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CLAYTOR, ROBERT BROWN
THE RELATIONSHIP BETWEEN THE PERCEIVED IMPORTANCE OF INSTITUTIONAL GOALS AND THE PERCEIVED EMPHASIS OF INSTITUTIONAL PRACTICES IN A PRIVATE FOUR-YEAR COLLEGE.

THE UNIVERSITY OF OKLAHOMA, PH.D., 1978

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GRADUATE COLLEGE

THE RELATIONSHIP BETWEEN THE PERCEIVED IMPORTANCE OF INSTITUTIONAL GOALS AND THE PERCEIVED EMPHASIS OF INSTITUTIONAL PRACTICES IN A PRIVATE FOUR-YEAR COLLEGE

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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BY

ROBERT B. CLAYTOR

Norman, Oklahoma

1978

THE RELATIONSHIP BETWEEN THE PERCEIVED IMPORTANCE OF INSTITUTIONAL GOALS AND THE PERCEIVED EMPHASIS OF INSTITUTIONAL PRACTICES IN A PRIVATE FOUR-YEAR COLLEGE

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	8
Definition of Terms	9
Hypotheses	11
Significance of the Study	12
Delimitations	15
Organization of the Study	15
II. REVIEW OF RELATED LITERATURE	17
Historical Perspective	17
Theoretical Framework	32
III. DESIGN OF THE STUDY	41
The Institution Studied, Population and Sample	41
Methodology	45
Description of the Instruments	47
Analysis of the Data	67
Summary	73
IV. DATA PRESENTATION, DISCUSSION AND ANALYSIS	76
Analysis of Institutional Goals	76
Analysis of Institutional Practices	85
Relationships Between Institutional Goals and Practices	94
Summary	105
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	107
Summary	107
General Conclusions	112
Conclusions Particular to Oklahoma City University	114
Recommendations for Future Study	121

Page

APPENDICES 124

SELECTED BIBLIOGRAPHY 164

LIST OF TABLES

Table		Page
I.	Population, Sample and Response by Groups	47
II.	Reliability Coefficients for the Present Importance of Goals on the Preliminary I.G.I.	50
III.	Median Reliability Coefficients, Standard Errors of Measurement, Means, and Standard Deviations for 15 Responses	58
IV.	Coefficient Alpha Reliabilities for Institutional Functioning Inventory for Administrators, Faculty and Students	64
V.	I.F.I.-O.U.M. Test-Retest Reliability Coefficients	66
VI.	Correlations Between I.F.I. Scales (Faculty Means) and Published Institutional Data	68
VII.	Spearman's Coefficient of Rank Correlation Between Rankings of Independent Raters	69
VIII.	Results of Rao's Approximate F Test for I.F.I. - Present Across All Groups, All Scales	78
IX.	Group Means and Standard Deviations for I.G.I. - Present	79
X.	Univariate F Test Results of Differences for Twenty Scales on the I.G.I.	80
XI.	Results of Scheffé Test of Comparison of Means for Seven Groups on Eleven I.G.I. - Present Scale	82
XII.	Results of Two Administrations of Rao's Approximate F Test for I.F.I.-O.U.M.	87
XIII.	Group Means and Standard Deviations for I.F.I.-O.U.M.	89
XIV.	Univariate F Tests Results of Differences for Twelve Scales on the I.F.I.-O.U.M.	90
XV.	Results of Scheffé Test for Comparison of Means for Seven Groups on Seven I.F.I.-O.U.M. Scales	91
XVI.	Correlation Coefficients Pearson r, eta (η) and the Correlation Ratio (η^2) for Parallel Scales on the I.G.I. and the I.F.I.-O.U.M.	96
XVII.	I.G.I. - Present and I.F.I.-O.U.M. Grand Means	102

TABLE OF FIGURES

Figure		Page
1	Polynomial Regression Plot of Observed and Predicted Values for the Innovation Goal Scale	99
2	Polynomial Regression Plot of Observed and Predicted Values for the Community Goal Scale	100

CHAPTER I

Introduction

At a recent national higher education meeting these comments were set before that conference:

> The generally held perception that times are changing has a rational basis in the dynamic condition of our socio-economic system. At least two major turning points seem to be coinciding to create a break between the past and future paths of the Western industrial nations. But the change in direction has not yet penetrated the planning for education. As the socio-economic environment takes on a different structure and balance, it diverges from the old direction being followed by American higher education.
>
> In the newly emerging circumstances, higher education is overextended, is not being managed for future strength, and lacks relevance to the needs of society. The general objectives of higher education--to create the whole man, to unify knowledge, and to provide a perspective on social change--remain valid. But the current embodiment of those goals is suitable only to the simpler past structure of a growth society. To regain relevance, the general objectives of higher education now need to be reinterpreted into a form of education more suitable for the emerging socio-economic modes of behavior.[1]

Erick Erickson first brought into common usage the expression "identity crisis" which was usually applied to individuals who at some particular state of development believed that what they felt as human beings was out of joint with the norms of their immediate cultural

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[1]Jay W. Forrester, "Moving into the 21st Century - Dilemma and Strategies for American Higher Education," General session address given before the Association of American Colleges' 62nd annual meeting, Philadelphia, 9 February 1976.

environment. The individual is no longer sure of his relation to these norms.[1] However, this expression can be applied to institutions as well. Criticism was directed toward institutions of higher education, particularly from students who felt themselves out of joint with the institution and charged the colleges and universities with being out of joint with society in that they were seeking to concern themselves with fact and were showing no concern for the value or affective component of human life.[2] Clearly, these criticisms represented a challenge which confronted the institution's goals and purposes in the very crucial area of the institution's day by day practices and operations. In many instances these criticisms did not emerge from disagreements with the stated goals of these institutions but from beliefs that the practices of the institution were neither relevant to the society in which the students were living nor in congruence with the stated goals.

In this decade higher education is growing far more complex as it seeks to respond to the growing demands of a complex society, which as a result brings higher education under more attention. The past twenty to twenty-five years have witnessed an extraordinary expansion in higher education in most all program areas and facilities.[3] This growth period has been characterized by considerable change in goals and practices due to the concept that higher education move from its elitist position of being available to only a small proportion of the people to a position of

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[1]Eric Erickson, Identity, Youth and Crisis (New York: W. W. Norton & Company, 1968), pp. 15-43.

[2]Harold L. Hodgkinson and Myron B. Blay, Jr., Identity Crisis in Higher Education (San Francisco: Jossey-Bass, Inc., Publishers, 1971, pp. 1-3.

[3]Richard E. Peterson, College Goals and the Challenge of Effectiveness (Princeton, N.J.: Educational Testing Service, 1971), p. 3.

availability to a much larger segment of the population. This concept was touched off by the 1947 President's Commission on Higher Education which stated its recommendation that higher education facilities be made available to at least fifty percent of all college age persons.[1] In response higher education grew rapidly in the 1950's and early 1960's. Fermenting within this growth explosion was the underlying belief that a natural consequence of this growth in higher education would bring paralleled economic and social progress.[2]

There seemed to be little question of the goals and purposes of the colleges and universities. As the growing, post World War II mass of people knocked on the admission office doors, the primary concern developed large, statewide, multi-campus systems as money and students were readily available. The private institutions also grew finding numerous foundations and granting agencies, both private and federal, willingly making available the economic resources.

Now in the 1970's this wave of growth in higher education is cresting.[3] According to Richard E. Peterson, a research psychologist in higher education, ". . . higher education in America has reached a watershed."[4] During the late 60's and early 70's, higher education was racked by extensive controversy, student unrest and violence. Accompanying these events were penetrating questions about the purposes and functions

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[1]President's Commission on Higher Education, Higher Education for American Democracy (1947), p. 24.

[2]Peterson, College Goals and the Challenge of Effectiveness, p. 3.

[3]Algo D. Henderson and Jean G. Henderson, Higher Education in America (San Francisco: Jossey-Bass Publishers, 1974), p. 1.

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

of many colleges and universities. The frustration was intensified by a questioning of much of social policy toward higher education in general. Pointed questions confronted these institutions concerning their relevance to present day society which brought the goals and purposes of these institutions under scrutiny as well as questioning how well the institutions were carrying out these purposes in their programs. This period of fierce demands on the colleges and universities brought them to what Peterson called an unprecedented "crisis of purpose."[1]

Reflecting upon this situation, the Carnegie Commission on Higher Education stated in a report in 1973 that another major review of the purposes in higher education is now taking place, the first major review of this kind since the 1870's.[2] Recent trends in American society have caused alterations in both the form and substance of higher education, as this situation has prompted many persons both on and off the campus to present many questions to individaul colleges and universities.

One such trend is the equality of opportunity movement with pointed emphasis directed toward equal opportunities in the areas of admissions, employment, salaries, and other benefits for all persons, especially the minorities. This has brought about conflicts over administrative policies, grading practices, employment, awarding of degrees, and the promotion of faculty members.[3] Changes in institutional

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[1]Richard E. Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals (Princeton, N.J.: Educational Testing Service prepared for the ERIC Clearing House on Higher Education, October, 1970), p. 1.

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

[3]Ibid., p. viii-ix.

decision making processes have resulted in new forms of campus governance involving increased participation of students.[1] This has also led to the feeling that an open door policy for higher education institutions best represents the needs and values of the people. As a result, many students are now attending colleges and universities who in earlier years would not have attended.[2] This has created changes in the curriculum and in a number of other policies. Some of these changes have emerged out of societal trends which are moving from a defense oriented stance to a more health and environmental oriented stance. This has brought about rapid expansion of medical and health related careers, which have expanded curriculum developments in these programs. Also, new demands came for expanded programs in ecology and environment. In addition, new working trends in society have developed increased leisure time for the individual which has brought about a growing emphasis on recreational curriculums.

A paper by Martin Trow identified three types of students involved in the new students coming on campus in the present time. The types are:

> . . . those with strong academic interests, those who are oriented toward occupational careers, and the collegiate (fun-loving) students. To those one might add (according to Gross and Grambsch, 1974) the group who come to an institution of higher learning to 'find themselves.' Each of these types may be found in different kinds of institutions--the academic student in a liberal arts college, the vocational student in a community college,

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[1]Robert Lynn, An Investigation of Institutional Goal Congruence: Intention and Practice in a Private Four-Year College (Ph.D. dissertation, University of Oklahoma, 1973), p. 2-3.

[2]K. Patricia Cross, Beyond the Open Door (San Francisco: Jossey-Bass, Inc., Publishers, 1971), pp. 1-5.

> the collegiate student in a state college, and those searching for personal identity anywhere. But one is sure to find all four in a university.[1]

Peter Madison, in Personality Development in College (1969), studied the unique environment which the college social system presents to the student. "College is an intervening social system, an encapsulated unit of society that differs in important respects from the home and community the student has left and the adult world he will later enter."[2] He goes further to discuss how the effects of this kind of atmosphere on most students is one in which they find themselves in a state of suspension for their period of time in the college setting, a state in which they are seemingly floating in a relatively roleless society that provides for them only transient, will-o'-the-wisp identity anchors. As such, the college social system generates numerous threats to the identity of the student. Threats to identity occur from other social systems as well, but Madison believed "college often provides a massive, organized assault upon the fundamental basis of self esteem."[3] It would reasonably follow then that the college social system should present to the student a clearly defined set of goals and a system which is clearly carrying out these goals in its day by day functions. Such goals and functions should reflect a sensitivity of this system toward these personality development needs of the student.

Martin Trow, "Reflections on the Transition from Mass to Universal Higher Education," as reported in Edward Gross and Paul U. Grambsch, Changes in University Organization, 1964-71 (New York: McGraw-Hill Book Co., 1974), pp. 1-2.

[2]Peter Madison, Personality Development in College (Reading, Mass: Addison-Wisley Publishing Company, 1969), p. 3.

[3]Ibid. p. 1.

The unprecedented expansion of higher education over the past two decades has added another factor to the crisis in education today. With the explosion of many new types of students has come greater emphasis on vocational-technical education resulting in new types of institutions, most notably being the community-junior colleges, with expanded curricular programs that are more practical and remedial in nature. These institutions now account for forty percent of all institutions of higher education in the United States, accommodating approximately one-third of all entering freshmen. With the new students bringing with them new and more varied needs, the more traditional structures of colleges and universities have been challenged as have the traditional goals.

Accompanying these new demands is the fact that higher education is suffering today a severe deceleration of growth in enrollment, the worst such slowdown in history, according to the Carnegie Foundation for the Advancement of Teaching.[1] The report suggests that colleges and universities cannot wait for action from public policy to solve their problems created by this deceleration in growth. The Foundation made two recommendations:

1. Analysis of the institution's present situation and re-examination of planning assumptions that they may be patently involved for the institution's future, and

2. development of flexibility in the use of funds, assignment of faculty members, and use of space.[2]

Obviously, to follow these recommendations, institutions need reliable means and tools for conducting an analysis and re-examination of their

---

[1]Jack Magarrell, "Higher Education's Severest Slowdown," The Chronicle of Higher Education, 16 December 1974, p. 10.

