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AN INVESTIGATION OF INSTITUTIONAL GOAL CONGRUENCE: INTENTION AND PRACTICE IN A PRIVATE FOUR-YEAR COLLEGE

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AN INVESTIGATION OF INSTITUTIONAL GOAL CONGRUENCE:
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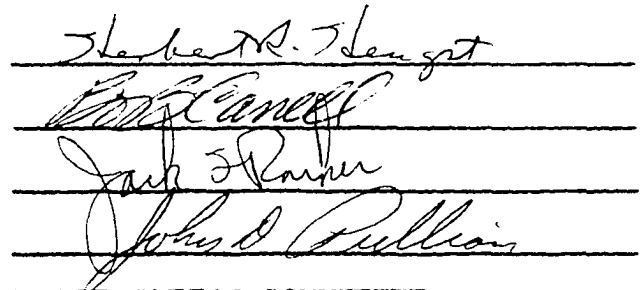

DISSERTATION COMMITTEE

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CHAPTER I

INTRODUCTION

Events and trends of the past decade have propelled the American academic community into what one observer called an unprecedented "crisis of purpose."[1] The Carnegie Commission on Higher Education in 1973 reported that "another major review of purposes in higher education" is taking place, the first such major reflection on goals since the period around 1870.[2] Colleges and universities have experienced losses in authority and confidence both on and off campus. Radicals have viewed colleges and universities as tools for forging a new society, while conservatives have seen them as instruments for sustaining and strengthening the status quo.[3] Whereas for many years citizens

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[1]Richard E. Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals (Princeton, N. J.: Educational Testing Service, 1971), p. 1.

[2]The Carnegie Commission on Higher Education, The Purposes and the Performance of Higher Education in the United States Approaching the Year 2000 (New York: McGraw-Hill, June, 1973), p. vii.

[3]Norman P. Uhl, Identifying Institutional Goals: Encouraging Convergence of Opinion Through the Delphi Technique (Durham, N. C.: National Laboratory for Higher Education, 1971), p. 1.

seemed willing to leave purpose definition for their institutions of higher education to educators, in the contemporary scene students, politicians, and taxpayers are increasingly posing questions of "why?" to colleges and universities.

On campus, new forms of governance have arisen as students, formerly acquiescent, have demanded and often achieved new participatory roles in institutional decision-making. In fact, both within and without the ivied walls, people in this country and abroad are challenging higher education at its roots and asking it to justify its very existence. Governing boards and administrators have been pulled in many directions as industry, government, religion, and accrediting agencies have sought to influence the directions of colleges and universities.

While revolutionary trends have been developing in America (and on campuses in Western and non-Western nations as well) a second major factor has been contributing to the crisis of purpose: an unprecedented expansion of higher education. This educational explosion has manifested itself in new types of institutions and new types of students, with both factors tending to complicate goal definition in higher learning.

Most notable among the newer types of institutions is the two-year college, which accounts for 40 per cent of all institutions of higher education in the United States and accommodates one-third to one-half of all entering freshmen.[1] Institutions have arisen which serve only upper division undergraduates.

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[1] Education Abstracts (Washington, D. C.: American College Public Relations Association, July, 1973), p. 3.

Universities have grown into multiversities with tens of thousands of students and many new programs serving new and varied educational needs. The object of the rapid expansion of higher learning, however, has been the large wave of new students being proffered the opportunity for higher learning--unlike colonial days when colleges served an intellectual elite who were predetermined to become the nation's leaders.

New students have brought to the campus new purposes of their own, and in many cases have tended to challenge or reject traditional goals which had been based on elitist tendencies. Members of ethnic groups, low income students, political activists, and vocationally-oriented students have undoubtedly contributed to the crisis of purpose. Colleges and universities have sometimes responded to the new non-traditional students with traditional structures of knowledge and techniques of transmitting information.

Some researchers, observing traditional responses to new students and new institutions, have noted that the supposed diversity in American higher education was more imagined than real. Martin concluded that administrators and faculty at "service" institutions aspired to have institutional goals and professional interests akin to their colleagues at elitist universities and "at the level of intention rather than practice, academics are the same."[1]

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[1]Warren Bryan Martin, Conformity: Standards and Change in Higher Education (San Francisco: Jossey-Bass, Inc., 1969), p. 225.

A third major factor issuing in higher education's crisis of purpose has been the rapid rise in societal expectations of institutions of higher learning. Business, religion, government, industry, the military, communities, social and political action organizations, cultural groups, athletics, communications--almost every aspect of our society--have looked to higher education for help in achieving one or more of their goals. Few question that the millions of federal dollars poured into university departments for research have often radically altered traditional academic programs. Political parties increasingly viewed the campuses as easily identifiable and reachable clusters of votes. College ROTC units were considered vital to national military preparedness, but came increasingly under fire within the academy.

Jacques Barzun likened the American university to a "firehouse on the corner" that responded to any and all requests for assistance.[1] For many years universities simply added new functions to existing ones, resulting in duplication of programs, soaring educational costs and budgets, dwindling financial resources, and the inevitable questions of taxpayers and legislators relating to effectiveness and accountability. But the demands to add new functions and launch new programs have continued, creating the setting for what Riesman called the "collision course" in higher education between new demands and

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[1]Jacques Barzun, The American University: How It Runs, Where It Is Going (New York: Harper, 1968), quoted in R. Peterson, The Crisis of Purpose, p. 1.

limited resources.[1] The Carnegie Commission concluded in 1971 that institutions facing a financial crisis should "carefully analyze the relationship between the use of resources and the accomplishment of goals."[2]

Thus it seems essential that colleges and universities in these days be able to identify, define and articulate their goals and be able to establish priorities among those goals. Harlow stated that definition of purpose may be the most important output of an educational system.[3] It may be a matter of forced choice, for already there are movements at state levels to define institutional goals in detail, especially where faculties and administrations have been unwilling or unable to engage in successful purpose definition. One writer predicted concerning new systems of management and cost accounting, "The form of those systems can still be shaped, but they cannot be stopped.[4]

Tools and procedures are needed which contemporary administrators can use in leading their schools in goal articulation. In the face of crisis of purpose, higher educational institutions need an adequate goal structure that will provide: a

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[1]David Riesman, "The Collision Course of Higher Education," The Journal of College Student Personnel, X (November, 1969), pp. 363-369.

[2]Carnegie Commission on Higher Education, The More Effective Use of Resources: An Imperative for Higher Education (New York: McGraw-Hill, Inc., 1971), p. viii.

[3]J. G. Harlow, "Implications for the Preparation of School Administrators," Edited by R. E. Ohm and W. G. Monahan (Norman: University of Oklahoma, 1965).

[4]William H. Danforth, "Management and Accountability in Higher Education," AAUP Bulletin (Summer, 1973), p. 135.

philosophical base on which communication, trust, and internal cooperation can rest; a foundation for public understanding and support; and guidance to present and long-range activities and programs. Out of this felt need this study has arisen.

Statement of the Problem

The general research problem is best expressed in the following question: What are the relationships between perceived goal intentions in colleges and universities and perceived practices within those institutions?

The specific problem for this study is best expressed in the following question: To what extent are perceived goal intentions and perceived goal practices of a private four-year college congruent?

Subproblems to be dealt with may be expressed in the following questions: Do junior faculty, senior faculty, lower division students, upper division students, and administrators share concensus in their perceptions of the present goal intentions of the institution? Do junior faculty, senior faculty, lower division students, upper division students, and administrators share concensus in their perceptions of goal practices of the institution?

Theoretical Framework

This study does not arise from a single organizational theory. Rather it draws elements from several views of the organization, as Vernon Buck and others have done in organizational

model building, and attempts to fuse those elements into a skeletal goal model appropriate to higher educational institutions.

Four theoretical assumptions underlie the study:

(1) Organizations are purposive and goal oriented.

The concept of goal appears to be critical to any detailed study of organizational theory or administrative behavior, according to Simon.[1] One theorist posited that "primacy of orientation to the attainment of a specific goal is the defining characteristic of a social organization."[2] Perrow declared that goals provide a key to an organization's "character" and thus to its behavior. Further, goals provide a quick conceptual entry to the organization.[3] Organizational theorists differ widely on definitions and functions of goals in organizations, but most do seem to agree that organizations are purposive.

(2) Institutional goals are dynamic and changing.

Observation of contemporary higher education supports this view. An organization's goal structure (all of its major goal areas evaluated in terms of importance and ranked in priority) will fluctuate over time. Rapid change is evident. Goals that were faintly discernible in higher learning just a few years ago can become major purposes toward which institutions--and even systems--employ prime efforts. The goal of off-

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[1]Herbert A. Simon, "On the Concept of Organizational Goal," Administrative Science Quarterly, 9 (June, 1964), p. 1.

[2]Talcott Parsons, Structure and Process in Modern Societies (New York: Free Press, 1960), p. 18.

[3]Charles Perrow, Organizational Analysis: A Sociological View (Belmont, California: Wadsworth Publishing Co., 1970), pp. 171-172.

campus learning has gained in importance on many campuses due to pressures to find ways to serve the millions of new students in higher education. Such methods as credit by examination, credit by experience, study abroad, and external degrees are means of operationalizing this new goal in American higher education.

Hill and Egan accepted the position that goals may change, that they may be inconsistent at any one time.[1] Etzioni defined organizational goal as a future state of affairs which an organization attempts to realize. But the goal structure of a complex organization is dynamic; once the goal is realized, it ceases to be a goal and may be succeeded, multiplied, expanded, or displaced by other goals in the organization's goal heirarchy.[2]

(3) Organizations serve multiple goals.

Most modern organizational theorists view goal structures as multiple in nature. Contemporary organizations are complex and simultaneously and legitimately serve two or more goals.[3] Perrow viewed goals as "multiple and conflicting." He saw organizations as pursuing a variety of goals, sometimes in sequence, sometimes simultaneously.[4] Simon suggested that it might be well to give up the idea that the decision situation can be described

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[1]Walter A. Hill and Douglas Egan, Readings in Organizational Theory (Boston: Allyn and Bacon, Inc., 1967), p. 76.

[2]Amitai Etzioni, Modern Organizations (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 13.

[3]Ibid., p. 14.

[4]Perrow, Organizational Analysis: A Sociological View, p. 173.

in terms of a simple goal. Instead, it would be more reasonable to speak of a whole set of goals--the whole set, in fact, of nutritional and budgetary constraints that the decision maker is trying to attain.[1] In describing the development of organizational theory, Hill and Egan maintained that as alternatives to the traditional theories (of Frederick Taylor and Max Weber, for example) have evolved, it has been necessary to question the validity and meaning of singular organizational goals and to explore the implications of multiple objectives as well as changes in administrative aims over time.

(4) Goals may be defined by intentions and practices.

In this study goal intentions are future states toward which participants perceive the organization is attempting to move. Practices are what persons in the organization perceive the organization is doing (how participants are spending their time, how resources are being allocated, how decisions are being made, etc.).

This central theoretical assumption is that organizational goals must be defined by two kinds of evidence: intentions and practices. The real goals of the organization are those future states toward which a majority of the organization's means and the major organizational commitments of the participants are directed, and which, in cases of conflict with goals which are stated but command few resources, have clear priority.[2]

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[1]Simon, "On the Concept of Organizational Goal," p. 6.

[2]Etzioni, Modern Organizations, p. 7.

Stated another way, "implicit press and explicit objectives should reinforce one another, for an institution should operate in reality the way it means to operate in theory."[1] Vernon Buck wrote,

> It is the decision to commit resources for certain activities and to withhold them from others that operationally defines the organizational goals. Verbal pronouncements are insufficient for defining goals; the speaker must put his resources where his mouth is if something is to be considered a goal.[2]

Willsey said two primary types of information were necessary to examine organizational goals--intentions and activities. Intentions are that which the organization says it is doing and what other people believe the organization is doing. Activities represent what the organization can be observed doing. The college catalogue that states an intention to provide individualized instruction, while the college increases its student-teacher ratio, presents an obvious disagreement between activities and intentions. Evidence of both kinds need to be examined to completely determine organizational goals.[3]

This theoretical assumption was important in the seminal university goals study by Gross and Grambsch. Their research in

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[1]C. Robert Pace and George C. Stern, "An Approach to the Measurement of Psychological Characteristics of College Environments," Journal of Educational Psychology, XLIX (5, 1958), p. 276.

[2]Vernon Buck, "A Model for Viewing an Organization as a System of Constraints," Approaches to Organizational Design. Edited by James D. Thompson (Pittsburgh: University of Pittsburgh Press, 1971), p. 109.

[3]Alan D. Willsey, "Output as a Segment of Organizational Goals," Institutional Research and Academic Outcomes, ed. by Cameron Fincher, proceedings of Eighth Annual Forum on Institutional Research, sponsored by Association for Institutional Research, 1968.

1964 surveyed sixty-eight American universities on goals as perceived by faculty and administrators. Their inventory consisted of forty-seven goal statements, each rated in terms of present and preferred importance. Gross and Grambsch planned to include data on activities and outputs, but because of the large sample, the collection and treatment of such data proved to be unfeasible.

Those researchers distinguished intentions and activities from outputs, or goal attainment. Before one can confidently speak of a goal, there must be some degree of correspondence between intentions and activities. On the other hand, evidence about outputs refers not to goal activity as such but rather to the organization's success in goal attainment. While asserting that both goals and practices are necessary in defining goals of an organization, Gross and Grambsch said they were reasonably "confident that statements of goal intentions correspond with actual goals because our respondents were, after all, full-time employees of the university they reported on."[1] However, if the assumption is made that intentions must be congruent with practices for an organizational goal to be clearly defined, the Gross-Grambsch study, and subsequent studies, lacked an essential step.

The Carnegie Commission recognized the twin aspects of goals in its 1973 report: "We define purposes as being the intentions of higher education . . .; we define functions as

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[1]Edward Gross and Paul V. Grambsch, University Goals and Academic Power (Washington, D. C.: American Council on Education, 1968), p. 12.

the specific acts performed in the course of fulfilling the purposes." Goal intention and function are entertwined, the Commission stated: "The long arm of changing purposes reaches into changing functions, and changing functions, in turn, reach into many aspects of the higher education endeavor."[1]

The practical purpose, then, of this study was to explore a process of goal definition in an institution of higher learning utilizing the variables of present goal intentions and goal practices, as perceived by significant participants in the institution--students, faculty and administrators. Consideration was given early to comparing perceived practices with stated (catalogue) goals. But this researcher discovered what Uhl, Martin, and others have found, that catalogue statements are often ambiguous and not easily relatable to practices. Perrow noted that the most relevant goals for educational organizations are not necessarily the officially stated goals. Rather, they are those which are imbedded in major operational policies and the daily decisions of personnel.[2]

This study focused basically on three researchable questions:

1. To what degree do junior faculty, senior faculty, lower division students, upper division students, and administrators share concensus in their

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[1]The Carnegie Commission on Higher Education, The Purposes and the Performance of Higher Education in the United States, p. vii and p. 67.

[2]Charles Perrow, "The Analysis of Goals in Complex Organizations," American Sociological Review, 26 (December, 1961), p. 854.

perceptions of the present importance of institutional goal intentions?

2. To what degree do junior faculty, senior faculty, lower division students, upper division students, and administrators share concensus on perceived institutional practices?

These two questions relate to the extent of agreement among five on-campus groups on goal intentions and goal practices in the institution on each of twenty corresponding scales of the Institutional Goals Inventory-Present dimension (hereafter referred to as IGI-Present) and the Institutional Functioning Inventory--University of Oklahoma Modification (hereafter referred to as IFI-OUM). It was essential to establish the degree of concensus separately on the goal intention variable and the goal practice variable before the third and central research question of relationship between the two could be tested.

Wieland, in a study of liberal arts colleges in Michigan, found that goal clarity-unclarity depended on two factors: the knowledge members of the institution had of the goal, and concensus. If conflict concerning the goal was revealed among the members, goal clarity was said to be low. A lack of conflict between faculty and administrators indicated high goal clarity.[1] Thibaut and Kelley discovered that cohesive groups in which members had a great deal of influence over each other also

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[1]George F. Wieland, "Organizational Goals and Their Clarity in Liberal Arts Colleges" (Ann Arbor, Michigan: University of Michigan, ERIC Microfische ED010557, 67-173).

tended to have a common goal(s) accepted by the members.[1] Chickering declared that impact of a college increases as institutional objectives are clear, are taken seriously, and as the diverse elements of the college and its programs are internally consistent in the service of its objectives.[2]

Goal studies in higher education have concentrated on measuring perceived goal importance and on evaluating goal concensus. But no studies were discovered in the literature which dealt with the evaluation of practices as well as intentions as a means of goal definition in an institution.

R. Peterson insisted that the goal determination process in the contemporary university should be democratic and participatory:

> Goals handed down arbitrarily from above are unlikely to be the best goals, and most certainly the goal determination process must be regarded universally on campus as fair if the resulting goal structure is to have legitimacy.[3]

By testing differences between and among the five groups on goal intentions and goal practices, information was expected on such questions as: (1) Which groups do and do not share concensus in their perceptions of goal intentions, and of goal practices? For example, to what extent do junior faculty and senior faculty differ in their perceptions of

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[1]John W. Thibaut and Harold H. Kelley, The Social Psychology of Groups (New York: John Wiley and Sons, Inc., 1959), p. 271.

[2]Arthur Chickering, Education and Identity (San Francisco: Jossey-Bass, Inc., 1968), p. 145.

[3]R. Peterson, The Crisis of Purpose, p. 10.

intentions-practices? One would expect that the characteristics which tend to differentiate these two groups, (status or rank, age, and tenure),[1] would produce some differences in perceptions. To what degree do freshmen and sophomore students differ from upperclassmen in their perceptions of goal intentions and practices? One would expect variation on some goals because of differences in college experience and campus socialization. Degree of concensus between junior or senior faculty and administrators will be analyzed. On which variables do they agree, and on which do they disagree? Are faculty and administrators, as Gross and Grambsch found, two highly similar groups? Is there evidence of unlikely coalition patterns? For example, do upper division students and administrators share concensus on particular scales? (2) On which goals (or practices) do groups share or not share concensus? (3) On goals (or practices) about which there is lack of concensus, which groups produce the difference? (4) Do groups in the institution perceive goals similarly to groups in other private colleges? Variation on goal intentions will be compared with group means from twenty-three private colleges in the California study conducted by R. Peterson in 1972.[2] (5) Do groups in the study perceive

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[1]Lazarsfeld and Thielens found academic rank, age, and tenure to be closely related in a study of social science faculty members. Tenure was held by 21 per cent of instructors, 47 per cent of assistant professors, 86 per cent of associate professors, and by 94 per cent of professors. Paul F. Lazarsfeld and Wagner Thielens, Jr., The Academic Mind (Glencoe, Illinois: Free Press, 1958).

[2]Richard E. Peterson, Goals for California Higher Education: A Survey of 116 College Communities (Berkeley: Educational Testing Service, 1973).

outcome (or output) and support (or process) goals differently?

3. What is the degree of relationship between perceived goal intentions and perceived goal practices?

The third researchable question was central to the study, for its answer was the means of defining congruence between goal intention and goal practice. (The Gross and Grambsch study dealt with congruence, not between goal and practice, but between present goal and preferred goal.) Sub-problems to this question were:

(1) To what degree is intention confirmed or not confirmed by practice on each of twenty scales as perceived by respondents in the study?

(2) Which goals are of high, medium, and low congruence?

(3) Which goals are receiving more emphasis in practice than is intended or recognized?

(4) Which goals are receiving more emphasis in intention than in practice?

While a number of theorists point to the need to examine practice in goal definition, no studies were found which specifically attempted to relate those variables in defining institutional goals. Only one project was marginally related to this purpose. Martin, in a study of conformity and diversity in higher education, examined the programs in depth of eight institutions through questionnaires, interviews, and study of documents. Stated purposes, programs and processes were examined in order to compare intention with practice.[1]

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[1]Martin, Conformity: Standards and Change in Higher Education (San Francisco: Jossey-Bass, Inc., 1969).

Definitions of Terms

For the purposes of this study, the terms defined in this section have been used consistently throughout the report to convey the meanings set forth in these definitions.

Goal intention--The degree of importance perceived at present to be attached to each of twenty (non-operational) future states of the institution by junior faculty, senior faculty, lower division students, upper division students, and administrators, as quantified by the present dimension mean scores on the Institutional Goals Inventory (IGI).

Goal practice--The degree of emphasis perceived by junior faculty, senior faculty, lower division students, upper division students, and administrators to be given in practice at this institution to each of the twenty goal intention areas, as quantified by the mean scores on the Institutional Functioning Inventory--University of Oklahoma Modification (IFI-OUM).

Congruence--The degree in the study to which perceived goal intentions (IGI-Present mean scores) and perceived goal practices (corresponding IFI-OUM mean scores) are related, as quantified by the correlation coefficient.

Perception--The rating given a goal intention statement on the IGI or a goal practice statement on the IFI-OUM by a junior faculty member, senior faculty member, lower division student, upper division student, or administrator.

Concensus--The absence of significant difference between and among junior and senior faculty, upper and lower division students, and administrators on IGI-Present or IFI-OUM scale means.

Students--Those participants in the study who had completed as undergraduates not less than four courses and who were currently enrolled (spring, 1973) in three or more courses.

Lower Division Students--Those students who had successfully completed not less than four nor more than sixteen courses prior to the start of the current semester.

Upper Division Students--Those students who had completed seventeen courses or more prior to the start of the current semester.

Faculty--All faculty members under full-time appointment during the current semester.

Junior Faculty--Faculty members holding the ranks of Instructor or Assistant Professor during the current semester.

Senior Faculty--Faculty members holding the ranks of Associate Professor or Professor during the current semester.

Administrators--Those full-time employees of department supervisory rank or above who primarily performed non-teaching duties.

The Hypotheses

In accordance with the problem, purpose, and researchable questions of this study, the following testable hypotheses were formulated:

H_1 There is no significant difference in perceived importance given twenty institutional goal intention areas between and among junior faculty, senior faculty, lower division students, upper division students,

and administrators, as measured by the IGI-Present scale mean scores.

H_2 There is no significant difference in perceived emphasis given twenty institutional goal practice areas between and among junior faculty, senior faculty, lower division students, upper division students, and administrators, as measured by the IFI-OUM scale mean scores.

H_3 There is no practically significant relationship between institutional intention and practice on each of the twenty goal areas as measured by the correlation coefficient of the paired IGI-Present and IFI-OUM individual mean scores.

Significance of the Study

A review of the literature revealed only one research effort with the institution as the unit of analysis that even attempted to examine the relationship between institutional goal intentions and institutional goal practices. The concept advanced by several theorists that intentions and activities are necessary to define an institutional goal apparently has not been tested in a higher educational setting. This study, and the coordinated studies of which it is a part, should provide additional information on the viability of that concept. Further, the study should add to needed research efforts in the clarification of the concept of organization goal, which

Perrow called "one of the most ambiguous concepts in literature."[1]

For educational practice, the coordinated studies constituted the first research effort in higher education to test practical methods by which an institution could examine goal intention-practice congruence. In a short time an institution might be able to obtain insights into its goals, its practices as related to those goals, and interrelationships of groups within the institutions on goal intentions and practices. With such insights, a definitive goal structure could emerge upon which an institution could base its program objectives and decisions.

In addition, the coordinated studies examined goal congruence in dissimilar institutions: a major university, a private college, a former teacher's college with new university status, four small community colleges located in small cities, and a public and a private junior college in a metropolitan market. This study should give some insight into the applicability to a private college of the concept of defining goals by intentions and practices. R. Peterson speculated that goal studies might be more productive at private than public colleges because at the former "the process of defining goals may be somewhat more amenable to rationality."[2]

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[1]Perrow, Organizational Analysis: A Sociological View, p. 134.

[2]R. Peterson, The Crisis of Purpose, p. 3.

Swarr pointed to a statistical weakness in the Gross-Grambsch and Danforth goal studies in that they utilized ordinal data.[1] This study, like the Swarr and Uhl studies, used the stronger interval data.[2]

Delimitations of the Study

Because of the ex post facto nature of the design, causal inferences related to the findings could be only speculative.

The study was limited to one institution of a particular type, a private, four-year church-related liberal arts college. Thus results were not generalizable to other higher educational institutions. However, the coordinated studies were multi-institutional and were to treat comparisons between types of institutions. Another delimitation was that the subjects were all on-campus persons. Trustees, people in the community, and others who resided off campus, were not included in the study.[3]

Dependence on perceptions of significant participants of

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[1]Philip Cassel Swarr, "Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administrators," Unpublished report. (Cortland, N. Y.: Office of Institutional Research, State University College, 1971), p. 57.

