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GRADUATE COLLEGE

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IN SAUDI ARABIA

A DISSERTATION
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A STUDY OF COLLEGE AND UNIVERSITY GOALS
IN SAUDI ARABIA

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A STUDY OF COLLEGE AND UNIVERSITY GOALS IN SAUDI ARABIA

CHAPTER I

The purpose of the present study is to explore the goals of higher education in Saudi Arabia. The fact is that goals for each college and university in the Kingdom have been stated and supported by its founders, but evidence of how well they are understood by the participants is not currently available. It is consequently the intent of this study to identify the goals of higher education in Saudi Arabia as they are perceived by the students, the faculty members and the administrators at the three major institutions of higher education in the Kingdom: Riyadh University, University of Petroleum and Minerals and King Abdul Aziz University.

It is clear that all social organizations function according to their own sets of goals and purposes. From such goals are derived the plans which guide the organization. Goals also serve as a yardstick with which to measure the performance of the organization. Whitehead believes that

the expansion of universities is one of the marked features of social life in the present age. All countries have shared in the movement - this growth of universities in number of institutions, in size, and internal complexity. Such rapid growth endangers their usefulness by causing a widespread lack of understanding of the primary functions universities can perform in the service of the human society.¹

Lack of clarity in understanding of institutional goals, which constitute a source of legitimacy justifying the activities of a college or a university, can threaten its very existence. Moreover the importance of clear understanding is emphasized by the use of goals as standards by which both members of an organization and outsiders can assess the development of the organization, i.e., its effectiveness and efficiency.² It is to contribute to improving levels of understanding of the goals of higher education in Saudi Arabia that this study is directed.

¹Alfred North Whitehead, Universities and Their Function (The Pursuit of Learning), ed. by Nathan Conform Starr, University of Florida (New York: Harcourt, Brace & World, Inc., 1956).

²Amitai Etzioni, Modern Organizations (Englewood Cliffs, New Jersey: Prentice-Hall, 1964), pp. 9-10.

Background of Higher Education in Saudi Arabia

The most significant development in the whole field of higher education in Saudi Arabia has been the organization of new colleges and universities, the provision of opportunities for collegiate level study.¹ It is amazing to realize that this development has taken place in less than the twenty-five years that have just passed. The expenditure for the education sector has risen from 12,817,000 Saudi Riyals (SR) to 13,979,800,000 (SR) (in U.S. dollars, \$3,662,000 to \$3,994,228,570) in the short span of eighteen years, from 1952 to 1976. This represents one of the largest increases in the investment in the educational sector demonstrated by the countries of the world during this period.²

There were three independent colleges established in Saudi Arabia before 1957. They were Sharia College of Mecca, the College of Islamic Law and the College of Arabic Languages in Riyadh. Riyadh University was opened as the first seat of higher learning to be established in the pattern of a general university. This sector of higher learning has served as a symbol for the cultural revival

¹Ghafilat Alzait, No. 2, March 1975, pp. 13-14.

²The Plan of Social And Economic Development. Ministry of Information, Saudi Arabia. May 1976, pp. 15-16.

which is taking place throughout Saudi Arabia. In the years following, five more universities were founded. In addition, several other colleges, such as the police academy, military academy, air force college, and the institute of science and mathematics, have been established since 1955.

As a part of the higher education function, the government of Saudi Arabia has been granting scholarships for more than twenty years to its people of potential for study abroad. There are more than 8,000 students for baccalaureate and postgraduate degrees studying outside of the Kingdom in 1976. Saudi Arabia is investing at the rate of more than \$12 million annually in support of its students' education in the United States and the western world.¹

Saudis have always revered higher education and they are currently extending these opportunities to the whole population. They are also harassed by doubts concerning their degree of success both quantitative and qualitative. Have they given enough people an adequate amount of knowledge and of wisdom? Have they not diluted the essentials of education too much by being content with providing everyone with mediocre education? Do they lack the manpower, the material means, and the genuine will to give everybody an adequate education, and to select the able students for

¹Riyadh Newspaper, No. 1920, June 27, 1976.

a preferred, hence more arduous training which might turn them into leaders of thought, of imagination, and of action?¹ The Saudi educational policy has, for many years, been closely linked with that of the neighboring Arab countries. Saudi planners have adopted the organization, the curricula and the text books developed in and for other Arab countries to ensure that the Saudi graduates could gain admission to the universities in those countries at a time when Saudi Arabia had no universities of its own. This appeared at one time to be a happy solution to the problem of providing higher educational opportunities for Saudis.² More recently, however, difficulties have arisen owing to the changes which other countries have introduced into their schools and examination system. Saudi Arabia has accordingly been obliged to develop its own educational system and to persevere in this effort until its worth is established.

Fredrick J. Cox noticed that the Arab East does not need a paraphrased curriculum of the great books of western culture as a basis for literacy. Rather, it needs a core of educational teaching built around the problems inherent in the twentieth century Arab world and it needs to build up

¹Aramco World Magazine, Vol. 26, No. 3, May 1976, pp. 8-10.

²Saudi Arabia Today, Vol. 6, No. 1, January 1968.

the public intelligence to face such problems. What is desperately needed is a program of education adapted to Arab capabilities which will solve basic problems.¹

Abd-L Wassie reported that education in the Arab world suffered a shortcoming in developing knowledge in science and technology. He stressed the need for the Arab Nation to replan its whole educational policy in a manner that would reconcile the differences that exist between the current social needs and tradition; and at the same time develop a new goal that will fit the students for life in the contemporary world. He adds that this may require a change in attitudes and a certain amount of free thinking to safeguard against the error of blind imitation and mark the end of a state of stagnation. Saudi educational re-planning would have as an objective the awakening of the nation to the realities of this modern age of initiation, thinking, studying, discovery and application. Finally, he concludes that such an objective outlines the duty of the nation in general, and the academic community, faculty, students and administrators, in particular.²

There seems today to be a worldwide consensus that the traditional system of higher education does not any

¹Fredrick J. Cox, "The Perennial Near East Question," World Affairs Interpreter, XXXV, June 1975, pp. 25-165.

²Abd-L Wahab Abd-L Wassie, Education in Saudi Arabia (London, England: MacMillan & Co., Ltd., 1970), pp. 63-64.

longer meet the educational needs of a more and more rapidly changing society. Throughout history educational institutions have continually become inadequate for the intellectual demands of their time and as a result have suffered from the shock of drastic adjustment.¹

The goals of colleges and universities are sometimes unclear and sometimes assumed to be some sort of teaching, research, and/or public service. Furthermore, goals frequently even fail to be stated in any clear form by some universities. It is a rather difficult task for the human element in any organization to help that organization produce and contribute to its well being if not aware of its detailed goals and functions.

Saudi Arabia, as an emerging country, has its own needs and problems which cannot be solved merely by other countries' experience. Certainly, past foreign experiences should not be overlooked, but they ought not to be conceived as the remedies for whatever problems the country encounters. Saudi institutions of higher education must have clear objectives set to coincide with the country's overall development.

In Saudi Arabia there is great disagreement on university goal perceptions on and off campus. Conservative citizens have viewed colleges and universities as places for

¹John J. Corson, The Governance of Colleges and Universities (New York: McGraw-Hill Book Co., 1957), p. 5.

preparing the young for a professional career, while administrators and university faculties have seen them as centers of knowledge which concern both students and community.¹

Whereas in the past citizens seemed willing to leave goal definition in their institutions of higher education to educators, in the contemporary scene, students, newspaper writers and alumni are increasingly asking "why"? of colleges and universities.²

Need for The Study

Educators are interested in discussing and pursuing these ever-changing goals of higher education institutions and organizations within these institutions. They are trying to develop what is called the "perfect university." The present status of higher education in Saudi Arabia is characterized as a state of re-evaluation. The current literature provides evidence that the Saudis have become very concerned about university goals and the direction in which they are moving. As the Minister of Higher Education (Hassan Al-Shiekh) put it on the occasion of the University's Mission Conference, "Our basic aim at this meeting is to investigate, identify and find out what is the real mission

¹Al-Madina Newspaper No. 1910, January 20, 1975.

²OKAZ Newspaper, February 12, 1975.

of higher education in Saudi Arabia."¹

Education in Saudi Arabia is given priority by government decision makers over all other aspects because it is the primary tool of progress. Higher education is growing at a relatively rapid pace as described above. The past fifteen years have witnessed a movement of immense educational expansion as well as the beginning of a genuine process of study and re-evaluation of higher education goals and functions. In November 1974, the Saudi Minister of Higher Education conducted a three-day conference on the "University Mission," which was attended by representatives of Saudi universities and colleges and the several ministries and government departments. The recommendations of the participants dealt with such questions as the goals of a university, the curricula and teaching methods, diversification of university education, relations between society and the university, development of manpower, social, economic, agricultural and natural resources and the coordination of scientific research service.²

The results of the conference imply an urgent need for a clear conception of what goals the country's system higher education should be seeking to accomplish. Without

¹Resalat-Al-Jameaa, No. 2, November 17, 1974.

²University Mission Report (Riyadh: Riyadh University Press, 1974), pp. 6-20.

such clarification of the conception of the goals, no appraisal can be made of the present or future plans. Moreover, with the appearance of the more general crisis in higher education, it is imperative that institutions of higher education attempt to define clearly and to articulate their educational mission so as to provide a basis for public understanding and support.¹ Institutions that have clear conceptions of their goals can use them in several important ways. Institutional goals should serve as the basic element in formulating the institution's policy. A well formulated policy based on clearly defined goals helps supporters know what to expect from the institution. In addition, well defined goals can serve the community as guides with which to make decisions, solve problems and allocate resources. Third, well formulated goals also provide the vital ingredient for institutional planning. And finally, an institution cannot be effectively evaluated unless its goals are well formulated and understood. The goals of the institution become the caliper by which results may be measured.

The present study, then, seems to be supported by such concerns. Attempts to improve techniques to clarify institutional goals will be of value both to the practicing

¹Richard E. Peterson, The Crisis of Purpose: Definition and Use of Institutional Goals (Washington, D.C.: ERIC, Clearing House on Higher Education, Unpublished Report, October 1970), p. 11.

administrator in colleges and universities and those interested in the health and vigor of higher education as a central function of society.

Statement of the Problem

The specific problem of this study is best expressed in the following question: What are the contemporary goals of higher education in Saudi Arabia? This study proposes to treat the general problem by determining how the students, faculty, and the administrators in three major universities perceive the goals of higher education in Saudi Arabia. Differences in the perceptions of goals between and among the respondents at Riyadh University, University of Petroleum and Minerals, and King Abdul Aziz University will be examined.

The following questions describe the central thrust of the investigation:

1. Is there significant difference in the perceived importance of goals across the three major institutions in Saudi Arabia?
2. Is there significant difference in the perceived importance of goals among administrators, faculty, and students at each of the three institutions?
3. Is there significant difference on the emphasis of perceived goals between Saudi and non-Saudi faculty members?

Conceptual Framework of the Study

In order to examine the goals of higher education, it is necessary to understand their function, their nature and their centrality in the operation of colleges and universities. The theoretical literature provides support for assumptions that assist in establishing conceptual support in these two areas. The conceptional models of Parson's "centrality" and Etzioni and Simons' "nature", will serve as a basis for this study.

Parsons believes in the centrality of goals in organizational life. He holds that organizations are purposely established for the achievement of certain goals. According to his views, organizations are marked off from other kinds of social systems because the problem of goal attainment takes precedence over all other kinds of problems.¹ He also notes that such organizations contain subunits which can, in turn, be considered as subunits of a larger system. Each subunit has its particular goals to fulfill which are oriented toward achieving the overall goals of the whole organization.²

Etzioni and Simon speak to the nature and function of goals. The former defined organizational goals as those

¹Talcott Parsons, "Suggestions for a Sociological Approach to the Theory of Organization," Administrative Science Quarterly, Vol. 1, 1956, p. 66.

²Talcott Parsons, Structure and Process in Modern Societies (New York: Free Press, 1960), p. 28.

future states of affairs which an organization tries to achieve.¹ When these goals are achieved, they become part of the organization or its environment and are no longer considered goals. Simon understands that organizations simultaneously and legitimately serve multiple goals. According to him these multiple goals "are almost universally hierarchical in structure. The goals may in many instances be incompatible or in competition with each other. Organization may, therefore, attend to the goals in sequence rather than trying to achieve all at once."²

Simon further points out a significant characteristic of goals. They are dynamic and continually changing.³ Perrow notes that organizations are subject to countless internal and external forces, and these forces have impact on the objectives as well as the competencies and liabilities of the organizations. These changes do not occur at a uniform rate. Political and output goals may change at a glacial rate, but others may often fluctuate with the seasons.⁴

¹Amatai Etzioni, Modern Organizations (Englewood Cliff, N.J.: Prentice Hall, 1954), p. 7.

²H. A. Simon, The New Science of Management Decision (New York: Harper and Row, 1960), p. 20.

³Ibid.

⁴Charles Perrow, "Organizational Goals," International Encyclopedia of the Social Sciences, Vol. II, (New York: MacMillan, 1958), p. 310.

Also, Walton declares that:

In some organizations the ends are clear, undisputed and relatively stable; their discernment is a simple matter. In educational organizations there are some purposes that are definite and perennial - the achievement of literacy, for example, but there are others that are obscure, intangible, changing and controversial such as the teaching of spiritual values. In a social order afflicted with accelerated change, institutions display concern about their purposes; some purposes are decaying, others are emerging and often they are difficult to distinguish.¹

Thompson and McEwin view organizational goals as dynamic and goal-setting as an on-going institutional process. They have found that an organization can survive as long as it adjusts to its situation.² Corson points out that university goals have never been stable, they tend to change from time to time following the influence of outsiders such as alumni, donors, agricultural and business interests, government, and students.³

The setting of goals is essentially a problem of defining desired relationships on the part of an organization and its environment. Change in either requires intensive study and probable alteration of goals. For example, the university or college may have unchanging abstract goals but the clientele, the needs of students, and the methods of teaching change and create a new definition and reinterpretation

¹John Walton, Administration and Policy-Making in Education (Baltimore: John Hopkins Press, 1968), p. 87.

²James D. Thompson and McEwin, Organization in Action (New York: McGraw-Hill Book Co., 1967), p. 31.