[2]Ibid.

goals and practices. Accurate and pertinent data would be essential to any meaningful evaluation of an institution, especially prior to any decisions for change or reassessment of resources are instigated. The very survival of many higher educational institutions is dictating the necessity for these institutions to conduct self studies on a comprehensive level. The above mentioned foundation report included a survey of administrators in some 1200 institutions. One administrator out of every ten believed that his institution would undergo radical change in the next five years which would involve such decisions as merger, consolidation, or closing.[1] Encapsulated in a society that is suffering from severe inflationary problems, most colleges and universities are facing the difficulties of inadequate financial support. As some institutions are having to close due to inadequate financial resources, others are facing the problems of rising tuition and living costs for students, the lessening of salary increases for teachers and other support personnel, and a decrease in the ability to provide "frills" in education. This economic stress is forcing many institutions into programs of reorganization, retrenchment, and cutbacks in many campus programs.

Statement of the Problem

As an institution of higher education struggles with these problems stated in the preceding pages, that college or university which is able to know what its goals are and allow these goals to determine institutional practice priorities, will be able to deal with these problems with more certainty. This leads directly to the problem for this study which is expressed best in the question; what are the relationships

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[1]Ibid.

between the perceived importance of institutional goals and the perceived emphasis given to institutional practices or functions in a private, four-year college in Oklahoma? The writer proposes to study the congruence between perceived institutional goals and perceived institutional goal practices among the participants sampled from the administration, faculty, and students. The following questions will be investigated:

1. What agreements or differences exist concerning the perceived importance of goals of the college among administrators, faculty, and students?

2. What agreements or differences exist concerning the perceived emphasis of practices or functions of the college among administrators, faculty, and students?

3. What relationships exist between the perceived importance of goals and the perceived emphasis of practices or functions in the college?

Definition of Terms

The following terms are significant in connection with this study. Several of the definitions are consistent with those used in previously mentioned studies of institutional goals and practices. Other definitions are particular to the institution studied, Oklahoma City University.

Institutional Goals: In this study, goals refer to the non-operational future states of Oklahoma City University as perceived important by administrators, faculty, and students limited to the twenty goal states of the Institutional Goals Inventory (I.G.I.) quantified by the mean "is" scores.

Institutional Practices: The degree of emphasis given to actions and practices of the organization as perceived by administrators, faculty, and students, and which tend to operationalize the twenty I.G.I. goal

areas, quantified by the mean scores on the I.F.I.-O.U.M.

Congruence: The degree in this institution to which the perceived importance of goals (I.G.I. scale scores) and the perceived practices (I.F.I.-O.U.M. scale scores) are correlated.

Perception: A rating of personal judgment given a goal statement on the I.G.I. concerning its importance or a practice statement on the I.F.I.-O.U.M. concerning its emphasis by an administrator, faculty member, or student.

Consensus: The agreement or absence of significant variance between and among administrators, senior and junior faculty, upper and lower division students, graduate students, and law students on goals and practices.

Administrators: The non-teaching employees at Oklahoma City University at the department chairperson rank or above.

Faculty: All fulltime undergraduate teaching employees during the Spring semester, 1975.

Junior Faculty: Faculty members holding the rank of Instructor or Assistant Professor during the Spring semester, 1975.

Senior Faculty: Faculty members holding the rank of Associate Professor or Professor during the Spring semester, 1975.

Students: Those persons at Oklahoma City University who were currently enrolled (Spring semester, 1975) in three or more courses (classified as full-time) and who have completed a minimum of four courses.

Lower Division Students: Students who have successfully completed no less than four and no more than sixteen courses prior to the start of the Spring semester, 1975.

Upper Division Students: Students who have successfully completed seventeen courses or more prior to the start of the Spring semester, 1975.

Graduate Students: Students who were enrolled (Spring semester, 1975) in any one of the three master's degree programs.

Law Students: Students who were enrolled (Spring semester, 1975) in the law school.

Hypotheses

The research hypothesis for this study is: There are relationships between institutional goals and institutional activities as perceived by significant participants. Specifically, among upper division students, administrators, senior faculty and junior faculty, there are perceived congruences between goal intentions and perceived goal practices of a private four-year college.

The following null hypotheses to be tested are:

1. There is no significant difference in perceived goal importance among administrators, senior faculty, junior faculty, upper division students, lower division students, graduate students and law students as measured by the Institutional Goals Inventory (I.G.I.)

2. There is no significant difference in perceived practices emphasis among administrators, senior faculty, junior faculty, upper division students, lower division students, graduate students and law students as measured by a modified form of the Institutional Functioning Inventory (I.F.I.-O.U.M.)

3. There is no significant relationship between perceived goal importance (I.G.I.) and perceived practices emphasis (I.F.I.-O.U.M.)

In testing hypotheses 1. and 2. it will be necessary to establish whether there is concensus on the goals and the practices of the institution before the third hypothesis can be tested. It is the third hypothesis which is the most central to this study.

Significance of the Study

According to John Corson, "the key problem of university governance in the mid-70's is to determine what changes in traditional structure and processes need to be made to better adapt prevailing organizational forms to the unique characteristics of the academic enterprise and to adjust to a changed environment and to fundamental changes in the academic enterprise."[1] Any studies which can provide significant data concerning institutional goals and practices and the relationships between the two should provide valuable assistance to the practicing administrator in facing the above problems and changes in university governance.

Gross and Grambsch set forth the concept that in seeking to define an institutional goal it is necessary to study both the intentions and the activities of an institution.[2] However, this concept was never tested by them nor has this concept been tested in a higher educational setting prior to the recent coordinated study conducted at the Center for Studies in Higher Education in 1973 and 1974, at the University of Oklahoma, Norman, Oklahoma. These studies advanced the need for more such studies to provide additional information on the viability of the concept just mentioned. It is the objective of this study that it will help to clarify the organizational goals concept and help provide information that can give further insight into the differences among persons as to how they perceive the educational institution and its practices. From this information could emerge a clearer picture of the goal structure of

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[1]John J. Corson, "Who Runs Our Universities, and How?" The Chronicle of Higher Education, 16 December 1974, p. 10.

[2]Edward Gross and Paul V. Grambsch, Changes in University Organization, 1964-1971 (New York: McGraw-Hill Book Company, 1974), pp. 7-11.

the institution upon which important decisions could be based.

Institutions of higher education in the United States are viewed as social organizations[1] which are goal directed, and as such are going somewhere. They are also viewed as subsystems of a larger society thus meant to reflect something of this larger society, particularly through those persons involved in the institution. It appears additionally important for the institution to be able to distinguish just ". . . whose point of view is being recognized--society, the customer, the investor, the top executives, or others."[2]

Higher education institutions are involved in a process of re-evaluation due to the varied reasons preciously discussed. The more clearly an institution can discern its goals, the better it can put them to use in formulating guidelines for decisions, for utilization and allocation of resources, for developing policies, and for establishing effective evaluation techniques and programs upon which institutional planning can be developed. The practicing administrator in these institutions needs this kind of information to lead the institution through these difficult problems and changes.

Richard Peterson's study of 116 institutions of higher education in California revealed a substantial homogeneity or existing similiarity among the component institutions in the public sector with institutional diversity and specialization existing more clearly in the private sector.

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[1]Jacob W. Getzels, James M. Lipham, cna Roald F. Campbell, Educational Administration as a Social Process (New York: Harper & Row, Publishers, 1968.),p. 157.

[2]Charles Perrow, Organizational Analysis: A Sociological View (Belmont, California: Wadsworth Publishing Co., 1970), p. 134.

In addition the smaller, church-related colleges and universities more clearly identified their goals than the larger, more complex institutions.[1] Therefore, these smaller institutions might present a more yielding subject in which to study the relationships between goals and practices within a single institution.

Furthermore, it is the small private college or university that is struggling for economic survival in the growing battle for operating funds and for students. Those institutions which more clearly identify their purposes for existing, emphasizing their uniqueness, seem to be the ones surviving. Additionally, this researcher has a strong personal commitment to and interest in the small, church-related institution, particularly the Methodist-related colleges. As an ordained minister in the Methodist Church moving into higher education administration, this writer chose Oklahoma City University, a private, Methodist-related institution for this study based upon the reasons just mentioned. Also, Oklahoma City University (O.C.U.) was chosen because it is a small institution which has exhibited some difficulty in dealing with the problems of student enrollment and financial constraints. The institution was beginning a five-year self-study to help clarify its goals and purposes in an effort to distinguish better its own uniqueness and to deal more effectively with the problems with which the university was confronted. As such, O.C.U. represented a smaller, church-related institution that would make a yielding subject to study the relationships between goals and practices. An added advantage was the receptiveness of the Administration and faculty toward such a study.

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[1]Richard E. Peterson, Goals for California Higher Education: A Survey of 116 College Communities. (Berkeley: Educational Testing Service, March, 1973) p. 170.

Delimitations

This study is limited to a sample of administrators, faculty and students, full-time with the institution, and to one particular institution which is a four-year private, denominational university. Generalization to other four-year colleges and universities is limited. The results could be used in follow-up studies which deal with comparisons between institutions. In addition, the results of the study are limited to the general time period in which the study was conducted as the data collected were reflections of the perceptions of persons with the institution at that time.

The subjects in the samples from seven groups will all be on-campus, persons, full-time with the institution. There are some limitations involved in depending upon the perception of these significant individuals sampled, since personal judgements were involved. However, the study was strengthened in this area by testing group perceptions on both goal intentions and goal practices.

The instruments used in this study did not cover all possible areas of goals and functions of the institution as perceived by the participants. It is possible that other significant relationships exist.

The results of the study are limited to interpreting the descriptions of the statistical relationships between two dependent variables, goals and goal practices, as represented in broad areas. This was not a study of causal relationships between the variables, nor the effect one variable may have on the others. Any such inferences related to the findings could only be speculative.

Organization of the Study

This study is organized into five chapters. This chapter has dealt

with an introduction to the study, a statement of the problem, definitions of specific terms pertinent to the study, the hypotheses statement, the significance for the study and its limitations. Chapter II deals with a review of the literature pertinent to the study, and the resultant theoretical framework formed about the study from several significant views of organizations. There is a discussion of the relevance of perceptual studies followed by a summary statement of the chapter. The basic design of the study is discussed in Chapter III with attention given to discussion of the institution studied, Oklahoma City University, and its population and the sample drawn. Further discussion deals with a description of the instruments used in the study, the procedures for collection of the data and data analysis of the data. In an effort to deal with the problem statement questions, attention was given to an organized presentation of the data and analysis. Chapter IV contains an orderly and systematic presentation of the data compiled along with a statistical analysis of the data. A summary review statement of the study begins Chapter V leading into a discussion of the findings, conclusions that have been derived from the analysis of these findings and recommendations for further study.

CHAPTER II

Review of Related Literature

Historical Perspective

Man is a being whose behavior has purpose and that behavior is usually governed by activities that are designed to achieve goals. Man is also a social being, working in groups designed to accomplish goals too large for him to achieve alone. These groups have very visible structures organizing their behavior to achieve these goals more effectively. Educational institutions are among man's most developed social organizations which reflect man's purposive behavior through activities designed to achieve goals. Institutions of higher education are highly developed social organizations designed to achieve a variety of goals for man's society, central of which is the goal of the well-educated person, who can function with a significant degree of purpose and productivity in society.

An organization's existence can be justified primarily by its orientation to a set of goals, and it is continually judged by how successfully it attains those goals. It would follow then that a significant body of written material, based on sound research, dealing with goals, goal definition, goal accomplishment, and goals related to functions would exist. A review of related literature on organizations in general and organizations of higher education in particular reveals that until

recently the literature seemed to take the concept of organizational goal for granted.

At the turn of this century Frederick W. Taylor investigated the effective use of human beings in industrial organizations[1] by applying the principles of scientific management.[2] He set for himself the task of developing a general theory of organization through a study of the interaction between persons and the environment created by organizations.[3] His study was an analysis of administrative procedures which made use of both persons and materials in order to attain the objectives of the organization. This began a move toward studying organizations from different perspectives, models, and theories, all of which took for granted that organizations were goal directed, but focused little attention on the direct study of goals, expecially as they were related to organizational functions with any degree of congruence.

R. M. MacIver in 1936 studied communities and the associational ties that bind members to one another not only because of the intrinsic value these ties hold for the person, but also because that person can obtain some end or goal which is unattainable without such association.[4] Thus, the value of belongingness, companionship, likeness, etc. are most important needs to individuals. By contrast, in formal organizations the setting of goals and goals attainment has priority over all other

---

[1]James G. March and Herbert A. Simon, Organizations (New York: John Wiley & Sons, Inc., 1958), p. 12.

