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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

# THE RELATIONSHIP BETWEEN PERCEIVED INSTITUTIONAL GOALS AND PERCEIVED INSTITUTIONAL PRACTICES AT A PUBLIC FOUR-YEAR PREDOMINANTLY BLACK COLLEGE

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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BY

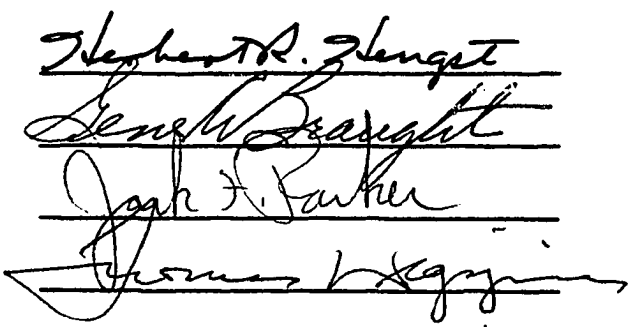
EGBERT JULIAN BACON

Norman, Oklahoma

1975

THE RELATIONSHIP BETWEEN PERCEIVED INSTITUTIONAL GOALS AND PERCEIVED INSTITUTIONAL PRACTICES AT A PUBLIC FOUR-YEAR PREDOMINANTLY BLACK COLLEGE

APPROVED BY



DISSERTATION COMMITTEE

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Sincere appreciation is extended to my wife, Dorothy, for her kindness, inspiration, devotion, and typing of the manuscript. Equal gratitude is expressed to Dr. Mary Dewey, members of my family, and to the many friends who assisted in any way.

DEDICATED

TO THE

MEMORY OF MY

MOTHER

MRS. EVELYN ELIZABETH POWELL BACON

1915 - 1973

"SHE LIVED FOR THIS DAY"

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# CHAPTER I

# INTRODUCTION

## Background of the Problem

As higher education institutions and systems have had, in the past, to cope with expanding enrollments and now, with limited resources, they have been forced to engage in some sort of planning, be it crude or fairly systematic, short or long term. In planning for higher education, clarifying goals and establishing priorities among them are the first orders of business. Planning in higher education goes on at many levels, and consciousness of goals is critical at all times: in futuristic thinking about national and international systems, in developing state-wide master plans, in restructuring existing systems (including fashioning new governance systems), and in year-to-year budgeting in single institutions and their various component units.

The use of goals in financial planning is particularly relevant to all administrators in higher education. In the past few years there has been a dramatic infusion into

higher education of various financial analysis and management methods, of which one of the best known goes by the acronym PPBS (program-planning-budgeting-system). An important element in PPBS is identification of goals.

Peterson has reported in The Crisis of Purpose: Definition and Uses of Institutional Goals that ". . . It seems essential in these times that colleges articulate their goals."[1] He further states that it is the mission of the college ". . . to give direction to present and future work; to provide an ideology that can nurture internal cooperation, communication and trust; to enable appraisal of the institution as a means-ends system; to afford a basis for public understanding and support. Indeed, the college without the inclination or will to define itself, can look forward to no future but to a kind of half-life of constantly responding to shifting pressures, or to a future laid down by some external authority. Neither prospect pleases."[2]

It is particularly necessary for the administrators

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[1]Richard E. Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goal, (Washington, D. C. W.R.I.C. Clearinghouse on Higher Education, October, 1970) pp. 11-12.

[2]Ibid.

of black institutions to reassess their goals. Such an endeavor is compelling because of the rapid changes in higher education, and the lack of financial support from which these institutions suffer. Tilden J. LeMelle and Wilbert J. LeMelle give the following statement concerning Negro education:

> The real basis and purpose in Negro education is to contribute knowledge and experience relevant to the conditions and circumstances of black life in the United States. To the degree that the Negro college has not faithfully acquitted itself to this prime responsibility it has failed its students, the black community, and the American society. The problem historically has centered on the nonacceptance by the black colleges of their special role as the principal contributors to the total development of black life in the United States and of the obvious need to develop special means to make their contribution more relevant. The absence of national goals for black higher education resulted in a system in rigid imitation of the national model without modification and adaptation fitting the requirements of the black student and the resources of the black community. This accounts in large measure for the striking imbalance and near total lack of coordination and planning among the black colleges.[3]

Black institutions of higher learning not only can but must assume the full role of vital centers of learning and training for change. The role of the black college is

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[3]Tilden J. LeMelle and Wilbert J. LeMelle, The Black College: A Strategy for Achieving Relevancy, (New York: Frederick A. Praeger Publishers, 1969), p. 25.

indispensable for achieving a new class of leadership, self-confident and steadfast in its commitment to change in the static and unacceptable pattern of black/white relations in the United States.[4]

In a recent interview by Daniel C. Thompson, black students concurred that the primary goals of their institutions are unclear. That is, the goals are viewed as poorly defined, anachronistic, or contradictory. They claim that is spite of statements to the contrary, their colleges still endeavor to prepare students for a very narrow range of occupations. In one way or another, students on all of the black campuses complained about what they see as contradictory goals of their colleges. Perhaps the most frequently cited is that regarding the colleges' avowed goal of leadership training. On the one hand, they contended that their colleges constantly remind them that they are to develop into knowledgeable, responsible leaders, while on the other hand they are often denied the opportunities needed for such development.[5]

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[4]Ibid., p. 14.

[5]Daniel C. Thompson, Private Black Colleges at the Crossroads, (Westport, Connecticut: Greenwood Press, Inc., 1973), pp. 94-98.

The president of one predominantly black institution has said that the major task of the Negro college is that of "taking students who have experienced cultural deprivation and preparing them in the short span of the college experience to compete on a basis of equality with other American college graduates."[6]

LeMelle and LeMelle in a study of black colleges state that ". . . Black educators must fully understand the essential tooling and socializing functions of higher education before a basic transformation of the traditional Negro colleges can be achieved." In short, they must be persuaded that their institutions have a special obligation to analyze, interpret, and legitimize the values and interests of black America and prepare black students to maximize these values in terms of their own black interests and those of American society generally.[7]

Need for the Study

Institutions of higher education face a critical task in delimiting and attaining their goals in contemporary

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[6]Earl J. McGrath, The Predominantly Negro Colleges and Universities in Transition, (Columbia University: Bureau of Publications, 1965), p. 11.

[7]Tilden J. LeMelle and Wilbert J. LeMelle, Black College: A Strategy for Relevancy, p. 73

society. At no time in history have colleges and universities in America been called upon to be responsive to such a diverse and seemingly unrelated number of pressures.

The concern for improving the higher education of Negroes has grown through the years. More attention needs to be given to establishing a broad perspective within which the specific problems associated with the higher education of Negroes could be placed in context.[8]

DuBois believed that ". . . the function of the university is not simply to teach bread-winning, or to furnish teachers for the public schools or to be a center of a polite society; it is, above all, to be the organ of that fine adjustment between real life and the growing knowledge of life, and an adjustment which forms the secret of civilization."[9] BuBois further postulated that black men need a broader and more universal training so that they can apply the general principles of knowledge to the particular circumstances of their condition. He also

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[8]J. A. Bayton, "Reflections and Suggestions For Further Study Concerning the Higher Education For Negroes," The Journal of Negro Education 36 (Summer 1967): 286.

[9]W. E. B. DuBois, The Souls of Black Folk, (New York: Fawcett World Library, 1970), p. 71.

emphasizes that the university must not simply become a center of knowledge but a center of applied knowledge and guide of action. And this is all the more necessary now since we easily see that planned action especially in economic life is going to be the watchword of civilization.[10]

LeMelle and LeMelle state that ". . . Through the years scholars at the traditional Negro colleges have done irreparable harm by providing only a sterile conformist educational experience for the best of black American youth. Tragically, such education served more to confirm the black dilemma than to destroy it. Black higher education must rediscover its prime purpose which is to free the mind and spirit of black youth."[11]

No college or university can develop in a sensible manner unless a general consensus has been achieved at the heart of its institutional life among those concerned with its future. Therefore, these persons must see to it

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[10]W. E. B. DuBois, The Education of Black People: Ten Critiques, 1906-1960, (Amherst, Mass.: The University of Massachusetts Press, 1973), p. 94.

[11]Tilden J. LeMelle and Wilbert J. LeMelle, A Strategy For Achieving Relevancy, p. 30.

that institutional goals and institutional interests develop in harmony.[12]

## Statement of the Problem

The problem for this research is expressed in the following question: What is the relationship between the perceived importance of institutional goals and the perceived emphasis of institutional practices at a public four-year predominantly black college?

## Hypotheses

The following research hypotheses will be tested in this investigation:

$H_1$ There is no significant difference in agreement among administrators, senior faculty, junior faculty, upper division students, and lower division students on the perceived importance of institutional goals as measured by the Institutional Goals Inventory at a public four-year predominantly black college.

$H_2$ There is no significant difference in agreement among administrators, senior faculty, junior faculty, upper

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[12]T. R. McConnell, "The Function of Leadership in Academic Institutions," Educational Record, 49 (Winter 1968): 153.

division students, and lower division students on the perceived emphasis given institutional functions as measured by the Institutional Functioning Inventory-University of Oklahoma Modification at a public four-year predominantly black college.

$H_3$ There is no significant relationship between the perceived importance of institutional goals as measured by the Institutional Goals Inventory and the perceived emphasis given institutional functions as measured by the Institutional Functioning Inventory-University of Oklahoma Modification at a public four-year predominantly black college.

## Theoretical Framework

The researcher will rely primarily upon the works of Etzioni and Simon in discussing the theoretical framework for this study. Institutional goals (intentions) and goal attainment (practices or functions) will be described according to the conceptual models of the above theorists.

Etzioni points out that ". . . goals of organizations serve many functions. They provide orientation depicting a future state of affairs which the organization strives to realize."[13] He further states that the goals provide

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[13] Amitai Etzioni, Modern Organizations, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 5.

the ground rules for the activity of the organization (institution). In addition Etzioni clarifies the concept as follows: "Goals also constitute a source of legitimacy of an organization and, indeed, its very existence. Moreover goals serve as standards by which members of an organization and outsiders can assess the success of the organization, its effectiveness and efficiency."[14]

Etzioni further points out that when examining the organizational processes the organization's goals will soon become apparent when one determines the priorities and how they are set. For example, the goals of an institution will be reflected in the allocation of resources and the assignment of personnel. The actual goals will not necessarily be congruent with the stated goals of the organization.[15]

A great deal of behavior of individuals within administrative organizations is purposive -- oriented toward goals or objectives. This purposiveness brings about an integration in the pattern of behavior, in and without

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[14]Ibid.

[15]Amatai Etzioni, A Comparative Analysis of Complex Organizations, (New York: The Free Press of Glencoe, Inc., 1960), p. 72.

it the absence of which administration would be meaningless; for if administration consists in getting things done by groups of people, purpose provides a principal criterion in determining what things are to be done.[16]

Simon further emphasizes ". . . that the minute decisions that govern specific actions are inevitably instances of the application of broader decisions relative to purpose and to method." That is, ". . . each decision involves the selection of a goal, and a behavior relevant to it; this goal may in turn be mediate to a somewhat distant goal and so on until a relatively final aim is reached."[17]

The setting of goals is essentially a problem of defining relationships on the part of the organization and its environment and change in either requires intensive study and probably alteration of goals. For example, according to Thompson and McEwen, ". . . the university or college may have unchanging abstract goals but the

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[16]Herbert A. Simon, Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization, (New York: The Free Press, 1957), pp. 4-5.

[17]Ibid.

clientele, the need of the students, and the methods of teaching change and create a new definition and reinterpretation of those objectives."[18]

Program objectives have coherence to the extent they reflect broader institutional goals. There must constantly be an assessment of institutional goals. Peterson states that an assessment of institutional effectiveness is most sensibly understood as determination of the extent to which acknowledged goals are being achieved. Such goals are the fundamentals of an institution's policy, its ideology, its values that provide a focus for loyalty, professional commitment and genuine community.[19]

Definition of Terms

Goals - The degree of importance perceived at present to be attached to twenty (non-operational) future states of the institution by administrators, faculty members, and students.

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[18]Amatai Etzioni, gen. ed., A Sociological Reader on Complex Organizations, (New York: Holt, Rinehart and Winston, Inc., 1961), p. 16.

[19]Richard E. Peterson, "College Goals and the Challenge of Effectiveness," Proceedings, Western Regional Conference on Testing Problems (Berkeley, California: Educational Testing Service, 1971), p. 1.

Practices - The degree of emphasis perceived by administrators, faculty, and students to be given at the institution to twenty practice areas which tend to operationalize the twenty Institutional Goals Inventory areas as quantified by the mean scores on the Institutional Functioning Inventory-University of Oklahoma Modification.

Perception - An individual judgment by an administrator, faculty, or student concerning the importance attached at present to an institutional goal or to the emphasis given an institutional practice.

Administrator - All non-teaching personnel, such as deans, directors, and student personnel staff.

Faculty - A full-time professional employee who functions in the area of teaching.

Senior Faculty - Persons holding the rank of Associate Professor or Professor.

Junior Faculty - Persons holding the rank of Instructor or Assistant Professor.

Students - Those persons who were enrolled in ten or more semester hours during the 1974-75 academic year at the institution.

Upper Division Students - Students who have junior or senior classification at the college.

Lower Division Students - Students who are in their first or second year at the institution.