³John J. Corson, The Governance of College and Universities (New York: McGraw-Hill Book Co., 1975), pp. 90-110.

of these objectives. Reappraisal of goals thus appears to be a recurrent problem for large organizations, albeit a more constant problem. ¹

Willsey said one important type of information which could be used for examining organizational goals is intentions. In Willsey's study, goal intentions are future states toward which participants perceive the organization is attempting to move. Intentions are that which the organization says it is doing and what other people believe the organization is 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 intentions and activities. Evidence of both kinds need to be examined completely to determine organizational goals. ²

¹James D. Thompson and William J. McEwin, "Organizational Goals and Environment Setting as an Institutional Process," American Sociological Review, Vol. 23, February 1958, pp. 23-24.

²Allan D. Willsey, "Output as a Segment of Organizational Goals," An Institutional Research on Academic Outcomes. Ed. by Cameron Fincher, Proceeding of 8th Annual Forum on Institutional Research Sponsored by the Association for Institutional Research, 1968, p. 51.

Definition of Terms

Outcome Goals: The substantive objectives institution may be seeking to achieve - quality of graduating students, research achievement, public service program.

Support Goals: The internal campus objectives - relating for the most part to educational processes and campus climate - which may facilitate achievement of the output goals.

Goal: An end that one strives to attain. Objectives and goals are here used interchangeably.

Perception: The rating given a goal on the institutional goal inventory by a student, faculty, and administrator in the institutions.

Consensus: The absence of significant variance between and among students, faculty, and administrators on goals.

Faculty: The full-time teaching members during the current semester.

Administrators: Those non-teaching employees of department supervisory rank or above. The department heads whose main duties are supervisory will be included here even though they may teach one or two courses.

Students: Those persons at the three Saudi universities who are currently enrolled full-time.

Saudi: Refers to characteristics of Saudi Arabia, its people etc.

Islam: Is the religion of submission to the will of GOD. The elements of the religion were recorded through a long time of prophets, including Abraham, Moses, and Jesus, but holds that the full and final revelation was given to prophet Mohammed.

Moslem: Is the follower of religion of Islam who believes in the main principal of prophet Mohammed's message that there is no God but one God and Mohammed is his Prophet.

Limitations of The Study

1. This study is limited to a sample of full time administrators, faculty, and students at King AbdulAziz, Riyadh, and Petroleum Universities. Therefore, generalization to other universities is not appropriate.
2. The results of the study are limited to the general time period in which the study is conducted.
3. The instrument used in measuring the perceived importance of institutional goals most certainly did not cover all of the possible areas. Therefore, it is possible that other significant outcomes exist.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to present a review of relevant literature to illustrate for the reader the nature of the scholarship to which this study contributes and to provide a basic background for its context. There are two most relevant parts to this literature: (1) that which treats the nature of organizational goals, and (2) that which reports other studies of institutional goals in higher education.

The Nature of Organizational Goals

One of the most important tasks for any organization is a realistic identification of its goals. For an organization to be stable and successful, it must have a well defined set of goals which guide it in the proposed direction. Lack of goal clarity creates tension and role conflict within the organization and threatens its very existence.

Gross states:

Although it is generally agreed that the modern university is among the most important institutions in our society, no such consensus exists on its role and purposes. Despite the many attempts to define what this complex organization is and to prescribe how it should behave, there has been little systematic or empirical study of how the university is administered and how it functions. ¹

The university is a social institution designed to perform the function of higher education. As a formal organization, it is characterized by an elaborate system of explicit rules and regulations. Therefore, in the study of any aspect of an organization, a knowledge of the organization goals is basic. ² Hutchins sees the knowledge of organization's goals to be indispensable. He stresses that the only way one could criticize or appraise an organization is to know what it is supposed to do. ³

Parsons argues that goals are important elements in the study of organizations. According to him, organizations purposely set specific goals which are not all meant to be realized. A goal is a goal only when the organization tries to accomplish it. It ceases to exist as a goal when it is achieved. He goes on to stress goals as the future state,

¹Edward Gross, and Paul V. Grambsch, University Goal & Academic Power (Washington, D.C.: American Council on Education, 1968), p. 107.

²Ibid., p. 14.

³The Chronicle of Higher Education, March 5, 1970. pp. 125-127.

the attainment of which is used as a defining characteristic to distinguish social organizations from other types of social systems. Therefore, the success in achieving any specific goal may be used as a yardstick in evaluating the effectiveness of the organization.¹

Etzioni sees goals as the desired state of affairs that an organization attempts to realize. He notes that students of organization have used goals to evaluate the effectiveness and efficiency of an organization. Goals, as he sees them, set down guidelines for all organizational activities, constitute the source of legitimacy in justifying these activities and the existence of the organization. But to him, the drawback of the goal-model lies in the fact that high effectiveness is always anticipated when in actuality low effectiveness may be the case. He therefore calls for the use of the system-model. With this model, effectiveness is assessed by comparing an organization to similar organizations in terms of all activities. He points out that similar organizations are those that are similar in structures and resources. But, on the other hand, the system-model pays attention to all the activities-goal (out-put) and non-goal (maintenance). Hence while an organization is endeavoring to solve its goal problems, other vital non-goal problems are also tackled. Finally, he warns that even

¹Talcott Parsons, "Suggestions for a Sociological Approach to the Theory of Organization," pp. 70-71.

though the system-model is realistic, it is expensive, and because of its abstractness, in its present stage of development and the numerous types of organizations, more specialized models are needed for the various types of organizations.¹

Simon, along with others, sees organizational goals to be changing. He argues that the concept of a single simple goal for an organization should be abandoned in favor of the idea of multiple goals. To him, the objectives have personal values so that they will continue to sustain it. Therefore, goals are constantly adapted to the changing values of the participants. He maintains that many times organizational objectives and personal goals are in conflict, and calls for a compromise between the two. The achievement of such a compromise leads to the organization maintaining its equilibrium, necessary for its survival.²

Thompson and McEwin also see goal setting behavior as purposive though not generally rational. They also agree that goals may be the outcome of all the activities within the organization and the immediate environment. In a university setting, change in the goals may be due to change in the social structure, in needs of students or through introduction of new methods of teaching. As needs for change arise, there arises also a need for redefinition of the

¹Etzioni, Modern Organizations, pp. 14-19.

²Herbert Simon, Administration Behavior (New York: Free Press, 1945), p. 18.

institutional objectives. Thus, "reappraisal" of goals appears to be a recurrent problem for large organizations and a more constant problem in an unstable environment than a stable one.¹

Etzioni sees two broad types of organization goals. These are real and stated goals. Real goals are those future states toward which majority of the organization's means and the major organizational commitments are devoted. Stated goals are statements either in official documents or verbal pronouncements and these command few resources.²

Perrow also distinguishes two types of organizational goals - operating and official goals. He stresses that the types of goals relevant to organizational behavior are to be found in the operating policies and daily decisions by the organization's personnel and not in the official goals. Official goals are public statements while operative goals are ends sought. Operating goals can be ascertained only through careful analysis of the activities of the organization. Hence, the fundamental purposes and goals of higher education can be discovered only by inference from actual

¹James Thompson, "Organizational Goals on Environment Setting, As An Institution Process," American Sociological Review, Vol. 23 (February 1958), p. 24.

²Etzioni, Modern Organization, pp. 7-17.

practices.¹

Gross maintains that for a university, two broad types of goals are important. Goals that result in clear objectives such as teaching, research and community services are the "out-put" goals. Those activities that help the organization to survive in the environment, insure its smooth running, bring about or insure motivated participation by all members in the organization and finally that insure the organization's position among similar organizations are the "support" goals.²

Robb notes if one wants to measure success in education, the first need is to identify in a clear and precise way the goals of that education.³ Winstead goes on to assert that all educational institutions need clear and explicit goals in order to provide the necessary focus and direction. He adds that it is only by having clear and explicit goals can institutions hope to receive all the

¹Charles Perrow, "The Analysis of the Goals in Complex Organizations," Readings on Modern Organizations, ed. by Amitai Etzioni (Englewood Cliffs, N.J.: Prentice Hall, 1969), pp. 55-66.

²Edward Gross and Paul V. Grambsch, University Goals and Academic Power, p. 9.

³Felix C. Robb, "Regional Accrediting Faces New Challenge," American Association of Community and Junior Colleges Journal, Vol. 42, 1971, p. 669.

necessary support from their constituencies.¹ A clear and explicit formulation of institutional objectives is also important in curriculum construction and that also forms the basis for such construction.² McConnell, stressing the importance of clearly stated goals, notes that it seems clear that the human resources of an organization must be mobilized toward the attainment of clearly stated goals of organization and that goals need to be widely understood and accepted.

As a result of a study of twelve liberal arts colleges in Michigan, Wieland reports that goal clarity was related to lack of conflict between the faculty and administrators. In a follow-up study, he added that clarity or non-clarity of goals depends on the knowledge members have of the goals and the degree of consensus.³

Lee states that the task of creating coherence and unity of goals within the academic institution is made more difficult by the extreme degree of goals non-clarity which

¹Phillip C. Winstead, and Edward N. Hobson, "Institutional Goals: Where to From Here?" Journal of Higher Education, Vol. 42, 1971, p. 669.

²Donald Falkner, "The Formulation of Institution Objectives," Journal of Higher Education, Vol. 29, 1958, p. 428.

³T. R. McConnell, "The Formulation of Leadership in Academic Institutions," Educational Record, Vol. 49, 1968, p. 152.

characterizes most of the colleges and universities. He adds that the non-clarity of purpose creates conflicts and makes the choice of priorities exceedingly difficult.¹

Since the concept of goal is an abstraction and is highly regarded, studies dealing with goals that are not theoretically based are likely to be of a limited value. The conceptual framework of this study is supported by several goal theories. Key concepts for the scope and the context of this study were drawn from the following:

Parson - "... Organizations are purposely set for the achievement of certain goals"²; Simon - "... Organization simultaneously and legitimately serves multiple goals," "Goals are dynamic and changing";³ Perrow - "... Organizations are not born with fixed structures or stable systems, but they are subject to internal and external forces";⁴

¹Calvin B. T. Lee, and Charles G. Dobbins, "Whose Goals for American Higher Education?" American Council on Education. (Washington, D.C.: 1968), pp. 14-15.

²Parson, "Suggestions for a Sociological Approach to the Theory of Organization," pp. 70-71.

³Simon, Administrative Behavior, pp. 32-37.

⁴Perrow, "The Analysis of Goals in a Complex Organization," pp. 42-48.

Etzioni - "... Organizational goals are those future states of affairs which an organization tries to achieve,"¹ and finally Lee's observation that "... Non-clarity of goals creates conflict."²

Related Studies of Institutional Goals
in Higher Education

Higher education has contributed to the accelerating progression of technological advancement, increasing productivity, and rising standard of living. Education, thus, is a social "good" in society.³

Despite this growth higher education is faced with continuing debate. This debate proceeds in orderly ways in some instances but in others they spill over into dissension and strife. However, there has been a systematic effort to get at the precise nature and scope of differing views about the perceived and preferred goals of higher education.

The work of Gross and Grambsch stands as one of the major efforts thus far to examine university goals. The inventory which was used by Gross and Grambsch consisted

¹Etzioni, Modern Organization, pp. 9-17.

²Lee, and Dobbins, op cit., pp. 14-15.

³Jone Matson, "Student Constituencies - Real and Potential," An Agenda for National Action (Washington: American Association of Community and Junior Colleges, 1972), p. 9.

of 47 goal statements. Seventeen of these statements dealt with "out-put" goals and the rest with "support" goals. This study included faculty and administrators at sixty-eight non-demoninational Ph.D. - granting universities in the country. Administrators and faculty were in agreement in their ratings of present goals. The highest ranked goal was that of protecting academic freedom for the faculty, while goals related to students received little emphasis.

Questionnaires were sent to presidents, vice presidents, academic deans, non-academic deans, department heads, and persons classified as directors. They were also sent to members of governing boards and to a ten percent sample of faculty members at each institution. Of the approximately 16,000 questionnaires mailed, 7,200 usable returns (46 per cent) were received. Two fundamental kinds of analyses were used; individual and organizational. The individual analysis is one in which some attribute of a person is related to some other attribute, such as the attribute of position and the attribute of social class origin. The organizational analysis is one in which the university itself is conceived of as a single individual. Size and location are the two attributes which are used. The statistical analysis of the data included percentages and means of the groups.¹

¹Gross, and Grambsch, University Goals and Academic Power, pp. 19, 107-124.

A project from the Bureau of Applied Social Research at Columbia University in 1968 included a form which was sent to 2,444 academic deans in which they were to respond to 64 goals statements. Each dean was asked to indicate the degree to which each goal was emphasized on his campus. Seventy percent of the administrators responded to the questionnaire. Goals that were emphasized at the colleges were analyzed according to percentages.

Certain characteristics of the colleges, such as control, size of faculty and student body, selectivity index, size of the library, were gathered on each institution. There were five goals which were universal among the respondents, including: (1) to improve the quality of instruction; (2) to increase the number of books in the library; (3) to provide basic liberal education; (4) to induce students to develop all of their human potential; and (5) to increase resources of the institution.¹

In 1969, Uhl conducted a study using the Institutional Goals Inventory with the cooperation of five institutions in the Carolinas and Virginia. The project was sponsored by the National Laboratory for Higher Education and had as one of its purposes to test the Delphi Technique as a method for achieving consensus among diverse groups regarding

¹Patricia Nash, The Goal of Higher Education - An Empirical Assessment (New York: Bureau of Applied Social Research, Columbia University, June 1968), p. 9.

institutional goals. Results of this 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.¹

One of the most extensive studies of institutional goals was conducted by Peterson with the Committee on the Master Plan in California for the purpose of identifying the goals of higher education. Administrators, faculty, students, board members, and community persons of 116 colleges and universities were involved in the study of goals. The undertakings were fourfold: (1) to gather relevant data from the state's campuses to be used by the joint committee in preparing a statement of purpose for higher education in California; (2) to survey lay citizens; (3) to enable a great number of persons associated with the colleges and universities, nearly 30,000, to register their opinions concerning the goals of higher education; and (4) to provide an opportunity for each campus to engage in an internal self-

¹Normal P. Uhl, Encouraging Convergence of Opinion Through the Use of Delphi Technique in the Process of Identifying an Institution's Goals (Princeton, New Jersey: Educational Testing Service, 1971), pp. 71-73.

study of campus goals.¹

A letter was sent to the chief executive of each institution explaining the purpose and the nature of the project and requesting his cooperation in the successful completion of the research. The head of each institution was urged to send a letter to all administrators and faculty informing them of the nature of the study. Inter-office mail was suggested as the medium through which the participants could receive the instruments. Peterson also recommended that a follow-up letter be sent to all of the respondents so that the returns would be at least 85 percent. The data analyses consisted of computing the goal area means and standard deviations for each constituent group.