[2]Ferguson cites the chief advantage of the interval variable: "It permits the making of statements of equality of intervals, in addition to statements of sameness or difference or greater than or less than." George A. Ferguson, Statistical Analysis In Psychology and Education (New York: McGraw-Hill, Inc., 1971), p. 12.

[3]While off-campus persons may have some influence in goal definition, the Uhl study found that convergence of opinion on goal importance usually involved off-campus participants changing in the direction of campus respondents. Uhl, Identifying Institutional Goals, pp. 43-45.

the institution has certain disadvantages, but also some advantages. This aspect will be examined in the review of literature dealing with studies on perception.

In line with the basic assumption that goals are dynamic and changing, the mean scores of goal intention and goal practice as perceived by institutional participants were reflective of the Spring of 1973, and could not be generalized to any other time frame at the institution.

The study dealt with the relationship between two dependent variables--goal intention and goal practice--along twenty areas representing a broad spectrum of institutional interests. The study was not concerned with the effect of goal intention upon goal practice, nor goal practice upon goal intention, nor with the source of either variable, nor with the effect of concurrent events, both on campus and off campus, on those variables. Although the Institutional Goals Inventory provided information on preferred (as well as present) goal importance, that dimension was not treated in this study.

The review of the literature was limited to the four aspects listed in the next paragraph.

Organization of the Study

Literature pertinent to the problem was reviewed and presented in Chapter II, "Review of the Literature." The chapter deals with the views of leading organizational theorists on the concept of organizational goal, problems with the perceptual classification, studies of goals in higher education, and studies of goals in private colleges.

Chapter III is comprised of information related to the design, the variables, the population and sample, the instruments, and procedures for collection and treatment of data.

Chapter IV contains a compilation of the data into a practical and systematic order so that questions raised in the statement of the problem might be answered. The statistical analyses of the data are described in this section of the report.

Chapter V includes a summary, conclusions derived from analyses of data, and recommendations for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the related literature will be presented in four parts: (1) the concept of goal in organizational theory; (2) the perceptual problem; (3) studies of institutional goal in higher education; and (4) studies of institutional goal in private liberal arts colleges. Each area will be reviewed independently.

The Concept of Organizational Goal

Perrow's impression, cited in Chapter I, that organizational goal is "one of the most ambiguous concepts in literature" is likely to be shared by those who read contemporary organizational theorists. Etzioni has pointed out, "At present, organizational theory is generally constructed on a high level of abstraction, dealing mainly with general propositions which apply equally well--but, also equally badly--to all organizations."[1] Attempts at broad classifications break down when one discovers that the major organizational goal theories are eclectic, pulling constructs from numerous theoretical systems.

Goal itself is a verbal abstraction--some future state to be realized. When the goal is reached, it ceases to be a

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[1]Etzioni, Modern Organizations, p. 18.

goal. Add the lack of agreement about the function of goals within an institution, and the reasons for ambiguity are obvious.

Because this study drew its four basic assumptions from several theories of organizational goal, this review must be broad and somewhat comprehensive. Each conceptualization of goal will be reviewed in terms of how it relates to the four assumptions, which are: (1) organizations are purposive and goal-oriented; (2) goals are dynamic and changing; (3) organizations serve multiple goals; and (4) goals may be defined by intentions and practices.

Classifications by Etzioni and by McGuire were helpful in exploring the concept of goal. Etzioni distinguished between the classical goal model and the systems model. In the goal model, the function of goals is: to depict future states of affairs which the organization strives to realize; to provide guidelines for organizational activity; to offer standards by which success can be judged; and to serve as a source of legitimacy which justifies the activities and existence of an organization.[1] Etzioni defined the organizational goal as that future state of affairs which the organization as a collectivity is trying to bring about. Many complex organizations simultaneously and legitimately serve multiple goals, according to the model. The real goals are those future states toward which a majority of the organization's means and the major organizational commitments of the participants are directed, and which, in cases of conflict with goals which are

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[1] Ibid., p. 5.

stated but command few resources, have clear priority. Important components of the goal model are the terms, effectiveness and efficiency. Effectiveness is the degree to which the goal is realized. Efficiency refers to the amount of resources used to produce a unit of output.[1]

The systems model was advocated by Etzioni as the more realistic for organizational analysis. A weakness he saw in the goal model was that it anticipated high effectiveness, when low effectiveness is a general characteristic of organizations. Rather than comparing existing organizations to ideals of what they might be, the basis of assessment in the systems model is their performance relative to one another. The systems model pays attention to all activities--goal (output) and non-goal (maintenance)--recognizing that on the way to solving goal problems, other vital non-goal problems may be solved.

Etzioni warned that the systems model is more exacting and expensive than the goal model, that it is highly abstract in its present state of development, and that specialized theoretical models needed to be developed for various organizational types.[2]

Three of the four major theoretical assumptions of this study are more closely related to the goal model than to the systems model. Organizations are purposive, goals are dynamic, and goals are defined by intentions and practices are

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[1] Ibid., pp. 7-8.

[2] Ibid., p. 18.

characteristics of the goal model. The systems model, with its elevation of support goals to the level of outcome goals, best fits the multiple goals assumption.

The distinction by Etzioni between real versus stated goals, with real goals being defined by intentions of participants and practices, is a basic support for this study. Goals are in organizational terms but are defined by the collective perceptions of individuals. For there to be concensus on a goal or a practice, the participants must be in general agreement as to importance. For congruence to occur, there must be a significant relationship between intention and practice.

Etzioni suggested that the systems model needed to be adapted to various organizational types. The methodology of this study could help in the development of practical tools for comparative analysis of goal structures of colleges and universities. But it is doubtful that in this period when higher education is being forced to state its goals and define its outputs, that constituents, board members, taxpayers, and students will be content with descriptions of intended and non-intended consequences, minimal intraorganizational strain, and comparative goal attainment, as called for in the systems model.

Joseph W. McGuire organized contemporary organizational theories of the firm which have evolved as alternatives to the rationalistic singular goal models of Max Weber and Frederick Taylor into holistic and behavioral concepts.[1] The holistic

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[1]Joseph W. McGuire, "The Concept of the Firm," Readings in Organizational Theory: A Behavioral Approach, ed. by Walter A. Hill and Douglas Egan (Boston: Allyn and Bacon, Inc., 1967), p. 6.

or rationalistic view envisions the organization as a unified, acting entity, emphasizes action by the organization as a collective, sees pre-determined patterns of rational behavior operating to accomplish clearly-defined goals, and specifies an external environment that creates the need for action. Examples of holistic theories are classical economic theory, game theory, statistical decision theory, cybernetics, and the work of Kurt Lewin.

The behavioral theories stress the role of agents within the enterprise rather than viewing the firm as a unified collective. They assume that behavior is conditioned both by personality and environmental forces, that behavioral processes must take into account the beliefs, knowledge, perceptions, and cognitions of the actors, and that goals are often complex in nature. McGuire cited as behavioral theories: role theory, bureaucratic, and deliberate models, and the writings of Barnard, Simon, and Homans.

One would tend to cast the present study into the holistic framework because it considers the actors in the collective. Yet a relationship exists with the behavioral classification, because in this study goals are defined by perceptions of actors in the organization, and because goals are dynamic and multiple.

Parsons' view is holistic, but is primarily a notable exception to the intraorganizational focus among theorists. As a social systems theorist, Parsons was concerned with how organizations differing in their primacy of function solve four system problems: (1) adaptation: the accommodation of the

system to the reality demands of the environment; (2) goal achievement: the defining of objectives and the mobilization of resources to attain them; (3) integration: establishing and organizing a set of relations among the member units of the system that serve to . . . unify them into a single entity; and (4) latency: the maintenance over time of the system's motivational and cultural patterns.[1]

Parsons' position that primacy of orientation to the attainment of a specific goal is the defining characteristic of an organization is one of this study's basic theoretical assumptions. An organization is a system, which, in the attainment of its goal, "produces" an identifiable something which can be utilized in some way by another system; that is, the output of the organization is, for some other system, an input.[2]

This study's theoretical assumptions of the dynamic nature of goals and multiple goals are both supported by Parsons' theory. Adapting to a complex environment would require a dynamic and multiple goal structure. The goal achievement problem in Parsons' schema requires mechanisms devoted to specification of objectives. This study may contribute to the development of such mechanisms within higher education.

Another Parsonian concept was pertinent here in connection with the latency problem: the need to "promote concensus

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[1]Parsons, Structure and Process in Modern Societies, p. 18.

[2]Ibid., p. 18.

on the values that define and legitimate the organization's goals." Hypotheses one and two are intended to test concensus among groups within the institution on goals and practices. Although the purpose of the method is primarily the identification of goals, a by-product could well be the promotion of concensus.

Ohm correctly pointed out that in Parsons' social systems theory applied to goal identification many goal statements may have an adaptive function, goal attainment function, pattern maintenance function, or integrative function, and each of these functions may be in competition for scarce resources.[1]

A criticism has been leveled against Parsons' work that it is too abstract to yield practical hypotheses.[2] Such seems to be the case in relation to this study.

Another holistic view was postulated by Vernon Buck who saw the organization as a system of constraints. Employing an integrated structural-process approach, he analyzed all organizational behavior in terms of goals, costs, and resource capacity restrictions. He maintained that an organization is the interaction of people and other resources in a strategy intended to attain certain specifiable goals; that organizations seldom have all the necessary resources for goal attainment; that some strategy must be determined for allocation of resources among the various demands; that organizations which ignore the costs,

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[1]Robert E. Ohm,"Organizational Goals: A Systems Approach," paper, National Conference of Professors of Educational Administration, Indiana University, August 25, 1966, p. 5.

[2]Peter M. Blau and W. Richard Scott, Formal Organizations: A Comparative Approach (San Francisco: Chandler Publishing Co., 1962), p. 40.

limitations of resource capacities, and goals in decision making, generate an excessive amount of conflict and inefficiency; that these strategies and the computer should challenge theorists to abandon earlier reliance on static, normative models of organization.[1]

Buck's view that allocation of resources are necessary to operationally define the organizational goals[2] can be related to this study. Yet his linear programming model based on classical economic theory is limited to constraints that can be translated into dollars, making its fit to higher education questionable. He did maintain that concensus is necessary, but primarily among the resource allocation decision makers (who by their decisions determine which goals shall be pursued). Two other theoretical assumptions of this study--organizations are purposive and have multiple goals--are supported by Buck's model. But the dynamic quality of goals is not as compatible with his classical model.

Barnard's work in 1938 was one of the first breaks with rationalistic goal models. He saw purpose as having two forms: viewed objectively reflecting organizational interests; and as the subjective meaning of the act to the individual.[3] Barnard also developed the distinction between effectiveness and

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[1]Buck, "A Model for Viewing an Organization as a System of Constraints," p. 107.

[2]See supra., p. 10.

[3]Chester I. Barnard, The Functions of the Executive, (Cambridge: Harvard University Press, 1938), p. 86.

efficiency. Effectiveness of cooperation is the accomplishment of the recognized objectives of cooperative action. Efficiency of a cooperative system is its capacity to maintain itself by the individual satisfaction it affords.[1] Barnard held that the individual is the basic stategic factor in organization.[2]

A behavioralist model developed by Getzels and Guba views administration as a social process. The model has two major dimensions, the nomothetic (institutional) and the idiographic (individual). When these dimensions interact, some sort of behavior results. There is always some conflict between role expectations of the institution and personality need-dispositions of the individual. The objective of administration is to reduce this conflict and motivate individuals to behavior congruent with the goals of the organization. The most important analytic unit of the institution, the role, is defined as what is supposed to be done in order to carry out the purposes of the system rather than what is actually done.[3] Although in this study the numerous role expectations

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[1] Ibid., p. 57.

[2] Georgiou has suggested that the classical goal paradigm be replaced by a counter paradigm based on Barnard's incentive system analysis in which organizations are not viewed as goal-influenced social units but as arbitrary market places in which actors exchange a variety of incentives and pursue a diversity of goals. Petro Georgiou, "The Goal Paradigm and Notes Towards a Counter Paradigm," Administrative Science Quarterly, 18 (September, 1973), pp. 291-309.

[3] Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, Educational Administration as a Social Process (New York: Harper and Row, 1968), p. 60.

of groups within the institution are analyzed, the institution is always viewed as a collective, and idiographic goals are not an open consideration.

A concept which placed heavy stress on the political aspects of goal setting is the Cyert and March conception of the organization as a coalition of individuals, some of them organized into subcoalitions. The individual participants have substantially different individual goals, with obvious potential for internal goal conflict.[1] Maintaining that studies suggest that agreement on objectives is usually agreement on highly ambiguous goals, the researchers suggested further that behind this agreement on vague objectives there is considerable disagreement and uncertainty about subgoals, and that organizations appear to be pursuing different goals at the same time.[2] Thus the Cyert-March model sees goals as a result of a continuous bargaining-learning process among potential coalition members.

This power model appears to be inappropriate to higher educational institutions, although rapid trends toward collective bargaining may make such an analysis model more descriptive of campuses. As of the spring of 1973, 304 institutions were

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[1]R. M. Cyert and J. G. March, "The Goal Formation Process," in Readings in Organizational Theory: A Behavioral Approach, ed. by Walter A. Hill and Douglas Egan (Boston: Allyn and Bacon, 1968), p. 100.

[2]A. D. H. Kaplan, J. B. Dirlam, and R. F. Lanzillotti, Pricing in Big Business (Washington, D. C.: Brookings Institution, 1958); P. Selznick, TVA and the Grass Roots (Berkeley: University of California Press, 1949). Both cited in Hill and Egan, Readings in Organizational Theory, p. 661.

bargaining collectively in 205 units with representatives of their faculty.[1] Ladd and Lipsett predicted a struggle between junior and senior faculty.[2] This study recognized the potential for group conflict by examining the degree of concensus or lack of concensus (conflict) on goal intentions and practices. Where two of the five groups tended to differ significantly from the other groups in the institution, a coalition (or an alliance) was indicated.

March and Simon conceived of administrative organizations primarily as decision-making structures. Effective administration requires rational decision-making; decisions are rational when they select the best alternatives for reaching a goal. But decisions are complex, and rationality is limited; individuals are not capable of making complex decisions rationally. So the organization must limit the scope of the decisions that each member must make by defining the responsibilities of each official, thus supplying him with goals to guide his decisions; and by setting up formal mechanisms to narrow the range of alternatives the official must consider before making his decisions.[3]

On organizational purpose, Simon stated, "We no longer say that organizations should be by purpose, but rather that

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[1]Everett Carll Ladd, Jr. and Seymour M. Lipset, "Unionizing the Professoriate," Change (Summer, 1973), p. 38.

[2]Ibid., p. 44.

[3]James G. March and Herbert A. Simon, Organizations (New York: John Wiley and Sons, 1958), pp. 169-170.

under such and such conditions purpose organization is desirable, but under such and such conditions, process organization is desirable."[1]

Simon suggested in 1964 that the idea that the decision situation can be described in terms of a simple goal be abandoned in favor of the idea of discovering courses of action that will satisfy a whole set of constraints.[2] It is this set and not any one of its members that is viewed as the goal of the action.

The concept of goal as constraints in the decision-making process has small applicability to the study, unless the inference is drawn that many of a college's goals derive from a set of constraints imposed on it by external forces. For example, the goal of Social Egalitarianism may become highly important because of new federal guidelines thrust upon a college by legislation.

But other principles from March and Simon's comprehensive organizational theory are related to this research. They distinguished between types of goals by saying that when a means of testing actions is perceived to relate a particular goal or criterion with possible courses of action, the criterion will be operational (otherwise non-operational).[3] In this study goals

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[1]Herbert A. Simon, Administrative Behavior, 2nd ed. (New York: MacMillan, 1961), p. 240.

[2]Simon, "On the Concept of Organizational Goal," p. 6.

[3]March and Simon, Organizations, p. 155.

are seen as non-operational intentions, while practices are seen as tending to operationalize the parallel non-operational goals.[1] The March and Simon concept of goal sharedness that relates to concensus in this study is: "The greater the extent to which goals are perceived as shared among members of a group, the stronger the propensity of the individual to identify with the group" (and vice versa), and "the greater the propensity to engage in it."[2] Another March and Simon principle ("The greater the similarity of present position, the greater the extent to which goals are viewed as shared."[3]) is applied to this study in testing hypotheses one and two. It is assumed that individuals within each of the five on-campus groups will tend to share similar goal intentions and goal practices.

A goal analysis model developed by Ohm[4] based on open systems design was useful in defining terms for this study. Recognizing the highly complex nature of the administrative process, Ohm rejected the classical definition of goal as an undefined organizational given. He considered goals as the central ordering process of a complex system and classified goals and constraints which shape a decision. The Ohm model provides for

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[1] Ibid., p. 66.

[2] Ibid., p. 185.

[3] Ibid., p. 70.

[4] Robert E. Ohm, "Organizational Goals: A Systems Approach."

three dimensions, all of which are pertinent for this study.

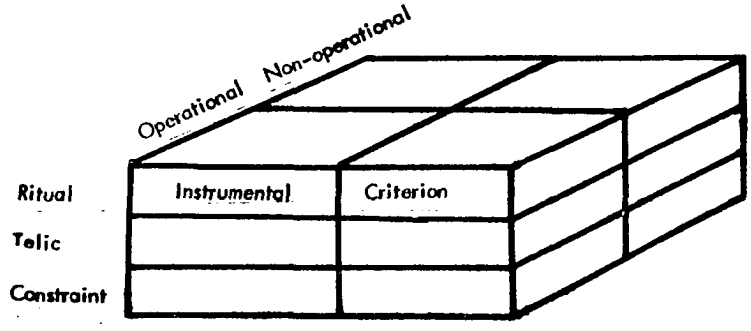

Fig. 1.--Three Dimensional Goal Classification Framework

Figure 1 shows the three dimensions: instrumental-criterion; nonoperational-operational; and ritual-telic-constraint. Instrumental goals refer to those which support or maintain the stability, coherence, cohesiveness or equilibrium of the system. Criterion goals refer to goal statements that serve to characterize the system from other systems, that serve to generate means and that are used to construct measures of output. In this study this dimension is termed support-outcome, following the division of the twenty goal areas of the two basic instruments used into thirteen outcome goals and seven support goals.[1]

The nonoperational-operational dimension, as proposed by March and Simon, was detailed earlier.[2] Operational goals are those which can be used in a means-end-evaluation analysis. Non-operational goals require the specification of subgoals before a means-end analysis can be made. A content analysis led this researcher to classify all of the ninety items of the Institutional

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[1]See infra., pp. 69-70.

[2]See supra., pp. 35-36.

Goals Inventory (IGI) as nonoperational goals; and the 120 items of the Institutional Functioning Inventory--Oklahoma University Modification (IFI-OUM) as practices which tended to operationalize the twenty goal areas. Viewed in this light, the goals and practices statements fitted the central assumption that goals must be defined by intentions and practices.

The ritual-telic-constraint dimension was also useful in clarification of meanings. Ritual goals have fixed means and ends, which require no justification or analysis. Clear legal rules, and obesiance to "motherhood and the flag" are examples. Teleological goals are those in which the end is clearly defined, and the means or alternatives exist in discernible or describable form. There are known means to achieve known ends, although the best alternative may not be known. Subject goals in education and production goals in industry are examples. Constraint goals are those which become increasingly defined as action is taken, in which the end emerges as action ensues. The emergent nature of these goals are described by Cyert and March as reflecting a "shifting concensus, forged in large measure from discussion, bargaining, compromise, and power plays among subgroups within the organization."[1] Content analysis led the researcher to consider the IGI goal statements as telic goals and the practices statements in parallel goal areas as alternative means. None of the IGI or IFI-OUM statements were classified as ritual

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[1]R. M. Cyert and J. G. March, A Behavioral Theory of the Firm (Englewood Cliffs, N. J.: Prentice Hall, 1963), p.

goals. The newer and less understood constraint classification is an important concept to keep in mind as research on goals expands. As applied to this study, a goal that is considered at present to be of low importance both in intention and practice (and thus is not a goal) may through the process of discussion, bargaining, and compromise come at a later time to be of high importance and thus emerge as a goal. The Ohm model thus suggested the patterned, yet changing goal structure within an organization, recognizing that at any point in time all goals of the institution may be falling from or rising to (emerging) institutional goal consciousness.

Perrow underlined the need for an adequate distinction between types of goals in describing complex organizations. He maintained that organizational studies of morale, communication, informal organization, etc. have been guided by an over-rationalistic point of view wherein goals are taken for granted. Without classification of goals, Perrow considered it difficult to identify goals and to determine what would be acceptable evidence for the existence of a particular goal and for a change in goals.[1]

The most relevant goals for contemporary organizations, Perrow insisted, are not necessarily the stated goals but the operative goals. Operative goals designate the ends sought through the actual operating policies of the organization.

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[1]Charles Perrow, "The Analysis of Goals in Complex Organizations," in Readings in Organization Theory: A Behavioral Approach, ed. by Walter A. Hill and Douglas Egan (Boston: Allyn and Bacon, Inc., 1968), p. 129.

They tell what the organization is actually trying to do, regardless of what the official goals say are the aims. Where operative goals provide the specific content of official goals, they reflect choices among competing values. They may be justified on the basis of an official goal, even though they may subvert another official goal. Perrow stressed a point which lends support to the central assumption of this study: "In one sense, they (operative goals) are means to official goals, but since the latter are vague or of high abstraction, the 'means' become ends in themselves when the organization is the object of analysis."[1] In this study practices are viewed as means of operationalizing the nonoperational goals (or intentions).

A thoroughgoing systems model is that of Bertram Gross,[2] who saw managers as being too much the prisoners of outworn, single purpose models which are extremely inadequate for the complexities of purpose multiplicity. The essence of planning, Gross stated, is the selection of strategic objectives in the form of specific sequences of action to be taken by the organization. The Gross model is somewhat related to the systems model described by Etzioni, but it is of a far more comprehensive systems design. Its appropriateness for higher educational institutions is yet to be tested, and only in limited points does the model relate to the assumptions of this study.

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[1] Ibid., p. 131.

[2] Bertram M. Gross, "What Are Your Organization's Objectives?" Human Relations, 18 (August, 1965), pp. 195-215.

James D. Thompson postulated a systems approach toward organizational goals which saw goals as ways of reaching out to and managing the environment and of reducing uncertainty. Goal-setting behavior is purposive, he conceded, but not necessarily rational: "We assume that goals may be determined by accident, i.e., by blundering of members of the organization and contrariwise, that the most calculated and careful determination of goals may be negated by developments outside the control of organization members."[1] Thompson correctly pointed out the great difficulty which the complex organization, particularly the university, has in reappraising its goals: its range of "products" is enormous; the testing of a competent specialist is very complex; the turning out of "educated" persons would require many years to test. Modern management specialists confirm the difficulty: "The extreme difficulty of specifying even general objectives in most institutions of higher education is apparent to those who have attempted the task."[2]

Despite the difficulty in assessing college goals, the researcher agrees with many theorists and college and university administrators who maintain, like Eurich, that "clarifying goals

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[1]James D. Thompson and William J. McEwen, "Organizational Goals and Environment: Goal-Setting as an Interaction Process," American Sociological Review, 23 (1958), pp. 23-31.

[2]C. B. Johnson and W. G. Katzenmeyer, eds., Management Information Systems in Higher Education: The State of the Art (Durham, N. C.: Duke University Press, 1969), p. 121.

and establishing priorities among them are the first order of business in managing the future."[1]

The Perceptual Problem

Because the data in this study was based on perceptions of college participants, a brief review of problems with the perceptual classification is appropriate.

In this study perception was operationally defined as the rating given a goal intention statement on the IGI-Present or a practices emphasis statement on the IFI-OUM by a junior faculty member, senior faculty member, lower division student, upper division student, or administrator in this institution.

Goals, being abstractions, are basically dependent on perceptions for identification. Even clearly written goals are perceptions on paper. Barton declared the measurement of organizational characteristics is in a very primitive state compared with the measurement of individual attributes.[2] The most usual way of measuring organizational values and goals is to simply aggregate responses of individual members. Thus Lazarsfeld and Thielens classified college faculties as permissive or restrictive by the proportion who favored or opposed allowing political organization or public speech by political deviants, Gross whether school boards were progressive or traditionalist,

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[1]Alvin C. Eurich, "Managing the Future: Some Practical Suggestions," in The Future Academic Community, ed. by John Caffrey (Washington, D. C.: American Council on Education, 1969), p. 235.

[2]Allen H. Barton, Organizational Measurement and Its Bearing on the Study of College Environments (New York: College Entrance Examination Board, 1961), p. 1.