[2]Jacob W. Getzels, James M. Lipham, and Roald F. Cambell, Educational Administration as a Social Process (New York: Harper & Row, Publishers, 1968), p. 23.

[3]March & Simon, Organizations, pp. 12-13.

[4]R. M. MacIver, Community(London: Macmillan & Co., Ltd., 1936), pp. 7-10.

problems.[1] The existence of these organizations is justified primarily by an orientation to a specific set of goals and is judged by how successfully such goals are achieved. All too often the organizational goals conflict with or do not take into account the important needs of individuals in the organization. Still in spite of the great amount of study and research given to formal organizations, little attention has been given to the study of goals and to developing any clear definition of what is meant by a goal.[2]

As further study developed, it was essential that a distinction had to be made between the private goals of the individuals and the corporate goals of the organization. Etzioni defined an organizational goal as "a desired state of affairs which the organization attempts to realize."[3] He did not define just whose state of affairs is to be desired. The private goal of an individual may clearly involve a future state he desires for himself that is quite distinguishable from a future state the individual desires for the organization as a whole.[4]

Even though this latter idea comes closer to an organizational goal, it still is an individual's wish which may not correspond to the organization's wish (goal), and there could be as many of these wishes as there are persons in the organization, with few being in agreement.

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

[2]Herbert Simon, "On the Concept of Organizational Goals," Administrative Science Quarterly, Vol. 8 (1964), pp. 1-22.

[3]Amitai Etzioni, Modern Organizations (Engleweed Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 6.

[4]Darwin Cartwright and Alvin Zander (eds.), Group Dynamics (Evanston, Ill.: Row, Peterson & Company, 1953), pp. 308-311.

In the light of these differences, the question looms rather dominant as to how one is to determine an organization's goals. In very small organizations the problem may be a simple one in that the organization reflects the personal goals of the top man or owner. However, in more complex organizations there are many people who will hold positions of influence in the organization and on its goals.[1] It appears certain that goals do exist in the minds of most people and these personal goals are not the same as organizational goals, as the person may desire different things for the organization and for himself. Still, it seems relevant that one kind of evidence to determine the nature of an organization's goals would involve the perceptions of particular individuals in the organization as to what they thought the organizational goals were.[2]

Soon studies began to describe goals as the linkages in the relationship between an organization and the situation (the societal environment) in which it exists, a subsystem of a larger system.[3] Focus was on the output of one organization which became the input to another on to complex inter-relationships among many organizations, and the influence effect these have in determining the goals of organizations. Indeed, the question then arose as to which outputs or by-products are the goals of the organization. It is obvious these concepts all bear upon a definition of goals. A significant warning was sounded by Etzioni when he criticized the

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[1]Richard Cyert and James G. March, A Behavioral Theory of the Firm (Englewood Cliffs, N.J.: Printice Hall, Inc., 1963), Chapter 3.

[2]Edward Groww and Paul U. Grambsch, Changes in University Organization, 1964-1971 (New York: McGraw-Hill Book Company, 1974), pp. 10-11.

[3]Talcott Parsons, "A Sociological Approach to the Theory of Formal Organizations," Structure and Process in Modern Societies (New York: The Free Press of Glencoe, Inc., 1960), Chapter 1.

goal approach to the study of organizations as being too limited. To define an organization solely in terms of its goals and to judge its effectiveness in terms of its degree of success in obtaining these goals is to doom the investigation to disappointment and possibly even pessimism. One must settle for less than what he hopes for, especially organizational executives who ususlly have high hopes for successful goal achievement.[1] Nevertheless, this warning of lowered goal expectations does not reduce the importance of goals in organizations.

Parsons continued to assert that "primacy of orientation to the attainment of a specific goal is the defining charteristic of a social organization."[2] He goes on to state that unless organizations attain the goals that they have set for themselves, they cannot survive. Perrow added further strength to the importance of goals by stating that goals provide a key to an organization's behavior and character, as well as providing a quick conceptual entry into the organization.[3] One such entry process into the organization comes about when a general purpose or goal for an organization is stated, then one can identify the tasks within the organization necessary to achieve that purpose. These tasks become the means toward the end. Many of these tasks are directly related to the achievement of the goal, but many are not. Many tasks involve activities which may not even make an indirect contribution to goal achievement, but are essential to the social atmosphere in which many persons are

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[1]Etzioni, Modern Organizations, pp. 16-19.

[2]Parsons,"A Sociological Approach to the Theory of Formal Organizations," p. 7.

[3]Charles Perrow, "The Analysis of Goals in Complex Organizations," American Sociological Review, 26 December 1961), pp. 854-866.

working together. Bales found that a person's task-oriented labors directed toward goal achievement were more productive when attention was also given to the satisfaction of various kinds of personal needs of the workers.[1] Therefore, not only must attention be directed toward activities which are directed toward goal attainment, but also to those activities which are essentially concerned with maintaining the system itself. This then suggests that there are two different kinds of goals in organizations. First, there are goals which are directly related to the output of the organization and can be called output goals. Second, there are those goals which are directly related to the maintenance activities of the organization and can be called support goals.[2]

As has been previously stated, theorists claim that goals are central to the study of organizations, even though little research has been conducted in this area, especially the dimension of the relationship of institutional goals to the practices or functions of that institution. This research scarcity may be due to the absence of any clear classification structure of goal theories as present theory models appear to overlap into the characteristics of other models. Still, any understanding of institutional goals can be enhanced by a study of several mainstream models.

First, there is the traditional goal model which identifies goals as mainly forecasting and planning elements. It is against these that

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[1]Robert F. Bales, "Task Roles and Social Roles in Problem Solving Groups," Eleanor Maccoly, Theodore M. Newcomb, and Eguene L. Hartley (eds.), Readings in Social Psychology (New York: Henry Holt and Company, Inc., 1958), pp. 437-447

[2]Gross and Grambsch, Changes in University Organization, 1964-1971, pp. 13-15.

organizations measure their success to the degree of attainment of these goals.[1] However, Etzioni is also the very theorist who states that organizations ordinarily do not reach their goals resulting in a low effectiveness evaluation. This is the major weakness of this model.

A second model identified by Etzioni in this same work is what he calls the cultural systems model. In this model, organizations do not evaluate their effectiveness in relationship to their own goals and their degree of attainment, but instead, they compare themselves with other organizations, mainly in terms of structure, activities, resources, etc. This comparison involves even those activities which appear unrelated to the organization's goals directly, but which may in fact greatly influence some specific goals.[2]

A third significant model is one developed by Parsons through his theories of system survival, a theory which emphasized the importance an organization must place on solving four system problems--adaptation, goal-attainment, pattern maintenance and integration--in order to survive.[3] Important also is Simon's multiple goals theory which postulates the notion that the organizational goal emerges from a decision situation which has been acted upon by a set of constraints.[4] Simon's theory falls into the broader category of goal theories identified as behavioral goal concepts. This is one of the two goal theories cited by Hill and Egan,

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[1]Etzioni, Modern Organizations, p. 9.

[2]Ibid.

[3]Talcott Parsons, "A Sociological Approach to the Theory of Formal Organizations," Chapter I.

[4]Herbert Simon, "On the Concept of Organizational Goals," pp. 1-22.

the other being the holistic goal concept.[1] These have been set forth as alternatives to the traditional theories. The behavioral theories place stress upon the role of persons within the organization realizing that any examination of the behavioral processes in any system must consider the cognition, perception, beliefs and knowledge of the individuals in that system. Contrastingly, the holistic approaches view the organization as a unified collective in action. These approaches are characterized as an organization with clearly defined goals, operationally seeking to accomplish these goals through rational behavior, in an external environment that continually creates the need for such action. Thompson extends this approach as he views goals as a way of reaching out to the environment, managing it, and reducing the uncertainty.[2]

Organizations have been the focus of a great deal of study, research and theorizing. The goals and practices of organizations have received varying degrees of intensity of focus, though there is still an absence of reflection on the relationship between the two. Still at no time in history have organizations of higher education received such forced pressure to state their goals.

In 1962, Nevitt Sanford proposed the idea that

> objectives can be studied. . . that goals ought to be the objects of continuing study. . . it is one of our tasks to study these goals, discovering what we can do about. . . their origins. . . means through which they may be reached and their consequences. . . (and) who

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[1]Walter A. Hill and Douglas Egan, Readings in Organizational Theory: A Behavioral Approach (Boxton: Allyn and Bacon, Inc., 1968), pp. 72-79.

[2]James D. Thompson, Organizations in Action (New York: McGraw-Hill Book Company, 1967), p. 23.

has what desires in what times and circumstances.[1]

However, Peterson's research led him to state that, "There has been rather little research by social scientists on the topic of higher education purposes, and that which has been done has dealt chiefly with college goals as they are perceived by different groups, with little or no attention given to real or operative goals, or the origin and consequences of institutional goals."[2]

In 1964 Edward Gross and Paul Grambsch conducted a study of university goals which involved a questionnaire survey of 68 American universities.[3] Their research format required them to develop an instrument which could be self-administered and provide for them data on university goals. The study took into consideration the necessity for sampling the breadth of institutions in the United States as well as seeking an adequate geographical scatter. The instrument consisted of 47 goal statements which were rated in terms of present and preferred importance of the goal. It was a perceptual study administered to faculty and administrators. Being consistent with their own goal theory of institutions of higher education, both output and support goals were included in the instrument. At this time, this was the most significant empirical study of institutional goals in higher education. The rate of return for this study was fifty-one percent for faculty and forty percent for administrators. Results of the study indicated that differences

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[1]Nevitt Sanford, (ed.), The American College, quoted in Richard E. Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals (Princeton, N.J.: Educational Testing Service, 1970), p. 6.

[2]Peterson, The Crisis of Purpose, p. 6.

[3]Gross and Grambsch, Changes in University Organization, 1964-1971, p. 15.

between faculty and administration rankings of the goals were small and there was a relative lack of importance attached to student-related goals.[1]

A significant problem which faced Gross and Grambsch in formulating the study instrument was in devising a way to ask questions about both output and support goals so that the participants could give reliable responses in written form. Indeed, how could they measure whether a goal was a present reality and how could they measure its importance? Two elements were deemed necessary. In the eyes of the participants just what is the organization trying to do--its intentions--and through actual observation, what are participants in fact actually doing--its activities.[2] General thought about goals included the belief that goals can only be defined when a positive relationship exists between intentions and activities. Gross and Grambsch assumed this relationship based on the fact that the participants were actual full-time employees in the institutions studied. This has brought the criticism that because of this assumption, the Gross and Grambsch study lacked the vital step of studying the activities along with their study of intentions and then defining the relationships between the two.[3]

Other studies soon began to appear on the scene. In 1968 a group from the Bureau of Applied Research at Columbia University in New York City[4]

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[1]Peterson, The Crisis of Purpose, p. 6.

[2]Gross and Grambsch, Changes in University Organization, 1964-1971, pp. 16-21.

[3]Robert Lynn, An Investigation of Institutional Goal Congruence: Intention and Practice in a Private Four-Year College (Ph.D. Dissertation, University of Oklahoma, 1973), p. 88

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

surveyed the academic deans of every college in the United States. The instrument used was a set of 64 goal statements asking the dean to indicate the extent to which his institution emphasized each goal. The results from this study demonstrated that some goals are emphasized universally even though it also pointed out that different goals exist for different types of institutions. However, the most significant result of this study was that through factor analysis, the inter-relationship among the goals was such that five broad goal factors could be identified:[1]

(1) Orientation toward Research and Instruction

(2) Orientation toward Instrumental Training

(3) Orientation toward Social Development of Students

(4) Democratic Orientation

(5) Orientation toward Development of Resources

In 1969 the Danforth Foundation sponsored a study which used a shortened and revised form of the Gross-Grambsch questionnaire.[2] It was administered in 13 private liberal arts colleges and one private junior college to a sampling of faculty, administrators and students. This study is the first evidence found that included students as participants. The results showed that strong emphasis was placed on teaching and student-oriented activities, little emphasis on research and related activities, and that governance took on the direction many of the desired changes should take.

Also, in 1969, Warren Martin, in his interview and questionnaire

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[1]Ibid.

[2]Danforth News and Notes (St. Louis: Danforth Foundation, 1969), Vol. 5, No. 1.

study of the institutional character of eight colleges and universities found little serious concern about institutional goals in these institutions.[1] Entering students knew little about their institution's philosophy and most of the faculty reported a lack of emphasis on institutional objectives in discussions with them when they were considering joining the faculty of their institutions. One substantial diffenence was noted between the newer, more innovative colleges which gave more emphasis to objective discussions among the faculty and the older, more conventional colleges which gave considerably less emphasis to these discussions.

