
- \_\_\_\_\_ Elimination of programs from the curriculum.
- \_\_\_\_\_ Militancy of faculty.
- \_\_\_\_\_ Freezing of faculty salaries.
- \_\_\_\_\_ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

THE CLOSING OF THE COLLEGE OF EMPORIA  
ATTITUDE SURVEY

As a parent of a student attending The College of Emporia at the time of its closing in January, 1974, your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

BACKGROUND INFORMATION:

My son\_\_\_\_/daughter\_\_\_\_ attended The College of Emporia.

|                           |                                    |
|---------------------------|------------------------------------|
| My son's/daughter's       | My son's/daughter's classification |
| age now: 20 or under_____ | in 1973-74: Fr._____               |
| 21 - 22_____              | So._____                           |
| 23 - 24_____              | Jr._____                           |
| 25 - 30_____              | Sr._____                           |
| 31 - 35_____              |                                    |
| over 35_____              |                                    |

My son/daughter was able to continue on in college without interruption after The College of Emporia closed: Yes\_\_\_\_; No\_\_\_\_

My son/daughter came to The College of Emporia from:  
Kansas\_\_\_\_; Out of state\_\_\_\_\_

INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
A (Agree)  
N (No Opinion or Neutral)  
D (Disagree)  
SD (Strongly Disagree)

1. The closing of The College of Emporia was accomplished without penalizing my son/daughter academically. SA A N D SD
2. The closing of The College of Emporia was accomplished without penalizing my son/daughter financially. SA A N D SD
3. The closing of The College of Emporia was accomplished without penalizing me financially. SA A N D SD
4. The institution to which my son/daughter transferred kept all their promises regarding the conditions of his/her acceptance. SA A N D SD
5. The closing of The College of Emporia had no effect on my son's/daughter's life goal. SA A N D SD
6. My son/daughter was treated fairly by The College of Emporia. SA A N D SD
7. The students enrolled were treated fairly. SA A N D SD
8. The faculty was treated fairly. SA A N D SD
9. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. SA A N D SD
10. My son/daughter has not experienced any difficulty in the availability of his/her transcripts. SA A N D SD
11. I would recommend a private college to a friend or relative. SA A N D SD

B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- ☐ The cost of tuition.
- ☐ Students prefer to attend state or community colleges.
- ☐ Inadequate endowment.
- ☐ Church support.
- ☐ Alumni support.
- ☐ Leadership.
- ☐ Elimination of programs from the curriculum.
- ☐ Militancy of faculty.
- ☐ Freezing of faculty salaries.
- ☐ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

(Code No.) This code number is for data collection purposes only. No individuals will be identified in the writing of the final paper.

# THE CLOSING OF THE COLLEGE OF EMPORIA ATTITUDE SURVEY

As a member of the faculty of The College of Emporia at the time of its closing in January, 1974, your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

## BACKGROUND INFORMATION:

Age now: under 25 \_\_\_\_\_  
 25 - 34 \_\_\_\_\_  
 35 - 44 \_\_\_\_\_  
 45 - 54 \_\_\_\_\_  
 55 - 64 \_\_\_\_\_  
 65 or older \_\_\_\_\_

Sex: Male \_\_\_\_\_  
 Female \_\_\_\_\_

Current Employment: \_\_\_\_\_

## INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
 A (Agree)  
 N (No Opinion or Neutral)  
 D (Disagree)  
 SD (Strongly Disagree)

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The closing of The College of Emporia was accomplished without penalizing me financially.                  | SA | A | N | D | SD |
| 2. I was treated fairly by The College of Emporia.  | SA | A | N | D | SA |
| 3. The faculty was treated fairly.  | SA | A | N | D | SD |
| 4. The students enrolled were treated fairly.   | SA | A | N | D | SD |
| 5. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | SA | A | N | D | SD |
| 6. I would recommend a private college to a friend or relative.   | SA | A | N | D | SD |
| 7. I would consider employment in a private college.  | SA | A | N | D | SD |



B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- \_\_\_\_\_ The cost of tuition.
- \_\_\_\_\_ Students prefer to attend state or community colleges.
- \_\_\_\_\_ Inadequate endowment.
- \_\_\_\_\_ Church support.
- \_\_\_\_\_ Alumni support.
- \_\_\_\_\_ Leadership.
- \_\_\_\_\_ Elimination of programs from the curriculum.
- \_\_\_\_\_ Militancy of faculty.
- \_\_\_\_\_ Freezing of faculty salaries.
- \_\_\_\_\_ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

(Code No.)