## Limitations of the Study

The study is designed to be limited to one institution, a public four-year predominantly black college. Any generalization to other public and private colleges in different geographic areas is limited. The researcher has restricted the study to administrators, faculty, and students at the institution and therefore no external persons participated in the project.

## Organization of the Study

Chapter I gives the background of the problem, need for the study, statement of the problem, the hypotheses, theoretical framework, definition of terms, and limitations of the study. Chapter II summarizes a review of related literature, including Black higher education -- concept and goals, the concept of organizational goals, and studies of institutional goals in higher education. Chapter III presents the design of the study and Chapter IV contains the findings of the study obtained from the instruments. Chapter V gives the summary, conclusions, and implications in the area of institutional goals.

# CHAPTER II

## A REVIEW OF RELATED LITERATURE

The literature discussion is focused on theoretical statements of goals by leaders of black American higher education such as W. E. B. DuBois, Horace Mann Bond, Earl J. McGrath, Daniel C. Thompson and other eminent writers who are engaged in the area of black higher education. Additionally, the role of institutional goals and attainment as discussed by Gerald Feinberg, William J. McEwen, Talcott Parsons, James D. Thompson, and Logan Wilson is presented. The final section of this chapter is concerned with studies of institutional goals by Gross and Grambsch, The Bureau of Applied Social Research at Columbia University, the California Goals study by Richard E. Peterson, and institutional goal studies in Oklahoma.

### Black Higher Education - Concepts and Goals

According to McGrath, as of 1965 there were no reports of studies regarding institutional goals in predominantly black institutions. Educators of black American institutions

in higher education are aware of the plight of their colleges, however, and their response is reviewed in the following paragraphs.

The first non-black college in America was founded in 1636, while it was around the middle of the nineteenth century before the founding of a black institution of higher learning. Unfortunately, black institutions suffered from the very outset with serious financial difficulties. Many of these institutions could eliminate some of their shortcomings and needs if additional financial resources were available. McGrath states that these statements reflected the opinions of forty-one presidents of black institutions who were interviewed concerning the conditions of their institutions.[1]

In 1964-65 (the latest year for which figures were available prior to the publication of McGrath's work), black colleges enrolled 2.75 percent of students in this country, but accounted for only 1.91 percent of operational expenditures and 1.68 percent of the plant expenses. They

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[1]Earl J. McGrath, The Predominantly Negro Colleges and Universities in Transition, (Bureau of Publications: Teachers College, Columbia University, 1965), p. 26.

spent $888 per student for educational and general purposes while the national average per student was $1,334.[2] This shows clearly that black institutions were operating under serious handicaps while attempting to provide an education for their youth and to train them in order to compete with other students on a national level. Evidence does not indicate that this situation has improved in the past decade. Consequently, certain aspects of a college life were lacking for the students educated at predominantly black institutions. Informal observation in several such colleges in the southeastern part of the country indicated the absence of cultural activities off-campus learning experiences, and seriously limited faculty size.

DuBois always advocated that blacks should build a solid, permanent structure in preparing the young members of the race for leadership. He emphasized that ". . . the foundations of knowledge must be sunk deep in the college and university." The university to him was a place where the full man would be developed -- a person who could communicate with all races of people and help to break down the barriers of racial discrimination. Education could

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[2]Ibid.

do this and must further the dignity of all men.[3]

In expressing an individual view on the goals of higher education, DuBois believed that ". . . the aim of the college curriculum is the most important portion." For him, the actual studies were given a secondary position because a student must first realize what must be accomplished. He further postulated that the aim of higher education should be the training of students to accept the many challenges of our society and ultimately contribute greatly to civilization.[4]

Wright believes that black students in higher education must know where they are going before pursuing formal goals and not be concerned with how long it takes to reach those goals. When asked by others, they must always be able to state their purpose and know their course of action. When questions such as "What do you plan to accomplish"? are asked, the answer should never be "I don't know."[5]

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[3]W. E. B. DuBois, The Souls of Black Folk, (New York: Fawcett World Library, 1970), pp. 86-87.

[4]W. E. B. DuBois, The Education of Black People: Ten Critiques, pp. 13-14.

[5]Nathan Wright, ed., What Black Educators Are Saying, (New York: Hawthorn Books, Inc., 1970), p. 123.

Churchville states that any system of education must have definite goals and values. Those students who are enrolled in institutions of higher learning must become aware of the values, ideology, and vision of the system. Therefore, education is the idea of teaching various subjects and providing a concept which will enable students to have a better understanding of the process of learning. This requires a new philosophy of education in defining the goals of education to a large proportion of students who within their own minds do not have a concept of their own aims and purposes.[6]

It is most urgent in this present era that black youth be prepared for roles in life which will be beneficial and rewarding. Such opinions and thoughts must reflect a complete change as students are carefully led to take their positions in society. It is the responsibility of leaders in black institutions to examine very carefully the existing educational system and begin revising it to meet the needs of black youth and black communities. More specifically, the system of education must be changed from a traditional

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[6]John E. Churchville, On Correct Black Education, (Boston: Beacon Press, 1973), p. 82.

system to a functional system.[7]

Support is constantly being requested for all colleges that can help to provide an education for American black youth. More of these students are realizing that a college education is a requirement for most positions which will provide the conditions that America has defined as a good life. It becomes increasingly important for the black college to re-evaluate the college to define clearly the responsibilities which it must assume in the present and the methods for attaining these goals.[8]

Black educators have long recognized the need of raising the standards and improving predominantly black institutions. On November 12, 1957, during the occasion of the 125th anniversary of the American Baptist Home Mission Society, a convocation of these educators was held at Virginia Union University to discuss new purposes for black colleges. Although the society had dedicated many years of service to the development of black youth, the

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[7]Leslie Campbell, The Black Teacher and Black Power, (New York: Pergamon Press, 1972), p. 23.

[8]Darwin T. Turner, The Afro-American College in American Higher Education, (New York: Frederick A. Praeger, 1971), p. 102.

educators reviewed serious issues which were affecting black institutions of higher learning. The future of black education was discussed and the problems encountered in making these institutions an integral part of American higher education.[9]

Thompson conducted a survey among black colleges for the purpose of finding out which aims of the college were most emphasized on their campuses by administrators. Results of the study showed that the mission of the colleges was to develop knowledgeable and responsible leaders. The administrators indicated that student organizations encouraged students to develop into potential leaders. In fact, one college reported 34 student organizations. The purpose of this policy was to give every student an opportunity to contribute to the total life of the campus and also to discover his leadership ability.[10]

It is necessary that black colleges should be striving to provide sound programs in higher education. Some type of remedial work for a large percentage of students would

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[9]Henry Allen Bullock, A History of Negro Education in the South from 1619 to the Present, (Cambridge, Mass.: Harvard University Press, 1967), pp. 284-285.

[10]Daniel C. Thompson, Private Black Colleges at the Crossroads, (Westport, Connecticut Press, Inc., 1973), p. 113.

be very appropriate. Persons who have educational-socio-cultural handicaps may find it advantageous to engage in remedial studies before progressing to a demanding program in higher education.[11]

However, McGrath has stated the following concerning providing education to meet the needs of all students:

> There should be, however, some Negro colleges with the primary purpose of providing higher education for students with the highest potential for benefiting from such a program. Any Negro college sincerely pursuing this type of quality program (everyone is for excellence) will have to decide that it will be necessary to keep remedial work to a minimum. Each should provide some type of remedial work for students with very high potential but educational handicaps (once they can be reliably identified). But one can question whether a really high-quality program of higher education can be achieved when any substantial proportion of the entering students have inadequate backgrounds.[12]

It is agreed that black colleges should have as their goal the providing of high quality programs. The lack of adequate secondary preparation has sent a number of poorly prepared students to college who possess high potential. Although McGrath questions the necessity for the inclusion

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[11]J. A. Bayton, "Reflections and Suggestions For Further Study Concerning the Higher Education For Negroes," The Journal of Negro Education, 36 (Summer 1967): 287.

[12]Earl J. McGrath, The Predominantly Negro Colleges and Universities in Transition, p. 169.

of a substantial amount of remedial work in a program intended to encourage academic excellence, it is reasonable to assume that without some type of remedial work, the handicapped student would have no opportunity to reach his potential.

Briefly, then, the literature dealing with the status of goals for black colleges, leads to the following statements. Negroes throughout the years have had to attempt to educate their youth with a small share of the funds spent in the enterprise of American higher education. The leaders of predominantly black colleges report that their financial condition is the source of the most crucial weaknesses in their institutions. Black students must first know where they are going and not be concerned with how long it takes them to reach their goals. Results of a study by Thompson showed that the mission of the colleges surveyed was to develop knowledgeable and responsible leaders.

## The Concept of Organizational Goals

The study of goals is relevant to all organizations. Educators are constantly realizing the importance of

articulating the purposes of their institutions. This section will deal with the study of goals by selected leaders in higher education. A study of the concept of goals will enable these educators to provide a clearer direction of the mission of their institutions. The study of goals is not new, but remains a neglected aspect of the total commitment of black American higher education. The writings of Parsons, Thompson, McEwen, and Wilson will be reviewed in this section. The purpose of goals in higher education is discussed, along with how they do and must enhance the effectiveness of organizations.

Parsons views the term "goal" as a central concept of organizations. He defines goal attainment as ". . . the fulfillment of those requirements which the organization has set for itself."[13] First, there must be an understanding of what must be accomplished, and ultimately a realization of those aims. As organizations grow, many persons might influence the goals. In the attainment of organizational goals, an individual's own personal goals must become secondary to those of the organization. However,

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[13]Talcott Parsons et al., Theories of Society, (New York: The Free Press of Glencoe, 1961), pp. 38-41.

in some instances, one's personal goals could very well coincide with those of the organization.[14]

According to Thompson and McEwen, some authorities define goals in terms of system linkages. These persons view a goal as involving some type of output to a large society.[15] Organizations are then always subsystems whereas the goal of one subsystem is a means or imput to another. As goals are defined in this manner, those persons within the organizations are limited in setting goals because they are guided by what outsiders need or can be persuaded to accept.[16]

As an institutional goal is defined, the direction becomes clearer in which the resources and efforts of the institution should progress. Such a process calls for a re-examination continuously of what is happening at the institution. Institutional goals may further be conceived

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[14]Talcott Parsons, "A Sociological Approach to the Theory of Formal Organizations," Structure and Process in Modern Societies, (New York: The Free Press of Glencoe, 1960), p. 2.

[15]James D. Thompson and William J. McEwen, "Organizational Goals and Environment," American Sociological Review, (February 1958) 23-31; Talcott Parsons, "A Sociological Approach to the Theory of Formal Organizations," p. 17.

[16]Ibid.

as yardsticks which influence major decisions.

Feinberg has indicated that the formulation of long-range human goals requires definite ideas about the nature of the world, man, and the relations between the two.[17] This concept involves the process of recognizing that the college or university is a public institution and as the needs of society change, the institution must render services according to the needs of man.[18] Institutional goals must constantly be reviewed and redefined because of the changing society in which we live. It is necessary for institutions of higher learning to be aware of the trends in the world in order to focus attention on the attainment of those goals which are essential and pertinent to their existence.

In stating his concerns about the status of colleges and universities, Wilson reports that they cannot remain static in purpose and scope.[19] It is the duty of the institution to serve the students who are seeking knowledge

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[17]Gerald Feinberg, "Mankind Search for Long-Range Goals," The Futurist 3 (June 1969): 60.

[18]Ibid.

[19]Logan Wilson, "Setting Institutional Priorities," Current Issues in Higher Education, 1965, National Education Association, p. 33.

and to help society in many ways. Leadership should begin with those persons who are given the responsibility for maintaining colleges and universities and then extend into the communities. Once the entire college family and community are aware of the basic philosophical and educational goals of the institution, a greater degree of understanding will prevail among all persons. Such an understanding and recognition of our purposes and goals will better enable educators to interpret the institution to the public.

The pertinent literature regarding the concept of goals in this study are: As organizations grow, many persons influence the goals. Goal attainment must be a fulfillment of those aims and purposes that were set forth by the institution. There must be an understanding of the mission of the institution and work must be directed to achieve those ends. Institutions must constantly be aware of the changing conditions in which we live and prepare students for an effective role in society.

## Studies of Institutional Goals in Higher Education

Higher education is constantly under pressure to identify its purposes. A study of institutional goals

will help to clarify the vital role performed by the colleges and universities in this country. The techniques involved in studies designed for this purpose represent an important concern of the present study.

The work of Gross and Grambsch stands as one of the outstanding efforts thus far to examine university goals. The inventory which was used by Gross and Grambsch consisted of 47 goal statements. Seventeen of these statements dealt with "output" goals and the rest with "support" goals. This study included faculty and administrators at 68 nondenominational 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 10 percent sample of faculty members at each institution. Of the approximately 16,000 questionnaires mailed, 7,200 usable returns (46 percent) 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 rated 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.[20]

The project from the Bureau of Applied Social Research at Columbia University in 1968 included a form which was sent to 2,444 academic deans to which they were to respond to 64 goal 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

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[20]Edward Gross and Paul V. Grambsch, University Goals and Academic Power, (Washington, D. C.: American Council on Education, 1968), pp. 19, 107-124.

index, size of the library, etc. 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.[21]

Undoubtedly, one of the most extensive studies of institutional goals was conducted by Richard Peterson with the Committee on the Master Plan in California for the purpose of identifying the goals of higher education.[22] 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;

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

[22]Richard E. Peterson, Goals for California Higher Education: A Survey of 116 Academic Communities, (Berkely, California: Educational Testing Service, 1972).