Result of the study showed that certain of the goals were rated very high by most all of the constituencies in all four segments. Intellectual orientation as a student outcome goal, and community, as an "educational process goal," are examples of what can be referred to as "consensus high importance goals." Other goals are consistently ranked (and rated) quite high in one segment but not in the others. They are, advanced training by the University of California constituencies, vocational preparation in the community colleges, and individual personal development in the private colleges. These examples show how the goals varied among the four

¹Richard E. Peterson, Goals for California Higher Education: A Survey of 116 Academic Communities (Berkeley, Cal.: Educational Testing Service, 1972), pp. 65-69.

segments. On the other hand, there are goals that were fairly consistently near the bottom of the ranking and also low in terms of importance rating - though the latter tends to vary considerably by constituent group. Traditional Religiousness (as it should be in the public sector), Social Criticism, Social Egalitarianism (except in the community colleges), Off-Campus Learning, and Accountability, Efficiency are such examples.

It is interesting, probably reasonable and to be expected, that students and to some extent community people, view the importance of the various goals in less differentiated fashion than do the other groups. That is, compared to the other constituencies, students and off-campus citizens have a less clear sense of priorities of what should and should not be important. Of the constituent groups included in the study, governing board members (except in the private sector) easily have the sharpest sense of the relative importance of various institutional goals.¹

There were several institutional goal studies conducted through the Center for Studies in Higher Education at the University of Oklahoma. Each researcher focused his project on a different type of institutions. The results generally showed that administrators, faculty, and students viewed goals according to their particular institutions.

¹Ibid., p. 70.

These studies reveal also that administrations and faculty tend to perceive goals in a similar manner.¹

Lynn conducted a study relating to goal congruence intention and practice in an Oklahoma church related college. The samples were drawn from the junior faculty and senior faculty, lower division students, upper division students and administrators. The data were analyzed in the office of the Center for the Study of Higher Education at the University of Oklahoma. This study implied that the number of areas on which there is consensus or lack of it may not be nearly as important to the institution as on which goal areas there is consensus or lack of consensus. The study also found that private colleges tend to give a low priority to services goal intention. This study implied that outcome goal intentions and support goal intentions are perceived similarly. These results did not support the findings of the California (Peterson) study that groups in private institutions give greater estimates of importance to support goal intentions than outcome goal intentions.²

A recent study at four Oklahoma community colleges was completed by Colclazier of the University of Oklahoma.

¹Kenneth Peterson, "Relationship Between the Perceived Importance of Institutional Goals," unpublished doctoral dissertation. Norman: University of Oklahoma, 1973, p. 74.

²Robert L. Lynn, "An Investigation of Institutional Goal Congruence: Intention and Practice in a Private Four-Year College," doctoral dissertation. Norman: University of Oklahoma, 1973, p. 142.

This study investigated the relationship between perceived goals and practices in these four schools by students, faculty and administrators. The study indicated that goals of colleges were perceived differently by primary participants, especially by students. The greatest dissonance in the perception of goals across the colleges was found among the faculty members. The study also indicated that the least differences among groups was found among administrators. Furthermore, the finding of study concluded that evaluation of a college's effectiveness must include both a definition and recognition of goals, but also some measure of the practices that contribute to them. This is consistent with Etzioni's theory of organizational goals.¹

Summary

Literature devoted to the study of organization is not new, nor is the study of goal perception a new phenomenon on the American scene, but it appears to be an under-emphasized subject in higher education. Organizational theory has been treated primarily by social theorists and the business field.

¹James L. Colclazier, "An Investigation Into the Relationship Between Perceived Goals and Practices in Four Oklahoma Community Colleges. Doctoral dissertation. Norman: University of Oklahoma, 1974, p. 113.

For the purposes of this study, the theories of Etzioni, Simon and Parsons appear to offer helpful insights concerning proper methods of studying the organization based upon its goals intention.

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 and the California study by Peterson stand paramount in the literature. They have "broken the ground" for what must become a large number of related studies into the question of whether an institution's goals are being attained.

CHAPTER III

METHODS AND PROCEDURES

Design of The Study

The purpose of this study was to identify the goals of higher education in Saudi Arabia by investigating the differences in goal perception that exist among the students, the faculty members and the administrators of the three major universities in Saudi Arabia. The methods and techniques utilized to conduct this study are described in this chapter. The following sections include restatement of the problem, the population and sample from which data were developed, the instruments utilized, data collection methods, and the analysis procedures.

This study reported in these pages was essentially a descriptive analysis intended to identify the goals of higher education in Saudi Arabia. It was related to a series of studies designed to investigate the relationships between perceived goals and practices of individual colleges and universities conducted through the Center for Studies in Higher Education at the University of Oklahoma. Such studies

require the utilization of recognized instruments and analysis procedures which are described below.

Restatement of Problem with Hypotheses to be Tested

This study focuses on perceived goals of higher education in Saudi Arabia. The general research problem is best expressed as the question--What are the contemporary goals of higher education in Saudi Arabia? The general design of such research requires that participants in specific colleges and universities provide the data needed to respond to the basic question. Consequently, the problem was studied by examining the difference of perceptions between and among the participants in three major universities in Saudi Arabia. These differences are expressed in the following hypotheses:

1. There is no significant difference in the perceived importance of institutional goals among administrators, faculty, and students across the three institutions as measured by the modified Institutional Goal Inventory.
2. There is no significant difference in the perceived importance of institutional goals between the three institutions across groups as measured by the modified Institutional Goal Inventory.

3. There is no significant difference in the perceived importance of institutional goals between Saudi and non-Saudi faculty members in the three institutions as measured by the modified Institutional Goal Inventory.

Population and Sample

The population was comprised of all full-time Saudi and non-Saudi faculty, all full-time students and all administrators of the three (3) major Saudi universities: Riyadh University, University of Petroleum and Minerals, and King Abdul Aziz University. The administrators were people of supervisory rank or above and department heads. The students were full-time enrollees during the spring semester of 1976. The researcher chose to exclude part-time and external students on the basis that those students might be less knowledgeable about the goals and functions of the institution, an assumption in accordance with a previous study.¹

To initiate the study, a letter explaining the study and seeking permission to carry it out was sent to the Saudi Cultural Attaché in the United States.* Upon receipt of that permission the researcher traveled to Saudi Arabia

¹R. Peterson, Goals for California Higher Education: A Survey of 116 Academic Communities, pp. 11-12.

in December 1975 to collect the data. A list of students, faculty, and administrators in the three study institutions was obtained. Samples of the population were selected (by utilization of a table of random numbers) from the three institutions involved in the study during the spring semester 1976.

The population, sample and usable responses for the study are reported in Table I.

TABLE 1
POPULATION, SAMPLE AND USABLE RESPONSE

Institution	Population	Sample	Return Response	Return %
King Abdul Aziz University				
Student	6,800	125	81	65
Faculty	330	75	54	72
Administration	25	25	18	72
University of Petroleum and Minerals				
Student	1,520	75	70	93
Faculty	220	50	49	98
Administration	22	22	18	82
Riyadh University				
Student	5,599	125	74	60
Faculty	803	75	54	72
Administration	28	28	20	72
				76.2

Instrumentation

Researchers (often) spend considerable time in constructing or finding measures of variables. According to Kerlinger, one of the most difficult task of researchers faced with the necessity of measuring variables is to find his way through a mass of already existing measures. In order to obtain a reliable finding the researcher has to find an adequate instrument for his study.¹

The Institutional Goal Inventory was one of the major higher education goal 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. Permission was sought and received for the use and modification (i.e., translation into Arabic) of this instrument from the Educational Testing Service.

The Institutional Goal Inventory (IGI) was developed for the Educational Testing Service by Uhl and Peterson in

¹Fred N. Kerlinger, Foundation of Behavioral Research (New York: Holt Rinehart & Winston Inc., 1973), pp. 508-509.

1970. The instrument consists of twenty scales, each measuring a certain goal area. Each scale has four items with five possible responses ranging from "of no importance" to "of extremely high importance." Each item has also an "is" response column and a "should be" response. The "is" response scale is perceived present importance while the "should be" indicates the preferred importance. Because this study was originally designed to study the perceived importance of present goals only, the "is" reply was the only section applicable to this study. The "should be" response options were therefore not included.

The administration of the Institutional Goal Inventory in Saudi Arabia called for some modification of the existing form. It was necessary to translate the instrument into Arabic and to modify it to accommodate cultural differences. Cultural modifications required changing specific words in five items only, items 6, 42, 49, 52, and 53. The words substituted were: bachelor's degree for four years college, Saudi Arabia Kingdom for American, Saudi for America, Bedouin for American Indian, Farmers for Chicano, urban residents for Blacks, Saudi for American.

The twenty scales which comprise the IGI are described as follows by the Educational Testing Service:

1. Academic Development. The first kind of of institutional goal covered by the IGI has to do with the acquisition of general specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.
2. Intellectual Orientation. While the first goal area had to do with acquisition of knowledge, this second general goal of instruction relates to an attitude about learning and intellectual work. Likewise, some conception of the scholarly, rational, analytical, inquiring mind has perhaps always been associated with the academy or university. In the IGI, Intellectual Orientation means familiar with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to life-long learning.
3. Individual, Personal Development. In contrast to most of the goals covered by the IGI, this one was set forth and has found acceptance only in roughly the past decade. It was conceived by psychologists and has found its main support among professional psychologists, student personnel people, and other inheritors of "humanistic psychology" and the "human potential movement." As defined in the IGI Individual, Personal Development means identification by students of personal goals and of sense of self-worth and self-confidence, self-understanding, and a capacity for open and trusting interpersonal relations.
4. Humanism Altruism. More or less explicit discernment of this concept many also be of fairly recent vintage, although variously construed it has long had its place in the catalogues of liberal arts and church-related colleges. It reflects the belief (in many quarters) that a college education should not mean just acquisition of knowledge and skills, but that it should also somehow make students better people--more decent,

tolerant, responsible, humane. Labeled Humanism/Altruism, this fundamental ethical stance has been conceived in the IGI as 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.

5. Cultural/Aesthetic Awareness. Some conception of cultural sophistication and/or artistic appreciation has traditionally been in the panoply of goals of many private liberal arts colleges in America, perhaps especially liberal arts colleges for women. In the IGI, the conception entails heightened appreciation of variety of art forms, required study in the humanities of arts, exposure to forms of non-western art, and encouragement of active student participation in artistic activities.
6. Traditional Religiousness. This goal is included in the IGI in recognition of the fact that a great many colleges and universities in America are explicitly religious in their control, functioning, and goals, while many more retain ties of varying strength with the Roman Catholic Church or, more often, a Protestant denomination. Traditional Religiousness, as conceived in the IGI, is meant to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental, in short, traditional (rather than "secular" or "modern"). As defined in the IGI, this goal means educating students in a particular religious heritage, helping them to see the potentialities of full-time religious work, developing students' ability to defend a theological position, and fostering their dedication to serving God in everyday life.
7. Vocational Preparation. While universities have perhaps always existed in part to train individuals for occupations, this role was made explicit for American public higher

education by the Land Grant Act of 1862, and then extended to a broader populace by the public two-year college movement of the 1950s and 1960s. As operationalized in the IGI, this goal 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. It is important to distinguish between this goal and the next one to be discussed, Advanced Training, which involves graduate-level training for various professional careers.

8. Advanced Training. This goal, as defined in the IGI, can be most readily understood simply as the availability of post-graduate education. The items comprising the goal area have to do with developing/maintaining a strong and comprehensive graduate school, providing programs in the "traditional professions" (Law, Medicine, etc.), and conducting advanced study in specialized problem areas--as through a multi-disciplinary institute or center.
9. Research. According to most historians of the matter, the research function in the American university was a late nineteenth century import of the German concept of the university as a center for specialized scientific research and scholarship. Attempting to embrace both "applied" or "problem-centered" research as well as "basic" or "pure" research, the Research goal in the IGI 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.
10. Meeting Local Needs. While in times past some institutions of higher learning most certainly have functioned in some way to meet a range of educational needs of local individuals and corporate bodies, the notion

of Meeting Local Needs (in the IGI) is drawn primarily from the philosophy of the post-war (American) community college movement. Which is not to say, as will be seen, that this is a goal that four-year institutions cannot share. In the IGI Meeting Local Needs is defined as 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.

11. Public Service. While the previous goal focused on the local community, this one is conceived more broadly--as bringing to bear of the expertise of the university on a range of public problems of regional, state, or national scope. As it is defined in the IGI, Public Service 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.
12. Social Egalitarianism has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of (1) minority groups, and (2) women, and offering remedial work in basic skills.
13. Social Criticism/Activism. This is a higher educational goal conception that has been put forth only in the past five years or so. Owing its origin almost entirely to the student protest movement of the 1960s, the central idea of the goal is that the university should be an advocate or instrument for social change. Specifically in the IGI, Social Criticism/Activism means providing criticism of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students to learn how to bring about change in American Society, and being engaged, as

an institution, in working for basic changes changes in American Society.

14. Freedom. Some of the standard dictionary definitions include: civil liberty, as opposed to subjection to an external control, interference, regulation, etc.; personal liberty, as opposed to bondage or slavery; autonomy; relative self-determination. Freedom, as an institutional goal bearing upon the climate for and process of learning, is seen as relating to all the above definitions. It is seen as embracing both "academic freedom" and "personal freedom," although these distinctions are not always easy to draw. Specifically in the IGI, Freedom is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life cycles.
15. Democratic Governance. The central notion of this goal, as here conceived, is the opportunity for participation--participation in the decisions that affect one's working and learning life. Colleges and universities in America have probably varied a good deal in the degree to which their governance is participatory, depending on factors such as nature of external control (e.g., sectarian), curricular emphases, and personalities of presidents and other campus leaders. Most all institutions, one surmises, as they expanded during the 1950s and 1960s, experienced a diminution in participatory governance. A reaction set in the late 1960s spurred chiefly by student (power) activities. As defined in the IGI, Democratic Governance 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.