In 1971, Philip Swarr made use of the Gross and Grambsch questionnaire in a study of four public undergraduate institutions in New York. He compared his study results with the Danforth study and the earlier Gross and Grambsch study. As the other studies had used the rank order technique for analyzing data, Swarr used mean scores in his analysis, demonstrating more statistical strength in his analysis.[2] Also, in 1971, using a new instrument developed at the Educational Testing Service called The Institutional Goals Inventory, Norman Uhl directed a study of higher education in Virginia and the Carolinas. This study, conducted under the auspices of the National Laboratory of Higher Education, was administered to selected administrators, faculty, students, and members of the community at five dissimilar institutions of higher education. Successful use was made of the Delphi Technique to encourage convergence of institutional

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[1]W.B. Martin, Conformity: Standards and Change in Higher Education (San Francisco: Jossey-Bass, Inc., 1969), p. 97.

[2]Philip Swarr, "Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administrators," Unpublished Report (Cortland, New York: Office of Institutional Research, State University College, 1971), p. 52.

goals, as in fact the participants' responses tended to move toward the mean score in each goal area. A significant factor in the study was that the instrument used proved to do just what it was designed to do, even though some areas for revision were clarified.[1] This instrument was the first single questionnaire that would identify the most important goals for colleges and universities in general as seen by both on-campus and off-campus groups. It was the result of 18 months of study by a task force of the Educational Testing Service in which extensive literature reviews were conducted and close review was made of the empirical studies mentioned previously in this chapter, especially the studies of Gross and Grambsch (1968), Sieber and others (1968), and the Danforth Foundation (1969). Also studied were statements of higher education goals made by boards of higher education, inter-university groups, and social philosophers. The final form of the instrument contained 18 goal areas identified through 105 goal statements.[2] This was the form used in the study of the five institutions in the Carolinas and Virginia. A revised form of this instrument was used in a study the following spring (1971) involving 1300 faculty and students at ten colleges and universities on the West Coast.[3]

Using these two studies, and the instruments used, as preliminary, experimental pilot projects, a final revision of the I.G.I. was constructed. It consisted of 20 goal areas identified through 90 goal statements (the same form as used by this writer in this study). This final form of the

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[1]Norman P. Uhl, Identifying Institutional Goals (Durham, N.C.: National Laboratory for Higher Education, 1971), p. 49.

[2]Ibid., pp. 6-7.

[3]Richard E. Peterson, College Goals and the Challenge of Effectiveness (Princeton, N.J.: Educational Testing Service, 1972), p. 8.

instrument was used in an extensive study of 116 institutions of higher education in California, involving nearly 24,000 individual participants.[1] Though the Joint Committee supervising this study did not consider the I.G.I. as an ideal instrument, they did realize that the range of possible goals of higher education, considered by the committee as the important goals, was covered by the instrument. In addition, the I.G.I. had the potential for reasonably rapid, efficient, and uniform polling of beliefs about institutional goals. Also, the I.G.I. had been constructed to its present form on studies which were not as extensive and large-scale as the California study. The resulting data could be used as norms, in reliability and validity analysis (presented later in Chapter III of this study) for other studies of the instrument.

The inventory was administered to faculty, students (upper division, undergraduate and graduate students), administrators, chancellors, regents and community people. The results pointed to certain goals, such as Intellectual Orientation and Community, were rated very high by most all of the participants. Likewise, other goals were rated fairly consistently as very low importance goals, such as Traditional Religiousness (in the public sector), Social Criticism, Social Egalitarianism (except in the community colleges), Off-Campus Learning, and Accountability/ Efficiency. As would be expected, some goals were noted high by one segment and low by another, such as Advanced Training (high by the university segment), Vocational Preparation (high by the community colleges), and Individual Personal Development (high by the private

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[1]Richard Peterson, Goals for California Higher Education (Berkeley: Educational Testing Service, March 1973), pp. 7-10.

colleges).[1] Of interest to the study were the results that found the community people and the students in more agreement on certain goals than were the faculty and administrators, while the data also revealed the students and off-campus citizens less clear as to what should and should not be important.

As stated previously, the literature revealed very little interest in correlating institutional goals and institutional functions or practices. In a questionnaire and interview study of the institutional character of eight colleges and universities, Warren Martin sought to compare goals and practices. His study primarily dealt with conformity and diversity in higher education by examining stated purposes, programs and processes. He found that generally there was little serious concern about institutional goals. He gave as some of the reasons for this lack of interest as faculty preoccupation with professional guilds, preoccupation with day-to-day problems and pressures, and feelings of futility about ever achieving real closure regarding institutional goals.[2]

An unpublished group study, into which the results of this study can be integrated, at the Center for Studies in Higher Education, the University of Oklahoma, dealt directly with the relationships between institutional goals and institutional practices. This coordinated study investigated samplings from administrators, faculty and students in several private and public four-year and two-year institutions, making use of the instruments used in this present study. Data from these studies revealed various areas of both congruence and dissonance concerning the goals and

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[1]Ibid., pp. 158-163.

[2]Warren B. Martin, Conformity: Standards and Change in Higher Education (San Francisco: Jossey-Boss, Inc., Publishers, 1969), p. 16.

practices of these institutions. One consistent recommendation was for further, intensive studies to be undertaken, to provide more understanding of this research area of higher educational institutions. The need for better understanding of the relationships between an institution's goals and its functions is essential.

Theoretical Framework

When the literature has been examined closely, the necessity for studying organizations, particularly educational organizations, is apparent. Simon and March underscore this by stating that organizations are important mainly because people spend so much of their time in them.[1] In any study underlying assumptions exist to form a framework of theory upon which the study relies. This particular study is based upon the theories of several writers and researchers in the general field of organizational study, such as Talcott Parsons, Herbert Simon and Amitai Etizioni, as well as a number of others particular to higher education. Appropriate attention will be given only to the segments of these theories which deal directly with institutional goals and practices.

Andrew Halpin sets forth the general idea that "a formal organization in the present sense is a mechanism by which goals somehow important to the society or to various subsystems of it, are implemented and to some degree defined."[2] This clearly links formal organizations and the greater society tightly, as such organizations are a part of this greater social system, whose support make the implementation of the organization's goals possible. This implies the basic theory that organizations

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[1]Simon and March, Organizations, p. 2.

[2]Andrew W. Halpin, Administrative Theory in Education (London: The Macmillan co., 1970), p. -4.

do have purposes, which are expressed in goal statements.

For Parsons, an organizational goal is the state of affairs which the organization is seeking to realize. Thus, one cannot fully understand an organization without a study of its goals. He goes further to declare that goal attainment becomes the central focus for the organization giving direction to organizational activities. Some goals may be attained and some may not. It follows that success or lack of success in goal attainment becomes one of the major vehicles for evaluating an organization.[1]

Herbert Simon agrees that goals are critical to any detailed study of organizational theory and administrative behavior.[2] Charles Perrow adds to this assumption the declaration that goals provide a real key to an organization's character and behavior.[3] It seems apparent that these theorists, though approaching organizations from different viewpoints, all agree that organizations do have purposes and are goal orientated.

Simon points to the fact that organizational goals characteristically are dynamic and changing. This can be viewed over time especially in higher educational institutions as they adapt to the changing values of society and the role which that society demands these organizations perform.[4] In the first chapter several areas of rapid societal change were highlighted with attention to the resultant demands these changes

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[1]Talcott Parsons, Structure and Process in Modern Societies (Glencoe, Illinois: The Free Press, 1960), pp. 16-18.

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

[3]Charles Perrow, Organizational Analysis: A Sociological View (Belmont, Calif.: Wadsworth Publishing Co., 1970), p. 171.

[4]Simon and March, Organizations, p. 5.

are making on higher education's role. For many institutions to survive, purposive changes have to be made to remain relevant and viable with their clients. The conceptual change from education as a privilege for the elitist few to being a right for the masses has brought the "new" student to higher education with new and different demands.

These demands and changes create the atmosphere that results in organizations, especially in higher education, legitimately serving multiple goals, often at the same time. This Simon believes very clearly, even to the point that in large complex organization, the goals can be in conflict creating serious organizational problems. Such situations call for constant study of an organization's goals with focus on goal attainment.

However, attempts to evaluate an organization upon the basis of goal attainment alone have been ineffective as have the evaluative methods.[1] Etizioni believes that goals usually are not reached which then leads to the judgment that the organization is ineffective. He believes that an organization must be evaluated in terms of other similar organizations and the activities within that organization. When the activities and their processes are examined, the goals of an organization will soon become apparent. Areas in which this is clear are the allocations of resources and the assignment of personnel, both of which may differ from the stated goals. Simon changes the emphasis by stating that the goals of an organization can only be determined through inference made by observing the organization's decision-making process.[2] This means that that future state toward which the organization is moving can

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

[2]Herbert Simon, Administrative Behavior (New York: The Free Press, 1945), p. 112.

only be determined by seeing what is actually happening at the institution. Often these activities and the purposes implied differ from the stated goals of the organization.

Warriner discovered this in a study in 1965 in which he found that the goals of an organization were not always congruent with the practices of the organization.[1] However, Etzioni in 1961 had already stated that the actual goals of an organization will not necessarily be congruent with the stated goals.[2] These statements clearly indicate the complex problem for an organization which establishes written objectives it seeks to accomplish, but confronts the tasks of day-by-day operations that set in motion all that is necessary for goal accomplishment. Higher education institutions, with their variety of programs and multiplicity of persons involved, are prime examples of this problem. As with any complex organization, the purposes of institutions of higher education are best achieved both by defining and by implementing the objectives of the college or university. This implies that these objectives for educating students are best achieved if the desired outcomes for students are clearly specified. Therefore, "if these objectives are to permeate the file and work of the institution, they must be though through and accepted as a basis for action by those who compose the institution.[3] This is especially true of those colleges and universities which have diverse,

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[1]Charles K. Warriner, "The Problem of Organizational Purpose," Sociological Quarterly, VI, (Spring, 1965), p. 140

[2]Etzioni, A Comparative Analysis of Complex Organizations on Power, Involvement and Their Correlates (New York: The Free Press of Glencoe, 1961), pp. 10-13.

[3]Algo D. Henderson and Joan G. Henderson, Higher Education in America (San Francisco: Jossey-Bass, Publishers, 1974), p. 40.

multiple programs. Additionally, these institutions must be able to articulate their unique goals in ways that are understandable and meaningful to their constituencies and other supporters if they are to expect continuation of the support necessary for survival.

The above theories have particular relevance with regard to the student in that every student who ever attends college undergoes some impact from that experience. Educational institutions are organizations which do have impact upon their own participants as well as the society it serves. The purposes of the institution are central to that impact, especially in relation to the degree these purposes (goals) are reflected in its practices. Extensive research by Kenneth Feldman and Theordore Newcomb has demonstrated that over a four-year period, changes in several characteristics have been occurring with considerable uniformity with students in most American colleges and universities.[1] Of interest are the findings that conditions for campus-wide impacts appear to have been most frequently provided in the smaller, residential, four-year colleges. This has been attributed to a clearer institutional identity, relative homogeneity between the faculty and student body, and opportunity for more continuing interaction among students and between students and faculty. Of particular relevance to this study is the data that supported the theory that the more incongruent a student is with the college environment in which he is living, the more likely he will withdraw.[2] It would follow then that the college which clearly articulates its goals and

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[1]Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass, Inc., 1969), pp. 325-331.

[2]Ibid, p. 332.

reflects these goals in its functions with a high level of congruence could present an environment more easily evaluated by the student in his selection process.

A major activity of a college is the setting of goals particularly directed toward defining the types of relationships it desires for all persons in this environment. Any change in these goals will require close, intensive study, the results of which may alter the goals. The reality of this theory is the fact that change takes place, change in personnel, change in the greater environment and its needs, and change in teaching methods and learning theories. The changes create the demand for new definitions and new interpretation of goals. This creates a constant problem for colleges and universities of frequent examination of goals and practices.

Pertinent to this study is the Gross and Grambsch research which first sought to deal with the problem of how an institutional goal can be identified. They went to the people in the institutions themselves and collected from them their perceptions of their institution's goals. Recognizing early that an individual's personal goals may differ from the institution's goals. Gross and Grambsch conducted informal interviews with administrators, faculty, and students and asked them to state only what they thought their institution's goals were. In addition, the researchers read extensively in literature about universities and reflected on their own experiences as university faculty members.[1] From this extensive reading and interviewing, they compiled an original list of 47 goals, and then later refined the list of the 20 goals in the present form of the I.G.I.

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[1]Gross and Grambsch, Changes in University Organization, p. 25.

Other theorists, such as Etzioni and Simon, hold that the goals of an organization are best determined by close observation of the processes or activities of the organization, particularly the decision-making process,[1] involved in the allocation of resources and personnel assignments.[2] This implies that the functional, everyday operations of the organization demonstrate more clearly the real purposes the organization is seeking to achieve than written goal statements, as there often is a lack of congruence between the two.