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; 4) to provide an opportunity for each campus to engage in an internal self-study of campus goals.[23]

Results 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; Advanced Training by the University of California constituencies, Vocational Preparation in the community colleges, and Individual Personal Development in the private colleges are such examples of how the goals varied among the four segments. On the other hand, there are goals that were fairly consistently near the bottom of the rankings, and also low in terms of importance rating - though the latter tends to vary considerably by constituent group.

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[23]Ibid.

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, and 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. For the student groups, except for Traditional Religiousness, nearly all of the goals are rated within a range of one score point (roughly 3.1 to 4.1). 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.[24]

A letter was sent to the chief executive of each institution explaining the purpose and nature of the project and requesting his cooperation in the successful completion of the research. The head of each institution

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[24]Ibid.

was urged to send a letter to all administrators and faculty informing them of the nature of the study. Interoffice 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.

In 1969, Uhl conducted a study using the Institutional Goals Inventory with the cooperation of five institutions in the Carolinas and Virginia.[25] The project was sponsored by the National Laboratory for Higher Education and had as one its purposes to test the Delphi Technique as a method for achieving consensus among diverse groups regarding institutional goals. The five institutions that participated in the study received letters from Uhl requesting their cooperation and urging them to alert their cooperation and urging them to alert their institution of the endeavor. The statistical analysis included calculating mean scores on each goal area for each institution.

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[25]Normal P. Uhl, Encouraging Convergence of Opinion Through the Use of the Delphi Technique in the Process of Identifying an Institution's Goals, (Princeton, New Jersey: Educational Testing Service, 1971a), pp. 71-72.

There were several institutional goal studies administered through the Center for Studies in Higher Education at the University of Oklahoma. Each researcher focused his project on different types of institutions. The results showed that administrators, faculty, and students viewed goals according to their particular institutions. The studies included the following: four junior colleges and a sample of 264 administrators, faculty, and students; a four-year state institution with a sample of 329 administrators, faculty and students; a multi-purpose state university with a total of 204 faculty; two junior colleges and a sample of 230 administrators, faculty, and students; and a private four-year liberal arts institution with a sample of 168 administrators, faculty, and students. The researchers sent letters and met with the presidents of the institutions where the projects were to be conducted. Participants in the studies received letters endorsing the research from the administrators and requesting their support. Mail was chosen as a medium for the distribution of the questionnaires along with follow-up letters urging the respondents to submit them as soon as possible to a designated area at each institution. Some of the researchers included self-addressed envelopes with the questionnaires.

The statistical analyses were quite extensive, using the multiple analysis of variance, univariate F tests, and the Scheffe' method for multiple comparisons to determine which groups (administrators, faculty, and students) differed from one another in their perception of institutional goals and practices.

Summary

The purpose of Chapter II has been to present pertinent information as related to the study of institutional goals. Major financial crisis is one of the greatest concerns among black educators. Available funds will only become a reality when the existence for promoting black higher education can be justified. As educators continue to state their problems, there must be evidence that institutional goals stand foremost as a commitment of the institution and its leaders.

It has been stressed by educators that in our complex society, colleges and universities cannot remain static in purpose and scope. These institutions must provide a better education for the increased numbers of students who are now attending them. Educators must expand knowledge so that society can benefit in many ways from institutions of higher learning.

The studies of institutional goals which have been conducted throughout the United States have varied in the selection of subjects. The Gross and Grambsch study was concerned with 68 nondenominational Ph.D. granting universities. The Bureau of Applied Social Research at Columbia University study of goals was sent to academic deans of 2,444 institutions for them to indicate the degree to which goals were emphasized on their campuses.

The institutional goals study undertaken by R. Peterson with the Committee on the Master Plan in California was used to identify goals among colleges and universities. Administrators, faculty, students, board members, and community persons, which included nearly 30,000, were given an opportunity to register their opinions about higher educational goals. The study also enabled each campus to engage in an internal self-study of campus goals. The goal studies which were conducted in Oklahoma have employed smaller population samples, depending on the particular institutions which were being investigated.

# CHAPTER III

# DESIGN OF THE STUDY

## Restatement of the Problem

The problem of this research is the study of institutional goals and practices among black institutions. The specific problem is expressed in the following question: What is the relationship between the perceived importance of institutional goals and the perceived emphasis given institutional practices at a public four-year predominantly black college? There are several sub-questions which will be answered: Is there a consensus among administrators, faculty, and students in their perceptions of institutional goals? Is there a difference in agreement of institutional goals and practices among the senior faculty, junior faculty, and administrators? Do the students view institutional goals in a manner similar to the administrators and faculty or do the upper and lower division students differ in their opinions?

## Description of the Population/Sample

The institution for this research was selected because

it is a public predominantly black college. It is a four-year institution and has had no research analysis of its goals. The sample includes administrators, senior and junior faculty, and upper and lower division students. It is a land grant college under state control which offers liberal arts, teacher education, and vocational instruction. Founded as a college for Negroes, it was established as the Colored Agricultural and Normal University in 1897 and the name was change in 1941.

There are 110 faculty members and the student-faculty ratio is 16 to 1. The University operates on the semester system and has an eight-week summer session. The Bachelor of Arts and Bachelor of Science degrees are offered in three major divisions: Arts and Science, Education, and Applied Science.

The following are listed as primary functions of the institution:

1. To provide the educational services of a four-year University or College for the population both of the State of Oklahoma and outside the Oklahoma area.

2. To provide a program of general education for all students designed to help them become intellectually curious, think critically and utilize wise choices in decision making.

3. To provide pre-professional programs of less than a baccalaureate degree for students

planning to transfer into programs at other colleges and universities.

4. To provide instructional programs in technical and occupational education of less than a baccalaureate degree, culminating in the awarding of an Associate in science degree.

5. To provide a four-year program of instruction in the liberal arts and sciences culminating in the awarding of the Bachelor of Arts or Bachelor of Science degree.

6. To provide a program of community services, cooperative extension, cooperative education, cooperative research designed to improve the cultural and social environment of the geographic area in which the institution is located.[1]

## COLLECTION OF DATA

### Institutional Goals Inventory

The Institutional Goals Inventory was selected for this study because it was designed for colleges and universities and covers a wide range of goal area scales. The Danforth study was limited to private liberal arts colleges; the Gross and Grambsch questionnaires were designed for universities granting the doctorate degree; and the Columbia University study included only administrators as

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[1]James Cass and Max Birnbaum, Comparative Guide to American Colleges, (New York: Harper and Row, Publishers, 1973), p. 323.

participants. The Institutional Goals Inventory can be used by students, faculty, and administrators of colleges and universities as well as by alumni and local community people. The instrument was developed by Uhl and Peterson in 1970 under the auspices of the Educational Testing Service. There are twenty scales, each with five possible responses for each item. The responses range from "of no importance" to "of extremely high importance." The twenty areas of the Institutional Goals Inventory are listed below:

1. Academic Development (has to do with the acquisition of general and specialized knowledge.)

2. Intellectual Orientation (means familiarity with research and problem solving methods.)

3. Individual Personal Development (is concerned with personal goals and development for means for achieving them.)

4. Humanism/Altruism (is defined as respect for diverse cultures, and commitment to working for world peace.)

5. Cultural/Aesthetic Awareness (involves the appreciation of a variety of art forms.)

6. Traditional Religiousness (is educating students in a particular religious heritage.)

7. Vocational Preparation (is an area which provides for the offering of specific occupational curricula programs.)

8. Advanced Training (concerns the availability of post-graduate education.)

9. Research (includes doing contract studies for external agencies and conducting basic research in the natural and social sciences.)

10. Meeting Local Needs (is defined as providing continuing education for adults and serving as a cultural center for the community.)

11. Public Service (means working with governmental agencies in social and environmental policy formation.)

12. Social Eqalitarianism (has to do with open admissions and meaningful education for all persons admitted to the institution.)

13. Social Criticism/Activism (means providing criticism of prevailing American values and offering ideas for changing social institutions judged to be defective.)

14. Freedom (is defined as protecting the right of faculty to present controversial ideas in the classroom and not preventing students from hearing controversial points of view.)

15. Democratic Governance (means decentralized decision-making and arrangements made by which students, faculty, administrators, and governing board members can be significantly involved in campus governance.)

16. Community (is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution.)

17. Intellectual/Aesthetic Environment (means an atmosphere where students and faculty can easily interact informally.)

18. Innovation (has to do with experimentation with new approaches.)

19. Off-Campus Learning (allows students to spend time away from campus in travel, work-study, VISTA, etc.)

20. Accountability/Efficiency (requires evidence that the institution is achieving its stated goals.[2]

The Institutional Goals Inventory was tested by Uhl in 1970. The data from this study were used in obtaining initial reliability figures. Reliability information was reported by Uhl on eighteen goal areas of which fourteen are in the present instrument. The coefficient alpha method which is a generalization of the Kuder-Richardson formula was used as a measure of internal consistency. The alpha method is a method of reliability on which the instrument was judged. Table 1 gives the coefficients of the fourteen goal scales in the present instrument.[3]

The findings from the goals study for higher education in California by Peterson were used by the Educational Testing Service to obtain additional reliability data for the Institutional Goals Inventory. Adequate reliability has been demonstrated by the use of the instrument for

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[2]Educational Testing Service, Descriptions of the Institutional Goal Areas, (Princeton, New Jersey: Educational Testing Service, 1972), (Mimeographed).

[3]Norman C. Uhl, Identifying Institutional Goals, (Durham, North Carolina: National Laboratory for Higher Education, 1971), pp. 18-19.

TABLE 1

RELIABILITY COEFFICIENTS FOR THE PRESENT IMPORTANCE OF GOALS ON THE PRELIMINARY I. G. I.

| | Goal Scales | Coefficient Alpha |
|---|---|---|
| 2. | Intellectual Orientation | .78 |
| 3. | Individual Personal Development | .85 |
| 6. | Traditional Religiousness | .97 |
| 7. | Vocational Preparation | .58 |
| 8. | Advanced Training | .65 |
| 9. | Research | .82 |
| 10. | Meeting Local Needs | .53 |
| 11. | Public Service | .84 |
| 12. | Social Egalitarianism | .46 |
| 13. | Social Criticism/Activism | .63 |
| 14. | Freedom | .65 |
| 15. | Democratic Governance | .76 |
| 17. | Intellectual/Aesthetic Environment | .78 |
| 18. | Innovation | .52 |

the present study by the researcher. The only low coefficient was academic development was .61 while the others were .75 and above. Reliability coefficients for the California study are presented in Table 2.[4]

[4]Richard E. Peterson, Goals for California Higher Education: A Survey of 116 Academic Communities, p. 16.

TABLE 2

RELIABILITY OF INSTITUTIONAL GOALS INVENTORY
GOAL SCALES

| | 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 |

In determining the validity of the instrument, Uhl stated that a group of five specialists in higher education who were familiar with the study, selected those institutions that they thought would attach the greatest and least

importance to each goal area. This procedure yielded fifteen selections representing the greatest importance attached to present goals and twelve selections representing the least amount of importance. Agreement could not be obtained in the areas of innovation, governance, and self-study and planning. The specialists compared the ratings to the test data and 24 out of 27 items were confirmed.[5]

Institutional Functioning Inventory

The Institutional Functioning Inventory was developed by the Educational Testing Service in the late 1960s. In February of 1968 the instrument was pretested by administering it to the faculty, students, and administrators at 67 colleges and universities. The instrument used in this pretest contained 11 functioning scales and 12 items per scale. An attempt was made to select a cross section of institutions, including those that were believed to score high or low on one or another dimension of the instrument.[6] Individual reliability coefficients for each scale for administrators, faculty, and students are given in Table 3.[7]

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[5]Norman C. Uhl, Identifying Institutional Goals, p. 48.

[6]Richard E. Peterson, Institutional Functioning Preliminary Technical Manual, (Princeton, New Jersey: Educational Testing Service, 1970), p. 63.

[7]Ibid., pp. 15-16.

TABLE 3

COEFFICIENT ALPHA RELIABILITIES FOR INSTITUTIONAL FUNCTIONING INVENTORY FOR FOR ADMINISTRATORS, FACULTY AND STUDENTS

| | Functioning Scales | Adminis-trators | Faculty | Students |
|---|---|---|---|---|
| 1. | Intellectual/Aesthetic Extracurriculum | .88 | .88 | .91 |
| 2. | Freedom | .86 | .90 | .93 |
| 3. | Human Diversity | .86 | .90 | .95 |
| 4. | Concern for Improve-ment | .92 | .95 | .95 |
| 5. | Concern for Under-graduate | .88 | .92 | .87 |
| 6. | Democratic Governance | .93 | .96 | .96 |
| 7. | Meeting Local Needs | .89 | .92 | |
| 8. | Self-Study and Planning | .83 | .86 | |
| 9. | Concern for Advancing | .94 | .96 | |
| 10. | Concern for Innovation | .87 | .92 | |
| 11. | Institutional Esprit | .90 | .92 | |

The University of Oklahoma Modification of the Institutional Functioning Inventory was written by Hengst and Lynn so that the scales of the instrument would correspond directly to those of the Institutional Goals Inventory. In modifying the instrument .75 of the existing items were retained and an additional 45 new items were written for those items which were inappropriate. The basis ideas was to have two

instruments with an equal number of scales in order for each person's scores on both instruments to be compared with one another.