16. Community. While community in some sense has perhaps always characterized most academic organizations, especially small ones, the more modern concept of community has risen in only the past decade in reaction to the realities of mass higher education, the "multiversity," and the factionalism and individual self-interest within the university. In the IGI, Community 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.
17. Intellectual/Aesthetic Environment 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.
18. Innovation, as here defined as an institutional goal, means more than simply having recently made some changes at the college; instead the idea is that innovation has become institutionalized, that throughout the campus there is continuous concern to experiment with new ideas for educational practice. In the IGI, Innovation means 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 (1) individualized instruction, and (2) evaluating and grading student performance.
19. Off-Campus Learning. The elements of the IGI definition of Off-Campus Learning, as a process goal an institution may pursue, form a kind of scale. They include: (short term) time away from the campus in travel, work-study, VISTA work, etc.; arranging for

students to study on several campuses during their undergraduate years; awarding degrees entirely on the basis of performance on an examination.

20. Accountability/Efficiency is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency (not further defined), accountability to funding sources for program effectiveness (not defined), and regular submission of evidence that the institution is achieving stated goals. 1

Uhl utilized the introductory IGI in his study, Identifying Institutional Goals. He reported the reliability found for fourteen of the twenty scales now in the revised Institutional Goals Inventory.² He utilized coefficient alpha, a generalization of the Kuder-Richardson formula 20. The fourteen scales mentioned are reported in Table 2. The Goals for California Higher Education Study, utilized by the Educational Testing Service for norming of the IGI reported the reliability of the goal scales which appear in Table 3.

¹Educational Testing Service, Descriptions of IGI Goal Areas (Princeton, New Jersey: Educational Testing Service, 1972), (Mimeographed).

²Normal Uhl, Identifying Institutional Goals (N.C.: National Laboratory for Higher Education, 1971), pp. 18-20.

TABLE 2
RELIABILITY OF PRELIMINARY IGI GOAL AREA

Goal Scales	Present Importance
2. Intellectual Orientation	.81
3. Individual/Personal Development	.89
6. Traditional Religiousness	.97
7. Vocational Preparation	.77
8. Advanced Training	.75
9. Research	.82
10. Meeting Local Needs	.77
11. Public Service	.85
12. Social Egalitarianism	.53
13. Social Criticism/Activism	.73
14. Freedom	.78
15. Democratic Governance	.78
17. Intellectual/Aesthetic Environment	.79
18. Innovation	.52

TABLE 3
 RELIABILITY OF IGI GOAL SCALES TEST-RETEST
 CORRELATION FROM THE CALIFORNIA STUDY

Goal Scales	Present Importance
1. Academic Development	.61
2. Intellectual Orientation	.75
3. Individual, Personal Development	.94
4. Humanism/Altruism	.88
5. Cultural/Aesthetic Awareness	.90
6. Traditional Religiousness	.98
7. Vocational Preparation	.97
8. Advanced Training	.89
9. Research	.94
10. Meeting Local Needs	.91
11. Public Service	.80
12. Social Egalitarianism	.91
13. Social Criticism/Activism	.84
14. Freedom	.99
15. Democratic Governance	.93
16. Community	.97
17. Intellectual/Aesthetic Environment	.80
18. Innovation	.92
19. Off-Campus Learning	.99
20. Accountability/Efficiency	.75

Uhl added support to the validity scale of the Institutional Goals Inventory by having five specialists in higher education who had not participated in the study, but who were familiar with the institutions sampled, predict the institutions which would give the most and the least importance to each of the goal areas. This method yielded results consistent with test results. For example, the church-related institutions placed a greater importance on the goal area "Religious Orientation" than did the public institutions. When there was no agreement among raters, the scales would not be validated.

For the instrument to be used in Saudi Arabia, additional efforts by the researcher were made to secure the validity and reliability of the instrument. To insure the content validity of the instrument when translated into the Arabic version, the first draft of the translated copy was given to selected Saudi graduate students at the University of Oklahoma to check the clarity of the instrument. This procedure resulted in certain suggestions. For example, it was agreed to translate the word "is" as "right now" and the statement "four-year college" as "bachelor's degree." Since the suggestions involved fewer than ten percent of the questions, and more than 90 percent of the content of the questionnaire was considered by those responding to it to be valid, the translated instrument was deemed both valid and usable.

For the purpose of establishing the reliability of the translated instrument the test, re-test method was used. Six weeks after the date of sending the questionnaires and after receiving approximately 50 percent responses, a 10 percent of the total sample of the study was randomly retested. The reliability sample included the following:

1. Thirty students
2. Twenty-two faculty members
3. Eight administrators.

A second copy of the instrument was sent to each member of the reliability sample and each was requested to answer the questions again with no attempt to duplicate their responses on the first questionnaire. The purpose of checking the questionnaire again was explained in a personal letter attached to the second copy. Forty-five, or 75 percent, of the sixty responses were returned completed. The correlation coefficients ranged from .71 to .99, indicating an acceptable level of reliability for the translated instrument. The results of the test-retest reliability appear in Table 4.

TABLE 4
TEST AND RETEST
RELIABILITY OF THE MODIFIED (IGI) - ARABIC VERSION

Scale Item No.	First Test (Mean)	Retest (Mean)	Correlation Coefficient (r)
1.	4.1098	3.9939	0.78
2.	4.1220	4.0854	0.71
3.	4.3293	4.3476	0.90
4.	4.1159	4.1524	0.94
5.	3.5305	3.5671	0.97
6.	4.2744	4.3171	0.93
7.	4.1890	4.1890	0.96
8.	4.2317	4.2012	0.91
9.	4.3171	4.3110	0.97
10.	4.3659	4.3649	0.97
11.	4.1890	4.0915	0.86
12.	4.095	3.9817	0.83
13.	4.1890	4.0915	0.82
14.	2.8049	2.8171	0.97
15.	4.0427	4.0061	0.90
16.	4.2927	4.2256	0.90
17.	4.1585	4.1585	0.99
18.	4.0549	4.0610	0.99
19.	3.4573	3.4634	0.99
20.	3.9451	3.9024	0.97

As has been mentioned, the researcher left the U.S.A. and traveled to Saudi Arabia for the sake of conducting this study. Starting from the first week of January 1976 the researcher began reviewing the IGI translation with the cooperation of the office of translation at the College of Education, University of Riyadh. Being confident of the accuracy and relevancy of the translated IGI to the Saudi society as a result of this review, the instrument was then field-tested with several persons of the faculty, administrators and students to evoke their reaction and ideas about the clarity of meaning, that is, to examine the validity of the instrument. The instrument was returned without any suggestion for change or modification.

Data Collection Methods

During validity review, a letter was sent on January 25, 1976 signed by the General Director of the Administration Affairs at King Abdul Aziz University (The official sponsor of the study) to all college deans, office heads, and students of the three institutions involved in this study. The letter described briefly the study and its importance and asked them to cooperate with the researcher in accomplishing this part of the study.

On February 1, 1976, the researcher distributed the questionnaire, beginning with King Abdul Aziz University, two

days later at Riyadh University, and then the University of Petroleum and Minerals by the end of the same week. All the questionnaires were handed to the respondents personally in order to encourage a good response. Also, the instruments were accompanied by a letter from the researcher explaining the idea of the instrument and its importance to this study. It also explained the purpose of conducting the study as well as something about this type of research and its contribution to the development of higher education.

To follow up the questionnaires, the writer returned to each institution several times. Within a month, the response reached the 40 percent level. By March 15, 1976, nearly six weeks after the date of sending the questionnaires, the responses reached 65 percent. When 75% of the sample had returned the instruments, the researcher returned to the United States.

Analysis Procedures

The main purpose of this study was to identify goals of higher education in Saudi Arabia, as perceived by significant participants in the institution - students, faculty and administrators. In order to meet this objective it was deemed necessary first to determine if there is consensus on institutional goals on the part of administrators, faculty, and students at each of the three institutions.

That is, is there agreement among administrators, faculty and students at each institution on the perceived importance of the institutional goals? Likewise, are there differences between the three institutions in their perceptions of goals? Therefore, it was determined that a two-stage data analysis was necessary.

The first stage of the analysis dealt with data obtained from the administration of the Institutional Goals Inventory at the three institutions and was designed to test hypotheses 1 and 2. A multiple analysis of variance was performed across all twenty goal scales of the instrument for the independent variables of schools and groups. Kerlinger calls the multiple analysis of variance method "the most powerful and appropriate for educational research when there is an examination of more than one independent or dependent variable."¹ This procedure thus makes it possible to determine:

- (a) whether or not there was a statistically significant difference in the perceived importance of institutional goals among the students, faculty, and administrators within each institution and,
- (b) whether or not there was a statistically significant difference in the perceived

¹Fred N. Kerlinger, Foundations of Behavior Research (New York: Holt, Rinehart and Winston, 1964), pp. 149-150.

importance of institutional goals between the three institutions. The multiple analysis of variance then makes it possible to test hypotheses 1 and 2 simultaneously.

However, if systematic differences are detected, a one-way analysis of variance must be computed in order to determine in which scales the differences occur. Likewise, further steps must be taken in order to determine within which groups the variation occurred. The Scheffé method was utilized because it is generally regarded by mathematicians as superior to other multiple comparison methods because of its generality and greater sensitivity when complex combinations of the simple means are being estimated.¹ The Scheffé enables the researcher to identify the source of the difference that has been demonstrated by the analysis of variance.

The second stage was then the testing of the third hypothesis, which stated there was no significant difference on goal perception between Saudi and non-Saudi faculty members. The multiple analysis of variance, the univariate F tests techniques were used in the same manner as they were in testing the first and second hypotheses.

This analysis pattern produces information about the nature of goal perception among the faculty members, the

¹Ibid., p. 395.

students and the administrators of King Abdul Aziz University, University of Petroleum and Minerals, and Riyadh University within the limits of the Institutional Goal Inventory.

Summary

The purpose of Chapter III has been to present a thorough description of the design of the study. The research instrument was described, including a definition of each scale area. The researcher received 75 percent of the questionnaires from the three groups sampled in the three Saudi schools. Provision was made to assure acceptable levels of reliability and validity of the Arabic version of the IGI, and acceptable techniques were utilized to encourage the members of the study sample to respond.

The statistical analysis selected for the testing of the three null hypotheses was a multiple analysis of variance across the twenty goal scales. This procedure was followed by a one-way analysis of variance, and then with Scheffe' post-hoc method of multiple comparisons to determine in which groups variance was present and which means differ significantly from one another.

These techniques enable the investigator to know on which goal a great deal of emphasis was placed, so as to identify the most important goals as perceived by the

participants as the major goals of their institutions. Furthermore, it provides information on whether or not consensus exists among the groups on the IGI. Absence of difference indicates an agreement, or consensus among the groups pertaining the importance of goal perception within institutions.

CHAPTER IV

REPORT OF FINDINGS

Goals as Perceived by Students, Faculty and Administrators

The first null hypothesis was: there is no significant difference on the perceived importance of institutional goals among administrators, faculty, and students as measured by the modified Institutional Goal Inventory. To test this hypothesis, the groups were analyzed by using the (MANOVA) which produced an approximate F test for the interaction effects between the groups and institutions. Table 5 presents the approximate F tests for the interaction effects.

TABLE 5

APPROXIMATE F. TEST FOR MANOVA ON THE IGI

FOR SIGNIFICANT INTERACTION OF FACULTY-STUDENT,
AND ADMINISTRATORS ACROSS THE THREE SAUDI INSTITUTIONS,
KING ABDUL AZIZ UNIVERSITY, UNIVERSITY OF PETROLEUM,
MINERALS, RIYADH UNIVERSITY

F	DF Hyp	DR Error	P. Less Than .001
3.541	80.000	1580.371	.0001

The approximate F. test was significant at .05 level or beyond, indicating the existence of significant differences among administrators, faculty and students. Consequently, it was necessary to compute a test of simple main-effects on those goal scales on those goal scales to identify the goal scales on which the subjects differ.

This was accomplished through a univariate F test on each scale of the Institutional Goal Inventory in order to determine which scales were producing the systematic variance. This procedure indicated that the groups varied significantly across institutions at .05 level or beyond on the following 17 scales: Academic Development; Individual, Personal Development, Human, Altruism, Cultural/Aesthetic Awareness, Traditional Religiousness, Vocational, Preparation, Advanced Training, Research, Meeting Local Needs, Social Egalitarianism, Freedom, Democratic Governance, Community, Intellectual Aesthetic Environment, Innovation, Off-Campus Learning and Accountability/Efficiency. Table 6 reports the finding of the univariate F tests.

TABLE 6

UNIVARIATE F. TEST FOR MANOVA ON IGI FOR
SIGNIFICANT INTERACTION EFFECTS BETWEEN AND AMONG
STUDENTS, FACULTY, AND ADMINISTRATORS, ACROSS KING ABDULAZIZ
UNIVERSITY, UNIVERSITY OF PETROLEUM, MINERALS, AND RIYADH
UNIVERSITY ON THE 20 GOAL SCALES OF THE MODIFIED IGI

Goal Scales	F. (419)	Mean SQ	P Less Than
Academic Development*	3.076	0.964	0.016*
Intellectual Orientation	0.683	0.189	0.604
Individual, Personal Development*	20.933	6.850	0.001*
Human Altruism*	29.198	21.244	0.001*
Cultural, Aesthetic Awareness*	26.803	23.170	0.001*
Traditional Religiousness*	31.030	26.298	0.001*
Vocational Preparation*	28.135	18.890	0.001*
Advanced Training*	25.160	12.411	0.001*
Research*	34.113	23.241	0.001*
Meeting Local Needs*	29.462	17.742	0.001*
Public Service	1.273	0.514	0.280
Social Egalitarianism*	4.591	2.045	0.001*
Social Criticism, Activism	0.909	0.447	0.459
Freedom*	4.074	0.637	0.003*
Democratic Governance*	10.696	8.659	0.001*
Community*	27.377	20.192	0.001*
Intellectual, Aesthetic, Environment*	23.256	16.185	0.001*
Innovation*	18.718	14.834	0.001*
Off-Campus Learning*	24.096	17.631	0.001*
Accountability Efficiency*	4.237	1.390	0.002*

* Significant at .05 level or beyond.

Table 7 reports the findings of the test for simple main-effects by group across institution. Significant differences were detected in all three institutions on 8 of the 17 goal scales. The remaining 9 scales had significant differences in one or two of the universities. The eight goal scales in which there were general differences were Individual/Personal Development, Human/Altruism, Cultural/Aesthetic, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, and Meeting Local Needs.