It would follow then that both the written goals of an organization, or what this writer calls goal intentions, and the operational activities of the organization, its practices, must be defined in order to develop a clear study of organizational goals. In this study the organization is an institution of higher education. This led the writer to select two instruments for data collection, The Institutional Goals Inventory and The Institutional Functions Inventory as modified by the University of Oklahoma research group in 1974, both to be explained fully in Chapter III of this study.

Summary

From the review of the literature, it was noted that organizations have been the focus of a great deal of study, research, and theorizing. The goals and practices of organizations have received varying degrees of intensity of focus. Organizations are purposive involving groups of people working together to accomplish goals. Educational institutions are complex, highly developed social organizations designed

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[1]Herbert A. Simon, Administrative Behavior, p. 71.

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

to achieve a variety of goals.

We have found that unitl recently little research by social scientists has been conducted on higher education goals, with a more notable absence of research on the relationships between the goals and practices of these insitutions. This led to a series of studies which focused mostly upon the goals of higher education institutions. Gross and Grambsch have been the early researchers on goals, but left the questions concerning the relationships between practices and goals largely unanswered. The need for better understanding of the relationships between an institution's goals and its practices was essential.

The study of goals in higher education institutions can become somewhat abstract if not theoretically based. The theoretical framework for this study centered upon the theories of several writers and researchers such as Parsons, Simon, and Etzioni. Parsons stated that an organizational goal is the state of affairs which an organization seeks to realize, and the attainment of a specific goal is the defining characteristic of the organization. Simon agrees on the critical nature of the study of goals in organizational theory, and adds the point that organizational goals are dynamic and changing as organizations adapt to the changing values in society. Etizioni added the dimension that real goals are best defined by both the intentions and the practices of the people who comprise the organization. He further discovered that the actual goals (as evidenced in the practices of an organization) will not necessarily be congruent with the stated goals, additionally confirmed later through studies by Warriner.

Institutions of higher education, with their multiplicity of programs and persons, are prime examples of this lack of congruence

between goal intentions and goal practices. Still, educational institutions are organizations which do have impact upon persons both in the institution and society at large. The institutions purposes are central to that impact, particularly as they are reflected in its practices. Changes constantly take place creating ever new demands on colleges and universities to make new definitions and interpretations of goals with frequent examination of their institutional practices to reflect these goals.

CHAPTER III

Design of the Study

The Institution Studied, Population and Sample

Oklahoma City University is a private, church-related institution that is located near the geographical center of Oklahoma City, the capitol of Oklahoma, an urban area with a population over 400,000. This setting provides for the campus community a great variety of educational, social and cultural opportunities. Composed of the College of Arts and Sciences, the School of Music, the School of Business, and the School of Law, the University provides for its nearly 3,000 students a broad spectrum of courses. Unique in its function is the University's dual role serving both as Oklahoma City's University and the United Methodist University for the Oklahoma area. Its student body is cosmopolitan, representing almost every state in the Union and a number of countries throughout the world.[1] It is predominately a four-year liberal arts institution with graduate programs at the master's degree level in education, business, and music, and a professional program in law.

Another unique feature of this institution is its "Great Plan of Academic Excellence." This is an ambitious program begun in 1960 "designed to bring together a faculty of outstanding competence, a

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[1]General Bulletin, 1975-76, Oklahoma City University, p. 8.

well qualified student body, excellent teaching facilities, and the most advanced and innovative ideas in curriculum teaching methods."[1] To assist in becoming "a regional center of academic excellence," the University entered into an agreement with the Massachusetts Institute of Technology. Since 1960 a faculty committee from M.I.T. has served in an consultative capacity, reviewing periodically during each year the progress of Oklahoma City University and exchanging ideas with the O.C.U. faculty and administration concerning the improvement of the academic program.[2]

The subjects for this study were selected from the population of administration, faculty and students in this institution. In order to insure more knowledgable perceptions of the goals and practices of the institution, only persons full-time with the institution were included as subjects based on the assumption that those persons would be more familiar with the institution than would part-time personnel.[3] The subjects were divided into seven subgroups; administrators, senior faculty, junior faculty, lower division students, upper division students, graduate students, and law students. These divisions were made based on this researcher's interests in determining whether status differences influenced the subjects' perceptions of the goals and functions of the institution.

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[1]Ibid, p. 8.

[2]The Objectives of Oklahoma City University, reprinted in the Appendices, clearly reflect its unique dual role and its intention toward academic excellence.

[3]C. Robert Pace, College and University Environment Scales Technical Manual (Princeton, N. J.: Educational Testing Service, 1969), p. 12.

Lynn's study of Oklahoma Baptist University in 1973 "implied that status was not related to goal intention or practice perception."[1] However, further investigation was suggested.

Lower division students were those students who had completed successfully at least 15 semester hours in the institution, but not more than 60 semester hours prior to the beginning of the spring semester, 1975, in which the study was conducted. Upper division students were those students who had completed sixty semester hours or more in this institution prior to the beginning of the same semester. The graduate students were those students who were enrolled full-time in any one of the three master's degree programs in the College of Arts and Sciences, the School of Business or the School of Music. The law students were those students enrolled in the School of Law program leading to the degree of Juris Doctor (J.D.).

The divisions within the faculty designated the senior faculty as those persons who held the ranks of Professor or Associate Professor during the spring semester, 1975, in which the study was conducted. The junior faculty were those persons who held the ranks of Instructor or Assistant Professor during this same semester. This researcher followed Richard Peterson's suggestion concerning the administrator's category selecting those persons whose major responsibilities fall clearly in an administrative

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[1]Robert Lynn, An Investigation of Institutional Goal Congruence: Intention and Practice in a Private Four-Year College Ph. D. dissertation, the University of Oklahoma, 1973), p. 144.

area.[1] This included persons at the department chairmanship rank and above. Peterson stated further that in smaller colleges as many administrators as possible should be included, thus the heads of other than academic departments were included, such as the Vice President for Church Relations, the Vice President for Development, the Chaplain, the Librarian and others. (Having expanded this sub-group to include these other administrators still left the total number small enough to include all administrators in that sub-group sample).

A list of all faculty and administrators was provided the researcher by the administration. The list included twenty-seven (27) administrators, thirty-nine (39) senior faculty and sixty-seven (67) junior faculty. It was decided to include all of the administrators and senior faculty. From the junior faculty a random sample of forty-five (45) was selected. Since the total student body numbered approximately three thousand (3,000), it was decided to select a random sample of forty-five (45) from each of the four student sub-groups. Peterson suggests that in smaller colleges a total student sample of 100 to 150 will ordinarily be adequate. Even though equal sample size is not required of a multiple analysis of variance, a large difference in size will weaken the analysis and increase the possibility of bias associated with equal cell sizes.[2]

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[1]Richard E. Peterson, et al., Institutional Functioning Inventory Preliminary Technical Manual (Princeton, N. J.: Educational Testing Service, 1970), p. 241.

[2]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill, Inc., 1971), p. 241.

Therefore,effort was made to acquire an adequate total sample in the student sub-groups with interest in minimizing sample size differences.

Methodology

A conference was held with the President of the University to explain the study in detail and to gain permission to conduct the study at this institution. The President later presented the researcher's request to the faculty for their approval and co-operation. This included the newly formed long-range planning committee, the chairman of which became the primary person with whom the researcher worked in conducting the study.

Since the number of administrators and senior faculty was small, only with the junior faculty was a random sampling necessary. One significant problem with research using questionnaires is acquiring an adequate number of responses, which from other such studies indicated that from 50 to 90 percent seems normal, depending upon follow-up techniques.[1] To insure as much cooperation as possible each administrator and faculty member was sent a letter by the researcher explaining briefly again the study and dates on which a complete questionnaire packet would be delivered and picked up at each participant's office (Appendix A). A letter from the University President supporting the study was included (Appendix A). An 80 percent return was sought by the researcher in order to infer valid generalization to the population. The above procedure was

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[1]Richard E. Peterson, et al., Institutional Functioning Inventory Preliminary Technical Manual (Princeton, N. J.: Educational Testing Service, 1970), p. 13.

followed with a later follow-up letter to those persons who had not responded (Appendix A) with several later visits at their offices to collect the completed questionnaires.

There are several drawbacks in conducting questionnaire research, the primary one being the possible lack of response when the research is conducted through the mail. Usually 60 percent or higher returns are rare which render valid generalizations questionable when the returns fall below approximately 80 percent, the goal for this researcher. This procedure was not necessary with the faculty and the administrators as they were all easily accessible through their departmental offices. However, the student sampling was not that accessible. The decision to follow the suggested guidelines for administering the Institution Goals Inventory as set forth by Peterson[1] seemed most feasible. The most satisfactory method suggested the careful selection of from five to ten classes or sections which would present a good cross-section of students. Pursuing this suggestion led through several referrals from faculty and administrators to two faculty members, one in sociology and one in psychology. These two faculty members were respected for their research of various aspects of student life with several year's experience performing questionnaire research among the student body. With their assistance carefully selected courses were identified for the four student sub-groups--lower division students, upper division students, graduate students and law students--and permission

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[1]Richard E. Peterson, Goals for California Higher Education: A Survey of 116 College Communities, prepared for the Joint Committee on the Master Plan for Higher Education, March, 1973, Appendix D, pp. D2-D4.

of the course instructors was acquired. Each class was given a short introduction to the study and the questionnaire was distributed with printed instructions. Since the instructors did not wish to surrender the whole class period, instructions were given that the researcher would return to the class one week later to collect the completed questionnaires. Two follow-up visits to each class were made to secure the highest possible return.

Table I demonstrates the sampling and percentage of return of each sub-group.

Table I

Population, Sample and Response by Groups

Group	Population[a]	Sample	Usable Responses
Administrators	27	27	25 (93%)
Junior Faculty	65	45[b]	41 (91%)
Senior Faculty	39	39	34 (87%)
Lower Division Students	604	45[c]	34 (76%)
Upper Division Students	553	45[c]	34 (76%)
Graduate Students	292	45[c]	35 (78%)
Law Students	487	45[c]	37 (82%)
	2067	291	240

a. Includes only full-time college personnel
b. Randomly selected
c. Selected through courses identified as including general cross section of students

Description of the Instruments

It seemed essential when studying the goals and practices of an institution that reliable, parallel instruments must be used. It was not necessary for this researcher to develop such instruments

since two instruments were available with identically defined scales. The Institutional Goals Inventory (I.G.I.) and the Institution Functioning Inventory-Oklahoma University Modified version (I.F.I.-O.U.M.). The I.G.I., used in the number of studies had already demonstrated adequate validity and reliability. The I.F.I.-O.U.M. through use in the coordinated study at the Center for Studies in Higher Education, University of Oklahoma, demonstrated increasing and adequate validity and reliability. Therefore, these instruments were selected.

The Institutional Goals Inventory

The present version of the Institutional Goals Inventory was the result of several years of developmental work. Studies were conducted in the late 1960's by Gross and Grambsch (1968) and the Danforth Foundation (1969) using instruments designed to study the goals of a specific type of institution. Gross and Grambsch[1] sought in 1964 to examine the nature and structure of university goals at 68 non-demonination, Ph.D.-granting universities across the nation. Their instrument consisted of 47 goal statements, 17 of which were "outcome" goals, such at training students, public service, research and writing. The remaining goals were called "support" goals, such as retaining the faculty and faculty involvement in governance. The participants from these institutions rated these goal statements in two ways: (1) how important the goal "is" to the institution and (2) how important it "should be." This study was conducted with administrators and faculty only, and there seemed to be a relative lack of importance attached to student related goals.

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

A somewhat related study was conducted by a group from the Bureau of Applied Social Research at Columbia University.[1] This group sent 64 goal statements to the academic deans of every college in the country. Factor analysis identified five broad goal structures from the results. Then in 1969 a Danforth Foundation sponsored study revised the Gross and Grambsch questionnaire to apply to private liberal arts colleges. Later that same year Norman Uhl conducted a study of five colleges in Virginia and the Carolinas. The first version of The Institutional Goals Inventory was developed in connection with Uhl's study[2] by researchers from the Educational Testing Service. Whereas earlier instruments were designed for specific types of institutions, the need was developing for an instrument which would identify the significant goals for colleges and universities in general. The researchers developed a preliminary version of the instrument that contained eighteen goal intention areas, identified through 105 goal statements. A scale was devised with this instrument asking each participant to rate the degree of importance for each statement along a five point scale ranging from extremely high importance to no importance. In addition, each item was rated in terms of both perception of the existing goal structure, ("is" responses) and what the institution's goals ought to be ("should be" responses). Fourteen of the 18 goal intention areas are included

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

[2]Normal P. Uhl, "Encouraging Convergence of Opinion, Through the Use of the Delphi Technique, in the Process of Identifying an Institution's Goals," (Princeton, N. J.: Educational Testing Service, 1971), pp. 24-25.

in the present instrument used in this study. Table II below reports the reliability figures obtained from Uhl's study.[1] The table includes only the 14 goal areas retained in the present instrument.