Tannenbaum whether unions were social-minded or concerned with bread-and-butter goals, Lipset whether union shop units were liberal or conservative, Newcomb whether college student bodies were politically liberal, and Coleman whether high school bodies were oriented toward intellectual, athletic, or social-prestige goals.[1]

Ample warnings exist in the literature concerning the intricacies of the perceptual process:[2] "that attitudes are largely emotional in nature . . . and perpetuate distortions of our observations . . .;"[3] and that the administrator's perceptions will often be limited to those aspects of a situation which relate specifically to his own department, despite an attempt to influence him away from such selectivity.[4] Argyle used four methods of measuring supervisory attitudes and productivity in England and found intercorrelations very low (.04 to .21). He recommended including an anonymous or at least an indirect procedure for the measurement of attitudes on each

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[1] Ibid., p. 42.

[2] Sheldon S. Zalkind and Timothy W. Costello, "Perception: Some Recent Research and Implications," Administrative Science Quarterly, 7 (1962), p. 275.

[3] L. R. Beach and E. L. Clark, Psychology in Business (New York: McGraw-Hill, 1959), cited in Andrew Crosby, "Perceptions in Judgment," Creativity and Performance in Industrial Organizations (London: Tavistock Publications, 1968), p. 69.

[4] D. C. Dearborn and H. A. Simon, "Selective Perception: A Note on the Departmental Identification of Executives," Sociometry, 21 (1958), pp. 140-144.

research project as a means of checking on the "true" attitudes.[1] The design of this study provides for measurement of goal from two dimensions and for anonymity of respondents.

Centra stated that in assessing the college environment through perceptions of participants, several questions needed to be raised. For example, to what extent do students report an "image" that is outdated and no longer true of their institution ("image lag")? Furthermore how valuable is the current perceptual approach in studying differences within the environment of a large institution? The diversity within a large institution, such as that found at the department level, may well be its most significant feature.[2]

Barton suggested that differences between actual impressions of behavior and actual behavior on campus could result from what Warren Bennis calls the "Pinocchio effect" (perceptions are distorted by the individual's frame of reference), and general perceptions may reflect the influence of a visible, vocal, and active minority. Both kinds of information are needed.[3]

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[1]M. Argyle, The Scientific Study of Social Behavior (New York: Philosophical Library, 1957), cited by Harry C. Triandis, "Notes on the Design of Organizations," in Approaches to Organizational Design and Research, ed. by James D. Thompson (Pittsburgh: University of Pittsburgh Press, 1971), p. 90.

[2]John A. Centra, "Studies of Institutional Characteristics: Categories of Instrumentation and Some Issues," Research Memorandum 68-8 (Princeton, N. J.: Educational Testing Service, March, 1968), p. 2.

[3]Arthur W. Chickering, "Research for Action," (Saratoga Springs, N. Y.: Empire State College, 1970), p. 15. (Mimeographed.)

The basic question here related to the perceptual classification is: what degree of confidence can be placed in data based on individual perceptions of goal intentions and goal practices? A distinction was made by Centra between perceptions of institutional environment based on individuals acting as reporters on institutional behavior, and perceptions based on individuals reporting on their own behavior. One was a group measure, and one was an individual measure. Centra said sampling was less crucial in group measures.[1] Lazarsfeld and Thielens in discussing the credibility of teachers' reports about their colleagues and their schools said that "one special tool is available, the fact that at each of the schools a number of teachers were observing and passing judgment on the same events."[2] Findings of Newcomb and others suggested that the warnings about perceptual inaccuracies apply with more force to the short-term process of impression-forming than to relatively extended acquaintance-building relationships,[3] which may indicate that length of time spent at an institution may be positively related to perceptual accuracy. In a junior college study related to this effort, students (46 per cent) were found to be more prone to answer "don't know" to IFI-OUM statements dealing with functioning of their institution

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[1]Centra, "Studies of Institutional Characteristics," p. 2.

[2]Lazarsfeld and Thielens, The Academic Mind, p. 416.

[3]T. M. Newcomb, "The Perception of Interpersonal Attractions," American Psychologist, 11 (1956), pp. 275-286, cited in Zalkind and Costello, "Perception: Some Recent Research and Implications," p. 275.

than faculty members (14 per cent) or administrators (11 per cent).[1] The figure for students in this study was 26 per cent.

Barton further suggested that organizations may be characterized by the extent to which organizational knowledge is stratified--that is by the correlation between formal position and information. To what extent do different status groups (senior faculty versus junior faculty) agree on goals or practices? He supports the approach of this study that intergroup disagreement can be measured by differences in group means, which is to say the correlation of the perception measure with a status measure. There have been many studies on the tendency of attitudes to be differentiated by status: Speir, Lipset et al., Glock and Ringer.[2] Barton also warned that the frequent reliance on sampling only one status group and using them as collective informants on the attitudes and behavior of other groups contains serious pitfalls. In the Bennington College study by Newcomb[3] the relationship between perceived and actual group attitudes were examined. The longer the students attended, the more accurately they perceived the actual degree of liberalism of the faculty, but the less accurately they perceived that of the freshmen. This study utilized five groups to report collectively on university goal intentions and goal practices, permitting examination of intergroup variance.

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[1]Kenneth J. Peterson, personal letter, August 22, 1973.

[2]Barton, Organizational Measurement, p. 45.

[3]Theodore M. Newcomb, Personality and Social Change (New York: Dryden Press, 1957).

Although there are problems with any research based on perceptions, this study utilized the stronger collective reporting approach. In addition, the design reduced the danger of perceptual error by having each of twenty traits measured perceptually from two differing directions (goal intention and goal practice). To be a goal, an intention must be confirmed in observed practice. As perceptual studies go, this study should qualify as one of the strongest.

Studies of Institutional Goals in Higher Education

Since the founding of Harvard College with its triple purposes of advancing learning, perpetuating posterity, and training the clergy, American higher education has manifested some continuing concern for goals and directions. However, systematic study of the multiple goals of higher learning has been registered in the past decade. Most of the studies have had limited basis in theory. This investigator believes that research must be grounded in theory; this necessitated the lengthy emphasis in this chapter on the goal concept in organizational theory, in support of this study's eclectic theoretical approach.

Sanford in 1962 stressed that objectives can be studied . . . that goals ought to be the objects of continuing study . . .[1] through social science methods.

The Gross-Grambsch study (data collected in 1964, published in 1968) was the first significant empirical effort on

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[1]Nevitt Sanford, The American College (New York: Wiley and Sons, 1962), p. 33.

institutional goals in higher education. Aspects of the research which are present in this study are: a broad spectrum of forty-seven goals (ninety in the present study); inclusion of support as well as outcome goals; ratings of goal importance on a five-point scale; articulation of the concept of congruence-dissonance between present and preferred goals (between intention and practice in this study); and defining goals by perceptions of faculty and administrators (students added in this study).

Findings of Gross and Grambsch which have some relationship to this study were: few significant differences existed between faculty and administrator attitudes on goals; the goal of protecting the faculty's academic freedom was the top-ranked present goal; goals related to students received relatively little emphasis; it was felt some support goals received too much attention; administrators made the big decisions in the university, and had greater power than faculty; the high degree of congruence that existed at particular institutions underscored for Gross and Grambsch "the selective nature of our universities, their tendency to attract and keep faculty and administrators who are in basic sympathy with the goal emphasis of the university."[1]

As stated in Chapter I this study included the dimension of practice in goal definition which Gross and Grambsch hoped to cover, but could not. Thus an important goal variable--

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[1]Gross and Grambsch, University Goals and Academic Power, p. 116.

practices, or functions--missing from the earlier study was examined systematically for the first time in these studies.

A group at Columbia University in 1967 sent a questionnaire on college goals to 2,444 academic deans in the nation (70 per cent responded). Each dean was asked to indicate the degree to which each goal was emphasized on his campus. Certain college characteristics, such as control, size of faculty and student body, selectivity index, size of library, etc., were gathered on each institution. The five goals most emphasized by colleges and universities were: to improve the quality of instruction (86 per cent said the goal was emphasized strongly); increase number of books in library (76 per cent); provide basic liberal education (75 per cent); induce students to develop all of their human potential (75 per cent); increase our resources (72 per cent).[1] Goals which created a high degree of "mixed feelings" among administrators at about one-third of the institutions related to allowing students more freedom and influence in setting policy.[2]

Through factor analysis, the sixty-four goals were found to be interrelated in such a way that five broad "goal structures" were identified: orientation toward research and instruction, orientation toward instrumental training, orientation toward social development of students, democratic orientation, and

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[1]Patricia Nash, "The Goals of Higher Education--an Empirical Assessment," (New York: Bureau of Applied Social Research, Columbia University, June, 1968), p. 9. (Mimeographed).

[2]Ibid., p. 18.

orientation toward development of resources. In general, the results demonstrated that different goals existed for different types of institutions.

A unique research effort which gave historical perspective on the philosophy and goals of eight diverse institutions was Martin's study of conformity and diversity in higher education. Administrators, faculty, and students were asked in interviews and questionnaires to equate institutional character with stated objectives and philosophy from school literature. Like Gross and Grambsch, and Jencks and Riesman,[1] Martin found a paucity of diversity and an excess of conformity across interest groups and among various types of institutions in American higher education. Other findings were: little serious concern about institutional goals on campuses, although there was much greater concern expressed at newer, innovative colleges than at older, more conventional schools; 16 per cent of faculty said institutional goals were emphasized; often schools are committed less to unique institutional goals than to "professionalism's super institutional norms";[2] and that general policies were formulated mainly by the president and his staff.

Four studies[3] have involved the use of the Delphi method

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[1]Christopher Jencks and David Riesman, The Academic Revolution (New York: Doubleday, 1968), p. 39.

[2]Martin, Conformity: Standards and Change in Higher Education, p. 97.

[3]D. P. Norton, The Governors State University Needs Survey (Evanston, Ill.: Educational Testing Service, 1970); Arthur M. Pounds, "Institutional Goals Inventory Project" (Peoria, Ill.: Bradley University, 1972), mimeographed; Edward Udut, letter to Robert L. Lynn concerning goals inventory at University of Alabama, Dec. 15, 1972; Uhl, Identifying Institutional Goals.

to attempt to obtain convergence on institutional goals. All reported significant convergence of opinion on goal importance, the Bradley University study after only two iterations. The University of Alabama participants preferred traditional goals and rejected "faddish, unproven programs and activities." The Norton study reported on the use of the Delphi method in establishing goals in the early planning for a new public university.

The most significant of the four studies for this research was the Uhl effort, a cooperative project involving five dissimilar institutions of higher education in the Carolinas and Virginia. (The general research effort to which this study is related included nine institutions of five dissimilar types.) The major contribution of the Carolina project was in the initial use of a single instrument which covered the broad spectrum of goals for all types of colleges and universities, the experimental version of the Institutional Goals Inventory of Educational Testing Service. (This study utilized the 1973 version of the IGI.) The development of the IGI is described in Chapter III.

Following the Gross-Grambsch method, each of 1,000 individuals rated 105 goal statements on a five-point scale in terms of present importance and preferred importance. The second step was to ask the same individuals to respond to the same form, with two differences: item responses for the person's institution were given for each item, and if the individual assigned a rating different from the step one modal rating, he was asked to explain briefly the reasons for his rating. The

third step was a repeat of the second, with the exception that summary of minority opinions for each goal statement for the institution accompanied the inventory.

Results of the Uhl study were: the preferred goals of administrators were closest to those of the faculty; convergence of opinion on goal importance did occur in all five institutions, with the primary direction being the movement of off-campus group opinion toward that of on-campus groups; the preliminary form of the IGI performed its job remarkably well, but needed to be (and has since been) improved.[1]

A 1971 study by Swarr of goals of four public colleges in New York State compared results with Gross and Grambsch data on sixty-eight universities and Danforth data on fourteen private colleges.[2] Swarr found that administrators were perceived to have more power than faculty, and were more satisfied with the degree of importance being given goals at their institution. The strongest position of the study was that mean scores are stronger statistically than rank scores, as were used in the Gross-Grambsch investigation.[3] This study utilizes mean scores and interval data.[4]

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[1]Uhl, Identifying Institutional Goals, p. 50.

[2]"A Report: College Goals and Governance," Danforth News and Notes, 5 (November, 1969).

[3]Swarr, "Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administrators," p. 57.

[4]See supra., n. 2, p. 21.

Richard E. Peterson has contributed more than any person in recent years to the literature on institutional goals in higher education. He guided the development of both the IGI and the standard IFI, which will be described in Chapter III. His research report on the literature, methods, and trends in determination and utilization of higher education goals[1] has been responsible for stimulating new interest in goals among college leaders. He concluded,

> It seems essential in these times that colleges articulate their goals . . . . Indeed the college without the inclination or will to define itself, to chart a course for itself, can look forward either to no future--to a kind of half-life of constantly responding to shifting pressures--or to a future laid down by some external authority. Neither prospect pleases.[2]

The largest use of the IGI was in a project directed by Peterson and which involved 116 California institutions. The study was conducted for the Joint Committee on the Master Plan for Higher Education of the California Legislature,[3] which was empowered to review all California higher education. A prime purpose of the project, which secured the goal perceptions of 23,820 students, faculty, administrators, presidents, board members, and community people in schools of all types, was "in a spirit of democratic practice, to afford an opportunity for many

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[1]R. Peterson, The Crisis of Purpose.

[2]Ibid., p. 11.

[3]Richard E. Peterson, Goals for California Higher Education: A Survey of 116 College Communities (Sacramento, California: Joint Committee on the Master Plan for Higher Education, 1973).

people associated with the state's colleges and universities to register their beliefs and educational goals."[1]

Results were that, compared with other constituencies, students and off-campus citizens had a less clear sense of which goals should and should not be important; there was substantial homogeneity among the component institutions in the public sector (university, colleges, and community colleges); community colleges and private colleges had higher internal agreement on preferred goals than public colleges or universities; almost all groups in all types of institutions attached high importance to the goal of Intellectual Orientation; students and community people also gave high goal value to Individual Personal Development and Vocational Training; the highest support goal was Community.

The chief significance of the California goals study for this research paper, however, was its function as the norming, validity, and reliability study for the 1973 version of the IGI. In particular, goal perceptions of participants of the twenty-three private colleges in the study were used selectively to compare with responses of the sample in this study.

The Carnegie Commission's 1973 report[2] on purposes and functions was an important study. Its research approach was heavily historical and philosophical. Summations of opinions of the panel related to this study were:

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[1] Ibid., p. 3.

[2] The Carnegie Commission on Higher Education, The Purposes and the Performance of Higher Education in the United States.

(1) American colleges and universities should eliminate purposes and functions not directly tied to educational activities. Four broad historical purposes have accumulated since the 1636 founding of Harvard: personal development through acculturation to the classics and to moral principles; an economic purpose for education, which Benjamin Franklin called, the "best investment"; education fulfilling a political role, as favored by Jefferson; and service to the surrounding society, added with the land grant movement.

(2) Fundamental educational purpose was seen in open dispute in the United States for the first time since the 1870-1910 period. Three philosophical views of education which have developed since 1636 were seen as contending for dominance in higher learning: the search for eternal truth or ultimate values (classical or intellectualist view); the pursuit of new knowledge (pragmatic or experimentalist view); and supporting a designated social structure (political or reconstructionist view).

(3) Individualism rather than centralism in higher education was favored by the Commission where the two are reasonable alternatives.

(4) The Commission saw conflicts coming in higher education between the goal of equality of opportunity and academic standards (in this study, Academic Development versus Social Egalitarianism); over the politicization of the campus (Social Criticism/Activism); and over the employment of members of minority groups and of women.

Studies of Institutional Goals in Private Colleges

This study focused on a single private, four-year church-related college. While multi-institutional studies have obvious advantages, the single organizational focus does permit depth of examination. Some norms for comparisons with similar institutions are available from other studies which utilized either the IGI or the standard IFI. Institutional goals are most often examined from the singular viewpoint, and it is hoped that this study will aid in the development of practical tools for this purpose.

R. Peterson speculated that the independent college ought to be in the best position to embark on wholesale institutional goal redefinition, because the range of interested parties would normally be limited to those in the campus community, and those institutions are generally smaller and more homogeneous.[1] Evan agrees:

> Public universities, with a high concentration of input organizational resources (legislature), probably exercises a lower degree of decision-making autonomy than private universities.[2]

The Gross-Grambsch study deliberately avoided "institutions in which concensus about organizational goals is probably almost complete," such as church-controlled institutions, liberal arts colleges, teachers colleges and technical institutions.[3]

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[1] R. Peterson, The Crisis of Purpose, p. 3.

[2] William M. Evan, "The Organization-Set: Toward a Theory of Interorganizational Relations," in Approaches to Organizational Design (Pittsburgh: University of Pittsburgh Press, 1971), p. 181.

[3] Gross and Grambsch, University Goals and Academic Power, p. 19.

In an important study sponsored by the Danforth Foundation, the Gross-Grambsch questionnaire was revised for application to fourteen private liberal arts colleges. The sample included the administrators, a 20 per cent sample of faculty, and 100 students. Findings were that the three groups agreed on most matters relating to college goals and governance; marked differences existed between perceived goals and preferred goals; governance revolved around the administrators to a large extent; great stress was placed on teaching and student-oriented activities; and there was a lack of emphasis on research.[1]

The Council for the Advancement of Small Colleges conducted a study of student development of thirteen of the member colleges. College goals was one aspect of the project. Faculty and administrators ranked twenty-five stated characteristics of graduates in terms of "importance for the graduates of your institution." On the basis of the results the thirteen colleges were grouped into four categories: professional-vocational, intellectual-social, personal-social, and Christ-centered.[2]

Not surprisingly, in the Nash research study, the most emphasized goal at religious colleges was "to develop moral capacities and ethical standards."[3] Goals which caused mixed reactions among administrators at religious colleges were whether or not they should cooperate with other colleges, attract

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[1]"A Report: College Goals and Governance," pp. 1-2.

[2]Chickering, Education and Identity, p. 162.

[3]Nash, "The Goals of Higher Education," p. 11.

students of different academic interests, and serve as a cultural center for the community. Goals relating to individual student development were more strongly emphasized at church colleges than any other type; but democratic orientation goals were lowest in emphasis at religious institutions and private two-year colleges.[1]

How different are private and public colleges in their goal structures? Jencks and Riesman contended in 1968 that goals and methods of public and private institutions were increasingly similar.[2] Other researchers viewed private liberal arts colleges as becoming multi-purpose institutions and as regressing toward the mean. They concluded that such colleges were beset by a crisis of identity with respect to their distinctive educational role, and if they were to continue as a distinctive sector of higher education, they would have to find ways to recover or redefine their unique mission.[3] McGrath warned that goals and purposes of the liberal arts program must be clearly defined and well implemented.[4]

Summary of Related Literature

The review of related literature centered on four aspects: (1) the concept of goal in organizational theory;

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[1] Ibid., p. 30.

[2] Jencks and Riesman, The Academic Revolution, p. 270.

[3] Philip C. Chamberlain and Roy B. Shilling, Jr., "Private Liberal Arts Colleges and Their Changing Purposes," Bulletin, 43 (Bloomington, Ind.: School of Education, University of Indiana, May, 1967), pp. 26-27.

[4] Earl J. McGrath, Liberal Education in the Professions (New York: Teachers College, Columbia University, 1959), p. 61.

(2) the perceptual problem; (3) studies of institutional goals in higher education; and (4) studies of institutional goals in private colleges.

Since the concept of goal is a mental abstraction and is highly ambiguous, studies on goal not theoretically based are likely to be of limited value. The theoretical framework of this study was eclectic (as are most goal theories). Key concepts for this study were drawn from Etzioni (real goals are defined by intentions and practices of participants), Parsons ("primacy of orientation to attainment of a specific goal is the defining characteristic of an organization"), Simon (the sharedness of goals--concensus); Ohm (the classification of goals into operational-nonoperational, instrumental-criterion, and ritual-telic-constraint dimensions); and Perrow (operative goals considered as means to official goals).

Ample warnings exist in the literature about the intricacies of the perceptual process. Yet this study was stronger than most perceptual research projects because the instruments were group, as opposed to self-reporting, measures; five reporting groups were utilized; and each goal was measured from two parallel dimensions--intention and practice.

During the past decade social science research studies on institutional goals in higher education have been increasing in number, indicating growing concern about goals and a rising belief that goals can be studied on an institutional basis. Gross and Grambsch did the seminal study, leaving a major question raised but not dealt with: how can practices be identified as a

confirmation of perceived goals? Nash found differing goals existed for different types of institutions. Martin found little interest in institutional goals and a paucity of diversity in eight dissimilar schools. Uhl successfully used the Delphi method in encouraging convergence of goal opinions, and also initiated the experimental version of the IGI. The California goals study (R. Peterson) became the norming study for the IGI. The Carnegie Commission compared higher education goals and functions from a national point of view.

Some speculated that private colleges can more easily identify their goals than public colleges. The Danforth study of fourteen private colleges found that governance revolved around the administrators, and there was general agreement among groups on campus on matters of goals and power.

CHAPTER III

METHODS AND PROCEDURES

Design of the Study

This was a correlational study of the descriptive research type. The relationships that already existed at a given time between two dependent variables--goal intention and goal practice--were examined. No control or manipulation of the variables was possible; thus causal inference was not assumed.

Present goal intentions were identified by mean scores of the Institutional Goals Inventory (IGI) along twenty broad areas. Goal practices along the same twenty areas were identified by mean scores on the Institutional Functioning Inventory--University of Oklahoma Modification (IFI-OUM). Concensus on goal intentions and goal practices among five institutional role/status groups was measured by the absence of significant difference between group means. Three traditional role groups--faculty, students and administrators--were examined; faculty and students were sub-grouped by status (junior faculty versus senior faculty, and lower division students versus upper division students). Status as a variable was assumed to be a function of age, tenure, experience, and training. Extraneous variables eliminated by the design were enrollment or work load status

(part-time students, faculty, and administrators were excluded from the sample), and on-campus versus off-campus groups (board members, ministers, and community people were omitted). Variables not accounted for in the design were sex and academic discipline.

The statistical treatments to measure concensus were multiple and one-way analysis of variance, as a means of determining the extent to which group means varied from one another. The analysis of variance was selected because it is a strong technique for measuring differences between scores. Where there is no significant difference between and among groups, there can be said to be general concensus on goal intention or goal practice.

The design provided for two methods to test congruence between goal intention and goal practice. Correlation coefficients were computed as a measure of relationship between intention and practice variables in each of the twenty goal areas. Another method was a goal congruence matrix, which categorized goals along two dimensions: congruence-dissonance, and high-medium-low intention.

Population and Sample

The general research project on institutional goals sought to deal with differing types of colleges and universities. This researcher chose to examine in depth the goal structure of one private, church-related college because of his personal interest in this type of institution and because

of some indications in the literature that private colleges might be more amenable to goal clarification than more complex institutions. Since the focus of the study was on intrainstitutional rather than interinstitutional concerns, it seemed appropriate to examine one institution in depth rather than comparing several institutions.

The population consisted of the junior faculty, senior faculty, lower division students, upper division students, and administrators at an Oklahoma college, a sixty-three-year-old private, four-year liberal arts, church-related institution with an enrollment of 1700. Only full-time students, faculty, and administrators were included in the population, on the assumption that part-time personnel would have less real knowledge of the functioning of the institution.[1] While earlier goal studies examined differences between roles (faculty, student, and administrator), this researcher chose to add status as a variable by dividing the largest groups to determine if higher status groups (senior faculty and upper division students) tended to perceive goals differently than lower status groups (junior faculty and lower division students).

Junior faculty were defined as those who held the ranks of **Instructor** or Assistant Professor during the current semester (Spring, 1973). Senior faculty were those who held the ranks of

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[1]Pace has stated that to identify institutional differences, a population that is familiar with the institution must be used as reporters. (C. Robert Pace, College and University Environment Scales Technical Manual [Princeton, N. J.: Educational Testing Service, 1969], p. 12).

Associate Professor or Professor during the current semester.

Lower division students were those who had successfully completed not less than four nor more than sixteen courses prior to the start of the current semester. Upper division students were those who had completed seventeen courses or more prior to the start of the current semester. The school has no graduate program. Administrators were those non-teaching, full-time employees of department supervisory rank or above. This category traditionally refers to top-level administrators, but the category was expanded to include such supervisory personnel as director of physical plant, librarian, book store manager, and registrar.[1]

In order to keep the groups of nearly equal size for a strong multiple analysis of variance,[2] it was necessary not only to maximize the number in the administrator group, but to minimize the number in the two student groups. Random samples of sixty were selected from each student group using a table of

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[1]R. Peterson, et al. suggested that the administrative sample should generally include those who have major responsibility in an administrative area, and in smaller colleges, it should include as many administrators as possible. Richard E. Peterson, et al., Institutional Functioning Inventory Preliminary Technical Manual (Princeton, N. J.: Educational Testing Service 1969), p. 12.