Likewise, significant differences were found at King Abdul Aziz University and Riyadh University on the following three scales: Social/Egalitarianism, Off-Campus Learning, and Accountability/Efficiency. A significant difference was also found at University of Petroleum, Minerals and Riyadh University on two scales: Freedom, and Democratic Governance. The test also detected a significant difference at King Abdul Aziz University and University of Petroleum, and Minerals on the innovation scale. A significant difference was detected at University of Petroleum, and Minerals on Community, and Intellectual/Aesthetic/Environment goals.

TABLE 7

TEST OF SIMPLE MAIN-EFFECTS FOR THE GROUPS
OF THE STUDENTS, FACULTY, AND ADMINISTRATOR WITHIN
THE THREE STUDY INSTITUTIONS: KING ABDUL AZIZ UNIVERSITY,
UNIVERSITY OF PETROLEUM, MINERALS, AND RIYADH UNIVERSITY

Goal Scales	Institution	df	Ms	F	
Individual, Personal Development	KAU	2	40.41	123.6	*
	UPM	2	5.12	15.66	*
	RU	2	53.5	163.6	*
Human, Altruism	KAU	2	180.12	575.4	*
	UPM	2	17.39	23.92	*
	RU	2	144.3	189.5	*
Cultural, Aesthetic	KAU	2	132.7	153.6	*
	UPM	2	6.5	7.6	*
	RU	2	117.2	135.6	*
Traditional Religiousness	KAU	2	199.25	234.9	*
	UPM	2	16.6	19.6	*
	RU	2	172.8	203.7	*
Vocational Preparation	KAU	2	185.08	275.8	*
	UPM	2	28.5	42.5	*
	RU	2	179.3	267.2	*
Advanced Training	KAU	2	134.0	271.8	*
	UPM	2	17.9	36.3	*
	RU	2	115.5	234.4	*
Research	KAU	2	204.0	299.4	*
	UPM	2	25.0	36.5	*
	RU	2	175.8	258.2	*
Meeting Local Needs	KAU	2	203.4	338.6	*
	UPM	2	34.5	57.3	*
	RU	2	178.9	279.2	*
Social Egalitarianism	KAU	2	.22	49.4	*
	UPM	2	.55	1.24	*
	RU	2	37.2	83.6	*

TABLE 7 (Continued)

Goal Scales	Institution	df	Ms	F	
Freedom	KAU	2	0.1	.606	
	UPM	2	1.4	8.4	*
	RU	2	2.1	12.7	*
Democratic Governance	KAU	2	1.2	1.5	
	UPM	2	43.5	53.7	*
	RU	2	5.6	6.91	*
Community	KAU	2	1.2	1.6	
	UPM	2	49.2	66.7	*
	RU	2	.05	.068	
Intellectual, Aesthetic, Environment	KAU	2	1.7	2.35	
	UPM	2	37.2	52.8	*
	RU	2	.1	.14	*
Innovation	KAU	2	21.2	26.4	*
	UPM	2	23.6	29.2	*
	RU	2	1.2	1.4	*
Off-Campus Learning	KAU	2	30.4	41.6	*
	UPM	2	3.2	4.4	*
	RU	2	-107.2	146.5	*
Accountability Efficiency	KAU	2	4.4	13.6	*
	UPM	2	.3	.915	
	RU	2	6.85	20.9	*

* Significant at .05 level or above.

KAU - King Abdul Aziz University

UPM - University of Petroleum, Minerals

RU - Riyadh University

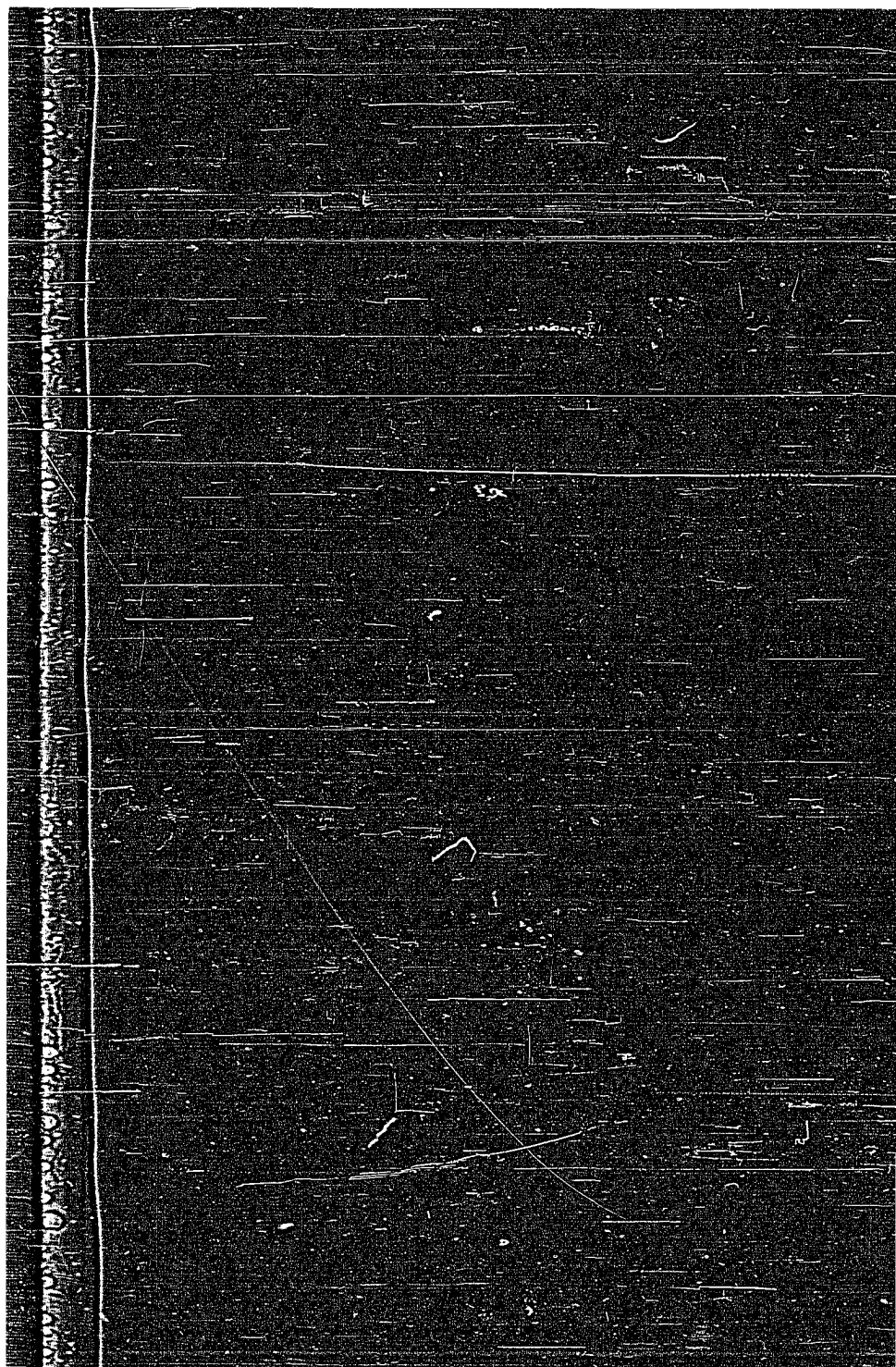
The Scheffe post-hoc multiple comparison tests were then performed to determine which group in each institution significantly differed from the others in their perception of the 17 goal scales in which significant differences have been demonstrated. These tests detected that the administrators and faculty at each of the three institutions assigned more importance to eight goal areas than did students. That is, they scored higher than students at the three institutions in the following goal areas: Individual Personal/Development, Human/Altruism, Cultural/Aesthetic Awareness, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, and Meeting Local Needs. Students scored significantly greater than both administrators and faculty at Riyadh University on Social/Egalitarianism goal scale. Similarly the faculty scored significantly higher than students at University of Petroleum, Minerals and Riyadh University on Freedom. Administrators and faculty scored greater than students on Democratic Governance at University of Petroleum, Minerals and Riyadh University. Administrators and faculty scored greater than students at University of Petroleum, Minerals on three scales: Community, Intellectual/Aesthetic Environment and Innovation. At King Abdul Aziz University students scored significantly higher than faculty on two scales: Social Egalitarianism and Innovation. Students also scored significantly greater than both administrators and

faculty at King Abdul Aziz University and Riyadh University on Off-Campus Learning goal. At King Abdul Aziz University and Riyadh University students scored significantly higher than faculty only on Accountability/Efficiency. The findings of the Scheffe' analysis, then, indicate that faculty and administrators generally value Individual, Personal Development, Human, Altruism, Cultural/Aesthetic, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, and Meeting Local Needs, more than do the students. On the other hand, students at the three institutions value, So, Innovation and Off-Campus Learning more than do administrators and faculty. Table 8 reports the findings.

TABLE 8

SCHEFFE POST-HOC MULTIPLE COMPARISON TESTS
 FOR THE THREE GROUPS, ADMINISTRATORS, FACULTY,
 AND STUDENTS PERCEPTION ON THE IGI WITHIN
 THE THREE STUDY INSTITUTIONS - KING ABDUL AZIZ UNIVERSITY,
 UNIVERSITY OF PETROLEUM, MINERALS, AND RIYADH UNIVERSITY

Goal Areas	KAU	UPK	RU
Individual Personal Development	A > S F > S	A > S F > S	A > S F > S
Human, Altruism	A > S F > S	A > S F > S	A > S F > S
Cultural/Aesthetic	A > S F > S	A > S F > S	A > S F > S
Traditional Religiousness	A > S	A > S	A > S
Vocational Preparation	A > S F > S	A > S F > S	A > S F > S
Advanced Training	A > S F > S	A > S F > S	A > S F > S
Research	A > S F > S	A > S F > S	A > S F > S
Meeting Local Needs	A > S F > S	A > S F > S	A > S F > S
Public Service	-	-	-
Social Egalitarianism	S > F		S > A S > F
Social Criticism	-	-	-
Freedom	-	F > S	F > S
Democratic Governance		A > S F > S	A > S F > S



faculty at King Abdul Aziz University and Riyadh University on Off-Campus Learning goal. At King Abdul Aziz University and Riyadh University students scored significantly higher than faculty only on Accountability/Efficiency. The findings of the Scheffe' analysis, then, indicate that faculty and administrators generally value Individual, Personal Development, Human, Altruism, Cultural/Aesthetic, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, and Meeting Local Needs, more than do the students. On the other hand, students at the three institutions value, Social Egalitarianism, Innovation and Off-Campus Learning more than do the administrators and faculty. Table 8 reports the Schéffe' test findings.

TABLE 8

SCHEFFE POST-HOC MULTIPLE COMPARISON TESTS
FOR THE THREE GROUPS, ADMINISTRATORS, FACULTY,
AND STUDENTS PERCEPTION ON THE IGI WITHIN
THE THREE STUDY INSTITUTIONS: KING ABDUL AZIZ UNIVERSITY,
UNIVERSITY OF PETROLEUM, MINERALS, AND RIYADH UNIVERSITY

Goal Areas	KAU	UPM	RU
Individual Personal Development	A > S F > S	A > S F > S	A > S F > S
Human, Altruism	A > S F > S	A > S F > S	A > S F > S
Cultural/Aesthetic	A > S F > S	A > S F > S	A > S F > S
Traditional Religiousness	A > S	A > S	A > S
Vocational Preparation	A > S F > S	A > S F > S	A > S F > S
Advanced Training	A > S F > S	A > S F > S	A > S F > S
Research	A > S F > S	A > S F > S	A > S F > S
Meeting Local Needs	A > S F > S	A > S F > S	A > S F > S
Public Service	-	-	-
Social Egalitarianism	S > F		S > A S > F
Social Criticism	-	-	-
Freedom	-	F > S	F > S
Democratic Governance		A > S F > S	A > S F > S

TABLE 8 (Continued)

Goal Areas	KAU	UPM	RU
Community		A > S F > S	
Intellectual, Aesthetic Development	A > S F > S	A > S F > S	
Innovation	S > F	A > F F > S	
Off-Campus Learning	S > A S > F	-	S > F S > A
Accountability, Efficiency	S > F	-	S > F

Goals as Perceived by Three Institutions

Within Groups

The second null hypothesis was: There is no significant difference on the perceived importance of institutional goals between the three institutions within groups. Since significant interaction effects were found in testing the first hypothesis (see Table 5, p. 56), a simple main-effects test had to be performed in order to determine whether or not other significant differences exist. Therefore, simple main-effects were computed on those scales where a significant difference was detected between the three institutions within groups. This procedure detected significant differences on the perceived importance being given on the Institutional Goal Inventory between the three institutions within groups for the following scales: Academic Development, Individual/Personal Development, Human/Altruism, Cultural/Aesthetic, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Social/Egalitarianism, Freedom, Democratic Governance, Community Intellectual/Aesthetic Environment, Innovation, Off-Campus Learning and Accountability/Efficiency. Thus the null hypothesis was rejected.

Table 9 represents the finding of simple main-effect for the schools within the three groups.