Table II

Reliability Coefficients[a] for the Present Importance of Goals on the Prelimnary I.G.I.

	Goal Scales	Coefficients
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

[a]Coefficient alpha, a generalization of Kuder-Richardson formula 20, was employed as the measure of internal consistancy.

[1]Norman P. Uhl, Identifying Institutional Goals (Durham, N. C.: National Laboratory for Higher Education, 1971) p. 19.

In 1971 Peterson and Morstain[1] developed a revised I.G.I. from Uhl's study as ETS wanted to develop a goals inventory that could be made available to all colleges and universities. Twelve institutions were invited to participate in the study using this revised instrument with ten institutions agreeing to participate. Close analysis of the items in the original instrument was made retaining those items which tended to yield essentially unique material. Two categories were added bringing the total to 22 and the scoring was reported in terms of these scales rather than in frequency distributions on the 110 individual items (five goal statements for each of the 22 scales). ETS updated the instrument in 1972 to include only 20 categories with 90 goal intention statements. Eighty are related to the 20 goal area categories, four per goal area, and the ten remaining are miscellaneous.

The 20 goal areas were divided into two broad areas called outcome goal areas or "output goals" (substantive objectives conditions may be seeking to achieve), and support goal areas or "process goals" (internal campus objectives which may facilitate achievement of the output goals).[2]

A description of each of the 20 goal areas is given below:

Outcome Goal Areas

1. Academic Development. The first kind of institutional goal covered by the I.G.I. has to do with

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[1]Richard E. Peterson, Toward Institutional Goal Consciousness (Princeton, N.J.: Educational Testing Service, 1971), pp. 24-25.

[2]Richard E. Peterson, Goals for California Higher Education: Survey of 116 Academic Communities, p. 8.

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 concept 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 concept 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 the 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 "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 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 Egalitarianism has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of (1) minority groups and (2) women, and offering remedial work in basic skills.

13. Social Criticism/Activism. This is a higher education goal concept 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.

Support Goal Areas

14. Freedom. Some of the standard dictionary definitions include: civil liberty, as opposed to subjection to an arbitrary 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, experienced a diminution of participatory governance. A reaction set in the late 1960's was spurred chiefly by student (power) activitists. 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 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 sutdent free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

18. Innovation, as here defined as an institutional goal means more than simply having recently made some changes at the college; instead the idea is that innovation has become institutionalized, that throughout the campus there is continuous concern to experiment with new ideas for educational practice. In the 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 prusue, form a kind of scale. They include: (short term) time away from the campus in travel, work-study, VISTA work, etc., arranging for students to study on several campuses during their undergraduate years; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on examinations.

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

Data from the California study were used by ETS researchers to bring additional reliability data to the I.G.I. With internal consistency being the important concern of the reliability of the instrument, the coefficient alpha method was again used and reported in the following Table III.[2]

The average of the 20 internal consistency coefficients is .88 for the present "is" scales, ranging from a low of .69 (Academic Development) to a high of .98 (Traditional Religiousness). It would follow then that the I.G.I. present scales are reliable in terms of internal consistency. Another measure of reliability is the standard error of measurement. It is more useful in interpreting group scores, while the coefficient alpha is useful in comparing the reliabilities of the different goal areas. The standard error figures for the twenty goal areas on the present importance rating range from .08 (Individual Personal Development) to .18 (Advanced Training) with the average being .13. Therefore, for any goal area, it is unlikely that the true means of the comparison group colleges vary much from the respective obtained means.

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[1]Educational Testing Service, Descriptions of I.G.I. Goal Areas, Mimeographed (Princeton, N. J.: Educational Testing Service, 1972).

[2]Norman P. Uhl, "Reliability, Goal Area Intercorrelations, and Factor Structure," chapter 5 of unpublished manuscript, a copy of which was made available to this writer in a letter.

Table III

Median Reliability Coefficients, Standard Errors of Measurement, Means, and Standard Deviations for IS Responses

Goal Area	Alpha	S.E.M.	IS Mean	S.D.
Academic Development	.69	.13	3.27	.23
Intellectual Orientation	.83	.12	3.01	.24
Individual Personal Dev.	.94	.08	3.00	.36
Humanism/Altruism	.88	.09	2.85	.27
Cultural/Aesthetic Awareness	.82	.13	2.76	.28
Traditional Religiousness	.98	.09	1.78	.56
Vocational Preparation	.90	.15	3.02	.53
Advanced Training	.90	.18	2.15	.60
Research	.96	.13	2.16	.62
Meeting Local Needs	.89	.14	2.99	.44
Public Service	.80	.12	2.69	.27
Social Egalitarianism	.86	.15	2.84	.47
Social Criticism/Activism	.87	.11	2.54	.27
Freedom	.88	.13	3.22	.38
Democratic Governance	.89	.09	3.02	.34
Community	.89	.10	3.18	.37
Intell./Aesthetic Environment	.80	.14	2.99	.32
Innovation	.92	.11	2.94	.39
Off-Campus Learning	.86	.11	2.12	.28
Accountability/Efficiency	.75	.13	3.12	.26

Source: Uhl, "Reliability, Goal Area Intercorrelations, and Factor Structure," chapter 5 of unpublished manuscript.

The validity of an instrument is concerned with whether it measures what it purports to measure. Also, the nature of the instrument and its planned use determine the type of validity studies that are most appropriate. Since the I.G.I. is used by institutions of higher education to assess beliefs about the present (is) and the preferred (should be) importance of their goals according to the perceptions of different constituent groups, Uhl states that one appropriately would consider the following questions:

1. Do the I.G.I. goal areas represent those goal areas important to the different types of higher education institutions (universities, four-year colleges, two-year colleges both public and private and sectarian and non-sectarian)?

2. Do the items which comprise each goal area provide a representative sample of the essential elements of the goal as it is commonly understood in the higher education community?

3. To what extent do the goal areas as defined by the I.G.I. actually measure what they are intended to measure in terms of both present and preferred importance?

4. To what extent do these goal area have the same meaning to an institution's different constituent groups?[1]

Since the first two questions deal with content validity, the very procedure used through several studies by Uhl and Peterson to select the content of the I.G.I. confirm the content validity of the instrument. The third and fourth questions are concerned with construct validity. Several different procedures were reported by Uhl and Peterson in their unpublished preliminary draft (1975) of their

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[1]Normal P. Uhl, unpublished material supplied this writer concerning the validity of the Institutional Goals Inventory, Jan. 27, 1975.

proposed technical manual for the I.G.I. to support the construct validity of the instrument. One procedure took specific institutional data (such as number of volumes in the library, income per student, student-faculty ratio, etc.) and correlated these data with the institution's faculty mean ratings of the present importance of each goal area. Only three goal areas (Accountability/Efficiency, Social Criticism/Activism, and Democratic Governance) did not receive adequate validity support. Another procedure took a group of higher education specialists who were familiar with the California higher education system and had them select the institutional type that gave the most and best importance to each goal area. Their judgments were compared with the on-campus participant groups and their ratings of the present importance of each goal area. Agreement was obtained on all but three goal areas (Democratic Governance, Off-Campus Learning, and Accountability/Efficiency) thus supporting the validity of the seventeen other goal areas.

Other procedures which supported the validity of the I.G.I. involved such processes as taking the institutional types which received ratings of greatest and least present importance for each goal by the constituent groups and compared them for consistency. Close agreement among these groups was obtained on all but one goal area (Accountability/Efficiency) giving evidence that these groups are attaching the same meaning to the goals. Also, an adaptation of Campbell and Fiske's convergent and discriminant validity procedure was employed to examine whether the constituent groups attached similar meanings to goal areas. Only three goal areas (Accountability/Efficiency, Social Criticism/Activism, and Democratic

Governance) found significant disagreement among the groups. Finally, goal area profiles for single institutions and profiles of the four types of California institutions (University of California campuses, State University and Colleges, Community Colleges, and private institutions) were all examined with the results providing support for the validity of each goal area. Only the goal area, Accountability/ Efficiency, held different meanings for different groups and interpretation in this area should be done with caution.

The Institutional Functioning Inventory - University of Oklahoma Modification

The Institutional Functioning Inventory (I.F.I.) was developed earlier than the I.G.I. and was designed privarily as an instrument for institutional self-study. Designed originally for use by the faculty, it was later expanded to include administrators and students. It offers the institution an opportunity to study the differing beliefs of institutional personnel about the work of the college or university and about its practices in relationship to certain institutional functioning dimensions.

The I.F.I. originated from discussions during the winter of 1966-67 between several researchers at Educational Testing Service and Earl McGrath and others at Teachers College, Columbia University. These discussions centered around the concern for developing a way of measuring "institutional vitality" in American colleges and universities. McGrath soon became additionally interested in developing an instrument that could be used for institutional self-study. It was agreed that the instrument should measure institutional characteristics that are meaningful across the spectrum of American higher education. An open-ended questionnaire was sent to several key

persons in 307 colleges and universities asking them to describe a vital college or university. The results were gathered, analyzed through several conferences, in which the term "vitality" was dropped for the idea of "institutional functioning," with the subsequent result that 12 dimensions of institutional functioning were decided upon. They were as follows:

1. Intellectual-Aesthetic Extracurricular
2. Freedom
3. Policy of Attracting Human Diversity
4. Commitment to Improvement of Society
5. Concern for Undergraduate Learning
6. Democratic Governance
7. Meeting Local Area Needs
8. Concern for Continuous Evaluation
9. Concern for Continuous Planning
10. Concern for Advancing Knowledge
11. Concern for Continuous Innovation
12. Institutional Esprit[1]

It was decided that the I.F.I. would be filled out primarily by faculty, as it would employ a perceptual approach and make use of both factual and opinion items. Although the final instrument would be brief, the experimental instrument was lengthy including 20 items for each of the 12 dimensions, or a total of 240 items. The instrument was pretested in 1968 by administering it to administrators, faculty, and students at 67 institutions. Extensive item

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[1]Richard E. Peterson, John A. Centia, Rodney T. Nartnett, and Robert L. Linn, Institutional Functioning Inventory Preliminary Technical Manual (Princeton, N.J.: Educational Testing Service, July 1970), p. 5

analysis was then performed aimed at devising brief, but reliable and valid measures. The resulting instrument consisted of 11 functioning dimensions with 12 items per dimension or a total of 132 short statements. Approximately two-thirds of the statements are opinion items calling for responses of strongly agree, agree, disagree, or strongly disagree. The remaining statements were more factual calling for responses of yes, no, or don't know.

Peterson reported the internal consistency reliabilities of the 11 scales as ranging from .86 to .95, using the coefficient Alpha method for internal consistency. Table IV reports the individual reliability coefficients for each scale for administrators, faculty, and students.[1] From these data the I.F.I. scales appear to be reliable when defined in terms of internal consistency. Noted in Table IV is the fact that students were asked not to respond to five of the functioning scales because of their lack of access to information in these scale areas, information that was included in the 12 short statements of these five areas. The five scale areas were Meeting Local Needs, Self-Study and Planning, Concern for Advancing, Concern for Innovation, and Institutional Esprit.

In 1973 a group research study at the Center for Studies in Higher Education at the University of Oklahoma modified the I.F.I. to conform more directly with the I.G.I., so that the functioning scales would correspond to the 20 goal scales. Since the I.G.I. was a newer instrument, it was judged to be more reflective of higher education at the time than the I.F.I. This would make it possible to compare and study an institution's intended goals and its practices

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[1]Ibid, pp. 15-16.

along these 20 common areas, through the perceptions of the various groups that make up that institution.

Table IV

Coefficient Alpha Reliabilities for Institutional Functioning Inventory for Administrators, Faculty and Students

Functioning Scales	Administrators	Faculty	Students*
1. Intellectual/Aesthetic Extracurriculum	.88	.88	.91
2. Freedom	.86	.90	.93
3. Human Diversity	.86	.90	.95
4. Concern for Improvement	.92	.95	.90
5. Concern for Undergraduate	.88	.92	.87
6. Democratic Governance	.93	.96	.96
7. Meeting Local Needs	.87	.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	

*Students responded to statements on only six functioning scales because of their lack of access to information in the other five scale areas

Source: Peterson, et al., Institutional Functioning Inventory Preliminary Technical Manual, pp. 15-16

The modified instrument retained 75 items from the original instrument; items that were judged appropriate to the revised scale definitions. Forty-five new items were devised and added to the instrument bringing the total to 120, or six items for each of the 20

goal areas. These items were then examined by a panel of eight practitioners in higher education for appropriateness with some resultant revisions. The 20 goal areas for the I.G.I. and I.F.I. - O.U.M. are the same (see Appendix B for parallel listing of the I.G.I. and I.F.I. -O.U.M. 20 goal areas and statements relevant to each goal area).