This code number is for data collection purposes only. No individuals will be identified in the writing of the final paper.

# THE CLOSING OF THE COLLEGE OF EMPORIA ATTITUDE SURVEY

As a member of the administration of The College of Emporia at the time of its closing in January, 1974, your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

## BACKGROUND INFORMATION:

Age now: under 25 \_\_\_\_\_  
 25 - 34 \_\_\_\_\_  
 35 - 44 \_\_\_\_\_  
 45 - 54 \_\_\_\_\_  
 55 - 64 \_\_\_\_\_  
 65 or older \_\_\_\_\_

Sex: Male \_\_\_\_\_  
 Female \_\_\_\_\_

Current Employment: \_\_\_\_\_  
 \_\_\_\_\_

## INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
 A (Agree)  
 N (No Opinion or Neutral)  
 D (Disagree)  
 SD (Strongly Disagree)

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The closing of The College of Emporia was accomplished without penalizing me financially.                  | SA | A | N | D | SD |
| 2. I was treated fairly by The College of Emporia.  | SA | A | N | D | SD |
| 3. The administrators were treated fairly.  | SA | A | N | D | SD |
| 4. The students enrolled were treated fairly.   | SA | A | N | D | SD |
| 5. The faculty was treated fairly.  | SA | A | N | D | SD |
| 6. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | SA | A | N | D | SD |
| 7. I would recommend a private college to a friend or relative.   | SA | A | N | D | SD |
| 8. I would consider employment in a private college.  | SA | A | N | D | SD |

B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- ☐ The cost of tuition.
- ☐ Students prefer to attend state or community colleges.
- ☐ Inadequate endowment.
- ☐ Church support.
- ☐ Alumni support.
- ☐ Leadership.
- ☐ Elimination of programs from the curriculum.
- ☐ Militancy of faculty.
- ☐ Freezing of faculty salaries.
- ☐ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

(Code No.) This code number is for data collection purposes only. No individuals will be identified in the writing of the final paper.

THE CLOSING OF THE COLLEGE OF EMPORIA  
ATTITUDE SURVEY

As a member of the Board of Trustees of The College of Emporia at the time of its closing in January, 1974, your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

BACKGROUND INFORMATION:

I am an ordained Presbyterian minister: Yes \_\_\_\_\_; No \_\_\_\_\_

Sex: Male \_\_\_\_\_; Female \_\_\_\_\_

INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
A (Agree)  
N (No Opinion or Neutral)  
D (Disagree)  
SD (Strongly Disagree)

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The students enrolled were treated fairly.   | SA | A | N | D | SD |
| 2. The faculty was treated fairly.  | SA | A | N | D | SD |
| 3. The College of Emporia was candid<br>(entirely honest with no attempt to<br>deceive) in reporting its condition. | SA | A | N | D | SD |
| 4. I would recommend a private college to<br>a friend or relative.  | SA | A | N | D | SD |
| 5. The closing of The College of Emporia<br>has not affected my personal image.                                     | SA | A | N | D | SD |
| 6. I would serve as a member of the Board<br>of Trustees at another private college.                                | SA | A | N | D | SD |
| 7. The closing of The College of Emporia has<br>strengthened my commitment to support<br>Sterling College.          | SA | A | N | D | SD |

B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- \_\_\_\_\_ The cost of tuition.
- \_\_\_\_\_ Students prefer to attend state or community colleges.
- \_\_\_\_\_ Inadequate endowment.
- \_\_\_\_\_ Church support.
- \_\_\_\_\_ Alumni support.
- \_\_\_\_\_ Leadership.
- \_\_\_\_\_ Elimination of programs from the curriculum.
- \_\_\_\_\_ Militancy of faculty.
- \_\_\_\_\_ Freezing of faculty salaries.
- \_\_\_\_\_ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