There are two types of items included in the I.F.I.-U.O.-M., those asking for factual information and those requesting opinions. Factual items permit the respondents to answer "yes," "no," or if the respondent has no knowledge of a particular item can answer "I don't know." Opinion items have four possible responses ranging from "strongly agree" to "strongly disagree."[8]

For a complete definition of each functioning area, the reader is referred to the definitions of the Institutional Goals Inventory in Appendix E since this instrument (I.F.I.-U.O.-M.) was redesigned to relate directly to it. The Educational Testing Services guidelines were followed regarding students. It is assumed they do not have sufficient knowledge of institutions of higher learning to answer items on the following functioning scales:[9]

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[8]Kenneth J. Peterson, "The Relationship Between the Perceived Importance of Institutional Goals and the Perceived Emphasis of Institutional Functions at Two Junior Colleges in Oklahoma," (Ed.D. dissertation, University of Oklahoma, 1973), p. 48.

[9]Ibid.

7. Vocational Preparation
8. Advanced Training
9. Research
10. Meeting Local Needs
16. Community
18. Innovation
19. Off-Campus Learning
20. Accountability/Efficiency

The sample for this research was drawn from a population of administrators, senior faculty, junior faculty, upper division students, and lower division students at a public four-year predominantly black college for the purpose of examining the relationship between institutional goals and practices at the institution. It was necessary to have groups of similar numbers for a strong, solid multiple analysis of variance.[10]

A copy of the research prospectus and copies of the two instruments (I.G.I. and I.F.I.-U.O.-M.) were given to officials at the institution. This enabled them to review the materials and operate within the rules and regulations as set forth by the Board of Regents regarding research projects conducted at the institution. Authorization was subsequently granted the investigator by the president to proceed with the research. The subjects were selected by the use of a table of random numbers so that each person

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[10]Joseph E. Hill and August Kerber, Models, Methods and Analytical Procedures in Educational Research, (Detroit, Michigan: Wayne State University Press, 1967), pp. 368-369.

in the population would have the same chance of being drawn as any other individual. Tate reports that such a sample is unbiased and permits inferences of a determinable degree of certainty.[11]

The students who were selected to participate in the study were notified by the Dean for Student Affairs to meet with the researcher at a specific time and place. A similar procedure was followed with the administrators and faculty. A faculty meeting was held at which time those participants in the study were requested to remain to complete the instruments. Some of the administrators and faculty had prior appointments and promised to complete the forms at their first convenience.

The responses were transferred to IBM answer sheets and then computer scored. This procedure was necessary in order to utilize a computer program for the data which had been collected. The results were I.G.I. mean scores for each of 20 scales and mean scores for either 12 or 8 I.F.I.-U.Q.-M. scales. The mean scores from each respondent provided the data for the analyses.

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[11]Merle W. Tate, Statistics in Education and Psychology, (London: The Macmillan Company, 1965) p. 217.

Test of Hypotheses

The first stage of the analysis dealt with the first hypothesis that there is no significant difference in agreement among administrators, senior faculty, junior faculty, upper division students, and lower division students on the perceived importance of institutional goals as measured by the Institutional Goals Inventory at a public four-year predominantly black college. A multiple analysis of variance was computed on all of the subjects across the twenty goal areas todetermine whether there was systematic variance in the sample means. 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.[12] If systematic variation were observed, then univariate F tests only point out those areas where there is significance, but do not identify which groups caused the difference.[13] The Scheffee' method of multiple comparisons was then

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[12]Fred N. Kerlinger, Foundations of Behavior Research, pp. 149-150.

[13]Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970), p. 381.

selected to uncover within which groups the variation occurred. The Scheffe' 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 sample means are being estimated.[14]

The second hypothesis was then tested: There is no significant difference in agreement among administrators, senior faculty, junior faculty, upper division students, and lower division students on the perceived emphasis given institutional functions as measured by the Institutional Functioning Inventory-University of Oklahoma Modification at a public four-year predominantly black college. The multiple analysis of variance, the univariate F tests, and the Scheffe' techniques were used in the same manner as they were in testing the first hypothesis. It was necessary to run two separate MANOVAS because the administrators and faculty answered items on twenty scales while the students responded to 12 scales. In redesigning the I.F.I.-U.O.-M., Educational Testing Service guidelines were followed regarding students. Eight scales were omitted from the

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[14]Ibid., p. 395.

instrument because the items required answers concerning the institution to which students did not possess knowledge.

The third hypothesis was then tested which stated: There is no significant relationship between the perceived importance of institutional goals as measured by the Institutional Goals Inventory and the perceived emphasis given institutional functions as measured by the Institutional Functioning Inventory-University of Oklahoma Modification at a public four-year predominantly black college. Pearson Product-Moment Correlation Coefficients were utilized in testing the third hypothesis. Each subject's scores from the I.G.I. and the I.F.I.-U.O.-M. were paired in computing the correlation coefficients. In using the Pearson r coefficients, one is able to determine the degree of the relationship between institutional goals and institutional practice. The Pearson r coefficient is a measure in which two variables are related and the value indicates both the direction and the correlation between these variables.[15] The Biomedical Computer Program, 05 R,

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[15]George H. Weinberg and John A. Schumaker, Statistics-An Intuitive Approach, (Belmont, California: Brooks/Cole Publishing Company, 1969), pp. 251-252.

Polynomial Regression was used to detect whether the relationships were curvilinear, and if they were, "eta" coefficients were computed for the twenty goal area scales. When the data in a scatterplot are linear in their relationships, the value of "eta" coefficients and Pearson r coefficients computed for these data will be identical. However, if there are non-linear relationships, the value of the "eta" coefficients is larger and should be the preferred value because Pearson r coefficients underestimated the degree of the relationships.[16]

Summary

The purpose of Chapter III has been to present a thorough description of the design of the study. Both of the instruments were discussed, including a definition of each scale area. The researcher received 99 percent of the questionnaires from the five groups. The faculty and students were divided into sub-groups; for example, senior and junior faculty while the students included upper and lower division groups. The investigator personally

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[16]N. M. Downie and R. W. Heath, Basic Statistical Methods, (New York: Harper and Row, Publishers, 1965), p. 203.

administered the instruments to the subjects selected for the study.

The statistical analysis for the treatment of the first two null hypotheses was a multiple analysis of variance across the twenty goal scales. This procedure was followed by a univariate analysis ANOVA, and then with the Scheffe' post-hoc method of multiple comparisons to determine in which groups variance was present and which means differed significantly from one another. Pearson Product-Moment Correlation Coefficients were utilized in testing the third hypothesis so that it could be determined whether a significant relationship existed between goals and practices at the institution.

# CHAPTER IV

## THE FINDINGS OF THE STUDY

The statistical analyses and findings presented in this chapter are based upon the data obtained from the administration of the Institutional Goals Inventory(I.G.I.) and the Institutional Functioning Inventory-University of Oklahoma Modification (I.F.I.-U.O.-M.) at a public four-year predominantly black institution. The membership groups which were sampled and which, consequently, provided the data were administrators, senior faculty, junior faculty, upper division students, and lower division students. A significance level of .05 was used throughout for testing the hypotheses, although other levels of significance are reported.

### Findings Regarding Agreement on Institutional Goals

The first hypothesis was: There is no significant difference in agreement among administrators, senior faculty, junior faculty, upper division students, and lower division students on the perceived importance of institutional goals as measured by the Institutional Goals Inventory at

a public four-year predominantly black college. The approximate F test for multiple analysis of variance was utilized to test the hypothesis in its null form and was rejected at the .001 level of significance. That is, the groups were significantly different in their perceptions of the importance being attached to institutional goals. Table 4 summarizes the results of the approximate F test for the multiple analysis of variance for the Institutional Goals Inventory.

TABLE 4

APPROXIMATE F TEST FOR MANOVA ON THE I.G.I.

| F | DF Hyp | DF Error | Probability Less Than |
|---|---|---|---|
| 1.670 | 80 | 589 | .001 |

Univariate F tests were then computed to determine within which of the goal area scales differences existed. Significant differences were detected on eight of the twenty scales of the Institutional Goals Inventory. The groups differed in their perceptions of institutional goals in the following areas at the .05 level: Traditional

Religiousness, Vocational Preparation, Advanced Training, Public Service, Social Criticism/Activism, Freedom, Democratic Governance, and Accountability/Efficiency. Table 5 shows the findings of the univariate F tests. Table 6 presents the means and standard deviations for the five groups.

The Scheffe' post-hoc multiple comparison tests were then employed to determine which groups differed from one another. The upper division students scored higher than the administrators in the area of Traditional Religiousness. That is, upper division students perceived this goal area to be more important than did administrators. When the mean scores were compared for more than two groups at a time, it was detected that the upper and lower division students viewed the goal area of Vocational Preparation to be more significant than did the administrators and junior faculty. Again, on the goal area of Advanced Training, a comparison of the administrators, senior and junior faculty as one group opposed to both groups of students or the second combination indicated more importance on this goal area by administrators and faculty than by students. Lower division students assigned more importance to Public Service than did the junior faculty while both groups of students perceived that particular area to be

TABLE 5

UNIVARIATE F - TESTS FOR THE
INSTITUTIONAL GOALS INVENTORY

| | Goal Scales | F(4, 167) | Mean Square Among | Probability Less Than |
|---|---|---|---|---|
| 1. | Academic Development | 0.754 | 0.536 | 0.557 |
| 2. | Intellectual Orientation | 1.269 | 0.917 | 0.284 |
| 3. | Individual Personal Development | 1.936 | 1.247 | 0.107 |
| 4. | Humanism/Altruism | 2.272 | 1.423 | 0.064 |
| 5. | Cultural/Aesthetic Awareness | 1.960 | 1.381 | 0.103 |
| 6. | Traditional Religiousness | 7.822 | 4.881 | 0.001* |
| 7. | Vocational Preparation | 2.698 | 2.517 | 0.033* |
| 8. | Advanced Training | 2.436 | 1.852 | 0.049* |
| 9. | Research | 1.389 | 1.095 | 0.240 |
| 10. | Meeting Local Needs | 1.963 | 1.537 | 0.102 |
| 11. | Public Service | 3.427 | 2.593 | 0.010* |
| 12. | Social Egalitarianism | 1.815 | 1.157 | 0.128 |
| 13. | Social Criticism/ Activism | 3.177 | 2.444 | 0.015* |
| 14. | Freedom | 3.660 | 2.762 | 0.007* |
| 15. | Democratic Governance | 3.854 | 2.970 | 0.005* |
| 16. | Community | 2.309 | 1.910 | 0.060 |
| 17. | Intellectual/Aesthetic | 1.935 | 1.643 | 0.107 |
| 18. | Innovation | 0.261 | 0.230 | 0.903 |
| 19. | Off-Campus Learning | 1.264 | 1.006 | 0.286 |
| 20. | Accountability/Efficiency | 3.309 | 3.323 | 0.012* |

* Significant at the .05 level

TABLE 6

GROUP MEANS AND STANDARD DEVIATIONS FOR THE INSTITUTIONAL GOAL INVENTORY

| | Goal Scales | Lower Division Students | | Senior Faculty | |
|---|---|---|---|---|---|
| | | Mean | S. D. | Mean | S. D. |
| 1. | Academic Development | 3.536 | 0.814 | 3.521 | 0.810 |
| 2. | Intellectual Orientation | 3.450 | 0.776 | 3.421 | 0.808 |
| 3. | Individual Personal Development | 3.305 | 0.664 | 3.257 | 0.859 |
| 4. | Humanism/Altruism | 3.528 | 0.807 | 3.269 | 0.839 |
| 5. | Cultural/Aesthetic Awareness | 3.324 | 0.871 | 3.114 | 0.918 |
| 6. | Traditional Religiousness | 3.235 | 0.858 | 3.107 | 0.856 |
| 7. | Vocational Preparation | 3.543 | 1.044 | 3.186 | 1.015 |
| 8. | Advanced Training | 3.726 | 0.841 | 3.436 | 0.940 |
| 9. | Research | 3.421 | 0.985 | 3.286 | 0.932 |
| 10. | Meeting Local Needs | 3.505 | 0.841 | 3.464 | 0.953 |
| 11. | Public Service | 3.771 | 0.834 | 3.400 | 0.860 |
| 12. | Social Egalitarianism | 3.736 | 0.790 | 3.564 | 0.721 |
| 13. | Social Criticism/Activism | 3.929 | 0.819 | 3.514 | 0.825 |
| 14. | Freedom | 3.697 | 0.728 | 3.207 | 0.919 |
| 15. | Democratic Governance | 3.707 | 0.821 | 3.147 | 0.866 |
| 16. | Community | 3.624 | 0.853 | 3.243 | 0.910 |
| 17. | Intellectual/Aesthetic | 3.307 | 0.868 | 3.276 | 0.937 |
| 18. | Innovation | 3.490 | 1.229 | 3.588 | 0.823 |
| 19. | Off-Campus Learning | 3.200 | 1.157 | 3.419 | 0.829 |
| 20. | Accountability/Efficiency | 3.340 | 1.250 | 3.630 | 0.875 |