[2]Ferguson recommends that with multiple analysis of variance, cell sizes be kept as nearly equal as possible, because of the possibility of F Test bias associated with unequal cell frequencies. Ferguson, Statistical Analysis in Psychology and Education, p. 241. Hill and Kerber also suggest near equal n's too will improve the estimate of the standard error of the differences of two means in conducting the Scheffé Test. Joseph E. Hill and August Kerber, Models, Methods, and Analytical Procedures in Educational Research (Detroit: Wayne State University Press, 1967), p. 369.

random members. The response rate for students was 65 per cent and 67 per cent, below the 75 per cent average for the entire sample. But random selection is not as critical when the respondent is reporting on the institution as opposed to reporting on himself.[1] The population, sample and response are shown by groups in Table I.

TABLE I

POPULATION, SAMPLE, AND RESPONSE BY GROUPS

Group	Population[a]	Sample	Usable Responses
Junior Faculty	45	45	35 (78%)
Senior Faculty	31	31	27 (87%)
Lower Division Students	788	60[b] (7½%)	39 (65%)
Upper Division Students	522	60[b] (11½%)	40 (67%)
Administrators	29	29	27 (93%)
Total	1415	225	168 (75%)

[a]Includes only full-time role occupants.

[b]Randomly selected

Instrumentation

Any goal intention or goal practice instrument which covers the broad goal spectrum of an institution will obviously be complex. The researcher and his team thought it was essential to work with existing instruments if they were available.

[1]R. Peterson, et al., Institutional Functioning Inventory Preliminary Technical Manual, p. 13.

The Institutional Goals Inventory was the only higher educational goals inventory designed to cover all types of institutions and to embrace a broad spectrum of goals. It had a sound conceptual base, a relatively up-to-date goal spectrum, and available norms. The IGI clearly measured the goal intention variable as defined in this study and supported in the literature. Its collective reporting technique was preferred to the self-reporting method. Validity and reliability evidence was adequate and increasing.

The selection of a practices instrument was more difficult. Conceptually, the Institutional Functioning Inventory was acceptable in that it measured functioning or practices in a college or university. But it was not as contemporary as the IGI, its scoring system was mixed, and it did not parallel the IGI in scales, although some of the scales were interrelated. Once the decision was made to have parallel instruments with identically defined scales, the revision of the IFI to conform to the IGI was chosen.

The Institutional Goals Inventory

The first version of the Institutional Goals Inventory (IGI) was developed by Educational Testing Service researchers in connection with Uhl's goal convergence study of five dissimilar higher educational institutions. The instrument grew out of a need for a single inventory which would identify the most important goal intentions for colleges or universities. (Earlier instruments used in the Gross and Grambsch and the Danforth studies had been designed for a specific type of

institution.) ETS had been conducting various studies and literature reviews for almost two years. Goals expressed by Gross and Grambsch, Sieber, et al.,[1] the Danforth Foundation, statements by boards of higher education, inter-university groups, social philosophers, activists, and minority groups were studied in an attempt to cover societal goals to which institutions might aspire. The ETS task force identified eighteen goal intention areas: Intellectual Development of the Student, Personal Development of the Student, Vocational Preparation, Religious Orientation, Training of Graduate and Professional Students, Research, Local and Regional Service, National and International Service, Social Criticism, Freedom, Innovation, Governance, Self-study and Planning, Egalitarianism, Esprit and Quality of Life, Concern for Projecting Good Image, Financial Soundness, and Non-academic Activities. Several items were written to represent each goal intention area. A number of items in the IGI were derived from the Institutional Functioning Inventory in order to provide a linkage between the two instruments. After reviews, some items were modified, omitted, and added. The preliminary version used in the Uhl study included 105 statements in eighteen goal intention areas.

For each statement the respondent estimated the degree of importance for that goal intention in the institution along a five-point scale (of extremely high importance, of high importance,

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[1]S. D. Sieber, et al., A Taxonomy of Higher Education (New York: Bureau of Applied Social Research, Columbia University, March, 1968).

of medium importance, of low importance, and of no importance). Respondents replied to the statements both in terms of present goal intentions and preferred goal intentions ("Is" and "Should Be"). This study utilized only the IGI-Present dimension, which is probably a more accurate perception than the preferred dimension, because the former calls for a factual judgment while the latter involves a value judgment. Gross and Grambsch felt that the presence of the preferred dimension strengthened the present, because it gave some protection against the danger that the respondent's perception of the actual goals were simply an expression of his own goal preferences.

Early in 1971 Richard E. Peterson, working with Barry Morstain, undertook a substantial modification of the preliminary IGI and arranged for administration of the resulting form to a sample of 1300 students and faculty at ten West Coast colleges and universities.[1] The researchers eliminated items from the original instrument that were highly correlated, since they desired that every item should yield unique information, items that were highly skewed or for which there was little response variation, and items that showed little difference between the mean present response and the mean preferred response. Humanism/Altruism and Accountability/Efficiency scales were added, and the items were organized more precisely into a theoretical goal intention domain of twenty-two scales. Five goal statements

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[1]Richard E. Peterson, College Goals and the Challenge of Effectiveness (Princeton, N. J.: Educational Testing Service, 1971), p. 5.

were drafted for each of the twenty-two areas. ETS expected to update the conceptualization and item content of the IGI every two years or so to keep up with a dynamic higher education goal intention spectrum. The 1972 version, Form I, used in this study, contains only ninety goal intention statements in twenty areas. The thirteen outcome goal areas listed below were identical in both versions, but the 1971 version used in the West Coast pilot study included nine support goals. Three support areas eliminated from that earlier version were Collegiate Environment, Evaluation and Planning, and External Relations. A new goal area, Off-Campus Learning, was added.

The conceptualization on which the IGI employed in this study was based consists of the following goal intention areas. A longer description of each area, together with the four goal intention statements and the six related IFI-OUM goal practice statements, are found in Appendix B.

Outcome Goal Areas

1. Academic Development (acquisition of knowledge, academic mastery, etc.)
2. Intellectual Orientation (as an attitude, style, commitment to learning, etc.)
3. Individual Personal Development (of one's unique human potential, etc.)
4. Humanism/Altruism (idealism, social concern, etc.)
5. Cultural/Esthetic Awareness (appreciation, sensitivity to the arts, etc.)
6. Traditional Religiousness
7. Vocational Preparation
8. Advanced Training (graduate, professional)

9. Research

10. Meeting Local Needs (community public service, etc.)

11. Public Service (to regional, state, national, international agencies)

12. Social Egalitarianism (meeting educational needs of people through the social system)

13. Social Criticism/Activism (toward change in American life)

Support Goal Areas

14. Freedom (academic, personal)

15. Democratic Governance (emphasizing structural factors)

16. Community (emphasizing attitudinal factors--morale, spirit, ethos)

17. Intellectual/Esthetic Environment (intellectual stimulation, excitement, etc.)

18. Innovation

19. Off-Campus Learning

20. Accountability/Efficiency

Reliability, validity and norming data on Form I were obtained from a massive administration of the IGI in 1972 to over 20,000 individuals in 110 California colleges and universities. Some norms have been published,[1] and group means for twenty-three private schools are shown in Table XIII in Chapter IV. Validity and reliability information on the IGI will be contained in a technical manual scheduled for publication by ETS in late 1973. However, preliminary data on validity and reliability were obtained by personal correspondence with Norman P. Uhl.

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[1]R. Peterson, Goals for California Higher Education.

In considering the reliability of the IGI, the essential question was that of scale homogeneity or internal consistency. The internal consistency reliabilities for the IGI-Present dimension are coefficient alphas[1] based on faculty means from 105 schools and are reported in Table II. The alphas ranged from a low of .61 to a high of .99. The average for twenty scale coefficients was .88. Thus the IGI-Present scales appeared to be quite reliable when defined in terms of internal consistency. Table II also gives the standard error of measurement of the faculty means as well as the faculty grand mean for each of the scales. The standard error figures range from .03 to a high of .22. Thus it is highly unlikely that the "true" means of any of the 105 institutions vary much from their obtained means. Intercorrelations among the IGI goal areas were calculated for each constituent group's ratings of present and preferred importance. Approximately 10 to 15 per cent of the 190 correlations in each of ten matrices had values of .60 or higher.[2]

Construct validity is evaluated by investigating which qualities a test measures; that is, by determining the degree to which certain explanatory concepts or constructs account

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[1]Coefficient alpha is a generalization of the Kuder-Richardson formula 20. (L. J. Cronbach, "Coefficient Alpha and the Internal Structure of Tests," Psychometrika, 16 [1951] pp. 297-334).

[2]Norman P. Uhl and Richard E. Peterson, Preliminary Draft, Institutional Goals Inventory Technical Manual (mimeo), October 17, 1973, p. 10.

TABLE II

COEFFICIENT ALPHA RELIABILITIES, STANDARD ERRORS OF MEASUREMENT, AND MEANS ON IGI-PRESENT DIMENSION

Scale Number	Goal Area	Coefficient Alpha	Stand. Error of Meas.	Mean
1	Academic Development	.61	.13	3.24
2	Intellectual Orientation	.75	.12	2.93
3	Individual Personal Development	.94	.08	2.99
4	Humanism/Altruism	.88	.09	2.79
5	Cultural/Esthetic Awareness	.90	.09	2.76
6	Traditional Religiousness	.98	.09	1.59
7	Vocational Preparation	.97	.09	2.99
8	Advanced Training	.89	.22	1.97
9	Research	.94	.17	1.99
10	Meeting Local Needs	.91	.13	2.99
11	Public Service	.80	.12	2.58
12	Social Egalitarianism	.91	.14	2.84
13	Social Criticism/Activism	.84	.09	2.45
14	Freedom	.99	.04	3.23
15	Democratic Governance	.93	.08	2.94
16	Community	.97	.07	3.06
17	Intellectual/Esthetic Envir.	.80	.14	2.89
18	Innovation	.92	.11	2.94
19	Off-Campus Learning	.99	.03	1.99
20	Accountability/Efficiency	.75	.11	3.12

Source: Letter from Norman P. Uhl, July 24, 1973.

for performance on the test.[1] Accordingly published institutional data from approximately 105 of the 110 schools involved in the California Study were gathered from several sources and correlated with the IGI institutional means for faculty.

Twenty-one external variables were used (including two measures of selectivity, number of library books, income per

[1] Standards for Educational and Psychological Tests and Manuals (Washington, D. C.: American Psychological Association, 1966), p. 13.

student, and type of institution). Correlations were run between those variables and the twenty IGI-Present goal intention areas. Generally, validity of seventeen of the twenty scales seemed to be supported by the institutional data. Three scales--Social Criticism/Activism, Democratic Governance, and Accountability/Efficiency--were not supported because the institutional data available did not seem to be related to those areas.

Other evidence in support of the construct validity of the IGI was presented:[1] Higher education specialists selected the institutional type that gave the most and least importance to each goal area. These judgments were compared with on-campus ratings for each IGI-Present goal area. Validity was supported for all four goal areas: Democratic Governance, Off-Campus Learning, Accountability/Efficiency, and Humanism/Altruism. Ratings of greatest and least importance for each goal area by constituent groups were compared for consistency. With the exception of Accountability/Efficiency, very close agreement among the constituent groups was obtained, supporting the contention that faculty, students, administrators, and community persons were attaching the same meaning to the goals.

The Institutional Functioning Inventory--University of Oklahoma Modification

The IFI-OUM was developed by revising the IFI of Educational Testing Service to conform to the twenty goal intention areas of the IGI. The IFI-OUM is a measure of institutional functioning and is intended to characterize a college or

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[1]Uhl and Peterson, Preliminary Draft, Institutional Goals Inventory Technical Manual, pp. 29-31.

university in terms of what it is or does rather than what it ought to be. The IFI-OUM describes how an institution functions in practice in the twenty goal intention areas. The 120 goal practice statements of the IFI-OUM deal with several aspects of institutional practice--activities, programs, organizations, processes, policies, rules, and practices regarding allocation of time, resources, and rewards.

The IFI was developed beginning in 1967 as a part of a study on institutional vitality at Columbia Teachers College directed by Earl McGrath. A team of ETS researchers, chaired by Richard E. Peterson, set out to conceptualize and operationalize the vitality notion in higher education. After conducting numerous conferences and examining the results of a questionnaire sent to 307 colleges, the planners decided to emphasize the vitality notion less and the functioning idea more. They set forth twelve dimensions of "institutional functioning" as follows:

1. Intellectual-Esthetic Extracurriculum
2. Freedom
3. Policy of Attracting Human Diversity
4. Commitment to Improvement of Society
5. Concern for Undergraduate Learning
6. Democratic Governance
7. Meeting Local Area Needs
8. Concern for Continuous Evaluation
9. Concern for Continuous Planning
10. Concern for Advancing Knowledge

11. Concern for Continuous Innovation

12. Institutional Esprit.

An experimental inventory of 240 items was written and pretested in 1968 at sixty-seven colleges. Resulting analyses led researchers to select the twelve best items for each scale, and to combine nine and ten into a new Self-Study and Planning scale. Thus the preliminary IFI contained eleven scales of twelve statements each.

The IFI was intended primarily for faculty respondents, but it was planned that administrators, trustees, and students would be able to complete the questionnaire for comparative purposes. Like the IGI, the IFI followed a perceptual rather than a self-reporting approach.

Two types of item formats were employed: the factual item, to which the respondent answered either "yes," "no," or "don't know," and the opinion item, which called for a "strongly agree," "agree," "disagree," or "strongly disagree" response. Scoring was placed on a dichotomous (0-1) basis. Each person's scale score was the number of items answered in the keyed direction; these scores were then averaged to give an institutional (mean) score.[1] This study utilized a non-dichotomized scoring pattern. Yes-No items were scored one or four, and opinion items one, two, three, or four for answering in the keyed direction. Each person's scale score was the mean of

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[1]Richard E. Peterson, "The Institutional Functioning Inventory: Development and Uses," in The Time Has Come Today, Sidney S. Letter, ed. (New York: Teachers College Press, 1970), p. 80.

his responses to the six statements on that scale. The scoring pattern did provide a better chance for a range of responses on the opinion items, but on factual items it tended to increase the standard deviation for those scales having a majority of items of the factual type.

An ETS researcher in 1968 suggested that an institution should compare IFI results with institutional objectives.[1] It was decided in this study to revise the IFI to conform to the twenty IGI goal intention areas in order to permit the investigation of both the goal intention and the goal practice variables along the same broad conceptual domain of higher education. The IGI was newer and was felt to be more reflective of higher education in 1973 than the IFI. Parallel instruments would make possible the estimation of a population's goal intentions and goal practices in each of twenty common areas, and estimation of the degree of congruence of intention and practice in each area.

In developing the revised instrument, existing IFI items (75 of 132) were used in the IFI-OUM. Forty-five new IFI-OUM items were written. Each of the twenty IFI-OUM scales has six items, for a total of 120. Students answered seventy-two items on both the IFI and the IFI-OUM. Eight of the twenty IFI-OUM scales were comprised entirely of the six strongest items[2] from

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[1]Centra, "Studies of Institutional Characteristics," Research Memorandum, 68-8, p. 6.

[2]As determined by item/scale biserial correlation coefficients. Peterson, et al., Institutional Functioning Inventory Preliminary Technical Manual, pp. 43-53.

eight corresponding IFI scales: Cultural/Esthetic Awareness, Research, Meeting Local Needs, Social Criticism/Activism, Freedom, Democratic Governance, Community, and Intellectual/Esthetic Environment. Two IFI-OUM scales (Public Service and Innovation) utilized five IFI items; and two IFI-OUM scales utilized four IFI items. Thus twelve of the twenty scales of the new instrument were assumed to possess some of the strength of the corresponding IFI scale. Shown in Table III are the coefficient alphas ranging from .86 to .96 for the ten IFI scales from which twelve of the twenty IFI-OUM scales were drawn.

TABLE III

COEFFICIENT ALPHA RELIABILITIES FOR IFI SCALES FROM WHICH TWELVE IFI-OUM SCALES WERE DRAWN

IFI Scale	IFI Scale Coeff. Alpha	IFI-OUM Scale	No. IFI Items Used
Int./Esth. Extracurr.	.88	Cult./Esth. Awar.	6
Advancing Knowledge	.96	Research	6
Mtg. Local Needs	.92	Mtg. Local Needs	6
Improvement of Society	.95	Public Service	5
Human Diversity	.90	Soc. Egalitar.	4
Improv. of Society	.95	Soc. Crit./Act.	6
Freedom	.90	Freedom	6
Democratic Gov.	.96	Democratic Gov.	6
Instit. Esprit	.92	Community	6
Int./Esth. Extracurr.	.88	Int./Est. Env.	6
Concern for Innov.	.92	Innovation	5
Self-Study/Planning	.86	Account./Effic.	4

Source: Peterson, et al., Institutional Functioning Inventory Preliminary Technical Manual, p. 16.

The first draft of IFI-OUM, which was developed by Herbert R. Hengst and this researcher, was examined by eight practitioners

in higher education to evaluate the appropriateness of each item to its scale. As a result, modifications were made. A preliminary test-retest indicated reliability would be in an acceptable range. In Appendix B the 120 goal practices statements of the IFI-OUM are arranged by the twenty goal areas, beside the parallel IGI goal intention statements.

TABLE IV

IFI-OUM TEST-RETEST RELIABILITY COEFFICIENTS

(Three Administrations)

Scale Number	Practices Area	A n = 38 (n = 13[a])	B n = 80 (n = 31[a])	C n = 50 (n = 20[a])
1	Academic Development	.64	.57	.34[b]
2	Intellectual Orientation	.71	.38	.20[b]
3	Individual Personal Devel.	.69	.68	.55
4	Humanism/Altruism	.61	.56	.63
5	Cultural/Esthetic Awareness	.65	.68	.64
6	Traditional Religiousness	.83	.65	.59
7	Vocational Preparation	.52[b]	.56	.86
8	Advanced Training	.37[b]	.73	.77
9	Research	.56	.73	.80
10	Meeting Local Needs	.73	.64	.84
11	Public Service	.68	.65	.61
12	Social Egalitarianism	.74	.59	.52
13	Social Criticism/Activism	.77	.65	.60
14	Freedom	.73	.84	.51
15	Democratic Governance	.84	.75	.53
16	Community	.79	.75	.85
17	Intellectual/Esthetic Awar.	.68	.62	.75
18	Innovation	.88	.60	.85
19	Off-Campus Learning	.73	.54	.78
20	Accountability/Efficiency	.63	.51	.83

[a]Smaller n for eight scales not answered by students: 7, 8, 9, 10, 16, 18, 19, 20.

[b]All scales except these significant at .05.

Indication of the reliability of the IFI-OUM is shown in Table IV. Three test-retest administrations were conducted in this coordinated study at a large state university, four community colleges, and a new state university. The medians on the three administrations were .70, .64, and .64. The coefficients ranged from a low of .37 to a high of .88. Only one scale in Test-Retest A (Advanced Training), one in B (Intellectual Orientation), and two scales in C (Academic Development and Intellectual Orientation) registered a coefficient lower than .50. Reliabilities would appear to be reasonably strong on all scales with the exception of Intellectual Orientation. All scales in B were significant at the .05 level; all scales in A (except scales seven and eight) and in C (except scale two) were significant at .05.

Intercorrelation coefficients of the twenty IFI-OUM scales were computed from the total sample and are presented in Table V. Although the test-retest reliability coefficients shown in Table IV from most scales were higher than the correlation between that scale and any other, several intercorrelations were relatively high, indicating overlap between some scales. But most of the overlapping scales are somewhat predictable. Of 190 intercorrelation coefficients, three are in the .60's, and fifteen are in the .50's. (Four were in the .70's in the intercorrelations for eleven IFI scales.) Innovation was found to be intercorrelated over .50 with six scales: Social/Criticism/Activism, Democratic Governance, Intellectual/Esthetic Environment, Community, Academic Development, and Freedom. Democratic

TABLE V

INTERCORRELATION COEFFICIENTS ON TWENTY IFI-OUM SCALES

	AD	IO	IPD	H/A	CE/A	TR	VP	AT	RES	MLN	PS	SE	SC/A	FR	DG	COM	I/EE	INN	OCL	AC/E
AD																				
IO	.555																			
IPD	.215	.287																		
H/A	.487	.393	.282																	
CE/A	.132	.318	.163	.301																
TR	.174	.112	.119	.213	.163															
VP	.358	.424	.257	.408	.391	.208														
AT	.330	.358	.162	.286	.345	.326	.412													
RES	.268	.351	.262	.282	.446	.265	.329	.373												
MLN	.176	.206	.241	.249	.437	.113	.663	.333	.409											
PS	.377	.390	.106	.372	.368	.187	.575	.369	.420	.443										
SE	.364	.292	.191	.404	.363	.130	.506	.463	.373	.557	.395									
SC/A	.427	.360	.208	.576	.396	.157	.444	.340	.384	.380	.531	.422								
FR	.206	.312	.216	.253	.212	-.084	.174	.391	.356	.333	.299	.377	.336							
DG	.334	.380	.291	.326	.244	.035	.259	.363	.312	.326	.308	.410	.420	.515						
COM	.515	.425	.359	.475	.341	.271	.275	.315	.397	.201	.394	.367	.444	.480	.662					
I/EE	.381	.462	.252	.444	.388	.077	.393	.371	.383	.351	.398	.322	.506	.331	.413	.523				
INN	.563	.436	.324	.474	.462	.352	.481	.456	.396	.417	.499	.466	.638	.511	.637	.563	.582			
OCL	.223	.298	.172	.309	.307	.167	.400	.369	.301	.417	.417	.384	.455	.324	.374	.102	.326	.471		
AC/E	.405	.289	.203	.328	.249	.359	.440	.249	.392	.295	.568	.407	.425	.245	.377	.468	.320	.441	.406	

a n= 89 for eight scales: VP, AT, RES, MLN, COM, INN, OCL, AC/E; n=168 for all others.

Governance intercorrelated highly with Innovation, Community, and Freedom; Academic Development with Intellectual Orientation, Innovation, and Community; Public Service with Vocational Preparation, Innovation, and Community; Public Service with Vocational Preparation, Social Criticism/Activism, and Accountability/ Efficiency.

Validity support for twelve of the twenty IFI-OUM scales is found in the extensive data presented in the IFI Preliminary Technical Manual for the eleven scales of the IFI. The IFI scales as responded to by faculty were correlated with relevant published institutional data, student perceptions of their college environment, and a national study of student protest. Correlations between such institutional factors as the number of books in the library, college income per student, and average faculty compensation are shown in Table VI. Also in the table are ratings of college selectivity based on Astin's work.[1]

As examples, the IFI scale, Meeting Local Needs, is supported by a negative correlation with the selectivity index (-.39); a .34 correlation with enrollment; a -.65 correlation with the scholarship scale on the College and University Environment Scales (CUES); and a -.49 correlation with faculty compensation per student. Evidence for the validity of the IFI Advancing Knowledge scale (closely related to the Research scale in the IFI-OUM) were: high correlations with contract research

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[1]A. W. Astin, Who Goes Where To College? (Chicago: Science Research Associates, 1965).

TABLE VI

CORRELATIONS BETWEEN IFI SCALES (FACULTY MEANS) AND PUBLISHED INSTITUTIONAL DATA

(Decimal points have been omitted.)

Institutional data	IFI Scales										
	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
Selectivity N = 57	47*	40*	33	48*	24	48*	-39*	-05	49*	40*	30
Number of library books[a] N = 60	67*	32*	35*	60*	-20	29	02	-06	77*	30	18
Library books per student[a] N = 60	21	33*	08	22	39*	30	-53*	03	21	27	39*
Income per student[a] N = 60	35*	24	09	27	32*	39*	-43*	10	34*	38*	43*
Faculty-student ratio[a] N = 60	01	21	-02	04	41*	18	-54*	-02	00	14	28
Proportion of faculty with doctorates[a] N=60	48*	35*	41*	50*	20	45*	-39*	16	38*	43*	23
Enrollment[b] N = 60	30	12	44*	47*	-54*	08	34*	00	61*	19	14
Annual contract research dollars[c] N = 22	15	29	38	43	-53*	19	00	21	72*	26	15
Average faculty compensation[d] N = 51	60*	68*	65*	66*	-15	40*	-17	-01	77*	51*	19
Faculty compensation per student[d] N = 49	41*	53*	42*	37*	13	31	-49*	-01	48*	35	22

*Significant at .01 level

[a]Decile ranking based on 1,144 four-year colleges. Source of data: Cartter (1964)

[b]Total enrollment from USOE, 1964, compiled by Bureau of Applied Social Research, Columbia University

[c]From Cartter (1964)

[d]From the AAUP Bulletin (1968)

dollars (.72), number of library books (.77), and average faculty compensation (.77).