THE CLOSING OF THE COLLEGE OF EMPORIA  
ATTITUDE SURVEY

As an alumnus of The College of Emporia which closed in January, 1974, your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

BACKGROUND INFORMATION:

I am an alumnus of the class of \_\_\_\_\_ Sex: Male \_\_\_\_\_  
Female \_\_\_\_\_

INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
A (Agree)  
N (No Opinion or Neutral)  
D (Disagree)  
SD (Strongly Disagree)

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The students enrolled were treated fairly.   | SA | A | N | D | SD |
| 2. The faculty was treated fairly.  | SA | A | N | D | SD |
| 3. The closing of The College of Emporia has had no impact upon the status of my degree.                      | SA | A | N | D | SD |
| 4. I have been satisfied with the manner in which my academic records were handled.                           | SA | A | N | D | SD |
| 5. I have been satisfied with the manner in which my alumni records were handled.                             | SA | A | N | D | SD |
| 6. I have been satisfied with the manner in which my placement records were handled.                          | SA | A | N | D | SD |
| 7. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | SA | A | N | D | SD |
| 8. I would recommend a private college to a friend or relative.   | SA | A | N | D | SD |
| 9. The closing of The College of Emporia has strengthened my commitment to support Sterling College.          | SA | A | N | D | SD |

B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- \_\_\_\_\_ The cost of tuition.
- \_\_\_\_\_ Students prefer to attend state or community colleges.
- \_\_\_\_\_ Inadequate endowment.
- \_\_\_\_\_ Church support.
- \_\_\_\_\_ Alumni support.
- \_\_\_\_\_ Leadership.
- \_\_\_\_\_ Elimination of programs from the curriculum.
- \_\_\_\_\_ Militancy of faculty.
- \_\_\_\_\_ Freezing of faculty salaries.
- \_\_\_\_\_ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

(Code No.) This code number is for data collection purposes only. No individuals will be identified in the writing of the final paper.

# THE CLOSING OF THE COLLEGE OF EMPORIA ATTITUDE SURVEY

As a creditor of The College of Emporia at the time of its closing in January, 1974, your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

## BACKGROUND INFORMATION:

I was involved as a creditor of The College of Emporia as:  
An individual\_\_\_\_\_; A representative of a company\_\_\_\_\_

## INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
A (Agree)  
N (No Opinion or Neutral)  
D (Disagree)  
SD (Strongly Disagree)

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The closing of The College of Emporia has not affected my credit policies nor those of my company toward similar private institutions. | SA | A | N | D | SD |
| 2. The closing of The College of Emporia had no impact upon my business.  | SA | A | N | D | SD |
| 3. I was treated fairly by The College of Emporia.  | SA | A | N | D | SD |
| 4. The students enrolled were treated fairly.   | SA | A | N | D | SD |
| 5. The faculty was treated fairly.  | SA | A | N | D | SD |
| 6. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition.                             | SA | A | N | D | SD |
| 7. I would recommend a private college to a friend or relative.   | SA | A | N | D | SD |



B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- \_\_\_\_\_ The cost of tuition.
- \_\_\_\_\_ Students prefer to attend state or community colleges.
- \_\_\_\_\_ Inadequate endowment.
- \_\_\_\_\_ Church support.
- \_\_\_\_\_ Alumni support.
- \_\_\_\_\_ Leadership.
- \_\_\_\_\_ Elimination of programs from the curriculum.
- \_\_\_\_\_ Militancy of faculty.
- \_\_\_\_\_ Freezing of faculty salaries.
- \_\_\_\_\_ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

THE CLOSING OF THE COLLEGE OF EMPORIA  
ATTITUDE SURVEY

As a minister of the Presbyterian Church in Kansas to which The College of Emporia had a covenant relationship at the time of its closing in January, 1974, your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

## BACKGROUND INFORMATION:

I attended The College of Emporia: Yes \_\_\_\_\_; No \_\_\_\_\_

I was laboring within the bounds of the State of Kansas in 1974:  
Yes \_\_\_\_\_; No \_\_\_\_\_

## INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
A (Agree)  
N (No Opinion or Neutral)  
D (Disagree)  
SD (Strongly Disagree)