GROUP MEANS AND STANDARD DEVIATIONS FOR THE INSTIT
(Continued)

| | Goal Scales | Junior Faculty | | Administrat | |
|---|---|---|---|---|---|
| | | Mean | S. D. | Mean | S. |
| 1. | Academic Development | 3.598 | 0.974 | 3.463 | 0.7 |
| 2. | Intellectual Orientation | 3.242 | 1.083 | 3.235 | 0.6 |
| 3. | Individual Personal Development | 3.235 | 0.912 | 2.919 | 0.7 |
| 4. | Human/Altruism | 3.255 | 0.756 | 3.029 | 0.8 |
| 5. | Cultural/Aesthetic Awareness | 2.992 | 0.867 | 2.816 | 0.7 |
| 6. | Traditional Religiousness | 2.886 | 0.836 | 2.404 | 0.5 |
| 7. | Vocational Preparation | 3.030 | 0.962 | 3.037 | 0.8 |
| 8. | Advanced Training | 3.227 | 0.965 | 3.257 | 0.7 |
| 9. | Research | 3.136 | 0.929 | 3.037 | 0.7 |
| 10. | Meeting Local Needs | 3.136 | 0.974 | 3.132 | 0.8 |
| 11. | Public Service | 3.076 | 1.015 | 3.324 | 0.7 |
| 12. | Social Egalitarianism | 3.333 | 0.861 | 3.324 | 0.8 |
| 13. | Social Criticism/Activism | 3.295 | 0.963 | 3.441 | 0.8 |
| 14. | Freedom | 3.068 | 0.999 | 3.189 | 0.6 |
| 15. | Democratic Governance | 3.129 | 1.002 | 3.091 | 0.7 |
| 16. | Community | 3.061 | 1.025 | 3.206 | 0.8 |
| 17. | Intellectual/Aesthetic Environment | 3.152 | 1.161 | 2.860 | 0.7 |
| 18. | Innovation | 3.515 | 1.019 | 3.463 | 0.8 |
| 19. | Off-Campus Learning | 3.126 | 0.974 | 3.154 | 0.6 |
| 20. | Accountability/Efficiency | 3.048 | 1.205 | 2.977 | 0.8 |

VIATIONS FOR THE INSTITUTIONAL GOAL INVENTORY
(Continued)

| culty | Administrators | | Upper Division Students | |
|---|---|---|---|---|
| S. D. | Mean | S. D. | Mean | S. D. |
| 0.974 | 3.463 | 0.767 | 3.786 | 0.843 |
| 1.083 | 3.235 | 0.696 | 3.628 | 0.848 |
| 0.912 | 2.919 | 0.748 | 3.436 | 0.812 |
| 0.756 | 3.029 | 0.811 | 3.495 | 0.738 |
| 0.867 | 2.816 | 0.700 | 3.236 | 0.822 |
| 0.836 | 2.404 | 0.540 | 3.367 | 0.809 |
| 0.962 | 3.037 | 0.888 | 3.586 | 0.909 |
| 0.965 | 3.257 | 0.755 | 3.683 | 0.844 |
| 0.929 | 3.037 | 0.798 | 3.450 | 0.778 |
| 0.974 | 3.132 | 0.853 | 3.576 | 0.794 |
| 1.015 | 3.324 | 0.785 | 3.657 | 0.845 |
| 0.861 | 3.324 | 0.815 | 3.636 | 0.803 |
| 0.963 | 3.441 | 0.837 | 3.829 | 0.935 |
| 0.999 | 3.189 | 0.681 | 3.624 | 0.972 |
| 1.002 | 3.091 | 0.791 | 3.595 | 0.899 |
| 1.025 | 3.206 | 0.815 | 3.533 | 0.933 |
| 1.161 | 2.860 | 0.705 | 3.438 | 0.888 |
| 1.019 | 3.463 | 0.819 | 3.664 | 0.723 |
| 0.974 | 3.154 | 0.680 | 3.507 | 0.736 |
| 1.205 | 2.977 | 0.813 | 3.635 | 0.773 |

more important than did administrators and junior faculty. Another comparison of mean scores from four of the groups resulted in both the upper and lower division students selecting Social Criticism/Activism as a more significant goal than administrators and junior faculty.

There was much interaction among the groups on the goal scale of Democratic Governance. The lower division students perceived Democratic Governance to be more important than did the administrators and further viewed it to be more significant than the junior faculty. The upper division students assigned greater value to this goal area than did the junior faculty and there was significant interaction between the upper division students and the administrators. The upper division students scored significantly higher on Democratic Governance than did the administrators. Further analysis of this goal area showed the upper division students scoring significantly higher than the senior faculty. When a comparison of four groups was made, the two groups of students rated Democratic Governance higher than administrators and the junior faculty. In the goal area scale of Accountability/Efficiency, the upper division

students and the senior faculty scored higher than did the administrators and junior faculty. That is, the upper division students and the senior faculty perceived the goal of Accountability/Efficiency to be more important than did the administrators and the junior faculty. The findings of the Scheffe' post-hoc multiple comparison tests are displayed in Table 7.

Findings Regarding Agreement on Institutional Practices

The second hypothesis was: There is no significant difference in agreement among administrators, senior faculty, junior faculty, upper division students and lower division students on the perceived emphasis given institutional functions as measured by the Institutional Functioning Inventory-University of Oklahoma Modification at a public four-year predominantly black college. In order to test this hypothesis, it was necessary to perform two separate approximate F tests for multiple analysis of variance. The administrators and the faculty responded to items on all twenty goal area scales, but the students only responded to twelve scales for the I.F.I.-U.O.-M. (A). The approximate F test for multiple analysis of variance was performed for the administrators and the faculty groups which showed

TABLE 7

FINDINGS OF THE SCHEFFE' TESTS FOR POST-HOC MULTIPLE COMPARISIONS (I.G.I.)

| Goal Area | 3 > 2 | 3,4 > 1,2 | 1,2,5 > 3,4 | 4 > 1 | 3,4 > 1,2 |
|---|---|---|---|---|---|
| Traditional Religiousness | X | | | | |
| Vocational Preparation | | X | | | |
| Advanced Training | | | X | | |
| Public Service | | | | X | X |

1 = Junior Faculty
2 = Administrators
3 = Upper Division Students
4 = Lower Division Students
5 = Senior Faculty

FINDINGS OF THE SCHEFFE' TESTS FOR POST-HOC
MULTIPLE COMPARISIONS (I.G.T.)
CONTINUED

| Goal Area | 3,4 > 1,2 | 3,4 > 2,5 | 1,2,5 < 3,4 | 4 > 2 | 4 > 1 | 3 > 1 | 3 > 2 |
|---|---|---|---|---|---|---|---|
| Social Criticism/Activism | X | | | | | | |
| Freedom | | X | X | | | | |
| Democratic Governance | | | | X | X | X | X |
| Accountability/Efficiency | | | | | | | |

| Goal Area | 3 > 5 | 3,4 > 1,2 | 3,5 > 1,2 | | | | |
|---|---|---|---|---|---|---|---|
| Democratic Governance | X | X | | | | | |
| Accountability/Efficiency | | | X | | | | |

no significance among these groups. That is, the administrators, senior, and junior faculty did not differ in their perceptions of the importance being attached to institutional practices. Table 8 summarizes the approximate F test (A) multiple analysis of variance for the administrators and faculty groups.

TABLE 8

APPROXIMATE F TEST FOR MANOVA BETWEEN FACULTY AND ADMINISTRATORS ON THE INSTITUTIONAL FUNCTIONING INVENTORY U.O.-M.

| F | DF Hyp | DF Error | Probability Less Than |
|---|---|---|---|
| 1.087 | 40 | 162 | .350 |

Table 9 shows the means and standard deviations for the administrators and faculty groups. A second approximate F test for multiple analysis of variance was performed for the total five groups across twelve scales to determine whether the student groups made a significant difference. The approximate F test was significant at the .001 level and therefore the null hypothesis was

TABLE 9

GROUP MEANS AND STANDARD DEVIATIONS FOR THE INSTITUTIONAL FUNCTIONING INVENTORY U.O.-M.
(A)

| | Goal Scales | Junior Faculty | | Administrators | | Senior Faculty | |
|---|---|---|---|---|---|---|---|
| | | Mean | S. D. | Mean | S. D. | Mean | S. D. |
| 1. | Academic Development | 1.530 | 0.491 | 1.657 | 0.591 | 1.464 | 0.482 |
| 2. | Intellectual Orientation | 1.295 | 0.435 | 1.650 | 0.595 | 1.293 | 0.366 |
| 3. | Individual Personal Development | 1.568 | 0.397 | 1.664 | 0.549 | 1.600 | 0.399 |
| 4. | Humanism/Altruism | 1.894 | 0.586 | 2.079 | 0.618 | 1.843 | 0.525 |
| 5. | Cultural/Aesthetic Awareness | 1.985 | 0.492 | 2.221 | 0.473 | 2.079 | 0.480 |
| 6. | Traditional Religiousness | 1.947 | 0.483 | 2.264 | 0.559 | 2.107 | 0.560 |
| 7. | Vocational Preparation | 2.098 | 0.545 | 2.193 | 0.556 | 1.950 | 0.457 |
| 8. | Advanced Training | 2.220 | 0.692 | 2.436 | 0.668 | 2.029 | 0.484 |
| 9. | Research | 2.374 | 0.446 | 2.564 | 0.434 | 2.257 | 0.460 |
| 10. | Meeting Local Needs | 2.402 | 0.555 | 2.521 | 0.554 | 2.157 | 0.529 |
| 11. | Public Service | 2.462 | 0.516 | 2.379 | 0.490 | 2.467 | 0.397 |
| 12. | Social Egalitarianism | 2.447 | 0.423 | 2.379 | 0.447 | 2.400 | 0.467 |
| 13. | Social Criticism/Activism | 2.644 | 0.488 | 2.714 | 0.398 | 2.571 | 0.554 |
| 14. | Freedom | 2.659 | 0.518 | 2.771 | 0.404 | 2.614 | 0.526 |
| 15. | Democratic Governance | 2.129 | 0.512 | 2.293 | 0.570 | 1.957 | 0.460 |
| 16. | Community | 2.356 | 0.446 | 2.650 | 0.375 | 2.483 | 0.389 |
| 17. | Intellectual/Aesthetic | 1.674 | 0.435 | 1.957 | 0.544 | 1.764 | 0.437 |
| 18. | Innovation | 1.606 | 0.446 | 1.979 | 0.595 | 1.693 | 0.433 |
| 19. | Off-Campus Learning | 1.553 | 0.522 | 1.929 | 0.638 | 1.643 | 0.519 |
| 20. | Accountability/Efficiency | 2.007 | 0.549 | 2.168 | 0.716 | 1.863 | 0.589 |

rejected. That is, the five membership groups differed significantly in their perceptions regarding the importance attached to institutional practices across twelve scales.

Univariate F tests were run across the twenty goal area scales to determine which scales differed from one another. Table 10 summarizes the approximate F test (B) for multiple analysis of variance and the findings of the univariate F tests across the twelve goal area scales are given in Table 11. The tests showed significance at the .05 level in the following areas: Academic Development, Intellectual Orientation, and Individual Personal Development. The means and standard deviations for the five groups across twelve goal area scales are displayed in Table 12.

The Scheffe' post-hoc multiple comparison tests were utilized to determine which groups differed from one another. The lower division students scored significantly higher than the senior faculty on the goal area of Academic Development. There was much interaction among the groups on the goal area scale of Intellectual Orientation. The lower division students scored higher than the senior faculty and also higher than the junior faculty. In a comparison of four groups, the senior and junior faculty scored higher than the administrators and the lower division

TABLE 10

APPROXIMATE F - TEST FOR MANOVA ON THE INSTITUTIONAL FUNCTIONING INVENTORY U.O.-M. (B)

| F | DF Hyp | DF Error | Probability Less Than |
|---|---|---|---|
| 1.906 | 48 | 599 | .001 |

TABLE 11

UNIVARIATE F - TESTS FOR THE INSTITUTIONAL FUNCTIONING INVENTORY U.O.-M.

| | Goal Scales | F(4, 166) | Mean Square Among | Probability Less Than |
|---|---|---|---|---|
| 1. | Academic Development | 2.897 | 0.722 | 0.024* |
| 2. | Intellectual Orientation | 7.428 | 1.685 | 0.001* |
| 3. | Individual Personal Development | 4.661 | 1.004 | 0.001* |
| 4. | Humanism/Altruism | 1.046 | 0.336 | 0.385 |
| 5. | Cultural/Aesthetic Awareness | 1.143 | 0.278 | 0.338 |
| 6. | Traditional Religiousness | 1.704 | 0.460 | 0.151 |
| 7. | Public Service | 1.722 | 0.444 | 0.147 |
| 8. | Social Egalitarianism | 2.101 | 0.801 | 0.083 |
| 9. | Social Criticism/Activism | 2.138 | 0.438 | 0.078 |
| 10. | Freedom | 2.408 | 0.745 | 0.051 |
| 11. | Democratic Governance | 0.831 | 0.209 | 0.507 |
| 12. | Intellectual/Aesthetic | 0.256 | 0.057 | 0.906 |