Generally, the IFI correlational data supported validity of ten of eleven of the IFI scales. Self-Study and Planning did not seem to be correlated with any of the available variables. R. Peterson, et al. also utilized the multigroup-multiscale matrix method to examine IFI validity. The analysis indicated that when faculty and administrators were responding to the IFI that the instrument tended to be measuring the same functions, except on the Concern for Innovation scale. They concluded also that the Freedom and Democratic Governance scales, when responded to by students, assessed somewhat different functions than when the respondents were either administrators or faculty.[1]

As a part of this study, sixteen independent raters who had some special knowledge of the functioning of higher education and of the population institution (but were not participants on campus) were asked to rank the twenty IFI-OUM functioning areas in terms of how each goal was emphasized in practice at the institution. The raters included four college presidents, five educators in the community, and three teachers or students of higher education.

If the independent raters' ranking of the twenty goal practices areas correlated significantly with the ranking of the twenty areas by on-campus participants by IFI-OUM scale

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[1]Peterson, et al., The Institutional Functioning Inventory Preliminary Technical Manual, p. 28.

mean scores, support for the validity of the IFI-OUM would be indicated. Table VII gives the results of the calculations of

TABLE VII

SPEARMAN'S COEFFICIENT OF RANK CORRELATION BETWEEN RANKINGS OF IFI-OUM GRAND MEANS AND RANKINGS OF INDEPENDENT RATERS

IFI-OUM Scale	Rank		Difference	
	On-Campus (n = 168)	Indep. Raters (n = 16)	d	d_2
Traditional Religiousness	1	8	-7	49
Academic Development	2	1	1	1
Community	3	6	-3	9
Individual Pers. Development	4	3	1	1
Humanism/Altruism	5	7	-2	4
Vocational Preparation	6	13	-7	49
Meeting Local Needs	7	16	-9	81
Accountability/Efficiency	8	12	-4	16
Intellectual/Esthetic Environ.	9	5	4	16
Social Egalitarianism	10	14	-4	16
Intellectual Orientation	11	2	9	81
Public Service	12	17	-5	25
Social Criticism/Activism	13	15	-2	4
Innovation	14	9	5	25
Democratic Governance	15	10	5	25
Off-Campus Learning	16	18	-2	4
Cultural/Esthetic Awareness	17	4	13	169
Freedom	18	11	7	49
Advanced Training	19	20	-1	1
Research	20	19	1	1

P = .529. Significance level of .425 required at .05.

Spearman's coefficient of rank order correlation of the rankings by the sample and the raters. A correlation should be based on

at least fifteen cases to be taken seriously.[1] The correlation coefficient was computed at .529, which was significant at the .05 level. The six scales that produced 76 per cent of the difference (d^2) were Cultural/Esthetic Awareness, Meeting Local Needs, Intellectual Orientation, Freedom, Traditional Religiousness, and Vocational Preparation.

Procedures for Collection of Data

The data was collected in late April and early May in order to permit freshmen and transfer students in the institution more time to become acquainted with the functioning of the institution,[2] and also to avoid examination periods. Permission was obtained from the university president, who endorsed the study as important to institutional research. The study was endorsed also by the vice president for academic affairs, the vice president for student affairs, and the chairman of the faculty.

The investigator was also the institution's vice president for administration, and careful consideration was given to the possibility of bias because of that connection. However, since the investigator had recently been given the responsibility of institutional research, it was felt by the researcher and the four officials cited in the preceding paragraph that the inventories would be accepted as a valid part of institutional research.

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[1]G. Milton Smith, A Simplified Guide to Statistics for Psychology and Education (New York: Holt, Rinehart and Winston, Inc., 1965), p. 94.

[2]Chickering, "Research for Action," p. 16.

Mail was chosen as the medium of transmission of information for two reasons: (1) To minimize the problem of respondent time. With two instruments requiring a total of forty-five minutes to seventy-five minutes, the investigator decided that permitting respondents to select the time frame of response would tend to increase readiness to participate. (2) To reduce the opportunities for respondents to influence one another. For example, the researcher speculated that students completing the instruments in the presence of faculty members or administrators might tend to respond differently on some items than if they were completing the instruments privately.

Identical packets were mailed to forty-five junior faculty, thirty-one senior faculty, sixty lower division students, sixty upper division students, and twenty-nine administrators. With the exception of students who lived off-campus, all were delivered by campus mail exchange. (The response rate is given in Table I.) The packet contained a cover letter from the researcher[1] describing the research effort, supporting its importance, stating the endorsements of school officials, and asking for the participation of the respondent as a "significant participant" in the institution. Also included were the IFI-OUM and the IGI (both present and preferred dimensions were to be recorded, although only the present was utilized in this study), and a return envelope (stamped for off-campus students).

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[1]See Appendix A.1.

Anonymity of response, which is vital on instruments of this type, was assured in this study. For correlational procedures, it was necessary for the response of each participant to the two instruments to be paired. This was possible because both instruments were returned in one envelope.

A reminder letter was mailed to non-students ten days after the packet was sent,[1] and thirty days after the packet was mailed to students. The second letter to non-students brought the response up to between 78 per cent and 93 per cent. However the second letter to students drew virtually no additional response, probably due to its timing near final examinations. As stated earlier, because of the requirement for somewhat equal groups in the MANOVA design, there was a need to limit the gap between the n = 39, n = 40 of the student groups and the n = 27 of both the administrator and senior faculty groups.

General information was collected from each respondent on role (faculty, student, administrator), discipline, faculty academic rank, faculty teaching arrangement (full-time, part-time, etc.), age, student classification, and student enrollment status (full-time, part-time, etc.).

Inventory results were transferred by hand to IBM answer sheets, machine recorded, then scored, utilizing a computer program developed by William H. Graves and Kenneth J. Peterson of the University of Oklahoma. Resulting were twenty IGL-Present scale mean scores and twelve to twenty IFI-OUM scale mean scores for

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[1] See Appendix A.2.

each respondent, which constituted the data for analysis.

Treatment of the Data

The data was analyzed in three stages:

(1) Stage one. This stage was designed to provide information on the degree to which there was goal intention conensus (absence of difference) overall on all scales across the five groups; on each scale across the five groups; and which groups differed within each scale. The IGI-Present mean scores were treated in order to test the null hypothesis:

> H_1 There is no significant difference in perceived importance given twenty institutional goal intention areas between and among junior faculty, senior faculty, lower division students, upper division students, and administrators, as measured by the IGI-Present scale mean scores.

The analysis of variance was chosen because it was considered to be one of the most powerful techniques employed in statistical inquiry,[1] and because its essential function (to test the significance of the difference between means of a number of different populations)[2] fitted the need of this step of analysis.

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[1]Hill and Kerber, Models, Methods, and Analytical Procedures in Educational Research, p. 358.

[2]Ferguson, Statistical Analysis in Psychology and Education, p. 208.

The multiple analysis of variance assumes random sampling, approximately normal distribution of population, subclasses independent in terms of the variables, subclasses with equal variance, and additivity of effects. Random sampling was provided for in the design, and the researcher assumed that the required properties of the population held for this study. A multiple analysis of variance (MANOVA) computer program developed by Cramer and Thurstone[1] was utilized.

First, a multiple analysis of variance was computed on all 168 subjects across all twenty goal intention areas to determine whether there was systematic variance in the sample means. An overall test of significance (Rao's approximate F test) was obtained using Wilks' lambda criterion (likelihood ratio test). Cooley called Wilks' test a "most useful" method which determined a probability level for the null hypothesis of equality of dispersion of population.[2] The significance level of rejection was set at .05.

Second, a univariate analysis single ANOVA was run on each scale across all 168 subjects. If the multivariate Wilks' Test had revealed systematic variance, the univariate F tests would indicate on which scales systematic variance was present, with .05 set as the level of rejection.

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[1]Elliot Cramer and L. L. Thurstone, "Multivariate Analysis of Variance (MANOVA)," Unpublished Report. (Chapel Hill, N. C.: L. L. Thurstone Psychometric Laboratory, University of North Carolina, revised 1968).

[2]William W. Cooley, and Paul R. Lohnes, Multivariate Procedures for the Behavioral Sciences (New York: John Wiley and Sons, Inc., 1962), p. 7.

Third, multiple comparisons utilizing the Scheffé method to test a posteriori the difference between pairs of group means were computed by hand to determine on those IGI-Present scales in which the univariate F tests had detected systematic variance which group means differed significantly from each other, and thereby which groups were causing the variance. Scheffé's test was chosen because it is "one of the best and most general multiple comparison tests."[1] The value of minimum significance was set at .10 because:

> The Scheffé method is more rigorous than other multiple comparison methods with regard to Type I error. It will lead to fewer significant differences. Because this is so, the investigator may choose to employ a less rigorous significance level . . . the .10 level . . . is Scheffé's recommendation.[2]

A subquestion to the question on concensus was, "Do groups in the institution perceive goals similarly to groups in other private colleges?" Simple comparison of IGI-Present group mean scores for twenty-three private colleges and universities, using norms for the California study, with group means in this study was conducted.

(2) Stage two. The purpose of this stage of analysis was to determine whether there was goal practice concensus (absence of difference) overall; on each goal practice area; and which groups differed significantly in each area. The IFI-OUM

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[1]Hill and Kerber, Models, Methods, and Analytical Procedures in Educational Research, p. 368.

[2]Ferguson, Statistical Analysis in Psychology and Education, p. 271.

mean scores were treated in order to test the null hypothesis:

H_2 There is no significant difference in perceived emphasis given twenty institutional goal practice areas between and among junior faculty, senior faculty, lower division students, upper division students, and administrators, as measured by the IFI-OUM scale mean scores.

The same statistical procedures used in the first stage were completed on the mean score data obtained from the IFI-OUM. However, the administration of the MANOVA in this stage was complicated by the difference in the total number of subjects for the twenty scales (n = 89 for eight scales not answered by students; n = 168 for twelve scales). Thus two MANOVAS were run: one for three groups and one for five groups. However, the results were combined in displaying the data.

(3) Stage three. This stage provided the means of testing the central hypothesis concerning the relationship between perceived goal intentions and perceived goal practices. The mean scores from the IGI-Present and IFI-OUM were paired to test the null hypothesis:

H_3 There is no practically significant relationship between institutional intention and practice on each of twenty goal areas, as measured by the correlation coefficient of

the paired IGI-Present and IFI-OUM individual mean scores.

This analysis was accomplished through two statistical steps.

Pearson Product-Moment Correlation Coefficients were computed on the data for the entire sample.[1] Coefficients were also run for faculty and administrators combined (n = 89) and for students (n = 79). The sizes of the five subgroups (27 to 40) were not sufficient to compute reliable correlation coefficients for each subgroup. Pearson r is the most common measure of relationship between two variables utilizing interval data. It has two major underlying assumptions: linearity of regression and similarity of shape of distribution. Ferguson recommended that the investigator who is interpreting r should satisfy himself that the linear regression lines are a good fit to the data.[2] If r is used to measure a relationship that is non-linear, it will underestimate the degree of relationship. To test for curvilinearity, polynomial regression analysis to the fourth order was performed by scales a posteriori on the 168 (or 89) pairs of mean scores.[3]

Eta (η), a coefficient of correlation measure which

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[1]BMD03D computer program, "Correlation with Item Deletion," was utilized. W. J. Dixon, ed., BMD Biomedical Computer Programs (Los Angeles: University of California Press, 1973), pp. 85-90.

[2]Ferguson, Statistical Analysis in Psychology and Education, p. 118.

[3]Utilizing BMD05R program, "Polynomial Regression" (Dixon, BMD Biomedical Computer Programs), pp. 365-372.

describes both linear and non-linear relationships, was computed on each scale. If it was found that Pearson r had underestimated the correlation by as much as .02, eta was used as the coefficient for that scale. If in as many as five scales Pearson r underestimated the coefficient, eta was used as the preferred measure for all twenty scales. A guard against the danger of a simple linear interpretion of the relative closeness of relationship between two correlation coefficients is the coefficient of determination (r^2 or η^2), which will give a more reliable measure of the strength of systematic relationship than r or η.[1]

The statistical significance level of confidence for the correlation coefficient was set at .01, but in large samples low coefficients are often significant. A practical significance level was set at a coefficient of .50; i. e., the relationship between the goal intention and goal practice variables was practically significant at a coefficient of .50 or above.[2] An r or η of .50 (r^2 or η^2 of .25) means that only 25 per cent of the time is the variance of one variable explained by the variance of the other variable.

The second step was the construction of a two by three Goal Congruence Matrix, which would take into account the

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[1]Smith, A Simplified Guide to Statistics, p. 98.

[2]Davis has said, "For measuring the average characteristics of groups . . . coefficients as low as .50 may often be highly serviceable." F. B. Davis, Educational Measurements and Their Interpretation, (Belmont, Calif.: Wadsworth Publishing Co., 1964), p. 24.

magnitude of goal intention. The purpose of the matrix was to depict graphically those goals which were congruent (intention matched practice), and those which were dissonant (intention exceeded practice or practice exceeded intention). Based on grand mean scores, the twenty IGI-Present scales were grouped into categories of high, medium, and low (with one-half standard deviation above and below the mean of the twenty grand means as the dividing points). On the horizontal dimension of the matrix, the coefficients of determination (η^2) were grouped into goal congruence (.25 and over), and goal dissonance (below.25). It could be argued that IFI-OUM scale grand mean scores should be used rather than η^2. Yet to do so would be to make a linear assumption which could not be defended: that a high intention scale mean and a high practice scale mean equals goal congruence. These means say nothing about how intention varies with practice from subject to subject. Because η^2 does, it is a better measure for the matrix.

Scales which fitted into the upper three cells were said to have goal congruence. Scales resting in the lower three cells were said to have goal dissonance. Scales in the lower left cell generally had practice exceeding intention. Scales resting in the lower right cell generally had intention exceeding practice.

Summary

This chapter has dealt with the methodology of this descriptive study. The relationship between two dependent

variables--institutional goal intention and goal practice--were examined by measuring the perceptions of five groups on a campus through the Institutional Goals Inventory-Present dimension and the Institutional Functioning Inventory--University of Oklahoma Modification.

The analysis of variance and multiple comparisons of means were employed to discover the degree of concensus among the five groups on each of the two dependent variables. Correlation was utilized to test the degree of relationship between the two variables on each of the twenty parallel scales of the IGI-Present and the IFI-OUM. Additional subproblems were, "Do groups in this sample perceive goals differently than groups in other private institutions?" and "Do groups perceive outcome and support goal intentions and practices differently?"

CHAPTER IV

RESULTS AND DISCUSSION

The 168 subjects of this investigation included thirty-five junior faculty, twenty-seven senior faculty, thirty-nine lower division students, forty upper division students, and twenty-seven administrators. Each reported on the institution's goal intentions by completing the Institutional Goals Inventory (IGI)--only the present dimension was used in this study--and on the institution's goal practices by completing the Institutional Functioning Inventory-University of Oklahoma Modification (IFI-OUM). The data were the twenty IGI-Present scale mean scores and the twenty IFI-OUM scale mean scores for each respondent.

This chapter contains an analysis of the data related to each of the three major hypotheses, which deal with concensus on goal intention, concensus on goal practice, and congruence of goal practice and goal intention.

Analysis of Data Related to Goal Intention Concensus

Concensus was defined in this study as absence of significant difference between and among junior faculty, senior faculty, lower division students, upper division students, and administrators on goal intentions or goal practices. To test

for significant difference, essentially the same design was utilized for both goal intention and goal practice variables.

The multiple analysis of variance, the univariate analysis of variance and the Scheffé multiple comparisons method were utilized in connection with the testing of the first null hypothesis:

H_1 There is no significant difference in perceived importance given twenty institutional goal intention areas between and among junior faculty, senior faculty, lower division students, upper division students, and administrators, as measured by the IGI-Present scale mean scores.

The analysis of the data related to this hypothesis was expected to provide answers to these questions:

(1) Overall, across all twenty scales, do the five groups share concensus on goal intention?

(2) On which goal intention areas do the groups in the institution share or not share concensus?

(3) On those scales where concensus on goal intention is not found, which groups cause the difference?

Additional findings related to goal intention concensus should provide answers to these questions:

(1) Do groups of lower status (lower division students and junior faculty) perceive goal intentions differently than higher status groups (upper division students and senior faculty)?

(2) Do groups in this sample perceive the importance of

outcome and support goal intentions differently?

(3) Do groups in the sample perceive goal intentions differently than groups in other private institutions?

Rao's Approximate F Test was computed across all groups and across all scales as an overall test of significance, utilizing Wilks' lambda criterion (likelihood ratio test). The level of rejection had been set at .05. The hypothesis was significant at the .001 level, and thus was rejected. (See Table VIII) Overall, the respondents did differ significantly in their perceptions of goal intention importance.

TABLE VIII

RESULTS OF RAO'S APPROXIMATE F TEST FOR IGI-PRESENT ACROSS ALL SUBJECTS, ALL SCALES

(n = 168)

F	DF HYP.	DF ERR.	P less than
2.0	80.00	570.48	.001*

*Significance level .05.

Table IX shows group and institutional means and standard deviations for each of the twenty goal intention areas of the IGI-Present dimension. Because significant variance overall had been found, the second stage of the process called for a univariate analysis to be run on each scale across all five groups to identify which scales had systematic variance. The level of rejection was .05.

TABLE IX

IGI-PRESENT GROUP AND INSTITUTIONAL MEANS AND STANDARD DEVIATIONS
(Standard deviations in parentheses)

Scale	Jr. Fac. n=35	Sr. Fac. n=27	L. Stud. n=39	U. Stud. n=40	Adm. n=27	Institut. Mean n=168
1. AD	3.586 (.618)	3.769 (.584)	3.705 (.447)	3.650 (.545)	3.843 (.434)	3.699 (.5316)
2. IO	3.250 (.670)	3.537 (.765)	3.237 (.538)	3.375 (.749)	3.463 (.653)	3.357 (.677)
3. IPD	3.271 (.708)	3.565 (.789)	2.994 (.701)	2.944 (.761)	3.407 (.731)	3.197 (.764)
4. H/A	3.164 (.795)	3.398 (.691)	3.038 (.595)	3.000 (.549)	3.318 (.752)	3.158 (.681)
5. C/EA	3.214 (.725)	3.296 (.584)	3.583 (.652)	3.188 (.571)	3.194 (.663)	3.303 (.653)
6. TR	3.712 (.807)	3.478 (.649)	3.577 (.791)	3.381 (.879)	3.417 (.917)	3.516 (.816)
7. VP	2.579 (.514)	2.648 (.581)	2.615 (.553)	2.658 (.478)	2.519 (.604)	2.607 (.536)
8. AT	1.562 (.454)	1.583 (.542)	2.071 (.661)	2.069 (.696)	1.778 (.530)	1.838 (.629)
9. RES	2.036 (.667)	2.024 (.737)	2.538 (.630)	2.525 (.704)	2.250 (.639)	2.301 (.705)
10. MLN	2.564 (.592)	2.574 (.650)	2.712 (.650)	2.613 (.540)	2.633 (.547)	2.622 (.592)
11. PS	2.293 (.701)	2.380 (.767)	2.494 (.675)	2.363 (.574)	2.602 (.680)	2.419 (.674)
12. SE	2.436 (.595)	2.602 (.715)	2.853 (.595)	2.606 (.620)	2.463 (.733)	2.604 (.655)
13. SC/A	2.469 (.769)	2.528 (.725)	2.596 (.738)	2.700 (.677)	2.648 (.858)	2.591 (.745)
14. FR	2.614 (.768)	2.722 (.761)	2.885 (.601)	2.644 (.679)	2.759 (.739)	2.724 (.703)
15. DG	2.964 (.825)	3.204 (.662)	2.705 (.813)	2.688 (.800)	2.944 (.792)	2.873 (.799)
16. COM	3.264 (.827)	3.481 (.700)	3.147 (.628)	2.988 (.696)	3.306 (.878)	3.212 (.751)
17. I/EE	3.038 (.908)	3.343 (.683)	3.156 (.626)	3.206 (.749)	3.407 (.593)	3.213 (.729)
18. INN	2.829 (.704)	3.046 (.601)	2.739 (.568)	2.894 (.677)	2.954 (.740)	2.878 (.658)
19. OCL	2.057 (.575)	2.046 (.505)	2.167 (.624)	2.119 (.633)	2.019 (.650)	2.089 (.598)
20. AC/E	3.371 (.791)	3.191 (.660)	3.147 (.549)	3.181 (.677)	3.154 (.635)	3.229 (.617)
Av. Means (SD's)	2.813 (.700)	2.920 (.665)	2.898 (.631)	2.840 (.662)	2.904 (.688)	2.872 (.676)

Results of the univariate F Tests for the twenty IGI-Present scales are given in Table XI. Of the twenty scales,

TABLE X

UNIVARIATE F TEST RESULTS FOR TWENTY IGI-PRESENT SCALES

(n = 168; five groups)

Scale	F ratio	Mean Square	P less than
1. Academic Development	1.094	.308	.361
2. Intellectual Orientation	1.178	.538	.322
3. Individual Personal Development	4.251	2.305	.003[a]
4. Humanism/Altruism	2.101	.951	.083
5. Cultural/Esthetic Awareness	2.548	1.048	.041[a]
6. Traditional Religiousness	.942	.629	.441
7. Vocational Preparation	.335	.098	.854
8. Advanced Training	6.215	2.190	.001[a]
9. Research	4.829	2.201	.001[a]
10. Meeting Local Needs	.349	.124	.844
11. Public Service	1.014	.462	.402
12. Social Egalitarianism	2.369	.985	.055
13. Social Criticism/Activism	.532	.299	.713
14. Freedom	.865	.430	.486
15. Democratic Governance	2.366	1.464	.055
16. Community	2.028	1.118	.093
17. Intellectual/Esthetic Environment	1.266	.669	.285
18. Innovation	1.020	.441	.399
19. Off-Campus Learning	.336	.122	.853
20. Accountability/Efficiency	.670	.298	.613

[a]Significantly different at .05 level.

four were found to have significant variance: Individual Personal Development, Cultural/Esthetic Awareness, Advanced Training, and Research. For sixteen of the goal intention areas, the null hypothesis was accepted. There was no significant difference in perceived present goal importance on the part of members of the five groups. In other words, on the following sixteen

goal intention areas, junior faculty, senior faculty, lower division students, upper division students, and administrators shared concensus:

Academic Development, Intellectual Orientation, Humanism/Altruism, Traditional Religion, Vocational Preparation, Meeting Local Needs, Public Service, Social Egalitarianism, Social Criticism/Activism, Freedom, Democratic Governance, Community, Intellectual/Esthetic Environment, Innovation, Off-Campus Learning, and Accountability/Efficiency.

On those four scales where systematic variance had been discovered, the Scheffé Multiple Comparisons Test was run in order to determine which group means differed significantly; i.e. which group(s) were causing the systematic variance on goal intention perceptions. Because the Scheffé test is conservative, a confidence level of .10 was chosen. (See Table XI)

On the Individual Personal Development scale, where significant difference had been found at the .003 level, the Scheffé test revealed significant difference between senior faculty and both student groups. Both lower division students and upper division students rated the importance given Individual Personal Development at the institution lower (group means of 2.994 and 2.944) than did senior faculty (3.565). Standard deviation for the institution on the scale was .764, which was the third highest standard deviation among the twenty scales.

On the scale of Cultural/Esthetic Awareness, where the univariate F test had detected variance at the .041 level, the Scheffé test found no significant difference between any of

TABLE XI

RESULTS OF SCHEFFE' TEST FOR COMPARISON OF MEANS FOR FIVE GROUPS ON FOUR IGI-PRESENT SCALES

Scale	Groups[a] 1≶2	1≶3	1≶4	1≶5	2≶3	2≶4	2≶5	3≶4	3≶5	4≶5
Ind. Per. Dev.					2>3	2>4				
Cult. Esth. Awar.[c]										
Adv. Trng.		1<3	1<4		2<3	2<4				
Research		1<3	1<4		2<3	2<4				

[a]Groups: 1 = Junior Faculty (n = 35); 2 = Senior Faculty (n = 27); 3 = Lower Division Students (n = 39); 4 = Upper Division Students (n = 40); 5 = Administrators (n = 27).

[b]Significance level .10.

[c]No significant difference found. But by combining groups, lower division students differed significantly from junior-senior faculty combined (3>1-2), and from upper division students and administrators combined (3>4-5).

the five group means. But by combining groups, lower division students (with a mean of 3.583) differed significantly from junior-senior faculty combined (3.214-3.296) and from upper division students and administrators combined (3.188-3.194). In other words, newer students in the institution tended to feel the school was giving higher importance to the goal intention of Cultural/Esthetic Awareness than those other members of the institution who had been in the environment for a longer time.