The modified I.F.I. was administered to a sample of administrators, faculty, and students at three different types of public institutions of higher education; a large state university, a new state college, and four public community colleges. To secure reliability data the test-retest procedure was utilized. The median coefficients for the three sets of data were .70, .64, and .65. The coefficients for the individual scales ranges from a low of .37 to a high of .88, with only four scales having a coefficient below .50. Adequate reliability for the instrument was demonstrated as evidenced in Table V.[1]

In the revised version of the instrument, which now included 20 goal areas, eight of the goal areas were considered to include information that was not readily available to students. These goal areas were, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Community, Innovation, Off-Campus Learning, and Accountability/Efficiency. The instrument is designed so that students are not given the statements in these goal areas and so do not respond to them.

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[1]Robert L. Lynn, An Investigation of Institutional Goal Congruence: Intention and Practice in a Private Four-Year College (Ph.D. dissertation, The University of Oklahoma, 1973), p. 78

Table V

IFI-OUM TEST-RETEST RELIABILITY COEFFICIENTS

(Three Administrations)

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

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

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

Source: Lynn, An Investagation of Institutional Goal Congruence, p.78.

Since 12 of the scales on the I.F.I. -O.U.M. were revised out of the 11 scales in the original instrument, the I.F.I., extensive data to support the validity of these scales is presented in the I.F.I. Preliminary Technical Manual, pages 20-33. The scales were correlated with such information as relevant published institutional data (such as number of books in library, college income per student, and average faculty compensation), student perceptions of their college environment, and a national study of student protest. These data, including Astin's work[1] on college selectivity, are presented in Table VI.[2] Validity for the I.F.I. -O.U.M. was additionally supported by having 16 persons, who have special knowledge of higher education, but were not on-campus participants, rank the twenty I.F.I. -O.U.M. scales in terms of how each goal was emphasized in practice at the institution. Table VII[3] presents the data correlated with similar ranked data by on-campus participants. Spearman's rank-order correlation coefficient was computed on the data with a coefficient of .529 which was significant at the .05 level.

Analysis of Procedures

This study is concerned with the relationships that exist in one particular institution of higher education between the goals of

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

[2]Robert L. Lynn, An Investigation of Institutional Goal Congruence: Intention and Practice in a Private Four-Year College (Ph.D. dissertation, The University of Oklahoma, 1973), p. 82.

[3]Ibid, p. 84.

Table VI

Correlations Between IFI Scales (Faculty Means) and Published Institutional Data

(Decimal points have been omitted).

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

*Significant at .01 level

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

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

[c]From Cartter (1964)

[d]From the AAUP Bulletin (1968)

Source: Lynn, An Investigation of Institutional Goal Congruence, p. 82.

Table VII

Spearman's Coefficient of Rank Correlation Between Rankings of IFI-OUM Grand Means and Rankings of Independent Raters

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

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

Source: Lynn, An Investigation of Institutional Goal Congruence, p. 84

the college, which are its stated intentions, and the practices as the institution seeks to accomplish its goal intentions. It is a perceptual study based on the perceptions of seven sub-groups within the institution as they respond to the 20 institutional goal areas of the I.G.I. and the I.F.I. -O.U.M. The analysis of the data will follow directly the three null hypotheses stated earlier in this study. Several questions were significant at this point. Is there agreement among the seven sub-groups as to their perceptions of the importance of the goals of the institution? Is there agreement among these sub-groups as to their perception of the emphasis given to the practices of the institution? What relationships exist between the perceived importance of the goals and the perceived emphasis on the practices according to these persons in the institutions?

The first step in the analysis of the data was set to test the first null hypothesis:

> H_1 There is no significant difference in the perceived goal importance among administratiors, senior faculty, junior faculty, upper diviision students and law students as measured by the Institutional Goals Inventory present scale mean scores.

In testing this null hypothesis the analysis was designed to provide information as to whether there was consensus among these seven groups across all 20 scales, among the groups across each scale and where differences occurred, then which group or groups differed within each scale. "It can be argued that, of all methods of analysis, multivariate methods are the most powerful and appropriate for be-

havioral scientific and educational research."[1] Thus, a factoral multiple analysis of variance (MANOVA) was performed across all 20 goal area scales. This fit well at this step as the multiple analysis of variance is designed to test the significance of the difference between mean scores for a number of different groups.[2] A MANOVA computer program developed by Carmer and Thurstone at the University of North Carolina was utilized. This step determined whether there was systematic variance in the sample means. Rao'S approximate F test of significance was obtained and the significance level of rejection was set at .05.

When statistically significant interaction effects are detected, then a univariate analysis (ANOVA) is run on each scale across all groups. The univariate F tests would then indicate on which scales systematic variance was present. The significance level of rejection was set at .05.

Next, on those I.G.I. -present scales in which the univariate F tests had detected systematic variance, the Scheffe method for post hoc multiple comparisons was utilized to test the differences between pairs of group means to determine what groups were causing the variance. "The Scheffé test, if used with discretion, is a general method that can be applied to all comparisons of means after an analysis of variance.[3] It is one of the most generally used methods for multiple comparisons, and being more rigorous than other tests the

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[1]Fred W. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc. 1973), p. 149.

[2]George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill, Inc. 1971), p. 208.

[3]Fred W. Kerlinger, Foundations of Behavioral Research, p. 235.

researcher may employ a less rigorous value of significance which Scheffé recommends as .10.

The second step in the analysis of the data was set to test the second null hypothesis:

H_2 There is no significant difference in perceived practices emphasis among administrators, senior faculty, junior faculty, upper division students, lower division students, graduate students, and law students as measured by a modified form of the Institutional Functioning Inventory (I.F.I.-O.U.M.).

The same procedure used in step one was completed on the mean score data obtained from the I.F.I.-O.U.M. One significant difference was the running of two programs due to a difference in the number of participants scoring each scale, as students did not mark statements relating to eight of the scales. Thus one MANOVA program was run on only three groups (administrators, senior faculty and junior faculty) while the other MANOVA was run on all seven groups.

The third step in the analysis of the data was set to test the third null hypothesis:

H_3 There is no significant relationship between the perceived goal importance (I.G.I. -present mean scores) and the perceived practices emphasis (I.F.I. -O.U.M. mean scores) on each of the 20 goal areas.

This is the central hypothesis of this study and was analyzed through two steps. AMD03D computer program was utilized to compute Pearson Product-Moment Correlation Coefficients on the data for all the groups.

The Pearson is the most common measure of relationship between two variables. Thus each participant's score on each scale of the I.G.I. and his corresponding score on each scale of the I.F.I. -O.U.M. was used in computing the Pearson. However an assumption of the Pearson is linearity of regression, and to measure non-linear relationships the Pearson will underestimate the degree of the relationship. Thus following Ferguson's[1] advice that the data should be tested for linearity, polynomial regression analysis was performed by scales on all the pairs of mean scores. Then eta (n) coefficient was computed on each scale and compared with the Pearson. Where the Pearson underestimated the correlation by as much as .02, then eta was used as the coefficient for that scale. If eta needed to be used on more than five scales then it was used for all 20 scales as the preferred measure. As a more reliable and often more useful measure of the strength of systematic relationship, the coefficient of determination was computed to describe the closeness of the relationship between these two correlation coefficients, eta and Pearson.[2]

Summary:

This chapter has described the basic design for this study. It was a single institution study, designed to determine the relationships between the intentions and the practices of the institution. This was accomplished by measuring the perceptions of seven sub-groups on the campus on a 20 goal scale through the administration of the Institutional Goals Inventory and the Institutional Functioning

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[1]George A. Ferguson, Statistical Analysis in Psychology and Education, p. 118.

[2]Fred W. Kerlinger, Foundations of Behavioral Research, p. 451.

Inventory, Oklahoma University Modification. The data were collected and calculated into mean scores for analysis purposes.

Three steps of analysis were included in treating the data. The first stage involved an analysis of the data obtained from the I.G.I. in testing hypothesis #1. A multiple analysis of variance (MANOVA) was completed on each of the 20 goal areas, across the seven selected subject variables (administrators, senior faculty, junior faculty, upper division students, lower division students, graduate students and law students) to identify scales in which there was systematic variance. On those scales in which systematic variance exist, then a one-way analysis of variance was run across the seven selected subject variables to identify the source of the variance. Then, appropriate multiple comparison procedures (utilizing the Scheffé multiple comparisons tests) was completed on each goal scales where significant differences were found for the purposes of determining which group or groups produced the variance within the I.G.I. scales.

In the second stage of the analysis the data obtained from the I.F.I. -O.U.M. were treated by the same procedures as used in the first stage. In this stage the analysis sought to determine whether there were group differences of perceived emphasis in practices of the institution. This stage dealt with testing of hypothesis #2.

Hypothesis #3, the central hypothesis of this study, was dealt with in the third stage. This stage of the analysis determined the relationship between the perceived emphasis of institutional practices or functions. This was accomplished through an intercorrelation matrix of the 20 I.G.I. and 20 I.F.I. -O.U.M. institu-

tional scale means. The Pearson Product-Moment Correlation Coefficient and the eta coefficient were computed for each pair of corresponding scales in the matrix. The F ratio, at the level of significance of .05, was used to test whether the observed correlation coefficient was signifcantly different from zero. Attention was given to those scales where incongruence was found, as the main assumption was that, in general, goals and practices will be in congruence.

The basic design for treating the data was taken from the previous study completed by the group study in the Center for Studies in Higher Education at the University of Oklahoma (primarily the studies of Lynn, 1973; Peterson, 1973, Kroecker, 1973; and Colclazier, 1974).

CHAPTER IV

Data Presentation, Discussion and Analysis

The Institutional Goals Inventory and the Institutional Functioning Inventory-The University of Oklahoma Modification, were both administered to selected administrators, faculty and students at a private university, Oklahoma City University. The 240 subjects who participated in this study were members of seven sub-groups; administrators (25), senior faculty (34), junior faculty (41), upper division students (34), lower division students (34), graduate students (35), and law students (37). Group mean scores were calculated on each of the 20 I.G.I.-present goal scales and the 20 I.F.I.-O.U.M. goal scales. These group mean scores were the data used in the analysis.

The analysis of data presented in this chapter is organized in relation to the three major hypotheses previously stated so that the procedures for analysis outlined in Chapter III can be carried through. The .05 level of significance was selected by this research as the level of rejection of the null hypothesis. This was an arbitrary choice and one generally accepted by researchers for this kind of research and data analysis.

Analysis of Institutional Goals

Important to this first phase of the study was the relationship between the subject sub-groups as to their perceptions of importance given to these goals by this institution. Significant differences in

perception made apparent from the analysis of the data will become the focus of discussion. This first null hypothesis was:

H_1 There is no significant difference in perceived goal importance of twenty given institutional goals among administrators, senior faculty, junior faculty, upper division students, lower division students, graduate students and law students as measured by the present (is) scale mean scores of the Institutional Goals Inventory (I.G.I.).

To test the first null hypothesis the multiple analysis of variance, the univariate analysis of variance and the Scheffé multiple comparisons methods were utilized. In testing whether or not there was consensus of goal importance among these sub-groups, several questions needed answering. First, were there any significant differences between these seven sub-groups across all twenty scales or did they share consensus on goal importance? Second, if differences exist, on which goal areas do these groups differ? Third, if differences exist on a certain goal area, which group or groups are causing the differences?

Table VIII gives clear indication that the participants differ significantly as to their perceptions of the importance of the goals as measured by the I.G.I. In testing the first null hypothesis Rao's Approximate F Test was computed across all scales and sub-groups. As mentioned previously the level of rejection had been set at .05. Table VIII demonstrates the hypothesis actually significant at the .001 level and so it was rejected. Table IX displays both group means and standard deviations for each of the twenty goal scales of the I.G.I.

Table VIII

RESULTS OF RAO'S APPROXIMATE F TEST
FOR I.G.I.-PRESENT ACROSS ALL GROUPS,
ALL SCALES

(n = 239)

F	DF Among Groups	DF Within Groups	P Less Than
2.659	120.00	1238.47	.001*

*Significance level .05

Demonstrating that significant variance across all groups and all scales did exist, (Table VIII) the next stage of the analysis was completed. A univariate analysis was completed on each of the twenty scales across the seven groups in order to determine on which scales the variance occurred. Again, .05 was set as the level of rejection. Table X displays the results of the univariate F tests.