* Significant at the .05 level

TABLE 12

GROUP MEANS AND STANDARD DEVIATIONS FOR THE INSTITUTIONAL FUNCTIONING INVENTORY U.O.-M. (B)

| | Goal Scales | Junior Faculty | | Administrators | | Upper Division Students | |
|---|---|---|---|---|---|---|---|
| | | Mean | S. D. | Mean | S. D. | Mean | S. D. |
| 1. | Academic Development | 1.530 | 0.491 | 1.657 | 0.591 | 1.557 | 0.304 |
| 2. | Intellectual Orientation | 1.295 | 0.435 | 1.650 | 0.595 | 1.466 | 0.385 |
| 3. | Individual Personal Development | 1.568 | 0.397 | 1.664 | 0.549 | 1.876 | 0.529 |
| 4. | Humanism/Altruism | 1.894 | 0.586 | 2.079 | 0.618 | 2.016 | 0.584 |
| 5. | Cultural/Aesthetic Awareness | 1.985 | 0.492 | 2.221 | 0.473 | 2.028 | 0.524 |
| 6. | Traditional Religiousness | 1.947 | 0.483 | 2.264 | 0.559 | 2.161 | 0.500 |
| 7. | Public Service | 2.098 | 0.545 | 2.193 | 0.556 | 1.962 | 0.403 |
| 8. | Social Egalitarianism | 2.220 | 0.692 | 2.436 | 0.668 | 2.150 | 0.600 |
| 9. | Social Criticism/Activism | 2.374 | 0.446 | 2.564 | 0.434 | 2.359 | 0.489 |
| 10. | Freedom | 2.402 | 0.555 | 2.521 | 0.554 | 2.261 | 0.550 |
| 11. | Democratic Governance | 2.462 | 0.516 | 2.379 | 0.490 | 2.321 | 0.621 |
| 12. | Intellectual/Aesthetic | 2.447 | 0.423 | 2.379 | 0.447 | 2.336 | 0.496 |

GROUP MEANS AND STANDARD DEVIATIONS FOR THE
INSTITUTIONAL FUNCTIONING INVENTORY U.O.-M.
(Continued)

| | Goal Scales | Lower Division Students | | Senior Faculty | |
|---|---|---|---|---|---|
| | | Mean | S. D. | Mean | S. D. |
| 1. | Academic Development | 1.841 | 0.579 | 1.464 | 0.482 |
| 2. | Intellectual Orientation | 1.803 | 0.558 | 1.293 | 0.366 |
| 3. | Individual Personal Development | 1.955 | 0.417 | 1.600 | 0.399 |
| 4. | Humanism/Altruism | 2.025 | 0.510 | 1.843 | 0.525 |
| 5. | Cultural/Aesthetic Awareness | 2.106 | 0.496 | 2.079 | 0.480 |
| 6. | Traditional Religiousness | 2.076 | 0.486 | 2.107 | 0.560 |
| 7. | Public Service | 2.167 | 0.565 | 1.950 | 0.457 |
| 8. | Social Egalitarianism | 2.136 | 0.625 | 2.029 | 0.484 |
| 9. | Social Criticism/Activism | 2.356 | 0.429 | 2.257 | 0.460 |
| 10. | Freedom | 2.225 | 0.593 | 2.157 | 0.529 |
| 11. | Democratic Governance | 2.295 | 0.457 | 2.467 | 0.397 |
| 12. | Intellectual/Aesthetic | 2.371 | 0.516 | 2.400 | 0.467 |

students on the scale of Intellectual Orientation. Further comparisons of four groups on the same goal area scale showed administrators and lower division students assigned more value to this goal than did the junior faculty and upper division students. On the goal area scale of Individual Personal Development, the lower division students scored higher than did the junior faculty. Lower division students also assigned more value to the same goal than did the senior faculty. Further comparisons indicated that Individual Personal Development was rated higher by the two groups of students than did the administrators and senior faculty. The results of the Scheffe' tests for the Institutitonal Functioning Inventory-University of Oklahoma Modification are given in Table 13.

## Findings Regarding Relationships Between Institutional Goals and Practices

The third null hypothesis was: There is no significant relationship between the perceived importance of institutional goals as measured by the Institutional Goals Inventory and the perceived emphasis given institutional functions as measured by the Institutional Functioning Inventory-University of Oklahoma Modification at a public four-year predominantly black college. This hypothesis was tested by use of the

TABLE 13

FINDINGS OF THE SCHEFFE' TESTS FOR POST-HOC MULTIPLE COMPARISONS (I.F.I.-U.O.-M)
(B)

| Function Area | 4 > 5 | 4 > 5 | 4 > 1 | 1,5 > 2,4 | 2,4 > 1,3 | 4 > 1 | 4 > 5 | 3,4 > 1,5 |
|---|---|---|---|---|---|---|---|---|
| Academic Development | X | | | | | | | |
| Intellectual Orientation | | X | X | X | X | | | |
| Individual Personal Development | | | | | | X | X | X |

1 = Junior Faculty 2 = Administrators 3 = Upper Division Students

4 = Lower Division Students 5 = Senior Faculty

Pearson r correlation coefficients which were computed for the twenty parallel scales of the two instruments. Each subject's scale score on the I.G.I. was correlated with his corresponding scale score on the I.F.I.-U.O.-M. The correlation coefficients were very low, and, therefore, the next procedure was to determine if non-linear regressions existed. Inasmuch as a curvilinear relationship would be underestimated by Pearson r, the Biomedical Computer Program, 05 R, Polynomial Regression for linear regression was utilized. The results from this procedure indicated that non-linear relationships were present on the twenty goal area scales. Because all twenty of the goal area scales deviated from linear regression, the coefficient of non-linear regression "eta" was employed for a more precise representation of the estimate.

Downie and Heath state the following concerning "eta" coefficients:

> "If the data in a scatterplot are linear in their relationship, the value of "eta" and the Pearson r computed for these data would be identical. If the data are curvilinear, "eta" is larger than r; the discrepancy between the two is related to linearity."[1]

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[1]N. M. Downie and R. W. Heath, Basic Statistical Methods, (New York: Harper and Row, Publishers, 1965), P. 203.

The findings of the Pearson r and "eta" coefficients are presented in Table 14. The researcher selected .40 as the correlation coefficient. Garrett has emphasized that .40 to .70 can be defined as a substantial or good relationship.[2] The goal area scale of Freedom was correlated higher than the other scales with a correlation coefficient of .49. The nineteen remaining scales did not reach a correlation coefficient of .40, and, therefore, the third null hypothesis was not rejected. The goal area of Humanism/Altruism had the lowest coefficient of .08. The correlation coefficients were very low, thus institutional goals and institutional functions were perceived as being unrelated. The results of the study indicated that the participating subjects did not see a relationship between institutional goals and institutional practices.

## Summary

Chapter IV has dealt with the findings of the study. The first hypothesis which was concerned with agreement on institutional goals was rejected and univariate F tests showed that the groups differed in their perceptions of

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[2]Henry E. Garrett, Elementary Statistics, (New York: Longmans, Green and Co., Inc., 1956), p. 116.

TABLE 14

PEARSON r AND ETA CORRELATION COEFFICIENTS

| | | r | eta |
|---|---|---|---|
| 1. | Academic Development | -.23 | .39 |
| 2. | Intellectual Orientation | -.20 | .26 |
| 3. | Individual Personal Development | -.11 | .23 |
| 4. | Humanism/Altruism | .03 | .08 |
| 5. | Cultural/Aesthetic Awareness | -.19 | .26 |
| 6. | Traditional Religiousness | -.09 | .19 |
| 7. | Vocational Preparation | .22 | .27 |
| 8. | Advanced Training | -.28 | .31 |
| 9. | Research | -.29 | .35 |
| 10. | Meeting Local Needs | -.12 | .39 |
| 11. | Public Service | -.20 | .27 |
| 12. | Social Egalitarianism | -.04 | .18 |
| 13. | Social Criticism/Activism | .20 | .38 |
| 14. | Freedom | .32 | .49 |
| 15. | Democratic Governance | .28 | .35 |
| 16. | Community | -.02 | .29 |
| 17. | Intellectual/Aesthetic Environment | -.20 | .27 |
| 18. | Innovation | -.12 | .23 |
| 19. | Off-Campus Learning | -.13 | .18 |
| 20. | Accountability/Efficiency | -.19 | .23 |

institutional goals on eight goal area scales at the .05 level of significance. The second hypothesis dealt with agreement on institutional practices and was also rejected. Univariate F tests exhibited interaction between the five groups of three goal area scales at the .05 level of significance. The third hypothesis was not rejected because only one goal area scale reached a correlation coefficient of .40. Eta coefficients were considered to be the preferred measure in testing the hypothesis because Pearson r correlation coefficients underestimated the degree of the relationships.

# CHAPTER V

## SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

### Summary

The goals of organizations serve many functions. They provide orientation depicting a future state of affairs which the institution strives to realize. The very existence of the legitimacy of an organization depends on the goals which the organization has set for itself. Moreover, goals serve as standards by which members of an organization and outsiders can assess the success of the organization.

In expressing views on goals of higher education, DuBois always advocated that the aim of the college curriculum was more important than the actual studies. He further postulated that black men need a broader and more universal training so that they could apply the general principles of knowledge to the particular circumstances of their condition. He emphasized that the university should not strive to teach men to earn a living, but to enable them to take a prominent position in society. The university was to him a place where the full man would be developed --

a person who could communicate with all races of people and help to break down the barriers of racial discrimination.

Wright has always believed that black students in higher education must first know where they are going before pursuing formal goals and not be concerned with how long it takes to reach those goals. When asked by others, they must always be able to state their purpose and know their course of action. When questions such as "What do you plan to accomplish?" are asked, the answer should never be "I don't know."

In his writings, Churchville believes that any system of education must have definite goals and values. Those students who are enrolled in institutions of higher learning must become aware of the values, ideology, and vision of the system. Therefore, education is the idea of teaching various subjects and providing for the students a concept which will enable them to have a better understanding of the process of learning. This requires a new philosophy of education in defining the goals of education to a large proportion of students who within their own minds do not have a concept of their aims and purposes.

The studies of institutional goals which have been

conducted throughout the United States have varied in the selection of subjects. The Gross and Grambsch study dealt with 68 nondenominational Ph.D. granting universities. The Bureau of Applied Social Research at Columbia University study of goals form was sent to academic deans of 2,444 institutions for them to indicate the degree to which goals were emphasized on their campuses.

The institutional goals study undertaken by Peterson with the Committee on the Master Plan in California was used to identify goals among colleges and universities. Administrators, faculty, students, board members, and community persons, which included nearly 30,000, were given an opportunity to register their opinions about higher educational goals. The goal studies which were conducted in Oklahoma have employed smaller population samples, depending on the particular institutions which were being investigated.

The problem with which this research deals is the status of institutional goals and practices in predominantly black institutions. More specifically, the problem has been to determine whether or not there is a significant relationship between the perceived importance of institutional goals and the perceived emphasis of institutional

practices at one particular public four-year predominantly black college. Two instruments were utilized for the study through which the subjects reported their perceptions of institutional goals and practices according to twenty goal and functioning scales. The instruments were the Institutional Goals Inventory and the Institutional Functioning Inventory-University of Oklahoma Modification. One predominantly black public college was studied through five membership groups -- representatives of the administrators, the senior faculty, the junior faculty, upper division students, and lower division students. A total of 173 responses were received from the 175 participants who were requested to take part in the study.

The findings on institutional goals indicated that the five membership groups which were examined differed on eight goal area scales while there was agreement on 12 goal area scales. The eight scales where significant differences among the groups occurred were: Traditional Religiousness, Vocational Preparation, Advanced Training, Public Service, Social Criticism/Activism, Freedom, Democratic Governance, and Accountability/Efficiency. Agreement among the five membership groups occurred on the following scales: Academic Development, Intellectual Orientation, Individual Personal

Freedom, Humanism/Altruism, Cultural/Aesthetic Awareness, research, Meeting Local Needs, Social Egalitarianism, Community, Intellectual/Aesthetic Environment, Innovation, and Off-Campus Learning.

The findings regarding institutional practices indicated that the groups differed in their perceptions on: Academic Development, Intellectual Orientation, and Individual Personal Development. There was agreement among the five membership groups on the following function scales: Humanism/Altruism, Cultural/Aesthetic Awareness, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Public Service, Social Egalitarianism, Social Criticism/Activism, Freedom, Democratic Governance, Community, Intellectural/Aesthetic Environment, Innovation, Off-Campus Learning, and Accountability/Efficiency.

The findings regarding institutional goals and practices indicated that there is no relationship between goals and practices at the institution where the study was conducted. Although the five membership groups agreed on twelve goal area scales and seventeen functioning scales, there was no relationship between goals and practices. That is,

the groups viewed goals and practices to be unrelated at the institution where the study was conducted.

Significant differences occurred on eight scales of the Institutional Goals Inventory and on three scales of the Institutional Functioning Inventory-University of Oklahoma Modification. Group consensus was viewed on the following scales: Humanism/Altruism, Cultural Aesthetic/ Awareness, Research, Meeting Local Needs, Social Egalitarianism, Community, Off-Campus Learning, Intellectual/ Aesthetic Environment, and Innovation. The five membership groups did not differ in their perceptions of goals and practices on those nine scales.

## Conclusions, Implications, and Recommendations

1. The problem for this study has been to determine whether there is relationship between the perceived importance of institutional goals and the perceived importance of institutional practices at a public four-year college. It may be concluded from this study that there is no relationship between what the administrators, faculty, and students perceive to be the activities on the campus and what these members of the college community perceive the goals to be. That is, the administrators, faculty,

and students did not view institutional practices as moving in the direction of what they actually perceived the goals to be at the institution.