The goal areas of Advanced Training and Research had been found to be significantly different by the single analysis of variance at the .001 level. In both areas, the difference was between faculty and students. Perhaps as in the West Coast pilot study for the IGI, which involved nine colleges and only one university, students misperceived the importance of these two goal areas.[1]

On the goal intention of Advanced Training, junior faculty and senior faculty viewed importance at 1.562 and 1.583, which on the IGI rating scale is between "low importance" and "of no importance." Lower and Upper Division Students rated the area "of low importance," but at significantly higher mean levels than faculty (2.071 and 2.069).

On the Research goal intention area, a similar situation existed. Both faculty groups rated Research similarly (means of 2.036 and 2.024), but lower than students (means of 2.538 and 2.525).

Additional Findings Related to Goal Intention Concensus

Other information from the data sheds light on the question, "Do lower status groups perceive goal intention differently than higher status groups?" The Scheffé test results in Table XI indicated no significant difference on any scale based on status; i.e., the twelve instances on four scales of significant difference between pairs of group means involved difference between

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[1]R. Peterson, College Goals and the Challenge of Effectiveness, p. 1.

students and non-students, rather than between lower division and upper division students, or between junior faculty and senior faculty. (One exception was on Cultural/Esthetic Awareness, when lower division students varied from a combination of upper division students and administrators.)

However, inspection of the average group means (see Table IX) for the twenty scales revealed that junior faculty gave consistently lower ratings on goal intention importance (2.813) than other groups, especially senior faculty (2.920) and administrators (2.904). Junior faculty rated sixteen of the twenty goal intention areas lower than did their senior colleagues (fourteen lower than administrators). Lower division students (average group mean of 2.898) and upper division students (2.840) tended to see goal intention importance similarly.

TABLE XII

IGI-PRESENT OUTCOME AND SUPPORT GOAL INTENTION AVERAGES BY GROUPS COMPARED WITH AVERAGES FOR TWENTY-THREE PRIVATE INSTITUTIONS

(Comparison group averages in parentheses where available)

Type of Goal	Jr. Fac. (Und. 40)	Sr. Fac. (40 up)	L. Stud.	U. Stud. (U. Stud.)	Adm. (Adm.)	Inst.
Outcome (Scales 1-13)	2.78 (2.55)	2.87 (2.64)	2.92	2.85 (2.62)	2.88 (2.74)	2.86
Support (Scales 14-20)	2.87 (2.92)	3.00 (2.99)	2.85	2.82 (2.85)	2.93 (3.14)	2.89

There was no indication that any of the groups in the institution consistently rated outcome goal intentions (1-13) differently than support goal intentions (14-20). All groups combined rated outcome goal intention importance at 2.86 and support goal intention at 2.89. Table XII shows the group and grand means and standard deviations by outcome and support goal intentions.

Table XIII provides insight into the question, "Do groups in the sample perceive goal intentions differently than groups in other private institutions?" The comparison data was collected from twenty-three private colleges and universities in the IGI California norming study. Caution must be applied in comparing the group means, because of the twenty-three California institutions, five were private universities, and twelve were church-related--six Protestant and six Catholic. Comparison group means were available for four of the five sample groups, the exception being lower division students. The division of faculty in the California study was by age (under forty and forty and over), whereas the division in this study was by rank. However comparison is possible because 69 per cent of the junior faculty sample group were under forty years of age, and 70 per cent of the senior faculty in the sample were forty years of age or older.

All four groups in this sample for which comparative data were available had a higher mean average than the comparison group. Sample junior faculty registered a mean of 2.813 and rated fifteen goal intention areas higher, four lower, and one

TABLE XIII

COMPARISON OF IGI-PRESENT GROUP MEANS FOR TWENTY-THREE PRIVATE INSTITUTIONS WITH COMPARABLE SAMPLE GROUP MEANS

(< = less, > = more than comparable sample mean)

Scale	Faculty[d] Under 40	Faculty[d] 40 & Over	Upper Division Students	Adm.
1. Academic Development	3.25<	3.36<	3.29<	3.55<
2. Intellect. Orientation	3.11<	3.20<	3.03<	3.33<
3. Indiv. Pers. Develop.	3.15<	3.24<	2.94=	3.34<
4. Humanism/Altruism	2.84<	3.14<	2.83<	3.11<
5. Cult./Esthetic Aware.	2.90[b]<	2.90[b]<	2.83<	3.02<
6. Trad. Religiousness[c]	2.45[b]<	2.45[b]<	2.42<	2.33<
7. Vocational Preparation	2.26<	2.42<	2.34<	2.45<
8. Advanced Training	2.11[b]>	2.11[b]>	2.42>	2.21>
9. Research	2.03[b]=	2.03[b]>	2.29<	2.41>
10. Meeting Local Needs	2.34<	2.50<	2.52<	2.62<
11. Public Service	2.23[b]<	2.23[b]<	2.28<	2.45<
12. Social Egalitarianism	2.25<	2.31<	2.41<	2.26<
13. Social Crit./Activism	2.29<	2.40<	2.40<	2.52<
14. Freedom	3.20[b]>	3.20[b]>	3.01>	3.56>
15. Democratic Governance	2.91<	3.10<	2.86>	3.20>
16. Community	3.12<	3.32<	3.11>	3.42>
17. Intel./Esth. Environ.	2.95<	3.12<	2.99<	3.18<
18. Innovation	3.08[b]>	3.08[b]>	2.87<	3.44>
19. Off-Campus Learning	2.10[b]>	2.10[b]>	2.18>	2.26>
20. Account./Efficiency	3.11<	3.01<	2.96<	2.95<
Average Mean	2.68<	2.76<	2.70<	2.88<

Source: R. Peterson, Goals for California Higher Education.

[a]Of the twenty-three private institutions, twelve were church-related (six Protestant and six Catholic); five were universities.

[b]Subgroup faculty means not available. Mean for all faculty given here.

[c]Traditional Religiousness means ran some higher at six Catholic colleges (faculty, 2.85; upper division students, 2.64); at six Protestant colleges ran noticeably higher (faculty, 3.82; students, 3.78).

[d]Although sample faculty groups were divided by rank, 69 per cent of junior faculty in sample were under forty years of age; 70 per cent of senior faculty in sample were forty or over.

equal, compared with the comparison group (faculty under forty), which had an average mean of 2.68 on all scales. Senior faculty posted a mean of 2.92, compared with 2.76 for faculty forty and over, and rated fifteen goal areas of greater importance and five of less importance than the comparison group. Upper division students in the sample rated fourteen goals higher, five lower and one even, for a mean of 2.840, compared with 2.70 for the California upper division students. Sample administrators viewed goal importance more like their counterparts with a mean of 2.904 (compared with 2.88). Nevertheless sample administrators rated fourteen of twenty goals higher than the comparison group.

Interestingly, all four comparison groups felt their private institutions attached greater importance to support than outcome goals. (See Table XII.) The same picture may hold at all types of institutions. The faculty grand means at 105 institutions in the California study averaged 2.62 for outcome goals and 2.88 for support goals. (See Table II.) On eleven of thirteen outcome goal areas, all sample groups estimated goal intention at a higher level than the comparison groups. Exceptions, understandably, were Advanced Training and Research, since some of the comparison institutions had graduate programs. The greatest spread was on Cultural/Esthetic Awareness, Traditional Religiousness, and Social Egalitarianism. Sample groups felt their institution was more committed to meeting the educational needs of people throughout the social system than did the comparison groups. A gap of more than 1.00 existed between group

means on the area of Traditional Religiousness. The spread is better understood by knowing that the six Catholic colleges in the comparison sample had a faculty mean of 2.85 and an upper division student mean of 2.64; six Protestant colleges had means of 3.82 for faculty and 3.78 for students, which exceeded the sample group means.

Sample and comparison groups perceived support goal importance more evenly. Intention areas unanimously favored by the sample groups were Intellectual/Esthetic Environment and Accountability/Efficiency. Goal intentions more highly estimated by the comparison groups were Freedom, Innovation, and Off-Campus Learning, with Freedom having the largest gap.

Table IX shows that nine of the twelve highest institutional scale grand means relate to academic, cultural, and personal development of the student, a pattern that the Danforth study found to characterize liberal arts colleges. Gross and Grambsch called these "elitist" goals, as opposed to "service" goals, which tend to serve a larger society. Eight such "service" goals may be identified among the twenty goal areas. When ordered by mean scores, those eight scales rank at the bottom in this sample, thirteenth through twentieth. The scales are: Meeting Local Needs, Vocational Preparation, Social Egalitarianism, Social Criticism/Activism, Public Service, Research, Off-Campus Learning, and Advanced Training.

Analysis of Data Related to Goal Practice Concensus

The central theoretical assumption of this study was that institutional goals must be defined by intention and practice.

The first section of this chapter presented results of data related to concensus on goal intention. The present section analyzes data from the IFI-OUM concerning concensus on twenty practice areas which parallel the twenty IGI scales. To test to what extent the five groups in the study shared concensus on institutional goal practices, the second hypothesis was tested in essentially the same manner as the first.

H_2 There is no significant difference in perceived emphasis given twenty institutional goal practice areas between and among junior faculty, senior faculty, lower division students, upper division students, and administrators, as measured by the IFI-OUM scale mean scores.

Analysis of the data related to this hypothesis was expected to help answer these questions:

(1) Overall, across all twenty scales, do the five groups share concensus on goal practice?

(2) On which goal practice areas do the groups in the institution share (or not share) concensus?

(3) On those scales where concensus on goal practice is not found, which groups cause the difference?

Additional findings related to goal practice concensus should help determine answers to such questions as:

(1) Do lower status groups (lower division students and junior faculty) perceive goal practices differently than higher status groups (upper division students and senior faculty)?

(2) Do groups perceive emphasis given outcome and support goal practices differently?

Multivariate analysis of variance was employed to determine if there was significant variance within the sample across all scales and groups. The Approximate F Test was administered in two computer runs because of the smaller n for the eight scales which students did not answer. The results are shown in Table XIV. Significant difference was found in the twelve scale,

TABLE XIV

RESULTS OF TWO ADMINISTRATIONS
OF RAO'S APPROXIMATE F TEST FOR IFI-OUM

No. Scales	No. Groups	n=	F	DF Hyp.	DF Err.	P less than
12	5	168	2.40	48	587.55	.001*
8[a]	3	89	1.30	40	134	.137

*Significance level .05.
[a]The F Test covered twenty scales, but the practical result was to identify any variance in the eight non-student scales.

five group MANOVA at the .001 level. Thus the second hypothesis was rejected. No significant variance, however, was indicated for the eight scales which were answered only by junior faculty, senior faculty and administrators. They were: Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Community, Innovation, Off-Campus Learning, and Accountability/ Efficiency.

Group and institutional means and standard deviations are displayed in Table XV for the twenty goal practice areas of the IFI-OUM. Since significant difference had been indicated among twelve of the scales, a one-way ANOVA was run to identify which of the twelve scales had systematic variance. Univariate F Test results are given in Table XVI. Only three of the twelve scales were found to possess significant variance: Public Service, Social Criticism/Activism, and Democratic Governance.

For seventeen of the twenty goal practice areas, then, the null hypothesis was accepted. Concensus was shared by junior faculty, senior faculty, lower division students, upper division students, and administrators on these goals:

Academic Development, Intellectual Orientation, Individual Personal Development, Humanism/Altruism, Cultural/Esthetic Awareness, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Social Egalitarianism, Freedom, Community, Intellectual/Esthetic Environment, Innovation, Off-Campus Learning, and Accountability/Efficiency.

The Scheffé test for comparisons of pairs of means was applied on the three IFI-OUM scales where significant difference had been revealed. Scheffé results are presented in Table XVII.

On the Public Service goal practice scale, no significant difference was found, but by combining lower division and upper division students, and by combining junior and senior faculty, students estimated goal practice significantly higher than either

TABLE XV

IFI-OUM GROUP AND INSTITUTIONAL MEANS AND STANDARD DEVIATIONS
(Standard deviations in parentheses)

Scale	Jr. Fac. n=35	Sr. Fac. n=27	L.D. Sts. n=39	U.D. Sts. n=40	Adm. n=27	Institut. Mean n=168; *n=89
1. AD	2.987 (.427)	3.225 (.320)	3.112 (.313)	3.130 (.398)	3.220 (.373)	3.125 (.376)
2. IO	2.706 (.368)	2.889 (.252)	2.795 (.292)	2.796 (.361)	2.916 (.275)	2.811 (.323)
3. IPD	3.076 (.395)	3.154 (.345)	2.959 (.468)	2.974 (.418)	3.177 (.312)	3.053 (.405)
4. H/A	2.953 (.460)	3.197 (.363)	3.019 (.544)	2.987 (.498)	3.134 (.360)	3.044 (.465)
5. C/EA	2.201 (.836)	2.354 (.533)	2.456 (.500)	2.299 (.483)	2.489 (.535)	2.354 (.594)
6. TR	3.258 (.320)	3.339 (.263)	3.194 (.501)	3.279 (.399)	3.236 (.319)	3.257 (.379)
7. VP	2.973 (.564)	3.155 (.471)	—	—	2.927 (.507)	3.014* (.522)
8. AT	2.037 (.440)	2.164 (.327)	—	—	2.236 (.369)	2.135* (.392)
9. RES.	1.680 (.692)	1.561 (.445)	—	—	1.516 (.433)	1.594* (.551)
10. MLN	2.921 (.703)	3.069 (.635)	—	—	2.893 (.629)	2.957* (.657)
11. PS	2.577 (.820)	2.658 (.731)	3.003 (.640)	2.940 (.665)	2.557 (.637)	2.772 (.718)
12. SE	2.819 (.688)	3.021 (.608)	2.932 (.643)	2.774 (.721)	2.816 (.694)	2.866 (.672)
13. SC/A	2.354 (.661)	2.747 (.578)	2.898 (.586)	2.702 (.581)	2.783 (.473)	2.695 (.607)
14. FR	2.093 (.522)	2.283 (.479)	2.356 (.576)	2.199 (.636)	2.351 (.510)	2.251 (.558)
15. DG	2.492 (.664)	2.700 (.513)	2.145 (.618)	2.396 (.732)	2.614 (.430)	2.441 (.639)
16. COM.	3.007 (.529)	3.152 (.470)	—	—	3.089 (.243)	3.076* (.440)
17. I/EE	2.746 (.680)	3.027 (.473)	3.009 (.536)	2.886 (.594)	2.894 (.490)	2.909 (.569)
18. INN	2.554 (.557)	2.744 (.391)	—	—	2.788 (.306)	2.682* (.451)
19. OCL	2.266 (.610)	2.429 (.593)	—	—	2.417 (.681)	2.361* (.625)
20. AC/E	2.919 (.560)	2.967 (.703)	—	—	2.854 (.586)	2.913* (.608)
Av. Means (SD's)	2.631 (.574)	2.791 (.474)	2.823 (.518)	2.780 (.540)	2.745 (.458)	2.715 (.528)

TABLE XVI

UNIVARIATE F TEST RESULTS FOR TWENTY IFI-OUM SCALES

(*n = 89, three groups; n = 168, five groups for all other scales)

Scale	F ratio	Mean Square	P less than
1. Academic Development	2.153	.296	.077
2. Intellectual Orientation	2.138	.217	.078
3. Individual Personal Development	2.028	.324	.093
4. Humanism/Altruism	1.506	.323	.203
5. Cultural/Esthetic Awareness	1.309	.459	.269
6. Traditional Religiousness	.629	.091	.642
*7. Vocational Preparation	1.473	.398	.235
*8. Advanced Training	2.114	.317	.127
*9. Research	.742	.227	.479
*10. Meeting Local Needs	.563	.246	.572
11. Public Service	3.124	1.535	.017[a]
12. Social Egalitarianism	.716	.326	.582
13. Social Criticism/Activism	4.373	1.491	.002[a]
14. Freedom	1.382	.427	.242
15. Democratic Governance	4.076	1.552	.004[a]
*16. Community	.840	.164	.435
17. Intellectual/Esthetic Environment	1.347	.433	.255
*18. Innovation	2.485	.490	.089
*19. Off-Campus Learning	.668	.263	.516
*20. Accountability/Efficiency	.229	.086	.796

[a]Significantly different at .05 level.

faculty members or administrators.

On the Social Criticism/Activism goal practice area, junior faculty rated institutional practice significantly lower (mean of 2.354) than lower division students (2.898) and administrators (2.783).

Lower division students were involved in two examples of significant difference in the Democratic Governance scale. The lower division student mean of 2.145 was significantly lower than

TABLE XVII

RESULTS OF SCHEFFÉ TEST FOR COMPARISON OF MEANS FOR FIVE GROUPS ON THREE IFI-OUM SCALES

Scale	Groups[a] 1≶2	1≶3	1≶4	1≶5	2≶3	2≶4	2≶5	3≶4	3≶5	4≶5
Pub. Ser.[c]										
Soc. Crit./ Act.		1<3		1<5						
Dem. Gov.					2>3				3<5	

[a]Groups: 1 = Junior Faculty (n = 35); 2 = Senior Faculty (n = 27); 3 = Lower Division Students (n = 39); 4 = Upper Division Students (n = 40); 5 = Administrators (n = 27).

[b]Significance level .10.

[c]No significant difference found. But by combining groups, students differed significantly both from faculty (3-4>1-2) and from administrators (3-4>5).

both senior faculty (2.700) and administrators (2.614). On the standard IFI, Educational Testing Service reported that students typically scored lower on the Democratic Governance scale than non-students.

Once again, in four of the six instances where difference between pairs of means were found in the three IFI-OUM scales, students seemed to be the primary contributors to the difference.

Additional Findings Related to Goal Practice Concensus

The Scheffé test findings reported in Table XVII show six significantly differing pairs of means. Three involved differences between faculty-student groups, two, administrator-

student groups; and one, faculty-administrator groups. Thus status was not found to be a factor in perceptions of goal practices. As with goal intentions, student-non-student group differences accounted for more differences than status or rank within student or faculty combined groups.

However, junior faculty consistently evaluated institutional functioning at a lower level than any other group: 2.631, compared with 2.745 for administrators, 2.780 for upper division students, 2.791 for senior faculty, and 2.823 for lower division students. (See Table XV.) Junior faculty evaluated goal practice lower than senior faculty on nineteen of twenty scales; than administrators on thirteen of twenty scales; and than both student groups on nine of twelve scales.

Discrepance in mean scores was also seen between upper division students and two other groups. Senior faculty rated goal practice higher than upper division students on eleven of twelve scales, and administrators gave a higher rating than upper division students on nine of twelve scales.

Do groups in the sample perceive outcome and support goal practices differently. Table XVIII gives little support for such a position. Overall members of the five groups perceive practices emphasis similarly on outcome (2.744) and support (2.662) areas. A gap is indicated in the outcome-support perceptions of both student groups; however, the support averages are based on only three of seven scales to which students responded, and thus limited weight should be placed on those averages when comparisons with other groups are being made.

TABLE XVIII

IFI-OUM OUTCOME AND SUPPORT GOAL PRACTICE
MEAN AVERAGES BY GROUPS

Type of Goal	Jr. Fac.	Sr. Fac.	L. Stud.	U. Stud.	Adm.	Inst.
Outcome (Scales 1-13)	2.657	2.810	2.930	2.876	2.762	2.744
Support (Scales 14-20)	2.582	2.757	2.503	2.494	2.715	2.662

As was the case with goal intentions, the five groups did not appear to be rating outcome and support goals differently.

Data on the IFI-OUM results from other private institutions were not available for comparison purposes.

"Service" goals fared slightly better on the IFI-OUM than on the IGI-Present.[1] Whereas the eight scales filled the last eight IGI ranks, on the IFI-OUM four climbed: from fourteenth to sixth (Vocational Preparation), from thirteenth to seventh (Meeting Local Needs), from fifteenth to tenth (Social Egalitarianism), and from seventeenth to twelfth (Public Service).

Analysis of Data Related to Goal Congruence

The key problem of this study was to determine the degree to which institutional goal intentions and goal practices were congruent. Congruence was defined as the degree to

[1] See supra., p. 108.

which perceived goal intentions (IGI-Present scale means) and perceived goal practices (IFI-OUM scale means) were correlated. In this section, data is presented which relates to the following central hypothesis stated in null form:

> H_3 There is no practically significant relationship between institutional intention and practice on each of the twenty goal areas as measured by the correlation coefficient of the paired IGI-Present and IFI-OUM individual mean scores.

The analysis of the data related to this hypothesis was expected to provide answers to these questions:

(1) On which scales is goal intention confirmed or not confirmed by goal practice?

(2) Which goals are of high, medium, or low congruence?

(3) Which goals receive more emphasis in practice than was intended?

(4) Which goals receive more emphasis in intention than in practice?

Additional findings related to congruence should provide answers to these questions:

(1) Is goal congruence viewed differently for outcome and support goals?

(2) Do students and non-students perceive congruence differently?

A simple correlation matrix with item deletion was computed on the entire sample to determine the relationship between intention and practice on each of the twenty parallel scales of the IGI-Present and the IFI-OUM. Results are given in Table XIX.

TABLE XIX

CORRELATION COEFFICIENTS (PEARSON r AND ETA) AND COEFFICIENTS OF DETERMINATION FOR PARALLEL IGI-PRESENT AND IFI-OUM SCALES

(Ranked by Magnitude of Eta)

Scale	Pearson r	Eta (η)	Coeffic. of Deter. (η^2)
Democratic Governance[c]	.684	.710[b]	.504
*Innovation[c]	.591	.610[b]	.372
*Community[c]	.595	.597[b]	.356
*Meeting Local Needs	.554	.560[b]	.314
Academic Development	.540	.553[b]	.306
*Vocational Preparation	.516	.540[b]	.292
Intel./Esthetic Environment[c]	.516	.538[b]	.289
Social Egalitarianism	.438	.527[b]	.278
Freedom[c]	.514	.524[b]	.274
*Off-Campus Learning[c]	.441	.501[b]	.251
Intellectual Orientation	.472	.479	.229
*Accountability/Efficiency[c]	.464	.471	.222
*Research	.450	.457	.209
Social-Criticism/Activism	.431	.448	.201
Humanism/Altruism	.368	.392	.154
Public Service	.360	.385	.148
*Advanced Training	.368	.380	.144
Traditional Religiousness	.329	.361	.130
Individual Personal Develop.	.268	.349	.122
Cultural/Esthetic Awareness	.261	.285	.081

*n = 89, n = 168 for all other scales.

[a]All coefficients statistically significant at .01 level. For n = 89, η of 2.67 required; for n = 168, η of 2.08 required.

[b]If η^2 = .25 or over, coefficient judged to be practically significant.

[c]Average eta for seven support goals = .564; average eta for outcome goals = .440.

To test for curvilinearity of relationship between the two variables, which is recommended by most statisticians in interpreting correlational data, polynomial regression was performed on the paired data. Nonlinearity was discovered on some scales. The measure of eta (η) was computed a posteriori on each of the twenty scales, and on ten scales Pearson r underestimated the correlation by at least .02. Thus it was determined that eta would be a much more reliable measure of correlation coefficient for this distribution. The two scales of Social Egalitarianism and Individual Personal Development were underestimated by r .089 and .081 respectively. Table XIX shows the estimates of Pearson r and of eta in descending order of size of eta. The third column lists the Coefficient of Determination (η^2), which is a more accurate measure than eta of the strength of relationship between two coefficients. For example, the η^2 of .504 for Democratic Governance is approximately twice as strong a relationship as .251 for Off-Campus Learning, and means that only 50.4 per cent of the time the variance of Democratic Governance as a goal intention can be explained by the variance of Democratic Governance as a goal practice.

All measures of η were found to be statistically significant, but on large samples where the level required for significance was low, that level may be meaningless. Thus a practical significance level for η of .50 (or η^2 of .25) was set to test the third null hypothesis. For ten scales, η was .50 or over (see Table XIX), and the null hypothesis was rejected. They were: Democratic Governance, Innovation, Community, Meeting Local Needs,

Academic Development, Vocational Preparation, Intellectual/ Esthetic Environment, Social Egalitarianism, Freedom, and Off-Campus Learning. Those scales were congruent: goal intention was found to be confirmed by practice. On the remaining scales η was under .50, and thus the null hypothesis was accepted. Goal intention was not confirmed in practice; the scales were said to be non-congruent, or dissonant. Those ten scales with a non-significant intention-practice relationship were: Intellectual Orientation, Accountability/Efficiency, Research, Social Criticism/Activism, Humanism/Altruism, Public Service, Advanced Training, Traditional Religiousness, Individual Personal Development, and Cultural/Esthetic Awareness.