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The closing of The College of Emporia has not affected the educational mission of the Presbyterian Church. | SA | A | N | D | SD |
| 2. The closing of The College of Emporia has not affected the prestige of the Presbyterian Church.            | SA | A | N | D | SD |
| 3. The students enrolled were treated fairly.   | SA | A | N | D | SD |
| 4. The faculty was treated fairly.  | SA | A | N | D | SD |
| 5. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | SA | A | N | D | SD |
| 6. I would recommend a private college to a friend or relative.   | SA | A | N | D | SD |
| 7. The closing of The College of Emporia has strengthened my commitment to support Sterling College.          | SA | A | N | D | SD |

B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- \_\_\_\_\_ The cost of tuition.
- \_\_\_\_\_ Students prefer to attend state or community colleges.
- \_\_\_\_\_ Inadequate endowment.
- \_\_\_\_\_ Church support.
- \_\_\_\_\_ Alumni support.
- \_\_\_\_\_ Leadership.
- \_\_\_\_\_ Elimination of programs from the curriculum.
- \_\_\_\_\_ Militancy of faculty.
- \_\_\_\_\_ Freezing of faculty salaries.
- \_\_\_\_\_ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia?  
Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

(Code No.) This code number is for data collection purposes only. No individuals will be identified in the writing of the final paper.

### THE CLOSING OF THE COLLEGE OF EMPORIA ATTITUDE SURVEY

As a resident of Emporia, Kansas, where The College of Emporia which closed in January, 1974, was located your response to this questionnaire is desired so that the impact of the closing of The College can be determined. Please complete the background information and respond to the statements made.

#### BACKGROUND INFORMATION:

Sex: Male \_\_\_\_\_; Female \_\_\_\_\_

I attended The College of Emporia: Yes \_\_\_\_\_; No \_\_\_\_\_

I graduated from The College of Emporia, class of \_\_\_\_\_

#### INSTRUCTIONS FOR COMPLETING THE SURVEY:

A. Please circle the response that most nearly approximates your feelings about the statements. Use the following key:

SA (Strongly Agree)  
A (Agree)  
N (No Opinion or Neutral)  
D (Disagree)  
SD (Strongly Disagree)

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. The closing of The College of Emporia had no impact upon the business community of Emporia, Kansas.        | SA | A | N | D | SD |
| 2. The closing of The College of Emporia had no impact upon the academic community of Emporia, Kansas.        | SA | A | N | D | SD |
| 3. The closing of The College of Emporia had no impact upon the cultural life of Emporia, Kansas.             | SA | A | N | D | SD |
| 4. The students enrolled were treated fairly.   | SA | A | N | D | SD |
| 5. The faculty was treated fairly.  | SA | A | N | D | SD |
| 6. The College of Emporia was candid (entirely honest with no attempt to deceive) in reporting its condition. | SA | A | N | D | SD |
| 7. I would recommend a private college to a friend or relative.   | SA | A | N | D | SD |

B. Below are listed ten reasons cited in the literature regarding the crisis in private higher education. Please rank these reasons as you perceive they applied to the situation at The College of Emporia. The reason you feel contributed most to The College of Emporia's demise should be rated "1". The reason which applies least should be rated "10".

- ☐ The cost of tuition.
- ☐ Students prefer to attend state or community colleges.
- ☐ Inadequate endowment.
- ☐ Church support.
- ☐ Alumni support.
- ☐ Leadership.
- ☐ Elimination of programs from the curriculum.
- ☐ Militancy of faculty.
- ☐ Freezing of faculty salaries.
- ☐ Replacing liberal arts in favor of career related programs.

C. Do you consider any action of the faculty as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_  
If yes, please be specific.

Do you consider any action of the administration as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Board of Trustees as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

Do you consider any action of the Presbyterian Church as leading toward or contributing to the closing of The College of Emporia? Yes \_\_\_\_\_; No \_\_\_\_\_ If yes, please be specific.

#### COMMENTS:

Please feel free to comment on anything relating to the impact of the closing of The College of Emporia.

## APPENDIX B

### Correspondence

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear former C. of E. student:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.

Please read the questions carefully and then proceed to answer all questions as indicated in the directions. Some of the questions may be difficult to answer with the information given, but please respond to each statement as well as you are able. After completing the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail.

Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

John J. Mitchell

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear Parent of a former College of Emporia Student:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.


Please read the questions carefully and then proceed to answer all questions as indicated in the directions. Some of the questions may be difficult to answer with the information given, but please respond to each statement as well as you are able. After completing the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail.

Enclosed in this letter is another stamped letter addressed to your son/daughter. Since I have no way of locating him/her except through you, please complete his/her address and mail it for me.

Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

 John J. Mitchell



School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear former C. of E. faculty member:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.

Please read the questions carefully and then proceed to answer all questions as indicated in the directions. Some of the questions may be difficult to answer with the information given, but please respond to each statement as well as you are able. After completing the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail.

Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

John J. Mitchell

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear former C. of E. administrator:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.

Please read the questions carefully and then proceed to answer all questions as indicated in the directions. Some of the questions may be difficult to answer with the information given, but please respond to each statement as well as you are able. After completing the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail.

Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

John J. Mitchell

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear former C. of E. Board of Trustees member:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.

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Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

John J. Mitchell

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear former C. of E. creditor:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.

Please read the questions carefully and then proceed to answer all questions as indicated in the directions. Some of the questions may be difficult to answer with the information given, but please respond to each statement as well as you are able. After completing the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail.

Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

John J. Mitchell

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear C. of E. alumnus:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.

Please read the questions carefully and then proceed to answer all questions as indicated in the directions. Some of the questions may be difficult to answer with the information given, but please respond to each statement as well as you are able. After completing the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail.

Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

John J. Mitchell

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear Presbyterian minister:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.

Please read the questions carefully and then proceed to answer all questions as indicated in the directions. Some of the questions may be difficult to answer with the information given, but please respond to each statement as well as you are able. After completing the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail.

Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

John J. Mitchell

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

November 15, 1976

Dear Emporia resident:

I am in the process of completing a research study on the closing of The College of Emporia as a part of my doctoral program at The University of Kansas. Enclosed is a questionnaire-type instrument which I hope you will be able to complete for me. The responses will allow me to secure:

1. Your opinions concerning the effect the closing of The College of Emporia had upon you or others connected with The College at the time of its closing in January, 1974.
2. Your opinions concerning possible reasons for the closing of The College of Emporia.

The questionnaire will take less than ten minutes to complete. Since opinions are being solicited, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential; all replies are anonymous; no individual will be named in the final paper. The code number on the instrument will be used only to help me with follow-up mailings if necessary.

Please read the questions carefully and then proceed to answer all questions as indicated in the directions. Some of the questions may be difficult to answer with the information given, but please respond to each statement as well as you are able. After completing the questionnaire, please place it in the enclosed stamped envelope and drop it in the mail.

Your cooperation is greatly appreciated.

Sincerely,

**Redacted Signature**

John J. Mitchell

School of Education  
The University of Kansas  
Lawrence, Kansas 66044

December 1, 1976

Dear Survey Recipient:

About two weeks ago you were one of those persons who received a questionnaire-type instrument in connection with a research study on the closing of The College of Emporia.


It is hoped that this project can produce usable knowledge concerning how the public perceives the crisis in private higher education with particular emphasis on the events of December, 1973, and January, 1974, when The College of Emporia closed. I have attempted to ask only for information vital to this research.

The instrument does not take long to complete -- about ten minutes. If you have not done so, please complete the instrument and return it. Your prompt attention and cooperation will be greatly appreciated as it is a prerequisite to the success of this research.

Thank you.

Sincerely,

**Redacted Signature**

 John J. Mitchell



School of Education  
The University of Kansas  
Lawrence, Kansas 66044

December 15, 1976

Dear Survey Recipient:

About four weeks ago you were one of those persons who received a questionnaire-type instrument in connection with a research study on the closing of The College of Emporia. The instrument does not take long to complete - about ten minutes.

Enclosed is another copy of the questionnaire in case you have misplaced the original. Your response will be strictly confidential; no individual will be named in any report of the research.

Your prompt attention and cooperation will be greatly appreciated as it is vital to the success of my research. Even if you feel you can only partially complete the instrument, please do so.

Thank you.

Sincerely,

**Redacted Signature**

Joh~~x~~ J. Mitchell