TABLE 9
 TESTS OF SIMPLE MAIN-EFFECTS FOR KING ABDUL AZIZ
 UNIVERSITY, UNIVERSITY OF PETROLEUM, MINERALS, AND
 RIYADH UNIVERSITY, WITHIN THE THREE GROUPS
 ADMINISTRATORS, FACULTY, AND STUDENTS ON THE IGI PERCEPTION

Goal Scales	Groups	df	Mean Square Among	F	
Academic Development	A	2	.186	.339	
	F	2	1.517	4.847	*
	S	2	1.406	1.4	
Individual, Personal Development	A	2	.995	3.043	
	F	2	2.6	7.95	*
	S	2	19.04	58.2	*
Human, Altruism	A	2	.046	1.3	
	F	2	1.35	1.86	
	S	2	63.88	87.9	*
Cultural, Aesthetic	A	2	1.6	1.84	
	F	2	1.55	1.79	
	S	2	67.2	77.8	*
Traditional Religiousness	A	2	.56	.660	
	F	2	3.0	3.53	
	S	2	77.6	91.4	*
Vocational Preparation	A	2	.524	.780	
	F	2	.345	.514	
	S	2	67.2	100.2	*
Advanced Training	A	2	.3	.608	
	F	2	1.4	2.8	
	S	2	47.9	97.2	*
Research	A	2	.85	1.25	
	F	2	2.25	3.3	
	S	2	63.4	93.1	*
Meeting Local Needs	A	2	.3	.498	
	F	2	.35	.581	
	S	2	63.5	105.5	*
Social, Egalitarianism	A	2	.77	1.7	
	F	2	.6	1.4	
	S	2	14.2	31.8	*

TABLE 9 (Continued)

Goal Scales	Groups	df	Mean Square Among	F
Freedom	A	2	.145	.879
	F	2	1.6	9.424 *
Democratic Governance	A	2	1.6	2.000
	F	2	3.8	4.63 *
	S	2	60.0	74.012 *
Community	A	2	.025	.339
	F	2	.77	1.04
	S	2	104.00	544.7 *
Intellectual, Aesthetic Environment	A	2	.35	.506
	F	2	1.3	1.804
	S	2	89.3	126.7 *
Innovation	A	2	.45	.561
	F	2	2.25	2.805
	S	2	83.0	103.45 *
Off-Campus Learning	A	2	.65	.888
	F	2	2.25	2.805
	S	2	88.9	121.4 *
Accountability Efficiency	A	2	.05	.152
	F	2	.55	1.7
	S	2	26.2	26.2 *

A - Administrators
F - Faculty
S - Students

* Significant at .05 level or above

The Scheffe' post-hoc tests then were computed to assess where the significant difference existed between the three institutions. These tests detected that the faculty respondents at Riyadh University scored significantly higher than the faculty respondents at King Abdul Aziz University and University Petroleum, Minerals on: Academic/Development and Individual, Personal, Development. Students at University of Petroleum, Minerals scored significantly higher than students at King Abdul Aziz University and Riyadh University on the following areas: Individual/Personal Development, Human/Altruism, Cultural/Aesthetics, Traditional Religiousness, Vocational Preparation, Advanced Training, Research and Meeting Local Needs. Students at King Abdul Aziz University and Riyadh University scored significantly higher than students at University of Petroleum, Minerals on the following scales: Social/Egalitarianism, Democratic Governance, Intellectual/Aesthetic Environment, Innovation, Off-Campus Learning, and Accountability/Efficiency. Similarly faculty at University of Petroleum, Minerals and Riyadh University scored significantly higher than the respondents at King Abdul Aziz University on Freedom. It is interesting to note that there was no significant difference detected between faculty and administrators. The difference only was in the part of students. Table 10 reports the findings of the Scheffe' Tests for post-hoc multiple comparison.

TABLE 10

SCHEFFE POST-HOC MULTIPLE COMPARISON TESTS FOR THE
 SAMPLE INSTITUTIONS, KING ABDUL AZIZ UNIVERSITY,
 UNIVERSITY OF PETROLEUM, MINERALS, AND RIYADH UNIVERSITY
 PERCEPTION ON THE TWENTY GOAL SCALES OF THE IGI ACROSS GROUPS

Goal Scales	Difference Between School on the Level of Group		
	Administrators	Faculty	Students
Academic Development	2 > 1		
Individual, Personal Development	2 > 1		1 > 0, 2
Human, Altruism			1 > 0 1 > 2
Cultural, Aesthetic			1 > 0 1 > 2
Traditional Religiousness			1 > 0 1 > 2
Vocational Preparation			1 > 0 1 > 2
Advanced Training			1 > 0 1 > 2
Research			1 > 0 1 > 2
Meeting Local Needs			1 > 0 1 > 2
Social Egalitarianism			0 > 1 2 > 1
Freedom	1 > 0 2 > 0		
Democratic Governance			0 > 1 2 > 1
Community			0 > 1 2 > 1
Intellectual, Aesthetic, Environment			0 > 1 2 > 1

TABLE 10 (Continued)

Goal Scales	Difference Between School on the Level of Group		
	Administrators	Faculty	Students
Innovation			0 > 1 2 > 1
Off-Campus Learning			0 > 1 2 > 1
Accountability, Efficiency			0 > 1 2 > 1

0 = KAU

1 = UPM

2 = RU

Goals As Perceived by Saudi andNon-Saudi Faculty Members

The third hypothesis was: there is no significant difference on the perceived importance of institutional goals between Saudi and non-Saudi faculty members in the three institutions as measured by the modified - Institutional Goal Inventory. The approximate test for multiple analysis of variance was performed for the the Saudi and non Saudi faculty members which showed no significance among these groups and the study failed to reject the null hypothesis. That is,

the Saudi and non-Saudi faculty members did not differ in their perceptions of the importance being attached to institutional goals. Table 11 summarizes the approximate F test - a multiple analysis of variance for these two groups.

TABLE 11
UNIVARIATE F TEST BETWEEN SAUDI
AND NON-SAUDI FACULTY MEMBERS ON THE IGI

F	DF Hyp	DFERR	P. Less Than
0.880	20.000	137.00	0.612

Summary

This chapter has presented an analysis of the data obtained from the administration of the IGI to the administrators, faculty, and students of three Saudi universities. Three null-hypotheses were tested by utilizing the statistical procedures described in Chapter III. Two of the three hypotheses were rejected at the .05 level or beyond.

Statistically significant interaction effects were detected among the administrator, faculty and student groups across the three institutions on their perceptions of the importance of institutional goals. The first hypothesis

which was concerned with differences in institutional goals was rejected and univariate F tests showed that the groups differed in their perceptions of institutional goals on seventeen goal areas at the .05 level of significance. The second hypothesis dealt with agreement on institutional goal difference between institutions across groups and was also rejected. Univariate F tests exhibited interaction between the three institutions on seventeen goal areas scale at the .05 level of significance. The third hypothesis was not rejected because of the non-existence of any significant difference between the Saudi and non-Saudi faculty members at the .05 level of significance or beyond. The importance (or meaning) of these findings is discussed in the following and concluding chapter.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Summary

The problem of this study was to describe the contemporary goals of higher education in Saudi Arabia.

This study proposed to treat the general problem by determining how the students, faculty and administrators in three major universities perceive the goal of higher education in Saudi Arabia. There were also three secondary problems or corollaries of the main problem:

1. To determine if there were significant differences on the perceived importance of goals across the three institutions.
2. Whether or not there were significant differences on the perceived importance of goals among administrators, faculty, and students at each of the three institutions.
3. Whether or not there were significant differences on the emphasis of perceived goals between Saudi and non-Saudi faculty members of the three institutions.

The first hypothesis was: There is no significant difference in the perceived importance of institutional goals among administrators, faculty and students across the three institutions as measured by the modified Institutional Goal Inventory. The test of this null hypothesis was statistically significant at the .001 level and thus was rejected. The groups were found to be statistically different in their perceptions of the importance attached to the institutional goals on seventeen goal scales. Administrators and faculty at the three institutions perceived the goals of Individual, Personal Development, Human/Altruism, Cultural/Aesthetics, Awareness, Traditional Religiousness, Vocational Preparation, Advanced Training, Research and Meeting Local Needs as being more important than did the students. They perceived these goal areas as being of high importance while the students perceived these areas to be of low importance. Students similarly perceived Accountability/Efficiency as being more important than did either the administrators or faculty at King Abdul Aziz University and Riyadh University. They perceive this goal to be of great importance while administrators and faculty perceived this goal to be of medium importance. Students at Riyadh University perceived Social/Egalitarianism as being of high importance more than did either administrators or faculty at Riyadh University while

the faculty and the administrator's perceived this goal to be of medium importance. Faculty scored significantly greater than students at University Petroleum, and Minerals, and Riyadh University on the freedom scale. They perceived this goal as high medium importance while students perceived it to be at a low medium importance. Students at KAU scored greater than faculty on Social/Egalitarianism and Innovation scales. They perceived these two areas of high importance while faculty perceived them as of medium importance. At KAU and RU students scored significantly greater than both faculty and administrators on Off-Campus Learning scale. They perceived this goal as being of high importance while the administrators and faculty perceived this goal as being of medium and of low medium importance respectively. It is interesting to note that there was no significant difference detected between administrators and faculty within the three institutions, which means that these two groups tend to agree on the perceived importance of institutional goals as measured by the IGI.

The second hypothesis was: There is no significant difference in the perceived importance of institutional goals between the three study institutions across groups. The test of this null hypothesis was found to be significantly different among the three institutions on seventeen goal scales; Academic Development, Individual, Personal Development,

Human/Altruism, Cultural/Aesthetics, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Social/Egalitarianism, Freedom, Democratic Governance, Community, Intellectual/Aesthetics/Environment, Innovation, Off-Campus Learning and Accountability/Efficiency. Students of UPM perceived the following goals to be more important at their institution than the students of both KAU and RU: Individual, Personal Development, Human/Altruism, Cultural/Aesthetics, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, and Meeting Local Needs. The students at both KAU and RU perceived the following goals to be more important at their institutions than did the student respondents of UPM: Social/Egalitarianism, Democratic Governance, Community, Intellectual/Aesthetics Environment, Innovation, Off-Campus Learning, and Accountability/Efficiency. The faculty of RU perceived the following goals to be more important than did the faculty respondents at UPM: Academic Development, and Individual, Personal Development. In the meantime, the faculty of UPM and RU perceived freedom to be more important than did the faculty of KAU.

The University of Petroleum and Minerals seemed to perceive the following areas as the most important goals of the institution:

1. Individual, Personal Development,

2. Human Altruism,
3. Cultural, Aesthetics,
4. Vocational Preparation,
5. Advanced Training,
6. Research,
7. Meeting Local Needs.

King Abdul Aziz and Riyadh universities seemed to perceive the following areas as the most important goals of both institutions:

1. Social, Egalitarianism,
2. Democratic Governance,
3. Intellectual, Aesthetics, Environment,
4. Innovation,
5. Off-Campus Learning,
6. Accountability, Efficiency.

The third hypothesis was: There is no significant difference in the perceived importance of institutional goals between Saudi and non-Saudi faculty members in the three institutions as measured by the modified Institutional Goal Inventory. The test of this null hypothesis was not found to be significant at the .05 level and consequently, there was a failure to reject this hypothesis. The Saudi and non-Saudi faculty members within the three institutions tend to have a similar pattern of response in their perceptions of the importance of institutional goals.

Conclusions

1. This study indicates that the three universities differ significantly on seventeen goal scales of the twenty goals. Although there is apparent significant difference among the three universities, the fact is that the difference is on the part of the students only, faculty and administrators do not differ significantly.

2. What was found was a large degree of agreement, a consensus which suggests a high order or homogeneity within the academic community. But this does not appear to be supported by informal reports from constituents, so another study with a different method may be needed to see if there is a similar finding.

3. This study supports the conclusion that the nature of the information available to students clearly differs from that which is available to administrators and faculty members. This study has shown that students reported at much lower rates than administrators and faculty, that they did not know if certain goals were being emphasized at their institution. This finding was less pronounced at University of Petroleum and Minerals where 45 to 50 percent of the students reside on campus. Thus, it may be concluded that residing on campus is a factor influencing the nature of information available to students, that is concerning institutional goals.

4. The findings of this study agree with the conclusion of Gross and Grambsch that administrators and faculty tend to perceive the present importance of institutional goals in the same manner. The crucial differences in the perceived importance of institutional goals is not between administrators and faculty but between institutions.

5. This study tends to confirm the finding of Wieland, in a study of liberal arts colleges in Michigan, that clarity-uncertainty depended on two factors: the knowledge members of the institution had of the goal, and the consensus. 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. This study has shown a large degree of consensus among the faculty and the administrators across the three institutions on eighteen goal scales out of twenty.

6. The findings of this study regarding student perception of goals support the finding of a number of studies that reported curricular differences with respect to student's general perception of the university goals. Students in liberal arts curriculum are more likely than other students to perceive basic education, developing an appreciation of ideas, and developing the ability to think

critically and to make rational judgement as the most important goals of the university. By contrast, students in engineering, education, nursing, business administration and agriculture place greater importance on vocational training and career preparation than do students in the liberal arts.¹

Recommendations

The finding of this research indicates that there was significant difference in the perceived importance of institutional goals at three major universities in Saudi Arabia. However, only the variables of group and institutions were studied and thus more information is needed so as to explain the perception of institutional goals. Therefore, the following recommendations are offered for further research.

1. This study should be replicated at other Saudi universities in other geographical locations such as the Islamic University in Madina, Mohammed Bin Saud, in Riyadh, and King Faisal University in the eastern province, in order to determine if similar findings occur.

¹Kenneth A. Feldman, and Theodore M. Newcomb, The Impact of College on Students (San Francisco, Cali.: Jassey-Bass Inc., Publishers, 1969), p. 159.

2. Other populations should be identified and studied in order to more adequately describe institutional goal perception. Such populations as alumni, board of trustee members, which may provide further information on whether or not there is a real difference in institutional goals perception at other Saudi universities.

3. Since no significant differences in perception of institutional goals were detected among Saudi and non-Saudi faculty members at the three institutions, tradition and hiring practices may be variables that influence perceptions of institutional goals. Further study should attempt to identify those variables that influence perceptions of institutional goals.

4. Study needs to be focused on the problem, "Why do students view goals drastically differently from faculty and administrators?", and the sub-problems:

- (1) Are students reliable reporters of goal intention than faculty and administrators?
(or on some goals than others?)
- (2) Does residing on campus influence the student perception of institutional goal?
- (3) Does curricular difference influence the student perception of institutional goal?

APPENDICES

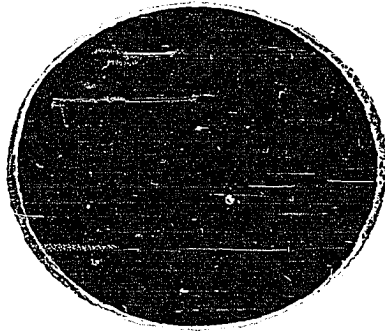
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APPENDICES



APPENDIX A

LETTERS TO FACULTY MEMBERS, ADMINISTRATORS,
AND STUDENTS SEEKING THEIR PARTICIPATION
IN STUDY OF INSTITUTIONAL GOAL

بسم الله الرحمن الرحيم

جامعة الملك عبدالعزيز
الادارة العامة

الرقم : ٩٦/٣٣٦
التاريخ : ١٣٩٦/٢/١٧ هـ

سعادة /

السلام عليكم ورحمة الله وبركاته . . .

نرفق لكم مع هذا عدد نسخة من الاستفتاء الذي يقوم
بمبحث هذه الجامعة الاستاذ / محمد عثمان كشميرى بإجرائه كجزء من
دراسه للدكتوراه . . . ولما تعلمونه من أهمية هذه الدراسة في الموضوع
الذي يقوم به المذكور . . . فانتى ارجو كريم التعاون بتوزيع النسخ على
أعضاء هيئة التدريس ورؤساء المكاتب بكميتكم للإجابة على ما تضمنه هذا
الاستفتاء ، ثم اعادته لادارة الجامعة .