Of those ten scales with a non-significant intention-practice relationship, six were scales in which significant difference on either goal intention or goal practice had been found across groups on the ANOVA F Tests. They were Research, Social Criticism/Activism, Advanced Training, Public Service, Individual Personal Development, and Cultural/Esthetic Awareness. Apparently group concensus on intention or practice contributes to goal congruence; and non-concensus adds to goal dissonance. The exception was Democratic Governance with the highest coefficient of .710, for which intergroup disagreement was found on institutional practices. (On goal intention, Democratic Governance just missed showing significant difference at .055.) However, an inspection of the polynomial regression plot for that scale (see Figure 2) reveals a high positive correlation, meaning that even though there were significant differences across

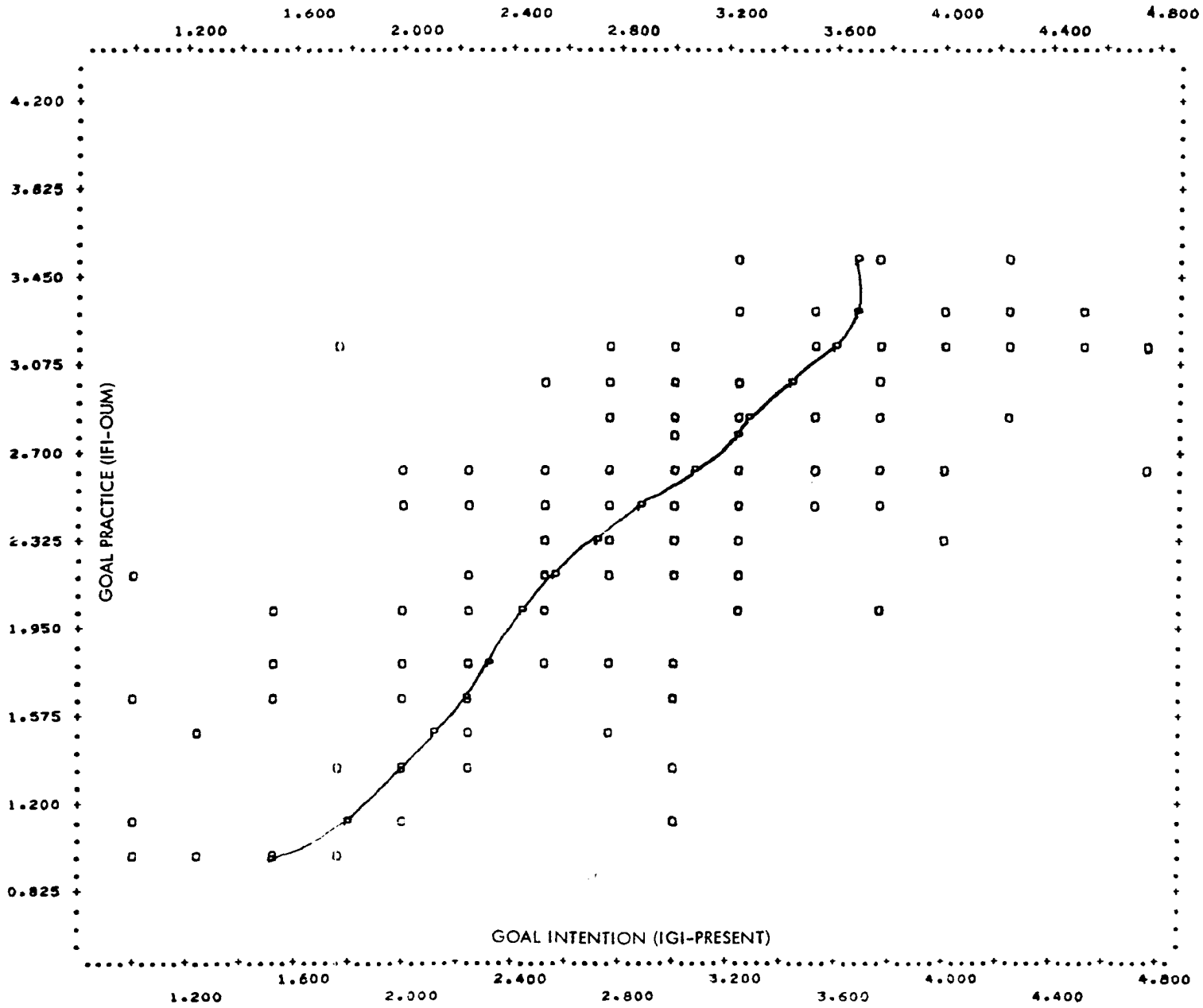

Fig. 2 - Polynomial regression plot of observed and predicted values for Democratic Governance scale.

groups on goal practice (and near significant differences on intention), respondents tended to rate goal and practice similarly: if one rated intention low, he was also likely to rate practice low; if he rated intention high he tended to rate practice high. (This illustrates the essential nature of correlation: in a perfect 1.00 correlation, as one variable changes, the other variable changes in the same direction.)

But a second stage of analysis was necessary in the practical interpretation of congruence. Some goals are more important than others. On lowly-rated institutional goals, low congruence (or dissonance) may be of small consequence. But on goals of higher importance, dissonance may be very serious.

The Goal Congruence Matrix (see Figure 3) categorizes each of the twenty goal areas into a cell that describes graphically the intention-practice relationship in terms of magnitude of goal intention. The goals were grouped vertically into dimensions of low intention, medium intention, and high intention based on size of IGI-Present grand means. Goals were also categorized horizontally into congruence and dissonance dimensions, based on $\hat{\eta}^2$ measures shown in Table XIX.

Some caution must be exercised in interpreting the matrix, because in some cases the gap between categories may be relatively small. For example, Community is high in intention with a mean of 3.212; Individual Personal Development is medium in intention with a mean of 3.197.

The twenty institutional goals were broken into two major categories:

	Low Intention	Medium Intention	High Intention
Goal Congruence	Off-Campus Learning (.251) 1	Demo. Gov. (.504) Innovation (.372) Mtg. Local Needs (.314) Voca. Prep. (.292) Social. Egal. (.298) Freedom (.274) 2	Community (.356) Acad. Devel. (.306) Intellectual/ Esth. Env. (.289) 3
Goal Dissonance	Research (.209) Public Service (.148) Advanced Training (.144) 4	Social Criticism/ Activism (.201) Humanism/ Altruism (.154) Ind. Personal Development (.122) 5	Intellectual Orientation (.229) Account./ Efficiency (.222) Trad. Relig. (.130) Cult./Esth. Awareness (.081) 6

Fig. 3.--Goal Congruence Matrix. Low intention = IGI-Present grand mean of below 2.34; medium intention = 2.534 to 3.209; high intention = 3.210 and up. Goal congruence = η^2 of .250 and up; goal dissonance = η^2 below .250. η^2 for each goal area shown in parentheses.

Congruent goals: These were the ten goals on which intention had been confirmed in practice. Three high goal intentions which were confirmed in practice and which could be said to be goals of high importance to the institution were Community, Academic Development, and Intellectual/Esthetic Environment. Six medium goal intentions were confirmed as goals of medium importance: Democratic Governance, Innovation, Meeting Local Needs,

Vocational Preparation, Social Egalitarianism, and Freedom. One low goal intention, Off-Campus Learning, was confirmed as a goal of low importance.

Dissonant goals: Ten goal intention areas (with η^2 below .250) were not confirmed in practice. Four goal intentions which groups within the institution said were of high importance but which were not confirmed in practice were Intellectual Orientation, Accountability/Efficiency, Traditional Religiousness, and Cultural/Esthetic Awareness. On those goals intention exceeded practice, and serious questions can be raised that they are real goals of the institution. Three medium goal intention areas which registered goal dissonance were Social Criticism/Activism, Humanism/Altruism, and Individual Personal Development. Three low goal intention areas were Research, Public Service, and Advanced Training. On the latter two, practice exceeded intention, and the goals were more important than people realized. On Research, however, intention exceeded practice.

From a practical standpoint, the critical goals are the four in cell six in Figure 1, and secondarily in cell five. These goals will be discussed in Chapter V, but two require mention here because of the intricacies of interpretation of the correlation coefficient. It is not surprising that Cultural/Esthetic Awareness had the lowest η^2, in view of the fact that the scale was the fourth highest goal intention, but the fourth lowest goal practice. But it is surprising that Traditional Religiousness, ranked second as a goal intention, and first as a goal

practice, ranked eighteenth in correlation coefficient; or that Individual Personal Development was ranked eighth in intention, fourth in practice, but nineteenth in correlation. But a strictly linear interpretation of correlation can lead to misinterpretation.[1] Apparently many subjects viewed intention and practice discrepantly on these scales: they saw the institution pursuing the goal, but at the same time viewed it doing little to reach the goal; or they tended to feel small importance was attached to the goal, but high emphasis was given to the goal in practice.

Additional Findings Related to Goal Congruence

It is interesting that support goals have a higher correlation on intention-practice than outcome goals. (See Table XIX.) Eta averaged .563 for support goals, and .440 for outcome goals. Although there was no evidence that the sample gave higher mean scores to support goals on either the IGI-Present or the IFI-OUM, all seven support goals ranked in the top twelve correlations, and the three most congruent goals--Democratic Governance, Innovation and Community--were support goals.

Another noteworthy comparison was between student and faculty-administrator correlations. (See Table XX.) Separate correlation programs were run on these two groups on the twelve scales which both groups completed on both instruments. On ten of twelve scales (Traditional Religiousness and Individual Personal Development excepted) students received a lower average of eta (.423)

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[1]See supra., p. 94.

TABLE XX

COMPARISON OF CORRELATION COEFFICIENTS BETWEEN STUDENTS AND FACULTY-ADMINISTRATORS ON TWELVE PARALLEL IGI-PRESENT AND IFI-OUM SCALES

Scale	Students[a] Eta (η)	Fac.-Adm.[b] Eta (η)	Total[c] Eta (η)
Democratic Governance	.650	.733	.710
Academic Development	.546	.582	.553
Intellec./Esthetic Environment	.432	.645	.538
Social Egalitarianism	.504	.611	.527
Freedom	.538	.564	.514
Intellectual Orientation	.445	.519	.479
Social Criticism/Activism	.397	.468	.448
Humanism/Altruism	.336	.518	.392
Public Service	.284	.463	.385
Traditional Religiousness	.437	.291	.361
Individual Personal Development	.353	.323	.349
Cultural/Esthetic Awareness	.152	.393	.285

[a]Lower division and upper division students combined; n = 79.

[b]Junior faculty, senior faculty and administrators combined; n = 89.

[c]All five groups; n = 168.

than faculty-administrators (.509). Students, then, saw goal intention matching practice to a lesser degree than did faculty and administrators. As stated earlier, perhaps students had a less clear idea of how the institution was functioning, and thus ambiguity showed up in a lower congruence figure.

Summary

This chapter presented data related specifically to the testing of the three null hypotheses. Additional explanatory

findings related to each hypothesis were also presented.

All three null hypotheses were rejected. Hypothesis one was found significant at the .001 level of confidence. There was a significant difference among the five groups across all scales in perceptions of goal intention importance. Only four of twenty scales, however, were found to have significant difference, and within those scales most of the difference was between student and non-student groups.

Hypothesis two was also found significant at the .001 level. Overall, the groups differed significantly in their perceptions of goal practices. Significant difference was found in only three scales, and those differences were primarily between students and non-students.

Hypothesis three, relating to goal intention-practice congruence, was found significant for ten of the twenty goal areas. Thus for half of the scales, the hypothesis was rejected and the scales were said to be congruent. On ten other scales, the hypothesis was accepted, and the goal areas were said to be dissonant. A goal congruence matrix was constructed to take into account magnitude of goal intention in determining the seriousness of dissonance on specific goals.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Four theoretical assumptions which underlay this investigation of the relationship between institutional goal intentions and goal practices were: (1) organizations are purposive; (2) institutional goals are dynamic and changing; (3) organizations serve multiple goals; and (4) organizational goals may be defined by intentions and practices. The latter was the central assumption.

The specific problem for the study was: What are the relationships between the perceived importance of institutional goal intentions and the perceived emphasis given institutional practices in a private four-year college? Subproblems were: Do groups in the institution share concensus in their perceptions of goal intentions? Do groups in the institution share concensus in their perceptions of goal practices?

To investigate these problems, the following testable null hypotheses were postulated:

H_1 There is no significant difference in perceived importance given twenty institutional goal intention areas between and among junior faculty, senior faculty, lower division

students, upper division students, and administrators, as measured by the IGI-Present scale mean scores.

H_2 There is no significant difference in perceived emphasis given twenty institutional goal practice areas between and among junior faculty, senior faculty, lower division students, upper division students, and administrators, as measured by the IFI-OUM scale mean scores.

H_3 There is no practically significant relationship between institutional intention and practice on each of the twenty goal areas, as measured by the correlation coefficient of the paired IGI-Present and IFI-OUM individual mean scores.

Instruments were the Institutional Goals Inventory of Educational Testing Service and a modified version of the Institutional Functioning Inventory of ETS. The sample included thirty-five junior faculty, twenty-seven senior faculty, thirty-nine lower division students, forty upper division students, and twenty-seven administrators in a private four-year college.

Both hypothesis one and hypothesis two were tested by the multivariate and univariate analyses of variance and the Scheffé multiple comparisons test. Hypothesis three was tested by computing the correlation coefficient (eta) on the parallel goal intention (IGI-Present) and goal practice (IFI-OUM) means, and by a Goal Congruence Matrix.

Additional analyses of findings dealt with these questions: "Do groups in the sample perceive goal intentions differently than similar groups in other private institutions?" "Do groups perceive outcome and support goal intentions (or practices) differently?" "Do status groups perceive goal intentions (or practices) differently?"

Hypothesis one relating to concensus on goal intention was found significant at the .001 level, meaning that there was significant variance on goal intentions among and between junior faculty, senior faculty, lower division students, upper division students, and administrators. The univariate ANOVA was utilized to test on which scales there was variance. Of the twenty scales, four were found to have significant difference, with .05 being the level of rejection: Individual Personal Development, Cultural/Esthetic Awareness, Advanced Training, and Research. Using the Scheffé test and a confidence level of .10, twelve pairs of group means in the four scales were found to be significantly different. All twelve differences were between students and non-students.

Additional findings related to hypothesis one were: (1) although no significant difference was found based on status (junior faculty versus senior faculty; lower division students versus upper division students), junior faculty gave lower intention ratings than senior faculty on sixteen of twenty goal areas; (2) the five groups tended to rate support goal intentions and outcome goal intentions similarly; (3) groups in the sample tended to rate goal intentions higher than similar

groups in other private institutions; sample and comparison groups in private institutions perceived support goals similarly, but outcome goals were of higher importance to sample groups; and (4) eight service goals ranked thirteenth through twentieth in goal intentions, while nine goals dealing with the personal, academic, and cultural development of the individual student ranked in the top twelve.

Hypothesis two relating to concensus among five groups on goal practices was found significant at the .001 level. Significant difference was found on goal practices. The univariate analysis of variance revealed seventeen scales with no significant difference among the five groups. For three scales--Public Service, Social Criticism/Activism, and Democratic Governance--the hypothesis was rejected. The Scheffé test results identified in those three scales six pairs of means that varied, five of which involved student-non-student differences.

Additional findings related to hypothesis two were: (1) junior faculty evaluated goal practices at a lower level than senior faculty on nineteen of twenty scales; (2) the five groups perceived support and outcome goal practices similarly; and (3) eight service goals tended to rank higher in practice than in intention.

Hypothesis three dealt with the practical significance of relationship between institutional goal intention and practice variables. For ten of the goal areas, the null hypothesis was rejected, and a significant relationship between intention and practice was found (eta of .50 or more). Those ten goal

areas where intention and practice were congruent were: Democratic Governance, Innovation, Community, Meeting Local Needs, Academic Development, Vocational Preparation, Intellectual/ Esthetic Environment, Social Egalitarianism, Freedom, and Off-Campus Learning.

On ten of the goal areas, the hypotheses was accepted, and those goals were found to be dissonant--intention was not confirmed in practice. They were: Intellectual Orientation, Accountability/Efficiency, Research, Social Criticism/Activism, Humanism/Altruism, Public Service, Advanced Training, Traditional Religiousness, Individual Personal Development, and Cultural/Esthetic Awareness.

A Goal Congruence Matrix was constructed to differentiate between high, medium,and low intention goals in relation to congruence-dissonance. The most critical goal areas were four high intention, dissonant goals: Intellectual Orientation, Accountability/Efficiency, Traditional Religiousness, and Cultural/ Esthetic Awareness. These goals were said to be of high importance but were not confirmed in practice. Three medium intention, dissonant goals were: Social/Criticism Activism, Humanism/ Altruism, and Individual Personal Development. Three low intention, dissonant goals were Research, Public Service, and Advanced Training.

Additional findings related to congruence were that support goal intentions were more highly correlated with practice than outcome goals; and students perceived goal intentions to be less correlated with practice than non-students on ten of twelve scales.

Conclusions

1. This study lends support to the theoretical notion of Etzioni, Buck, and Perrow that institutional goal must be defined jointly by intention and practice, and that consideration of goal intentions alone--which has been the thrust of most college and university goal research--has serious possibilities for error. The researcher found that even in an institution in which high concensus existed on both goal intentions and goal practices, dissonance was present on ten of twenty goals. (The usefulness of comparing intention and practice in goal definition would seem to have even greater value in more heterogeneous types of institutions.)

2. In this research effort a new methodology for measuring intention and practice and comparing them as a means of determining real goals has been tested in one private college. Although many organizational theorists and researchers had advocated consideration of both variables in goal definition, in practice no systematic methods to effect such comparisons had emerged in higher education. This study has demonstrated that in one organization, it is useful in practice to examine goal intention and practice.

3. The study tended to confirm the findings of the California study and the Danforth study that in private institutions internal agreement existed on most goal intention areas. High concensus was also found on most goal practice areas. On sixteen of twenty goal intention areas and on seventeen of twenty goal practice areas the five groups of participants in

the institution were in agreement. Such high concensus may be a function of the selection process for all on-campus groups, as Gross and Grambsch surmised. Students, faculty, and administrators will tend to select a college or university with whose goals they agree.

4. This study implied that the number of areas on which there is concensus or lack of it may not be nearly as important to the institution as on which goal areas there is concensus or lack of concensus. Concensus was not found on four goal intention and three goal practice areas. Two of the significantly different goal intention scales were areas vital to the church-related liberal arts institution: Individual Personal Development and Cultural/Esthetic Awareness. Differences on the goal areas of Advanced Training and Research were not as crucial because they were rated of low intention. Lack of concensus was found on three goal practice areas: Public Service, Social Criticism/Activism, and Democratic Governance. Of the seven varying goal areas (four intention and three practice scales), six were discovered to have goal dissonance. Democratic Governance was the exception.

5. This investigation supported the findings of Gross and Grambsch and others that faculty members and administrators view goal intentions similarly. Most of the significant differences were between students and non-students. Of twelve significant differences on four scales between groups, all involved student-non-student differences. Faculty and

administrators also saw institutional practices much the same. Five of the six significant differences found on three practices scales involved student-non-student difference. (On Social Criticism/Activism, junior faculty differed significantly from administrators.)

6. This study found that status is not significantly related to goal intention or goal practice. Although junior faculty mean scores ran consistently lower than senior faculty mean scores on both practices and intentions, on no scale was variance between the two groups significant. On the other status comparison, lower division students and upper division students agreed without significant difference on all twenty practice areas. Only on one goal intention area--Cultural/Esthetic Awareness--did the two groups differ, when lower division students rated the goal intention significantly higher than a combination of upper division students and administrators.

7. This study implied that outcome goal intentions and support goal intentions are perceived similarly; outcome and support goal practices are also perceived alike. Results did not support the findings of the California study that groups in private institutions give greater estimates of importance to support goal intentions than to outcome goal intentions.

8. This research indicated that private colleges tend to give low priority to service goal intentions and high priority to student development goal intentions. Eight service goals ranked thirteenth through twentieth in goal intention, while student development goals took nine of the first twelve positions. This finding

was consistent with the results of the Danforth study and of the Nash investigation. However, in goal practice, four of the service goals moved up markedly in the rankings: Meeting Local Needs, from thirteenth to seventh; Vocational Preparation, from fourteenth to sixth; Social Egalitarianism, from fifteenth to tenth; and Public Service, from seventeenth to twelfth. Martin concluded that administrators and faculty at service institutions aspired to goals akin to their colleagues at the "elitist" universities, and that "at the level of intention rather than practice, academics are the same."[1] This finding gives weight to the reverse of Martin's statement: at this institution at the level of practice rather than intention, goal priorities may resemble those of service institutions. It may be that service goals and student development goals are important variables in understanding the differences in goal structures between public and private colleges and universities.[2]

9. This study found ten goal areas to be congruent--intention was somewhat in harmony with practice. The institution was doing what its significant participants said it was aiming to do. Three of those were high intention goals: Community, Academic Development, and Intellectual/Esthetic Environment. Not only did the people in the institution feel the goals were of high importance, but practices confirmed them as real goals of the institution. Six of the congruent goals were of medium

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[1]Martin, Conformity: Standards and Change in Higher Education, p. 225.

[2]Gross and Grambsch found student development goals received low emphasis in universities.

intention. They were: Democratic Governance,[1] Innovation, Meeting Local Needs, Vocational Preparation, Social Egalitarianism, and Freedom. One goal--Off-Campus Learning--was a low intention goal whose low importance had been confirmed in practice.

10. This study identified ten goals[2] as being dissonant--intention was not confirmed in practice. The practical meaning of goal dissonance was that individuals in the sample did not tend to view intention and practice similarly. The two variables did not vary concomitantly; thus disagreement existed among the groups concerning that goal. These are the goals that need the attention of administrators and other leaders.

Significant difference between groups had already been indicated on six of the goals (Cultural/Esthetic Awareness, Social Criticism/Activism, Individual Personal Development, Research, Public Service, and Advanced Training), which variance undoubtedly contributed to the dissonance but which may or may not have accounted for a sizeable portion of it.

Low intention dissonant goals were Research, Public Service, and Advanced Training. Practice exceeded intention on the latter two. Although members said the goals were of low importance, practice revealed the goals to be of some higher importance. Research was ranked eighteenth in goal intention,

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[1]Of the ten congruent goal areas, Democratic Governance was the only one in which variance between groups had been discovered. For an explanation of how a scale with such variance could be congruent, see supra., pp. 120-122.

[2]See Appendix B for description of each goal area.

but twentieth and a very low mean of 1.59 as a practice. Dissonance on low intention goals is not usually as critical as on medium and high intention levels.

Three medium intention, dissonant goals were Social Criticism/Activism, Humanism/Altruism, and Individual Personal Development.

Social/Criticism Activism implies that the university should be an advocate or an instrument for social change. Junior faculty felt that the institution was giving significantly lower emphasis in practice to this goal than did the other four groups, especially lower division students and administrators. This difference may indicate a source of potential conflict, and supports the 1973 warning of the Carnegie Commission of a coming conflict on campuses over the politicization of the colleges and universities.

Humanism/Altruism as a goal area reflects the belief that a college education should somehow make students better people--more decent, tolerant, responsible, and humane. R. Peterson conjectured that to some extent the more "modern" concept of religiousness was assessed by this goal area. Non-students saw the goal intention being emphasized in practice almost two and one-half times greater than students. All five on-campus groups saw its preferred rank as being slightly higher than Traditional Religiousness.

Individual Personal Development has to do with the identification by students of personal goals and development of means for achieving them; and enhancement of a sense of

self-worth and self confidence, self-understanding, and a capacity for open and trusting interpersonal relationships. As a preferred goal, Individual Personal Development ranked number one with a mean of 4.273. But on present importance, the goal intention ranked eighth with a mean of 3.197. The significant difference uncovered by the Scheffé test was between senior faculty and students. The latter saw the institution viewing their own personal development as being of lesser importance as a goal than did senior faculty.

The most critical dissonance problems, however, were those of high intention, dissonant goals: Intellectual Orientation, Accountability/Efficiency, Traditional Religiousness, and Cultural/Esthetic Awareness. They ranked third, fifth, second, and fourth as goal intentions, but all below .50 in correlation coefficient. Intention exceeded practice. Participants gave high value to the present importance of each goal, but did not see practice significantly related to intention. Thus there is reason to question whether these are indeed high importance goals, and they probably need the attention of administrative and faculty leadership.

Intellectual Orientation, which has to do with institutional commitment to scholarship, learning, and inquiry, is a goal just below the .50 borderline. In fact the correlation coefficient on this goal with students omitted is .519, making it congruent rather than dissonant. Intellectual Orientation, which ranked third in intention, eleventh in practice (and second as a preferred goal), is on the borderline of being

confirmed in practice.

Accountability/Efficiency as a goal has grown out of the concern in higher education for responsibility in resource allocation and the desire for "solid results" in return for expenditures. Students were not involved in this correlation, which also falls just below .50 at .464. Although no significant differences in goal intention or goal practice were found among faculty and administrators, some participants did not see intention matching practice on this goal.