2. According to Wright, students in black colleges must pursue goals with strategies which will enable them to reach those goals no matter how slowly the process may be in accomplishing those ends. In the selected black college for this study, the college membership is not clear about definite goals and purposes of the college. Educators must therefore begin to examine the existing educational structure and start revising it to meet the needs of black youth and black communities. It may be concluded that the study college must re-revaluate itself to clarify its present purposing patterns and the methods utilized for attaining these goals.

3. The findings of this study support the conclusions of the Danforth study that administrators and faculty tend to perceive goals in a similar manner. The significant differences were between students and the faculty groups or administrators. The administrators and faculty groups at the study college tend to view goals and practices in the same manner. It may be concluded that goal clarity may be improved by activities designed to increase the

level of understanding demonstrated by students.

4. It may be concluded from this study that the subjects are more in agreement on institutional practices than institutional goals. The Scheffe' table gives eight significant differences among the groups on the three functioning scales where the groups differed. This suggests that the students, faculty, and administrators are more aware of the on-going activities than they are of the goals that should be guiding those activities. Therefore, the college should initiate a college wide goals study if this discrepancy is to be treated.

5. In a recent publication of institutional goal studies released by the Educational Testing Service, only one predominantly black college was listed. This is unfortunate when there is such a great need to develop, harmoniously, both the institutional goals and institutional interests. This study should be replicated at other predominantly black colleges so that those most responsible, administrators and faculty, can determine it the institution is moving in the direction in which it is intended.

# APPENDIX A

# SPECIMEN LETTERS

312 Wadsack Drive
Apartment E
Norman, Oklahoma 73069
May 8, 1975

Dear

It was really a great pleasure for me to visit with you recently concerning the institutional goals study. I will be awaiting your reply, once the committee on research projects has had an opportunity to review the materials.

Sincerely,

Egbert Bacon

Egbert J. Bacon

EJB/dhb

312 Wadsack Drive
Apartment E
Norman, Oklahoma 73069
September 29, 1975

Dear

Relative to our recent telephone conversation, please inform me of the decision by the committee on research projects concerning my study to be conducted at your institution.

Thank you so kindly for your concern in this matter.

Sincerely,

Bert

Egbert J. Bacon

EJB/dhb

312 Wadsack Drive
Apartment E
Norman, Oklahoma 73069
November 2, 1975

Dear

Thank you so kindly for again inviting me to your institution to discuss plans for the institutional goals study. It was really a pleasure talking with you and to know that the Dean of Academic Affairs and the Dean For Student Affairs are both interested in the proposed research project.

I will be in your office promptly at 10:00 P.M. on Thursday morning.

Sincerely,

Egbert Bacon

Egbert J. Bacon

EJB/dhb

# APPENDIX B

## INFORMATION ITEMS ON THE ADMINISTRATORS, FACULTY AND STUDENTS COMPILED FROM QUESTIONNAIRES

Information Items on Administrators Participants Compiled from Questionnaires

| Age | Respondents |
|---|---|
| 20 - 29 | 11 |
| 30 - 39 | 2 |
| 40 - 49 | 5 |
| 50 - 59 | 15 |
| 60 - over | 2 |
| Total | 35 |

Information Items on Senior Faculty Participants from Questionnaires

| Age | Respondents |
|---|---|
| 20 - 29 | 5 |
| 30 - 39 | 9 |
| 40 - 49 | 15 |
| 50 - 59 | 2 |
| 60 - over | 4 |
| Total | 35 |

| Rank | Respondents |
|---|---|
| Professors | 12 |
| Associate Professors | 23 |
| Total | 35 |

Continued

| Field of Teaching (Senior Faculty) | Respondents |
|---|---|
| Biological Science | 7 |
| Physical Science | 0 |
| Mathematics | 4 |
| Social Science | 0 |
| Humanities | 4 |
| Fine Arts | 5 |
| Education | 4 |
| Business | 0 |
| Engineering | 2 |
| Other | 9 |
| Total | 35 |

Information on Junior Faculty Participants from Questionnaires

| Age | Respondents |
|---|---|
| 20-29 | 14 |
| 30-39 | 9 |
| 40-49 | 5 |
| 50-59 | 2 |
| 60-over | 3 |
| Total | 33 |

| Rank | Respondents |
|---|---|
| Assistant Professors | 15 |
| Instructors | 18 |
| Total | 33 |

Continued

| Field of Teaching (Junior Faculty) | Respondents |
|---|---|
| Biological Science | 1 |
| Physical Science | 2 |
| Mathematics | 4 |
| Social Science | 4 |
| Humanities | 9 |
| Fine Arts | 10 |
| Education | 10 |
| Business | 1 |
| Engineering | 1 |
| Other | 1 |
| Total | 33 |

Information Items from Upper Division Student Participants on Questionnaires

| Age | Respondents |
|---|---|
| 17 - 18 | 1 |
| 19-- 20 | 15 |
| 21 - 23 | 16 |
| 24 - 26 | 2 |
| 27 - 29 | 0 |
| 30 - 39 | 0 |
| 40 - 49 | 1 |
| 50 - over | 0 |
| Total | 35 |

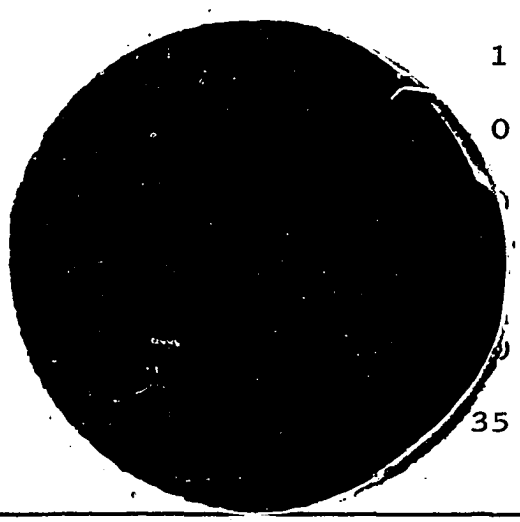
| Classification | Respondents |
|---|---|
| Seniors | 20 |
| Juniors | 15 |
| Total | 35 |

Continued

| Field of Study (Upper Division) | Respondents |
|---|---|
| Biological Science | 4 |
| Physical Science | 0 |
| Mathematics | 0 |
| Social Science | 9 |
| Humanities | 6 |
| Fine Arts | 0 |
| Education | 8 |
| Business | 4 |
| Engineering | 0 |
| Other | 4 |
| Total | 33 |

Information Items from Lower Division Participants on Questionnaires

| Age | Respondents |
|---|---|
| 17 - 18 | 8 |
| 19 - 20 | 20 |
| 21 - 23 | 6 |
| 24 - 26 | 1 |
| 27 - 29 | 0 |
| 30 - 39 | |
| 40 - 49 | |
| 50 - over | |
| | 35 |



| Classification | Respondents |
|---|---|
| Sophomores | 23 |
| Freshmen | 12 |
| Total | 35 |

Continued

| Field of Study (Lower Division) | Respondents |
|---|---|
| Biological Science | 4 |
| Physical Science | 1 |
| Mathematics | 1 |
| Social Science | 2 |
| Humanities | 1 |
| Fine Arts | 4 |
| Education | 6 |
| Business | 7 |
| Engineering | 0 |
| Other | 9 |
| Total | 35 |

Information Items from Lower Division Participants on Questionnaires

| Age | Respondents |
|---|---|
| 17 - 18 | 8 |
| 19 - 20 | 20 |
| 21 - 23 | 6 |
| 24 - 26 | 1 |
| 27 - 29 | 0 |
| 30 - 39 | 0 |
| 40 - 49 | 0 |
| 50 - over | 0 |
| Total | 35 |

| Classification | Respondents |
|---|---|
| Sophomores | 23 |
| Freshmen | 12 |
| Total | 35 |

Continued

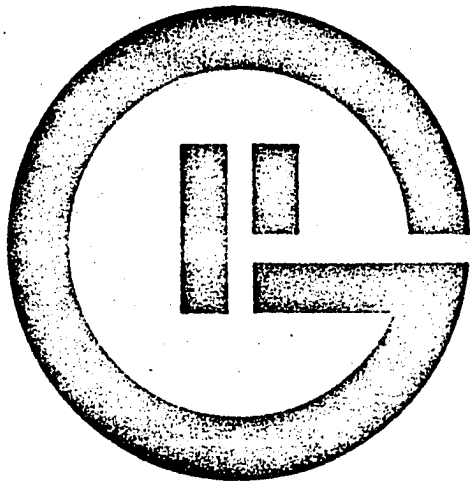
| Field of Study (Lower Division) | Respondents |
|---|---|
| Biological Science | 4 |
| Physical Science | 1 |
| Mathematics | 1 |
| Social Science | 2 |
| Humanities | 1 |
| Fine Arts | 4 |
| Education | 6 |
| Business | 7 |
| Engineering | 0 |
| Other | 9 |
| Total | 35 |

# APPENDIX C

## INSTITUTIONAL GOALS INVENTORY

# 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 widespread 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.

## 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

| | | 1 of no importance, or not applicable | 2 of low importance | 3 of medium importance | 4 of high importance | 5 of extremely high importance |
|---|---|---|---|---|---|---|
| A. to require a common core of learning experiences for all students... | is | | | | | ● |
| | should be | | | ● | | |

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.

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| B. to give alumni a larger and more direct role in the work of the institution... | is | | ● | | | |
| | should be | | | | ● | |

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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***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 | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 2. | to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 3. | to help students identify their own personal goals and develop means of achieving them... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 4. | to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 5. | to increase the desire and ability of students to undertake self-directed learning... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 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 | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 7. | to develop students' ability to synthesize knowledge from a variety of sources... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 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 | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 9. | to hold students throughout the institution to high standards of intellectual performance... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 10. | to instill in students a life-long commitment to learning... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 11. | to help students achieve deeper levels of self-understanding... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 12. | to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 2 | 3 | 4 | 5 |
| 13. | to help students be open, honest, and trusting in their relationships with others... | is | 0 | 2 | 3 | 4 | 5 |
| | | should be | 0 | 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 | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 16. to educate students in a particular religious heritage... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 17. to help students understand and respect people from diverse backgrounds and cultures... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 18. to require students to complete some course work in the humanities or arts... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 19. to help students become aware of the potentialities of a full-time religious vocation... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 20. to encourage students to become committed to working for world peace... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 21. to encourage students to express themselves artistically, e.g., in music, painting, film-making... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 22. to develop students' ability to understand and defend a theological position... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 23. to encourage students to make concern about the welfare of all mankind a central part of their lives... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 24. to acquaint students with forms of artistic or literary expression in non-Western countries... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 25. to help students develop a dedication to serving God in everyday life... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing... | 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 |
|---|---|---|---|---|---|---|
| 27. to develop what would generally be regarded as a strong and comprehensive graduate school... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 28. to perform contract research for government, business, or industry... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 30. to develop educational programs geared to new and emerging career fields... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 31. to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 32. to offer graduate programs in such "newer" professions as engineering, education, and social work... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 33. to serve as a cultural center in the community served by the campus... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 34. to conduct basic research in the natural sciences... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 35. to conduct basic research in the social sciences... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 36. to provide retraining opportunities for individuals whose job skills have become out of date... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 37. to contribute, through research, to the general advancement of knowledge... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 38. to assist students in deciding upon a vocational career... | is | ① | ② | ③ | ④ | ⑤ |
| | should be | ① | ② | ③ | ④ | ⑤ |
| 39. to provide skilled manpower for local-area business, industry, and government... | 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 |
|---|---|---|---|---|---|---|
| 40. to facilitate involvement of students in neighborhood and community-service activities... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 42. to provide educational experiences relevant to the evolving interests of women in America... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 43. to provide critical evaluation of prevailing practices and values in American society... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 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 | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 47. to work with governmental agencies in designing new social and environmental programs... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 49. to help students learn how to bring about change in American society... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 50. to focus resources of the institution on the solution of major social and environmental problems... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 51. to be responsive to regional and national priorities when considering new educational programs for the institution... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians... | 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 |
|---|---|---|---|---|---|---|---|
| 53. | to be engaged, as an institution, in working for basic changes in American society... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 54. | to ensure that students are not prevented from hearing speakers presenting controversial points of view... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 55. | to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 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 | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 57. | to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 58. | to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 59. | to maintain a climate in which communication throughout the organizational structure is open and candid... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 60. | to place no restrictions on off-campus political activities by faculty or students... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 61. | to decentralize decision making on the campus to the greatest extent possible... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 62. | to maintain a campus climate in which differences of opinion can be aired openly and amicably... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 63. | to protect the right of faculty members to present unpopular or controversial ideas in the classroom... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 64. | to assure individuals the opportunity to participate or be represented in making any decisions that affect them... | is | 1 | 2 | 3 | 4 | 5 |
| | | should be | 1 | 2 | 3 | 4 | 5 |
| 65. | to maintain a climate of mutual trust and respect among students, faculty, and administrators... | 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 |
|---|---|---|---|---|---|---|---|
| 66. | to create a campus climate in which students spend much of their free time in intellectual and cultural activities... | is | | | | | |
| | | should be | | | | | |
| 67. | to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life... | is | | | | | |
| | | should be | | | | | |
| 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 | | | | | |
| | | should be | | | | | |
| 69. | to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests... | is | | | | | |
| | | should be | | | | | |
| 70. | to experiment with different methods of evaluating and grading student performance... | is | | | | | |
| | | should be | | | | | |
| 71. | to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies... | is | | | | | |
| | | should be | | | | | |
| 72. | to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years... | is | | | | | |
| | | should be | | | | | |
| 73. | to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like... | is | | | | | |
| | | should be | | | | | |
| 74. | to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs... | is | | | | | |
| | | should be | | | | | |
| 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 | | | | | |
| | | should be | | | | | |
| 76. | to create an institution known widely as an intellectually exciting and stimulating place... | is | | | | | |
| | | should be | | | | | |
| 77. | to create procedures by which curricular or instructional innovations may be readily initiated... | is | | | | | |
| | | should be | | | | | |
| 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 | | | | | |
| | | should be | | | | | |

*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 |
|---|---|---|---|---|---|---|
| 79. to apply cost criteria in deciding among alternative academic and non-academic programs... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 81. to regularly provide evidence that the institution is actually achieving its stated goals... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 82. to carry on a broad and vigorous program of extracurricular activities and events for students... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 83. to be concerned about the efficiency with which college operations are conducted... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 84. to be organized for continuous short-, medium-, and long-range planning for the total institution... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 85. to include local citizens in planning college programs that will affect the local community... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 86. to excel in intercollegiate athletic competition... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 87. to be accountable to funding sources for the effectiveness of college programs... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 90. to achieve consensus among people on the campus about the goals of the institution... | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |

- 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.