شاكرًا لكم كريم تعاونكم . ولكم تحياتى وتقديرى ؛

مدير

الادارة العامة

عبد الرحمن محمد خليل طيبة

UNIVERSITY OF PETROLEUM & MINERALS
DHAHRAN, SAUDI ARABIA

MEMORANDUM

03/22/1976

Attached is a questionnaire used by a Saudi Student as
a part of his research on the Goals of the Universities in Saudi Arabia.

Kindly fill out and send it to the Rector's Office as soon as
possible.

Your cooperation is appreciated.

Rector's Office
Al-Mutrif
6323

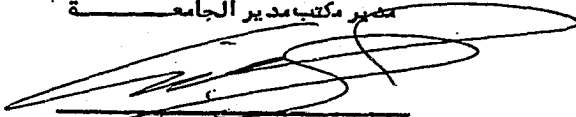
بسم الله الرحمن الرحيم
 المملكة العربية السعودية
 جامعة البترول والمعادن
 الظهران

الس : العمداء / رؤساء الأقسام / المدرسين / الطلبة التاريخ : ١٦/٣/٢١ هـ
 من : مدير مكتب مدير الجامعة الموافق : ١٦/٣/٢١ هـ

الموضوع : استفتاء عن أهداف الجامعات في المملكة

مرفق بهذه المذكرة استفتاء عن أهداف الجامعات بالمملكة العربية السعودية
 تقدم به أحد طلابنا في الولايات المتحدة الأمريكية الذي يسعى للحصول على درجة
 الدكتوراه في إدارة التعليم العالي •
 ونظراً لأهمية هذا البحث وحاجة الباحث للمساعدة أرجو التكرم بالرد على
 أسئلة الاستفتاء وإعادتها إلى مكتب مدير الجامعة •
 شاكرين تجاوبكم ،،،،

مدير مكتب مدير الجامعة


 محمد أحمد حسن

الى الأخ الزميل :

ان عناية جلالة الملك المعظم وحكومته الرشيدة بأمر الجامعات في المملكة ظاهرة ملحوظة وواجب على رجال الجامعة والعاملين فيها (أساتذة وطلاب واداريين) أن يكونوا على درجة كبيرة من الوعي بأهداف الجامعات في المملكة

وهذا الاستفتاء جزء من دراسة علمية لمعرفة آراء المهتمين بالجامعات في عدد كبير من الأهداف التي يمكن أن توجه الجامعات في المملكة جهودها لتحقيقها . ويحتوي هذا الاستفتاء على مجموعة من المبارات ، كل عبارة منها يمكن أن تكون هدفا حاليا للجامعة أو ينتهي أن تكون هدفا للجامعة بدرجات مختلفة من الأهمية . ومطلوب منك أن تتفضل بمساعدة الباحث في هذه الدراسة وذلك بقراءة المبارات التي يتضمنها الاستفتاء وإبداء رأيك في كل منها على النحو الذي سأتراه في الصفحة التالية .

ويود الباحث أن يؤكد أن الاجابات على هذا الاستفتاء سوف تستخدم في هذه الدراسة فقط دون الإشارة الى اسم أي فرد ممن أجابوا على ذلك ، وتحقيقا لهذا يرجى عدم كتابة اسمك على أوراق الاستفتاء . . .

وعند الاجابة يرجى استعمال قلم الرصاص في تسويد خانة واحدة فقط في مقابل كلمة (حاليا) وخانة واحدة أخرى في مقابل عبارة (ينهي أن يكون) الرجاء أيضا عدم استعمال قلم الحبر السائل أو القلم الجاف ، وعدم وضع علامة ✓ أو X ولكن تسويد الخانة المختارة بقلم الرصاص جيدا

وشكرا على تعاونك

أخوك

محمد عثمان كشمرى

APPENDIX B

INSTRUMENTS:

INSTITUTIONAL GOAL INVENTORY

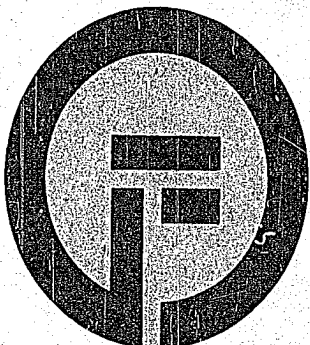
ENGLISH VERSION

AND

INSTITUTIONAL GOAL INVENTORY

ARABIC VERSION:

INSTITUTIONAL GOALS INVENTORY (Form 1)



To the respondent:

Numerous educational, social, and economic circumstances have arisen that have made it necessary for many colleges and universities in America to reach clear and often new understandings about their goals. During the late 1960s there were new demands, especially from students, for colleges to assume new roles and serve new interests. Now, in the early 1970s, a wide spread financial crisis is making it imperative for colleges to specify the objectives to which limited resources may be directed.

The Institutional Goals Inventory (IGI) was developed as a tool to help college communities delineate goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of college goals.

The *Inventory* was designed to embrace possible goals of all types of American higher education institutions—universities, church-related colleges, junior colleges, and so forth. Most of the goal statements in the *Inventory* refer to what may be thought of as output or outcome goals—substantive objectives colleges may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to process goals—goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups—faculty, students, trustees, and so forth. In no instance will responses of individuals be reported. The *Inventory* should ordinarily not take longer than 45 minutes to complete.

page two

DIRECTIONS

The *Inventory* consists of 90 statements of possible institutional goals. Using the answer key shown in the examples below, you are asked to respond to each statement in two different ways:

First — How important *is* the goal at this institution at the present time?

Then — In your judgment, how important *should* the goal *be* at this institution?

EXAMPLES

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
A. to require a common core of learning experiences for all students...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this example, the respondent believes the goal "to require a common core of learning experiences for all students" is presently of extremely high importance, but thinks that it should be of medium importance.

B. to give alumni a larger and more direct role in the work of the institution...	is	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

In this example, the respondent sees the goal "to give alumni a larger and more direct role in the work of the institution" as presently being of low importance, but thinks that it should be of high importance.

- Unless you have been given other instructions, consider the institution as a whole in making your judgments.
- In giving *should be* responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- Please try to respond to every goal statement in the *Inventory*, by

blackening one oval after *is* and one oval after *should be*.

- Use any soft lead pencil. Do not use colored pencils or a pen-ink, ball point, or felt tip.
- Mark each answer so that it completely fills (blackens) the intended oval. Please do not make checks (✓) or X's.

- Additional Goal Statements (Local Option) (91-110): A section is included for additional goal statements of specific interest or concern. These statements will be supplied locally. If no statements are supplied, leave this section blank and go on to the Information Questions.
- Information Questions (111-117): These questions are included to enable each institution to analyze the results of the *Inventory* in ways that will be the most meaningful and useful to them. Respond to each question that applies.
- Subgroups and Supplementary Information Questions (118-124): If these sections are to be used instructions will be given locally for marking these items. If not, please leave them blank.

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Published and distributed by ETS College and University Programs,
Princeton, New Jersey 08540

Please respond to these goal statements
by blackening one oval after is and one
after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
1. to help students acquire depth of knowledge in at least one academic discipline...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
2. to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
3. to help students identify their own personal goals and develop means of achieving them...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
5. to increase the desire and ability of students to undertake self-directed learning...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
7. to develop students' ability to synthesize knowledge from a variety of sources...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
9. to hold students throughout the institution to high standards of intellectual performance...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
10. to instill in students a life-long commitment to learning...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
11. to help students achieve deeper levels of self-understanding...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)
13. to help students be open, honest, and trusting in their relationships with others...	is	(1)	(2)	(3)	(4)	(5)
	should be	(1)	(2)	(3)	(4)	(5)

Please respond to these goal statements
by blackening one oval after is and one
after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14. to encourage students to become conscious of the important moral issues of our time...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. to educate students in a particular religious heritage...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. to help students understand and respect people from diverse backgrounds and cultures...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. to require students to complete some course work in the humanities or arts...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. to help students become aware of the potentialities of a full-time religious vocation...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. to encourage students to become committed to working for world peace...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. to develop students' ability to understand and defend a theological position...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. to acquaint students with forms of artistic or literary expression in non-Western countries...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. to help students develop a dedication to serving God in everyday life...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

77
Please respond to these goal statements
by blackening one oval after is and one
after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
27. to develop what would generally be regarded as a strong and comprehensive graduate school...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. to perform contract research for government, business, or industry...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. to develop educational programs geared to new and emerging career fields...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. to offer graduate programs in such "newer" professions as engineering, education, and social work...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. to serve as a cultural center in the community served by the campus...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. to conduct basic research in the natural sciences...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. to conduct basic research in the social sciences...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. to provide retraining opportunities for individuals whose job skills have become out of date...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. to contribute, through research, to the general advancement of knowledge...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. to assist students in deciding upon a vocational career...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. to provide skilled manpower for local-area business, industry, and government...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please respond to these goal statements
by blackening one oval after is and one
after should be.*

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40. to facilitate involvement of students in neighborhood and community-service activities...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. to provide educational experiences relevant to the evolving interests of women in America...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. to provide critical evaluation of prevailing practices and values in American society...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. to work with governmental agencies in designing new social and environmental programs...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. to help students learn how to bring about change in American society...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. to focus resources of the institution on the solution of major social and environmental problems...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. to be responsive to regional and national priorities when considering new educational programs for the institution...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to these goal statements
by blackening one oval after is and one
after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53. to be engaged, <u>as an institution</u> , in working for basic changes in American society...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. to maintain a climate in which communication throughout the organizational structure is open and candid...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. to place no restrictions on off-campus political activities by faculty or students...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. to decentralize decision making on the campus to the greatest extent possible...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

page eight

Please respond to these goal statements
by blackening one oval after is and one
after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. to experiment with different methods of evaluating and grading student performance...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. to create an institution known widely as an intellectually exciting and stimulating place...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. to create procedures by which curricular or instructional innovations may be readily initiated...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

of no importance,
or not applicable

79.	to apply cost criteria in deciding among alternative academic and non-academic programs...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81.	to regularly provide evidence that the institution is actually achieving its stated goals...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82.	to carry on a broad and vigorous program of extracurricular activities and events for students...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83.	to be concerned about the <u>efficiency</u> with which college operations are conducted...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85.	to include local citizens in planning college programs that will affect the local community...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86.	to excel in intercollegiate athletic competition...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87.	to be <u>accountable</u> to funding sources for the effectiveness of college programs...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90.	to achieve consensus among people on the campus about the goals of the institution...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

• If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.
• If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.

page ten

ADDITIONAL GOAL STATEMENTS (Local Option)

If you have been provided with supplementary goal statements, use this section for responding. Use the same answer key as you use for the first 90 items, and respond to both *is* and *should be*.

of no importance, or not applicable						of low importance						of medium importance						of high importance						of extremely high importance										
91.	is	1	2	3	4	5	101.	is	1	2	3	4	5	102.	is	1	2	3	4	5	103.	is	1	2	3	4	5	104.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
92.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
93.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
94.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
95.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
96.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
97.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
98.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
99.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5
100.	is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5		is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5		should be	1	2	3	4	5

Go on to last page.

Please mark one answer for each of the information questions below that apply to you.

111. Mark the one that best describes your role.

- ☐ 1 Faculty member
☐ 2 Student
☐ 3 Administrator
☐ 4 Governing Board Member
☐ 5 Alumna/Alumnus
☐ 6 Member of off-campus community group
☐ 7 Other _____

112. Faculty and students: mark one field of teaching and/or research interest, or for students, major field of study.

- ☐ 1 Biological sciences
☐ 2 Physical sciences
☐ 3 Mathematics
☐ 4 Social sciences
☐ 5 Humanities
☐ 6 Fine arts, performing arts
☐ 7 Education
☐ 8 Business
☐ 9 Engineering
☐ 10 Other _____

113. Faculty: indicate academic rank.

- ☐ 1 Instructor
☐ 2 Assistant professor
☐ 3 Associate professor
☐ 4 Professor
☐ 5 Other _____

114. Faculty: indicate current teaching arrangement.

- ☐ 1 Full-time
☐ 2 Part-time
☐ 3 Evening only
☐ 4 Off-campus — extension only, etc.
☐ 5 Other _____

115. All respondents: indicate age at last birthday.

- ☐ 1 Under 20
☐ 2 20 to 29
☐ 3 30 to 39
☐ 4 40 to 49
☐ 5 50 to 59
☐ 6 60 or over

116. Students: indicate class in college.

- ☐ 1 Freshman
☐ 2 Sophomore
☐ 3 Junior
☐ 4 Senior
☐ 5 Graduate
☐ 6 Other _____

117. Students: indicate current enrollment status.

- ☐ 1 Full-time, day
☐ 2 Part-time, day
☐ 3 Evening only
☐ 4 Off-campus only — e.g., extension, correspondence, TV, etc.
☐ 5 Other _____

118. SUBGROUPS—one response only.

Instructions will be given locally for gridding this subgroup item.
 If instructions are not given, leave blank.

- ☐ 1 One
☐ 2 Two
☐ 3 Three
☐ 4 Four
☐ 5 Five

SUPPLEMENTARY INFORMATION QUESTIONS.

If you have been provided with additional information questions, use this section for responding.
 Mark only one response to each question.

119.	120.	121.	122.	123.	124.
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10

THANK YOU

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Russell W. Martin
Assistant Treasurer

October 28, 1975

Dr. Herbert R. Hengst
Professor and Director
Center for Studies in Higher Education
College of Education
The University of Oklahoma
601 Elm, Room 520
Norman, Oklahoma 73069

Dear Dr. Hengst:


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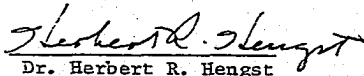
If these arrangements are satisfactory, please sign both copies of this letter and return one copy to me for our records.

Sincerely,

(Mrs.) Dorothy Urban
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DU/lis

cc: Miss Beck

ACCEPTED AND AGREED TO:


Dr. Herbert R. Hengst

يتضمن هذا الاستفتاء على تعيين جلة ، كل منها يعتبر مدفا محتلا للجامعة
وفي الاجابة عن كل جلة يري من القارى الاجابة عليها بطريقتين مختلفتين
على النحو التالي :
أولا : ما هي الأهمية الحالية للهدف في الجامعة التي تنتمي اليها ..
ثانيا : ما الأهمية التي ينبغي أن تكون للهدف مستقلا .
وفى يلي مثالان افتراضيان لتوضيح كيفية الاجابة .