Cultural/Esthetic Awareness is a goal in which student-faculty differences have been noted. Not only did lower division students differ from faculty on the importance of the goal, but non-student groups saw intention correlating with practice at a higher level than did students. (See Table XX) For a goal to be fourth in intention, seventeenth in practice, and last in congruence implies serious dissonance.

Traditional Religiousness as a goal deserves special description here because of its number two rank in goal intention, its number one rank in practice, but its rank of eighteenth in congruence. As conceived in the IGI and the IFI-OUM, this goal is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental.[1] No significant differences were found among the five groups on perceived goal intention or practice. But there was a wider range of views (higher standard deviation) on the present and preferred importance of Traditional Religiousness than on any other goal. Internal

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[1]See Appendix B, p. 155.

disagreement was also seen in the contrast between student and non-student perceptions of congruence. Traditional Religiousness was one of only two goal areas on which the college's students rated congruence higher (.437) than faculty-administrators combined (.291). On the basis of coefficients of determination, it can be said that on this goal students saw the relationship between intention and practice to be over two times stronger than did non-students. Another indication of dissonance on this goal was the fact that while it ranked second in intention and first in practice, its position as a preferred goal was eleventh (upper division students ranked it seventeenth, lower division students and junior faculty eleventh, senior faculty tenth, administrators seventh, and trustees and ministers second). Wide discrepancy of opinion was found concerning the goal of Traditional Religiousness: apparently some individuals perceived the goal to be important in the institution but did not see the institution moving to reach the goal; while others who felt the goal was not important in the institution viewed the school moving to reach the goal. Thus the relationship (coefficient) was low. Perhaps the goal needed clarification; perhaps it was being imposed by the sponsoring denomination; at any rate, these findings point to a likely source of present and future conflict.

11. This study implied that congruence between goal intentions and goal practices is lower for students than for non-students. On ten of twelve possible scales, students saw their institution practicing to achieve the goals to a lesser

degree than did faculty and administrators. (See Table XX) This tended to confirm R. Peterson's findings in the California goals study that students have a less clear sense of priority on goals and perceive goals in less differentiated fashion than other groups. The high percentage of "I Don't Know" responses by students to some scales of the IFI-OUM[1] indicated that lack of knowledge[2] may be a factor in low student congruence.

12. This research implied that support goals are more likely to be congruent than outcome goals. Six of seven support goals (See Table XIX) were congruent; one support goal was dissonant. The average coefficient for seven support goals was .564; for thirteen outcome goals, the average eta was .440. There was less disagreement between groups on support goal intentions and practices than on outcome goal intentions and practices. Perhaps support goals are less ambiguous or are more openly emphasized and recognized than the less tangible outcome goals such as Individual Personal Development. (Whatever the reason, there should be concern when dissonance occurs on nine of thirteen outcome goals. Support goal congruence may be necessary for the survival of the institution, but outcome goal congruence is essential if the institution is to fulfill its most basic purposes.)

13. The study demonstrated that, although the IFI-OUM performed its work reasonably well in identifying practices related to goal areas, the instrument needs further refinement

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[1]See supra., pp. 45-46.

[2]See supra., p. 13.

and development. Test-retest results indicated three scales had uncertain reliability. The scoring pattern may have created some problems because it is divergent from the IGI. The high number of factual items on certain IFI-OUM scales may have forced responses too much to the extremes. The initial evidence for IFI-OUM validity was encouraging, but continued development is needed.

14. Finally, this study implied that the correlation coefficient eta is a more reliable measure of intention-practice relationship than the Pearson product-moment correlation coefficient. On half of the scales, Pearson r underestimated the coefficient by .02 or greater.

Recommendations for Further Research

1. Replicate this study in a number of private colleges to determine further how institutions of this type perceive goal intention, practice,and congruence, and to test the central assumption of this study that defining goal by intention and practice is useful.

2. Investigate within one institution the validity of perceptions on goal intention as measured by the IGI and goal practice as measured by the IFI-OUM by comparing those means with budget allocations, board and faculty actions, results of decision analysis, and other institutional data.

3. Study the problem, "Why do students view goal congruence lower than faculty-administrators?", and the subproblems: "Are students less reliable reporters of goal intentions and practices than faculty and administrators?" (Or on

some goals than others?)

4. This study found that student development goals were rated of higher importance than service goals. Further research should examine these types of goals as a means toward understanding the differences in goal structure between private and public colleges and universities.

5. This study implied that status is not related to goal intention or practice perception. Other variables, such as sex and discipline, should be tested to determine if they are related to goal intention or practice perception.

6. This study implied that investigation of the variables of intention and practice are useful in goal definition. A study of the same institution could correlate present and preferred goals as a measure of goal satisfaction; the goal satisfaction coefficients could be compared with the goal congruence coefficients from this study.

7. Further study is needed to examine the implication of this investigation that support goal intentions are likely to be more highly confirmed in practice than outcome goal intentions.

8. In a longnitudinal research effort, test the effect of a clearly articulated goal intention(s) on congruence.

9. Also longnitudinally, replicate this study in an institution to test for expected changes in goal congruence over time, in keeping with the theoretical assumption of this study that goals are changing and dynamic.

10. Administer the IGI and the IFI-OUM to on-campus

groups and to trustees, community people, and others and compare goal intention and practice perceptions between on- and off-campus respondents.

11. This study did not deal at all with sources of goals, yet the source of a goal may determine whether alteration of a goal is possible. A study of the sources of goals, particularly of dissonant goals, could be useful to goal research. Questions to be raised would be, "How did this goal originate?" "What continues to legitimate it?" "Is the goal an institutional or a super-institutional norm?"

APPENDICES

APPENDIX A. 1

LETTER TO FACULTY MEMBERS, ADMINISTRATORS, AND STUDENTS SEEKING THEIR PARTICIPATION IN STUDY OF INSTITUTIONAL GOALS AND PRACTICES

Oklahoma
Baptist
University

SHAWNEE, OKLAHOMA 74801

April 10, 1973

Dear Significant Participant at OBU:

As higher education becomes more complex, the professional literature suggests, decisions in colleges and universities will need increasingly to be based on the fullest and most accurate information available. It is the purpose of institutional research to provide such data.

One of our first broad attempts at institutional research will be a study of perceived institutional goals and practices at OBU. OBU's full-time faculty members and administrators, and a random sampling of 120 students, are being asked as Significant Participants in this institution to take part. Similar studies involving eight Oklahoma colleges and universities are being conducted, and the overall study has been endorsed by some of the nation's leading educational researchers.

President Tanner, Academic Vice President Neptune, Student Affairs Vice President Osborn and Faculty Chairman Bob Scrutchins join me in inviting you to contribute your perceptions to this research effort. We believe the results could be very helpful to our University community for future decision-making and planning.

About one hour of your valuable time will be required. Because of the small sample, the success of the project is dependent upon participation by each of the selected respondents. For the sake of validity, it is important that each participant follow directions carefully. Please complete the Institutional Functioning Inventory first, then the Institutional Goals Inventory. Both completed instruments should be returned within ten days by campus or other mail in the envelope provided (to protect anonymity of response).

If you have questions which are not covered in the instructions, please call me. Thank you for being a Significant Participant in educational research at OBU.

Sincerely,

Robert L. Lynn

Robert L. Lynn
Vice President for Administration
and Coordinator of Institutional Research

RLL:ch
Enclosures

APPENDIX A. 2

FOLLOWUP LETTER TO FACULTY MEMBERS AND ADMINISTRATORS

Oklahoma Baptist University

SHAWNEE, OKLAHOMA 74801

ROBERT L. LYNN
VICE PRESIDENT FOR ADMINISTRATION

April 19, 1973

Dear Significant Participant at OBU:

The responses are coming in for the OBU Institutional Research study on goals and practices. Because names are not called for on the instruments, we have no way of knowing whether you are one of those who have returned the completed instruments.

If you have answered, you have our gratitude. If you have not yet found time to do so, please know that your response is vitally important to the study. To be included, your response should be mailed within three days.

Thank you for taking the time to assist in this study which is important to the University community.

Sincerely,

Robert L. Lynn

Robert L. Lynn
Vice President for Administration
and Coordinator of Institutional
Research

RLL:ch

APPENDIX B

INSTRUMENTS:

INSTITUTIONAL GOALS INVENTORY

INSTITUTIONAL FUNCTIONING INVENTORY-
UNIVERSITY OF OKLAHOMA MODIFICATION

ITEMS GROUPED BY TWENTY PARALLEL GOAL AREAS

NINETY ITEMS OF THE INSTITUTIONAL GOALS INVENTORY AND ONE HUNDRED AND TWENTY ITEMS OF THE INSTITUTIONAL FUNCTIONING INVENTORY-- UNIVERSITY OF OKLAHOMA MODIFICATION GROUPED BY TWENTY PARALLEL AREAS

ACADEMIC DEVELOPMENT (1)

Description of Goal Area: This goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

IGI

1. to help students acquire depth of knowledge in at least one academic discipline...*

4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...

6. to prepare students for advanced academic work, *e.g., at a four-year college or* graduate or professional school...

9. to hold students throughout the institution to high standards of intellectual performance...

IFI-OUM

30. How best to communicate knowledge to undergraduates is not a question that seriously concerns a very large proportion of the faculty. (D-SD)**

33. Capable undergraduates are encouraged to collaborate with faculty on research projects or to carry out studies of their own. (SA-A)

36. Almost every degree program is constructed to enable the student to acquire a depth of knowledge in at least one academic discipline. (SA-A)

42. This institution takes pride in the percentage of graduates who go on to advanced study. (SA-A)

51. A 4.0 grade average brings to a student the highest recognition on this campus. (SA-A)

62. It is almost impossible for a student to graduate from this institution without a basic knowledge in the social sciences, natural sciences and humanities. (SA-A)

* Individual estimates present (Is) and preferred (Should Be) importance of goal statement on five-point scale: of no importance, of low importance, of medium importance, of high importance, or of extremely high importance.

**Some IFI-OUM items (55) require a choice among "Yes," or "No," or "Don't Know"; 65 statements call for a choice among "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." The keyed response is indicated in parenthesis.

***Special permission to use the IGI and to revise the IFI for this study was granted by Educational Testing Service, Princeton, New Jersey.

INTELLECTUAL ORIENTATION (2)

Description of Goal Area: This goal area relates to an attitude conducive to learning and intellectual work on the campus. Likewise, some conception of the scholarly, rational, analytical, inquiring mind has perhaps always been associated with the academy or university.

IGI

2. to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...

5. to increase the desire and ability of students to undertake self-directed learning...

7. to develop students' ability to synthesize knowledge from a variety of sources...

10. to instill in students a life-long commitment to learning...

IFI-OUM

31. Students who display traditional "scholar" behavior are held in low esteem in the campus community. (D-SD)

34. Undergraduate programs of instruction are designed to include demonstration of the methods of problem analysis. (SA-A)

37. A major expectation of faculty members is that they will help students to synthesize knowledge from many sources. (SA-A)

43. Student publications of high intellectual reputation exist on this campus. (SA-A)

52. Academic advisers generally favor that a meaningful portion of each degree program be allocated to individual study. (SA-A)

63. Programs for the adult (out-of-school) age student are primarily designed to treat his vocational needs. (D-SD)

INDIVIDUAL PERSONAL DEVELOPMENT (3)

Description of Goal Area: This goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.

IGI

3. to help students identify their own personal goals and develop means of achieving them...

8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...

11. to help students achieve deeper levels of self-understanding...

13. to help students be open, honest, and trusting in their relationships with others...

IFI-OUM

3. Regulations of student behavior are detailed and precise at this institution. (N)

9. Advisement (counseling) is offered students concerning personal as well as academic goals. (Y)

19. A testing-counseling program is available to students to help them to achieve self-understanding. (Y)

44. Professors get to know most students in their undergraduate classes quite well. (SA-A)

53. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns. (D-SD)

64. Formal organizations designed to provide special assistance to students are accorded favorable recognition by individual members of the faculty. (SA-A)

HUMANISM/ALTRUISM (4)

Description of Goal Area: This goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

IGI

14. to encourage students to become conscious of the important moral issues of our times...

17. to help students understand and respect people from diverse backgrounds and cultures...

20. to encourage students to become committed to working for world peace...

23. to encourage students to make concern about the welfare of all mankind a central part of their lives...

IFI- OUM

10. Successful efforts to raise funds or to perform voluntary service to relieve human need and suffering occur at least annually on this campus. (Y)

20. An organization exists on campus which has as its primary objective to work for world peace. (Y)

38. The important moral issues of the time are discussed seriously in classes and programs. (SA-A)

45. Foreign students are genuinely respected and are made to feel welcome on this campus. (SA-A)

54. When a student has a special problem, some of his peers usually are aware of and respond to his need. (SA-A)

65. Faculty members are more concerned with helping students to acquire knowledge and professional skills than they are in helping students to be better persons. (D-SD)

CULTURAL/ESTHETIC AWARENESS (5)

Description of Goal Area: This goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

IGI

15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...

18. to require students to complete some course work in the humanities or arts...

21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...

24. to acquaint students with forms of artistic or literary expression in non-Western countries...

IFI-OUM

1. There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed. (Y)

4. Foreign films are shown regularly on or near campus. (Y)

11. This institution attempts each year to sponsor a rich program of cultural events --lectures, concerts, plays, art exhibits, and the like. (Y)

12. At least one modern dance program has been presented in the past year. (Y)

21. At least one chamber music concert has been given within the past year. (Y)

28. At least one poetry reading, open to the campus community, has been given within the past year. (Y)

TRADITIONAL RELIGIOUSNESS (6)

Description of Goal Area: This goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental -- in short, traditional rather than "secular" or "modern".

IGI

16. to educate students in a particular religious heritage...

19. to help students become aware of the potentialities of a full-time religious vocation...

22. to develop students' ability to understand and defend a theological position...

25. to help students develop a dedication to serving God in everyday life...

IFI-OUM

5. Religious services are conducted regularly on campus involving a majority of the students. (Y)

13. Ministers are invited to the campus to speak and to counsel students about religious vocations. (Y)

22. The institution sponsors groups and programs which provide students opportunities to witness to others concerning their faith. (Y)

46. Religious diversity is encouraged at this institution. (D-SD)

55. Religious ideals of the institution's founding fathers are considered by most faculty members to be obsolete. (D-SD)

66. By example, the administration and faculty encourage students to dedicate their lives to God. (SA-A)

VOCATIONAL PREPARATION (7)

Description of Goal Area: This goal area means offering: specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

IGI

26. to provide opportunities for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing...

30. to develop educational programs geared to new and emerging career fields...

36. to provide retraining opportunities for individuals whose job skills have become out of date...

38. to assist students in deciding upon a vocational career...

IFI- OUM

74. Counseling services are available to adults in the local area seeking information about educational and occupational matters. (Y)

77. There is a job placement service through which local employers may hire students and graduates for full- or part-time work. (Y)

81. Some of the strongest and best-funded undergraduate academic departments are professional departments which prepare students for specific occupations, such as nursing, accounting, etc. (Y)

87. Courses or seminars are conducted in order that former students and others may be retrained or upgraded in their skills. (Y)

93. Counseling services are available to students to assist them in choosing a career. (Y)

114. The faculty is receptive to adding new courses geared to emerging career fields. (SA-A)

ADVANCED TRAINING (8)

Description of Goal Area: This goal area can be most readily understood simply as the availability of post-graduate education.

IGI

27. to develop what would generally be regarded as a strong and comprehensive graduate school ...

31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...

32. to offer graduate programs in such "newer" professions as engineering, education and social work...

41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...

IFI-OUM

82. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings. (Y)

88. New advanced degrees have been authorized and awarded within the last three years. (Y)

94. One or more non-traditional graduate departments (or centers) has been established within the last five years. (Y)

105. More recognition is regularly accorded faculty members for research grants received than for service grants. (SA-A)

109. The graduates of such professional colleges as the Colleges of Law and Medicine at this institution are recognized by the public as strong practitioners. (SA-A)

115. Undergraduates interested in study beyond the B.A. level receive little or no formal encouragement from the faculty or staff. (D-SD)

RESEARCH (9)

Description of Goal Area: This goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

IGI

28. to perform contract research for government, business, or industry...

34. to conduct basic research in the natural sciences...

35. to conduct basic research in the social sciences...

37. to contribute, through research, to the general advancement of knowledge...

IFI- OUM

75. Quite a number of faculty members have had books published in the past two or three years. (Y)

78. There are a number of research professors on campus i.e., faculty members whose appointments primarily entail research rather than teaching. (Y)

83. The average teaching load in most departments is eight credit hours or fewer. (Y)

89. Faculty promotions generally are based primarily on scholarly publication. (Y)

95. In general, the governing board is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose. (Y)

116. Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions. (D-SD)

MEETING LOCAL NEEDS (10)

Description of Goal Area: This goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

IGI

29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...

33. to serve as a cultural center in the community served by the campus...

39. to provide trained manpower for local-area business, industry, and government...

40. to facilitate involvement of students in neighborhood and community-service activities...

IFI- OUM

73. This institution operates an adult education program, e.g., evening courses open to local area residents. (Y)

76. Courses are offered through which local area residents may be retrained or upgraded in their job skills. (Y)

79. Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums, and the like. (Y)

84. There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services. (Y)

90. Courses dealing with artistic expression or appreciation are available to all adults in the local area. (Y)

96. Attention is given to maintaining fairly close relationships with businesses and industries in the local area. (Y)

PUBLIC SERVICE (11)

Description of Goal Area: This goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

IGI

44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...

47. to work with governmental agencies in designing new social and environmental programs...

50. to focus resources of the institution on the solution of major social and environmental problems...

51. to be responsive to regional and national priorities when considering new educational programs for the institution...

IFI- OUM

2. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty, etc. (Y)

6. A number of professors have been involved in the past few years with economic planning at either the national, regional, or state level. (Y)

14. Professors from this institution have been actively involved in framing state or federal legislation in the areas of health, education, or welfare. (Y)

23. A number of faculty members or administrators from this institution have gone to Washington to participate in planning and operating various federal programs. (Y)

56. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters. (SA-A)

67. Administrators and faculty have in the past three years been responsive to regional and national priorities in planning educational programs. (SA-A)

SOCIAL EGALITARIANISM (12)

Description of Goal Area: This goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

IGI

42. to provide educational experiences relevant to the evolving interests of women in America...

45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...

48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...

52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...

IFI-OUM

7. There are provisions by which some number of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements. (Y)

15. A concerted effort is made to attract students of diverse ethnic and social backgrounds. (Y)

24. One of the methods used to influence the flavor of the college is to try to select students with fairly similar personality traits. (N)

57. Compared with most other colleges, fewer minority groups are represented on this campus. (D-SD)

29. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations. (Y)

68. There are no courses or programs for students with educational deficiences, i.e., remedial work. (D-SD)

SOCIAL CRITICISM/ACTIVISM (13)

Description of Goal Area: This goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

IGI

43. to provide critical evaluations of prevailing practices and values in American society...

46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...

49. to help students learn how to bring about change in American society...

53. to be engaged, as an institution, in working for basic changes in American society...

IFI-OUM

16. Quite a number of students are associated with organizations that actively seek to reform society in one way or another.(Y)

25. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life. (Y)

39. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in American society. (SA-A)

47. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators. (SA-A)

58. The notion of colleges and universities assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus. (D-SD)

69. The governing board does not consider active engagement in resolving major social ills to be an appropriate institutional function. (D-SD)

FREEDOM (14)

Description of Goal Area: This goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles.

IGI

54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...

57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...

60. to place no restrictions on off-campus political activities by faculty or students...

63. to protect the right of faculty members to present unpopular or controversial ideas in classroom...

IFI- OUM

17. There are no written regulations regarding student dress. (Y)

26. The institution imposes certain restrictions on off-campus political activities by faculty members. (N)

41. Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be, allowed to organize chapters on this campus. (D-SD)

49. Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students. (D-SD)

60. Faculty members feel free to express radical political beliefs in their classrooms. (SA-A)

71. The governing body (e.g., Board of Trustees) strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose. (SA-A)

DEMOCRATIC GOVERNANCE (15)

Description of Goal Area: This goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

IGI

55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...

58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...

61. to decentralize decision making on the campus to the greatest extent possible...

64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...

IFI- OUM

32. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status. (SA-A)

35. Power here tends to be widely dispersed rather than tightly held. (SA-A)

40. Serious consideration is given to student opinion when policy decisions affecting students are made. (SA-A)

48. Governance of this institution is clearly in the hands of the administration. (D-SD)

59. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected. (SA-A)

70. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance. (SA-A)

COMMUNITY (16)

Description of Goal Area: This goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

IGI

56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...

59. to maintain a climate in which communication throughout the organizational structure is open and candid...

62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...

65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...

IFI- OUM

99. Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions. (SA-A)

101. Generally speaking, top-level administrators are providing effective educational leadership. (SA-A)

103. Generally speaking, communication between the faculty and the administration is poor. (D-SD)

106. Staff infighting, backbiting, and the like seem to be more the rule than the exception. (D-SD)

110. Although they may criticize certain practices, most faculty seem to be very loyal to the institution. (SA-A)

117. There is a strong sense of community, a feeling of shared interests and purposes, on this campus. (SA-A)

INTELLECTUAL/ESTHETIC ENVIRONMENT (17)

Description of Goal Area: This goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

IGI

66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...

69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...

73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...

76. to create an institution known widely as an intellectually exciting and stimulating place...

IFI-OUM

8. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups. (Y)

18. Students publish a literary magazine. (Y)

27. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics. (Y)

50. Little money is generally available for inviting outstanding people to give public lectures. (D-SD)

61. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more customary tasks of student newspapers). (SA-A)

72. Many opportunities exist outside the classroom for intellectual and esthetic self-expression on the part of students. (SA-A)

INNOVATION (18)

Description of Goal Area: This goal area is defined as a climate in which continuous innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

IGI

67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...

70. to experiment with different methods of evaluating and grading student performance...

74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...

77. to create procedures by which curricular or instructional innovations may be readily initiated...

IFI-OUM

100. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice. (D-SD)

102. There is a general willingness here to experiment with innovations that have shown promise at other institutions. (SA-A)

104. High ranking administrators or department chairmen generally encourage professors to experiment with new courses and teaching methods. (SA-A)

107. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising. (SA-A)

111. In my experience it has not been easy for new ideas about educational practice to receive a hearing. (D-SD)

118. This institution has experimented with new approaches to either individualized instruction or evaluation of student performance. (SA-A)

OFF-CAMPUS LEARNING (19)

Description of Goal Area: This goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

IGI

68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...

72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...

75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...

78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...

IFI-OUM

80. Credit for numerous courses can be earned now solely on the basis of performance on an examination. (Y)

85. A plan exists at this institution whereby a student may be awarded a degree based primarily on supervised study off campus. (Y)

112. A graduate is usually considered by faculty to be better educated if all of his credit hours were earned at this institution, than if he had studied on several campuses in qualifying for his degree. (D-SD)

91. Several arrangements exist by which students may enroll for credit in short terms away from the campus in travel, work-study, VISTA-type work, etc. (Y)

119. Off-campus learning experiences of various types are considered as valuable, or more valuable, to the student's education, as regular courses. (SA-A)

97. Every student is encouraged to include some study abroad in his educational program. (Y)

ACCOUNTABILITY/EFFICIENCY (20)

Description of Goal Area: This goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.

IGI

79. to apply cost criteria in deciding among alternative academic and non-academic programs...

81. to regularly provide evidence that the institution is actually achieving its stated goals...

83. to be concerned about the efficiency with which college operations are conducted...

87. to be accountable to funding sources for the effectiveness of college programs...

IFI-OUM

86. One or more individuals are presently engaged in long-range financial planning for the total institution. (Y)

92. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted. (Y)

98. Planning at this institution is continuous rather than one-shot or completely nonexistent. (Y)

108. Laying plans for the future of the institution is a high priority activity for many senior administrators. (SA-A)

113. Seldom do faculty members prepare formal evaluations of institutional goal achievement. (D-SD)

120. The approval of proposals for new instructional programs is regularly dependent on an estimate of potential efficiency. (SA-A)

MISCELLANEOUS

IGI

12. to ensure that students who graduate have achieved some level of reading, writing, ond mathematics competency...

71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...

80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...

82. to carry on a broad and vigorous program of extracurricular activities and events for students...

84. to be organized for continuous short-, medium-, and long-range planning for the total institution...

85. to include local citizens in planning college programs that will affect the local community.

86. to excel in intercollegiate athletic competition...

88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...

89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...

90. to achieve consensus among people on the campus about the goals of the institution...

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