## 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.*

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

| | | 1 of no importance, or not applicable | 2 of low importance | 3 of medium importance | 4 of high importance | 5 of extremely high importance |
|---|---|---|---|---|---|---|
| 101. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 102. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 103. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 104. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 105. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 106. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 107. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 108. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 109. | is | 1 | 2 | 3 | 4 | 5 |
| | should be | 1 | 2 | 3 | 4 | 5 |
| 110. | is | 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. |
|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 |
| 10 | 10 | 10 | 10 | 10 | 10 |

*THANK YOU*

# APPENDIX D

## INSTITUTIONAL FUNCTIONING INVENTORY THE UNIVERSITY OF OKLAHOMA MODIFICATION

## INFORMATION ITEMS

Please select one answer for each question below that applies to you.

A. Select the one response that best describes your role.

( ) 0. Faculty member
( ) 1. Student
( ) 2. Administrators
( ) 3. Governing board member
( ) 4. Alumna/Alumnus
( ) 5. Member of off-campus community group
( ) 6. Staff
( ) 7. Other

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

( ) 0. Biological sciences
( ) 1. Physical sciences
( ) 2. Mathematics
( ) 3. Social sciences
( ) 4. Humanities
( ) 5. Fine arts, Performing arts
( ) 6. Education
( ) 7. Business
( ) 8. Engineering
( ) 9. Other

C. Faculty: indicate academic rank.

( ) 0. Instructor
( ) 1. Assistant professor
( ) 2. Associate professor
( ) 3. Professor
( ) 4. Other

D. Faculty: indicate current teaching arrangement.

( ) 0. Full-time
( ) 1. Part-time
( ) 2. Evening only
( ) 3. Off-campus only - extension, etc.
( ) 4. Research only
( ) 5. Other

E. All respondents: indicate age at last birthday.

( ) 0. 17 to 18
( ) 1. 19 to 20
( ) 2. 21 to 23
( ) 3. 24 to 26
( ) 4. 27 to 29
( ) 5. 30 to 39
( ) 6. 40 to 49
( ) 7. 50 to 59
( ) 8. 60 or over

F. Students: indicate class in college.

( ) 0. Freshman
( ) 1. Sophomore
( ) 2. Junior
( ) 3. Senior
( ) 4. Graduate
( ) 5. Other

G. Students: indicate current enrollment status.

( ) 0. Full-time, day
( ) 1. Part-time
( ) 2. Evening only
( ) 3. Off-campus only-e.g. extension, correspondence, TV, Etc.
( ) 4. Other

H. Optional information question (special supplemental sheet will be provided if this item is used.)

I. Optional information question (special supplemental sheet will be provided if this item is used.)

J. Optional information question (special supplemental sheet will be provided if this item is used.)

INSTITUTIONAL FUNCTIONING INVENTORY
(University of Oklahoma Modification)

TO THE RESPONDENT:

This is a questionnaire for institutional self-study. In it you are asked for your perceptions about what your institution is like--administrative policies, teaching practices, types of programs, characteristic attitudes of groups of people, etc. This inventory is not a test; the only "right" answers are those which reflect your own perceptions, judgments, and opinions.

No names are to be written on the inventory. Comments and criticisms are invited regarding any aspect of the inventory. Please use the back of the test booklet for any such comments.

DIRECTIONS:

1. PENCILS: Any type of marking instrument may be used. Please mark out the appropriate response by using an (X).

2. INFORMATION ITEMS: Check only one answer box for each question that applies to you. All respondents should answer Item A and each of the Items, B-J that apply.

3. **MARKING YOUR RESPONSES:** **Sections 1 and 3 consist of statements about policies and programs that may or may not exsist at your institution. Indicate whether you know a given situation exists or does not exist by marking either Yes (Y); No (N); or Don't Know (?).**

4. RESPOND TO EVERY QUESTION: Please mark an answer for <u>every statement</u> in the inventory.

5. MARK ONLY <u>ONE</u> ANSWER FOR <u>EACH</u> STATEMENT, but please respond to each and every statement.

**The IFI-(OUM) was developed by the Center for Studies in Higher Education, University of Oklahoma.**

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## SECTION 1

**Respond to statements in this section by selecting either:**

| YES (Y) | NO (N) | DON'T KNOW (?) |
|---|---|---|
| If the statement applies or is true at your institution. | If the statement does not apply or is not true at your institution. | If you do not know whether the statement applies or is true. |

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

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

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

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

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

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

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

(Y) (N) (?) 8. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.

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

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

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

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

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

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

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

(Y) (N) (?) 16. Quite a number of students are associated with organizations that actively seek or reform society in one way or another.

(Y) (N) (?) 17. There are no written regulations regarding student dress.

(Y) (N) (?) 18. Students publish a literary magazine.

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

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

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

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

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

(Y) (N) (?) 24. One of the methods used to influence the flavor of the college is to try to select students with fairly similar personality traits.

(Y) (N) (?) 25. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.

(Y) (N) (?) 26. The institution imposes certain restrictions on off-campus political activities by faculty members.

(Y) (N) (?) 27. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.

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

(Y) (N) (?) 29. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.

## SECTION 2

Respond to statements in this section by selecting either:

| STRONGLY AGREE (SA) | AGREE (A) | DISAGREE (D) | STRONGLY DISAGREE (SD) |
|---|---|---|---|
| If you strongly agree with the statement as applied to your institution. | If you mildly agree with the statement as applied to your institution. | If you mildly disagree with the statement as applied to your institution. | If you strongly disagree with the statement as applied to your institution. |

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

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

SA) (A) (D) (SD) 32. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.

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

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

SA) (A) (D) (SD) 35. Power here tends to be widely dispersed rather than tightly held.

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

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

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

SA) (A) (D) (SD) 39. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in American society.

SA) (A) (D) (SD) 40. Serious consideration is given to student opinion when policy decisions affecting students are made.

SA) (A) (D) (SD) 41. Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be, allowed to organize chapters on this campus.

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

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

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

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

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

SA) (A) (D) (SD) 47. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.

SA) (A) (D) (SD) 48. Governance of this institution is clearly in the hands of the administration.

(SA) (A) (D) (SD) 49. Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.

(SA) (A) (D) (SD) 50. Little money is generally available for inviting outstanding people to give public lectures.

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

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

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

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

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

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

(SA) (A) (D) (SD) 57. Compared with most other colleges, fewer minority groups are represented on this campus.

(SA) (A) (D) (SD) 58. The notion of colleges and universities assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.

(SA) (A) (D) (SD) 59. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.

(SA) (A) (D) (SD) 60. Faculty members feel free to express radical political beliefs in their classrooms.

(SA) (A) (D) (SD) 61. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the customary tasks of student newspapers).

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

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

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

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

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

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

(SA) (A) (D) (SD) 68. There are no courses or programs for students with educational deficiencies, i.e., remedial work.

(SA) (A) (D) (SD) 69. The governing board does not consider active engagement in resolving major social ills to be an appropriate institutional function.

(SA) (A) (D) (SD) 70. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.

(SA) (A) (D) (SD) 71. The governing body (e.g., Board of Trustees) strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.

(SA) (A) (D) (SD) 72. Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.

## SECTION 3

Respond to statements in this section by selecting either:

| YES (Y) | NO (N) | DON'T KNOW (?) |
|---|---|---|
| If the statement applies or is true at your institution. | If the statement does not apply or is not true at your institution. | If you do not know whether the statement applies or is true. |

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

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

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

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

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

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

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

(Y) (N) (?) 80. Credit for numerous courses can be earned now solely on the basis of performance on an examination.

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

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

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

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

(Y) (N) (?) 85. A plan exists at this institution whereby a student may be awarded a degree based primarily on supervised study off-campus.

(Y) (N) (?) 86. One or more individuals are presently engaged in long-range financial planning for the total institution.

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

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

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

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

(Y) (N) (?) 91. Several arrangements exist by which students may enroll for credit in short terms away from the campus in travel; work-study, VISTA-type work, etc.

(Y) (N) (?) 92. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.

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

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

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

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

(Y) (N) (?) 97. Every student is encouraged to include some study abroad in his educational program.

(Y) (N) (?) 98. Planning at this institution is continuous rather than one-shot or completely non-

Respond to statements in this section by selecting either:

STRONGLY AGREE (SA) — If you strongly agree with the statement as applied to your institution.

AGREE (A) — If you mildly agree with the statement as applied to your institution.

DISAGREE (D) — If you mildly disagree with the statement as applied to your institution.

STRONGLY DISAGREE (SD) — If you strongly disagree with the statement as applied to your institution.

(A) (D) (SD) 99. Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.

(A) (D) (SD) 100. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.

(A) (D) (SD) 101. Generally speaking, top-level administrators are providing effective educational leadership.

(A) (D) (SD) 102. There is a general willingness here to experiment with innovations that have shown promise at other institutions.

) (A) (D) (SD) 103. Generally speaking, communication between the faculty and the administration is poor.

) (A) (D) (SD) 104. High ranking administrators or department chairmen generally encourage professors to experiment with new courses and teaching methods.

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

A) (A) (D) (SD) 106. Staff infighting, backbiting, and the like seem to be more the rule than the exception.

A) (A) (D (SD) 107. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.

SA) (A) (D) (SD) 108. Laying plans for the future of the institution is a high priority activity for many senior administrators.

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

(SA) (A) (D) (SD) 110. Although they may criticize certain practices, most faculty seem to be very loyal to the institution.

(SA) (A) (D) (SD) 111. In my experience it has not been easy for new ideas about educational practice to receive a hearing.

(SA) (A) (D) (SD) 112. A graduate is usually considered by faculty to be better educated if all of his credit hours were earned at this institution, than if he had studied on several campuses in qualifying for his degree.

(SA) (A) (D) (SD) 113. Seldom do faculty members prepare formal evaluations of institutional goal achievement.

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

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

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

(SA) (A) (D) (SD) 117. There is a strong sense of community, a feeling of shared interests and purposes, on this campus.

(SA) (A) (D) (SD) 118. This institution has experimented with new approaches to either individualized instruction or evaluation of student performance.

(SA) (A) (D) (SD) 119. Off-campus learning experiences of various types are considered as valuable, or more valuable, to the student's education, as regular courses.

roval of proposals for new instructional programs is regularly dependent on

# APPENDIX E

## DEFINITIONS OF THE TWENTY GOAL AREA SCALES

1. Academic Development. The first kind of institutional goal covered by the I.G.I. has to do with the acquisition of general and 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 I.G.I., Intellectual Orientation means familiarity 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 I.G.I., 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 adherents of "humanistic psychology" and the "human potential movement." As defined in the I.G.I., Individual Personal Development means identification by students of personal goals and development of means for achieving them, enhancement 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 may 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 I.G.I. 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 I.G.I., the conception entails heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

6. Traditional Religiousness. This goal is included in the I.G.I. 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 I.G.I., 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 I.G.I., 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 1950's and 1960's. As operationalized in the I.G.I., 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 I.G.I., 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 19th 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 I.G.I. 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 must 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 I.G.I.) 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 I.G.I. Meeting Local Needs is defined as providing for continuing education for adults, serving as a cultural center for the community providing trained manpower for local employers, and facilitating student involvement in community-service activities.

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 I.G.I., 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 Equalitarianism 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 1960's, the central idea of the goal is that the university should be an advocate or instrument for social change. Specifically in the I.G.I., 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 in American society.

14. Freedom. Some of the standard dictionary definitions include: civil liberty, as opposed to subjection to an orbitrary or despotic government; exemption from 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 I.G.I., Freedom is defined as protecting the right of faculty to present controversial

ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life 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 or other campus leaders. Most all institutions, one surmises, as they expanded during the 1950's and 1960's spurred chiefly by student (power) activitiests. As defined in the I.G.I., 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 I.G.I., 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 throughout the campus there is continuous concern of experiment with new ideas for educational practice. In the I.G.I., 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 I.G.I. definition of Off-Campus Learning, as a process goal an institution may pursue, form a kind of scale. They include: (short term), 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. (Educational Testing Service, 1972)

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