مثال				
	قائمة الأهداف التي ينبغي تحقيقها	قائمة الأهداف التي ينبغي تحقيقها	قائمة الأهداف التي ينبغي تحقيقها	قائمة الأهداف التي ينبغي تحقيقها
	حاليا ينبغي أن يكون	حاليا ينبغي أن يكون	حاليا ينبغي أن يكون	حاليا ينبغي أن يكون
(أ) اعطاء خريجي الجامعة دورا مباشرا في تطوير المشروعات الجامعية ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ب) تعلم تاريخ الفيزياء والفلسفة وسائر العلوم الأخرى	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
في هذا المثال الافتراضي نجد أن القارى يعتقد أن هذا الهدف قليل الأهمية (حاليا) ولكنه يرى (أنه ينبغي) أن يعطى أهمية كبيرة ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
في هذا المثال الافتراضي نجد أن القارى يرى بأن الهدف (حاليا) له أهمية كبيرة ولكنه يعتقد أنه (ينبغي أن يكون) قليل الأهمية.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

اصفة كبيرة للمعاهد
 اصفة كبيرة للمعاهد
 اصفة كبيرة للمعاهد
 اصفة كبيرة للمعاهد

رجا: وزارة المعارف والتعليم العالي والبحث العلمي
 فضاءات الجاهات التابعة لهـ " حاليا " واجابة واحدة
 اخرى من الاجابات التابعة لهـ " ينبغي أن يكون "

١	مساعدة الطلاب على التمتع في حرفة	حاليا	ينبغي أن يكون	١	٣	٤	٥
٢	تدريس الطلاب وسائل التقصص والبحث العلمي وكذلك طرق تحديد الشبكات ومعرفة مآلها .	حاليا	ينبغي أن يكون	١	٣	٤	٥
٣	مساعدة الطلاب على اختيار أن ورهم الخاصة بهم والطرق الكفيلة بتحقيقها .	حاليا	ينبغي أن يكون	١	٣	٤	٥
٤	تأكيد اهتمام الطلاب بالمصارف الاساسية في المعلوم الاساسية والاحتياجية والطبيعية	حاليا	ينبغي أن يكون	١	٣	٤	٥
٥	زيادة رغبة الطلاب وتعبية قدراتهم في التعليم الذاتي المستقل وتطور قدراتهم لتلك	حاليا	ينبغي أن يكون	١	٣	٤	٥
٦	اعداد الطلاب للمثل الاكاديمي المتمثل من طريق الميادين ، الكليات والادارات العليا كالمطب واليدية ونحوها	حاليا	ينبغي أن يكون	١	٣	٤	٥
٧	تطوير قدرات الطلاب في طائيف المرفوعة من مصائد وشم	حاليا	ينبغي أن يكون	١	٣	٤	٥
٨	معاونة الطلاب على تنمية الاحساس بالقيمة الذاتية والتمتع بالنفس والتأثير في الاحداث	حاليا	ينبغي أن يكون	١	٣	٤	٥
٩	تحقيق أقصى مستحبات الاثراء المعنوي والمعنوي لدى الطلاب	حاليا	ينبغي أن يكون	١	٣	٤	٥
١٠	أن تكون في الطلاب الاتجاه نحو الالتزام بالانتماء مدني الحي	حاليا	ينبغي أن يكون	١	٣	٤	٥
١١	مساعدة الطلاب على تحقيق أقصى مستحباتهم	حاليا	ينبغي أن يكون	١	٣	٤	٥
١٢	ضمان حصول الطلاب على الجاهات على مستوى كاف في التزاور والكفاءة والرياضات	حاليا	ينبغي أن يكون	١	٣	٤	٥
١٣	مساعدة الطلاب على تحقيق الانفتاح الثقافي والادبي والتمتع في علاقتهم مع الآخرين	حاليا	ينبغي أن يكون	١	٣	٤	٥

درجة كبيرة للغاية

درجة كبيرة

متوسط الاحصاء

قليل الاحصاء

صحيح أو لا يمكن تطبيقه

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رجاء قراءة المبررات التالية واختيار اجابة واحدة فقط من الاجابات التالية بكلمة "حاليا" واجابة واحدة أخرى من الاجابات التالية بمباراة "ينبغي أن يكون"

٢٧	ايجاد برنامج للدراسات العليا يعتبر بوجه عام قويا وشاملا	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٢٨	اجراء البحوث العلمية التي يتماقد عليها مع المصالح الحكومية ومع المؤسسات التجارية والصناعية	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٢٩	اتاحة الفرص للكتاب لخاصة واستمرار تعليمهم خارج الدوام الرسمي	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٠	تقديم برامج تعليمية حديثة النشأة فسي مبادئ المصل	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣١	اعداد الطلاب للتخصص في مجال واحد أو أكثر في المهن التقليدية مثل القانون والطب، والمعمارة	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٢	تقديم برامج للدراسات العليا في أحدث المهن كالهندسة - التعليم - الخدمة الاجتماعية .	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٣	أن تكون الجامعة مركزا ثقافيا يخدم المجتمع الذي تقوم فيه	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٤	اجراء البحوث الاساسية في العلوم الطبيعية كالفيزياء والجيولوجيا ، والبيروكيمات .	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٥	اجراء البحوث الاساسية في العلوم الاجتماعية مثل علم الاجتماع والتربية وعلم النفس	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٦	اتاحة فرص التمرين المتجددة لاعادة تدريب الافراد الذين أصبحت مهاراتهم في العمل قديمة وغير ملائمة للعصر .	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٧	أن تسهم الجامعة عن طريق البحث فسي تقدم المصرفة بوجه عام .	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٨	مساعدة الطلاب في اتخاذ القرارات الخاصة بمستقبلهم المهني .	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥
٣٩	تزويد المجتمع المحلي والمؤسسات التجارية والصناعية والحكومية بما تحتاجه من القوى البشرية الماهرة .	حاليا ينبغي أن يكون	١ ٢ ٣ ٤ ٥

أهمية كبيرة للغاية	أهمية كبيرة	أهمية متوسطة	أهمية قليلة	أهمية لا يمكن تحليتها
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أهمية لا يمكن تحليتها 110

رانيا* قراءة السماعات التالية واعتبارها واحدة فقط من الاجابات التالية بكلمة "حاليا" واجابة واحدة أخرى من الاجابات التالية لسماعة "ينبغي أن يكون" 110

أهمية كبيرة للغاية	أهمية كبيرة	أهمية متوسطة	أهمية قليلة	أهمية لا يمكن تحليتها
٥٣	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٥٤	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٥٥	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٥٦	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٥٧	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٥٨	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٥٩	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٦٠	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٦١	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٦٢	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٦٣	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٦٤	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا
٦٥	٤	٣	٢	١
حاليا	ينبغي أن يكون	حاليا	ينبغي أن يكون	حاليا

رجاء قراءة البيانات التالية واختصار اجابة واحدة فقط من الاجابات التالية بكلمة "حاليا" واجابة واحدة أخرى من الاجابات التالية لكلمة "ينبغي أن يكون"

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٦٦	خلق شاخ جاسم يحقق للطلاب قضاء أوقات فراغهم في نشاطات فكرية وتفاعلية .	ينبغي أن يكون	حاليا
٦٧	إيجاد شاخ جاسم يسمح بتقولا لا يتكسار الترميز المستمر بوصفه طريقة لمعالجة الجامعة	ينبغي أن يكون	حاليا
٦٨	تشجيع الطلاب على الالتحاق بالجامعة خارجيا من حين آخر للحصول على خبرات متخصصة كالدراستات الصفية . الدراستات العملية الخارجية	ينبغي أن يكون	حاليا
٦٩	خلق جو يسهل اجتماع الطلاب ومدرسيهم بمبدأ عن الجو الرسمي لمناقشة الأفكار والاكتشافات المشتركة .	ينبغي أن يكون	حاليا
٧٠	تجريب فرق مختلطة في تعليم الطلاب وتقديرهم لأهميتهم في الامتحانات وفي غيرها من الأنشطة	ينبغي أن يكون	حاليا
٧١	تحقيق أكبر درجة من الاستغلال للجامعة وتحويلها من قيود الروتين الحكومي .	ينبغي أن يكون	حاليا
٧٢	أن تسهم الجامعة في اتصال كلياتها بالكليات المناظرة في جامعات المملكة بحيث يتاح للطلاب وفقا لخطة - الدراسة الجامعية الأولى في جامعات مختلطة .	ينبغي أن يكون	حاليا
٧٣	إقامة برنامج ثقافي سنوي غني بالمعارض والندوات وحفلات الترفيه والسمارث الفنية وما شابهها .	ينبغي أن يكون	حاليا
٧٤	تجريب طرق جديدة للتعليم الفردي تسمح للدرسين بتوجيه كل طالب على حده ، ووضع جدول أولي للدراسة وقيام الطلاب بتخطيط برنامجهم الشخصي .	ينبغي أن يكون	حاليا
٧٥	منح درجة البكالوريوس ، أو درجة زائلة - لدراسات يتم الاشراف عليها خارج الجامعة في مراكز حكومية أو بالمراسلة - الإلتحاق بالدراسة	ينبغي أن يكون	حاليا
٧٦	جعل الجامعة مؤسسة مشهورة بما تقدمه من برامج تنمي العقول وتستثير الفكر ...	ينبغي أن يكون	حاليا
٧٧	أن تتبنى الجامعة وسائل تسمح باستحداث برامج وخلق تعليم جديدة	ينبغي أن يكون	حاليا
٧٨	منح البكالوريوس لطلاب على أساس انجازهم الفردي في امتحانات تصنفها الجامعة	ينبغي أن يكون	حاليا
	لهم دون أن تكون لهم دراسة جامعية منتظمة	ينبغي أن يكون	حاليا

البيانات التالية هي بيانات افتراضية وليست بالبيانات الحقيقية

يرجاء قراءة المهارات التالية واختيار اجابة واحدة فقط من الاجابات التالية بكلمة " حاليا " واجابة واحدة أخرى من الاجابات التالية لمباراة " ينفي أن يكون "

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أهمية كبيرة للممارسة	أهمية كبيرة	متوسطة الأهمية	منخفضة الأهمية	لا أهمية له أو لا يمكن تطبيقه		
٥	٤	٣	٢	١	حاليا	٧٩
٥	٤	٣	٢	١	ينفي أن يكون	تطبيق معايير التكلفة العالية عند الاختيار بين مختلف البرامج الأكاديمية وغير الأكاديمية
٥	٤	٣	٢	١	حاليا	٨٠
٥	٤	٣	٢	١	ينفي أن يكون	أن تعمل الجامعة - دائما - على أن تكون لها مكانة أكاديمية مشهورة في الدوائر - الأكاديمية ولدى الجامعات المحافظة لها .
٥	٤	٣	٢	١	حاليا	٨١
٥	٤	٣	٢	١	ينفي أن يكون	أن تهرس الجامعة بصورة منتظمة على تحقيق الاهداف المحددة لها .
٥	٤	٣	٢	١	حاليا	٨٢
٥	٤	٣	٢	١	ينفي أن يكون	تقديم برنامج قوى ووسع يمتد بالنشاط الاجتماعي والثقافي والمصائب الخارجية على طلابها
٥	٤	٣	٢	١	حاليا	٨٣
٥	٤	٣	٢	١	ينفي أن يكون	المنايا يمدى كفاءة الصل في كل كلمه من كليات الجامعة .
٥	٤	٣	٢	١	حاليا	٨٤
٥	٤	٣	٢	١	ينفي أن يكون	أن تنظم الجامعة بصورة تسمح باستمرار وضع خطط جامعية قصيرة المدى - متوسطة - وطويلة المدى .
٥	٤	٣	٢	١	حاليا	٨٥
٥	٤	٣	٢	١	ينفي أن يكون	أشراك المواطنين المحليين في تخطيط البرامج الجامعية التي تؤثر في المجتمع المحلي .
٥	٤	٣	٢	١	حاليا	٨٦
٥	٤	٣	٢	١	ينفي أن يكون	أن تتفوق الجامعة في السابقات الرياضية بين الكليات والجامعات .
٥	٤	٣	٢	١	حاليا	٨٧
٥	٤	٣	٢	١	ينفي أن يكون	أن يكون تقدير الاعتمادات المالية وقتا لدى فاعلية برامج الكليات الجامعية .
٥	٤	٣	٢	١	حاليا	٨٨
٥	٤	٣	٢	١	ينفي أن يكون	ايجاد مناخ يسمح بقبول التقييم المنظم للبرامج بوصفه طريقة لتحسين الجامعة .
٥	٤	٣	٢	١	حاليا	٨٩
٥	٤	٣	٢	١	ينفي أن يكون	أن تقوم الجامعة بانتظام بتوضيح طبيعتها عملها ، وأهدافها ، وإنجازاتها للمواطنين خارج الجامعة .
٥	٤	٣	٢	١	حاليا	٩٠
٥	٤	٣	٢	١	ينفي أن يكون	المصل على اتفاق جميع المواطنين في الجامعة على أهداف الجامعة ورسالتها . .

عرجوب

بسم الله الرحمن الرحيم

١- لطفا ضع علامة واحدة فقط على الجملة التي تراها تنطبق عليك

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- ٠١ عضوية تدريس
- ٠٢ طالب
- ٠٣ ادارى
- ٠٤ عضو في المجلس الاعلى للجامعة

٢- ضع علامة على مادة واحدة فقط من المواد التالية التي تراها تتناسب مع ميولك

أو تخصصك المفضل .

- ٠١ علم الاحياء
- ٠٢ علم الطب
- ٠٣ علم الرياضيات
- ٠٤ علم الاجتماع
- ٠٥ العلوم الانسانية
- ٠٦ الآداب
- ٠٧ تربية وتعليم
- ٠٨ ادارة أعمال
- ٠٩ هندسة
- ٠١٠ غير ذلك

٣- ضع علامة على المرتبة العلمية التي تشغلها حاليا

- ٠١ مدرس
- ٠٢ استاذ مساعد
- ٠٣ استاذ مشارك
- ٠٤ استاذ
- ٠٥ غير ذلك

٤- العمر

- (١) أقل من عشرين
- (٢) ٢٠ الى ٢٩
- (٣) ٣٠ الى ٣٩
- (٤) ٤٠ الى ٤٩
- (٥) ٥٠ الى ٥٩
- (٦) ٦٠ أو أكثر

٥- الجنسية

- (١) سعودي
- (٢) متعاقد

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SELECTED BIBLIOGRAPHY

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