As demonstrated in Table X on eleven of the twenty goal scales significant variance was found. Those eleven were: Academic Development, Humanism/Altruism, Cultural/Esthetic Awareness, Advanced Training, Freedom, Democratic Governance, Community, Intellectual/Aesthetic Environment, Innovation, and Accountability/Efficiency.

Thus, there was no significant variance on the nine remaining goal scales: Intellectual Orientation, Traditional Religiousness, Vocational Preparation, Research, Meeting Local Needs, Public Service, Social Egalitarianism, Social Criticism/Activism, and Off-Campus Learning. This means that on these nine goal scales the perceptions of the participants in these seven sub-groups as to the importance of the goal area were not significantly different, demonstrating agreement or goal consensus.

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Table IX.

GROUP MEANS AND STANDARD DEVIATIONS FOR I.G.I.-PRESENT

(Standard Deviations in Parentheses)

Scale	Sr.Fac. n=35	Jr.Fac. n=41	Adm. n=25	L.Stud. n=34	U.Stud. n=34	G.Stud. n=35	Law Stud. n=35
Acad. Dev.	3.586 (0.559)	3.573 (0.537)	3.820 (0.859)	3.419 (0.627)	3.647 (0.749)	3.564 (0.586)	3.145 (0.835)
Int. Or.	3.550 (0.921)	3.516 (0.676)	3.940 (0.899)	3.537 (0.940)	3.574 (0.727)	3.593 (0.633)	3.279 (0.752)
Ind. Per. Dv.	3.529 (0.919)	3.551 (0.898)	3.600 (0.982)	3.157 (1.103)	3.368 (0.915)	3.100 (0.900)	2.786 (1.008)
Hum/Alt	3.307 (0.914)	2.866 (0.893)	3.270 (1.023)	2.596 (0.746)	2.735 (0.630)	2.843 (0.791)	2.407 (0.900)
Cult/Esth	3.150 (0.662)	3.201 (0.816)	3.260 (0.858)	2.963 (0.634)	3.360 (0.772)	3.336 (0.621)	2.652 (0.968)
Trad. Rel.	2.693 (0.783)	2.421 (0.797)	2.380 (0.863)	2.537 (0.688)	2.625 (0.726)	2.750 (0.933)	2.279 (1.088)
Voc. Prep.	3.174 (0.732)	3.106 (0.771)	3.300 (0.760)	2.956 (0.889)	3.022 (0.595)	3.193 (9.636)	2.895 (0.874)
Adv. Trng.	3.136 (0.671)	3.020 (9.806)	3.200 (0.979)	2.551 (0.618)	3.353 (0.769)	3.314 (0.888)	3.088 (0.885)
Research	2.471 (0.714)	2.628 (0.746)	2.550 (0.810)	2.706 (0.719)	2.985 (0.744)	2.800 (0.792)	2.543 (0.792)
Mtg. Loc. Nds.	3.457 (0.608)	3.360 (0.676)	3.490 (0.843)	3.162 (0.612)	3.140 (0.675)	3.500 (0.525)	3.179 (0.737)
Pub. Ser.	2.764 (0.689)	2.793 (0.823)	2.700 (0.760)	2.640 (0.801)	2.787 (0.688)	2.836 (0.829)	2.364 (0.898)
Soc. Egal.	2.836 (0.797)	2.910 (0.876)	2.690 (0.821)	2.890 (0.594)	2.949 (0.577)	3.036) (0.631)	2.502 (0.824)
Soc. CR/ACT	2.771 (0.763)	2.555 (0.792)	2.800 (0.774)	2.684 (0.739)	2.941 (0.824)	2.829 (0.817)	2.395 (0.815)
Freedom	3.100 (0.854)	3.268 (0.797)	3.360 (0.810)	2.713 (0.643)	3.243 (0.724)	3.286 (0.707)	2.621 (0.931)
Democ Gov.	2.943 (1.052)	2.866 (0.944)	3.510 (0.906)	2.897 (0.971)	2.919 (0.883)	3.271 (0.839)	2.431 (0.990)
Community	3.257 (0.995)	3.165 (0.964)	3.810 (1.031)	3.110 (0.871)	3.346 (0.704)	3.571 (0.790)	2.843 (0.877)
Int/Est En.	3.331 (0.931)	3.439 (0.935)	3.800 (0.971)	3.257 (.605)	3.596 (0.800)	3.479 (0.637)	2.793 (0.826)
Innov.	3.662 (0.957)	3.543 (0.842)	3.800 (0.887)	3.088 (0.904)	3.353 (0.666)	3.443 (0.740)	2.564 (0.762)
Off Cam Lrn.	2.693 (0.736)	2.445 (0.695)	2.540 (0.615)	2.419 (0.605)	2.596 (0.715)	2.671 (0.776)	2.288 (0.889)
ACCT/EF	3.279 (0.837)	2.931 (0.809)	2.430 (1.131)	3.132 (0.548)	3.169 (0.820)	3.586 (0.707)	2.697 (0.841)

Table X

UNIVARIATE F TEST RESULTS OF DIFFERENCES
FOR TWENTY SCALES ON THE I.G.I.

(n = 239; seven groups)

	Goal Scales	F Ratio (6,232)	Mean Squares	P Less Than
1.	Acad. Dev.	3.042	1.399	0.007*
2.	Int. Or.	1.726	1.086	0.116
3.	Ind. Per. Dv.	3.281	3.025	0.004*
4.	Hum/Alt.	4.958	3.540	0.001*
5.	Cult/Esth.	3.626	2.143	0.002*
6.	Trad. Rel.	1.433	1.032	0.203
7.	Voc. Prep.	1.108	0.636	0.358
8.	Adv. Trng.	3.755	2.424	0.001*
9.	Research	1.854	1.065	0.090
10.	MTGLOCNDS	1.964	0.872	0.072
11.	Pub. Ser.	1.461	0.911	0.193
12.	Soc. Egal.	1.993	1.097	0.068
13.	Soc. CR/ACT	1.896	1.185	0.082
14.	Freedom	4.786	2.958	0.001*
15.	Democ. Gov.	3.979	3.551	0.001*
16.	Community	3.836	3.062	0.001*
17.	Int/Est En.	4.701	3.186	0.001*
18.	Innovation	8.905	6.078	0.001*
19.	Off. Cam. Lrn.	1.416	0.751	0.209
20.	Acct/EF	4.607	3.055	0.001*

*Significantly different at .05 level

The next step in the analysis of the data was to discover which of the seven groups were causing the systematic variance on each of the eleven goal areas where significant variance had been discovered. The Scheffé Multiple Comparisons Test[1] was the method of analysis chosen to discover the variant groups. The test was run with the results displayed in Table XI. The Scheffé test is one of the more rigorous methods, which helps reduce the possibility of making a Type I error, and was chosen over less rigorous methods. Following Downie and Heath's position, a confidence level of .10 was chosen.

A significant variance was observed at the .007 level on the goal scale for Academic Development. Further analysis from the Scheffé test revealed a strong difference of significance in group mean scores between the administrators (3.820) and the law students (3.145). The administrators rated the goal of Academic Development higher in importance than did the law students.

A .004 level of significant variance was found on the goal scale of Individual Personal Development, and the Scheffé test revealed that this variance was caused by a significant difference between the junior faculty (3.551) and the law students (2.786). The junior faculty gave a higher rating of importance to this goal than did the law students. It is interesting to note that the administrator group rated this goal even higher than the junior faculty, having a group mean score of 3.600, but with fewer individual participants in the administrator group (25), the difference between this mean score and that of the law student group fell just below the level of significance indicated by the Scheffé.

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[1]Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, New Jersey, Prentice-Hall, Inc. 1970), pp. 388-395.

Table XI

RESULTS OF SCHEFFÉ TEST OF COMPARISON OF MEANS FOR SEVEN GROUPS ON ELEVEN I.G.I.-PRESENT SCALES

Groups	Acad Dev	Ind Per Dev	Hum Alt	Cult Esth	Adv Trng	Free-dom	Dem Gov	Comm-unity	Int Esten	Inno-va-tion	Acct EF
1 < > 2											
1 < > 3											
1 < > 4			1 > 4								
1 < > 5											
1 < > 6											
1 < > 7			1 > 7							1 > 7	
2 < > 3											
2 < > 4											
2 < > 5											
2 < > 6											2 > 6
2 < > 7		2 > 7				2 > 7			2 > 7	2 > 7	
3 < > 4										3 > 4	
3 < > 5											
3 < > 6											
3 < > 7	3 > 7		3 > 7	3 > 7		3 > 7	3 > 7	3 > 7	3 > 7	3 > 7	3 > 7
4 < > 5					4 > 5						
4 < > 6					4 > 6						
4 < > 7											
5 < > 6											
5 < > 7				5 > 7		5 > 7			5 > 7	5 > 7	
6 < > 7				6 > 7		6 > 7	6 > 7	6 > 7	6 > 7	6 > 7	6 > 7

On the goal scale of Humanism/Altruism where a significant variance had been found at the .001 level, the Scheffé test indicated that the significant differences occured between the senior faculty group and bother the lower division students and the law students as well as between the administrators and the law students. The senior faculty rated this goal higher (group mean score of 3.307) than did either the lower division students (2.596) or the law students (2.407). The administrators also rated this goal high in importance (3.270), but differed significantly only with the law students.

The univariate F test detected a difference significant at the .002 level on the goal area Cultural/Aesthetic Awareness. As indicated by the Scheffé test, the law student group varied significantly from the administrators, the upper division students, and the graduate students. The law students (2.652) rated the importance given Cultural/Aesthetic Awareness lower than did two other student groups, the upper division student group (3.360) and the graduate student group (3.336) and lower than the administrator group (3.260). An interesting point concerning this goal area is that the group nearest the law students in their perception of the importance of this goal was the lower division student group (2.963).

A point of departure from the above developing pattern of the law students being the group contributing most to the observed variance occurs with the goal of Advanced Training where the univariate F test detected a variance significant at the .001 level. On this goal the lower division students varied significantly from the upper division students and the graduate students. Both the upper division students (3.353) and the graduate students (3.314) rated this goal, Advanced Training, higher than did the lower division students (2.551). The

ratings (group mean scores) of this goal area by the remaining four groups fell close together almost equally between the three variant groups.

On the goal of Freedom where a variance also was detected at the .001 level of significance, the law group returns as the group associated with the most variance rating the goal lower than the junior faculty, the administrators, the upper division students and the graduate students as revealed by the Scheffé test. The law students' rating (2.621) of the goal was lower than the administrators (3.360) as well as being lower than the graduate students (3.286), the junior faculty (3.268) and the upper division students (3.243).

On the goals of Democratic Governance and Community where the univariate F test detected a significant difference at the .001 level on both goals, the Scheffé test indicated the law group differing with the same two groups, the administrators and the graduate students. In each situation the law group rated the goals lower. On Democratic Governance the differences were; law group mean score (2.431) lower than administrators (3.510) and graduate students (3.271). On Community the differences found the law group rating (2.843) significantly lower than the administrators (3.810) and the graduate students (3.571).

With the univariate F test detecting a difference significant at the .001 level on the goal of Intellectual/Aesthetic Evnironment, the Scheffé test revealed four groups' ratings significantly higher than the law group. The four groups were the junior faculty (3.439), the administrators (3.800), the upper division students (3.596) and the graduate students (3.479), all ratings higher than the law students (2.793).

The goal of Innovation found more differences occurring among the groups than did any of the other goal scales. With a significant difference detected at the .001 level all groups were involved in some

rating differences that were significantly different from at least one other group. Again the law group (2.564) provided the most deviation, rating this goal lower than the senior faculty (3.662), the junior faculty (3.543), the administrators (3.890), the upper division students (3.353) and the graduate students (3.443). The one group with which the law students did not disagree on the rating was the lower division students. An interesting difference detected by the Scheffé found the lower division students' ratings (3.088) significantly lower than the administrators' (3.890), the only goal on which the two groups demonstrated any significant differences.

The final goal where significant variance was detected by the univariate F test (.001 level) was Accountability/Efficiency. On this goal Scheffé detected a difference between the junior faculty and the graduate students, a difference where the junior faculty (2.931) rated this goal lower than did the graduate students (3.586). The graduate students also rated this goal higher than the law students (2.697) and a difference also occurred where the administrators (3.430) also rated this goal significantly higher than the law students (2.697).

A summary note of particular interest at this point is that out of thirty-one group interactions of significant differences as detected by the Scheffé test, twenty-six involved the law group as one of the two groups and in every one of these twenty-six comparisons the law group rated the specific goal scale lower than the other group. This means they regularly assigned a lower value to the goal scales than did all the other groups.

Analysis of Institutional Functioning

In the second phase of the analysis in this study importance is placed on the relationship of sub-groups as to their perceptions of

the emphasis given to these goals in the practices of this institution. In this phase of the study the focus of discussions is on the significant differences in group perceptions that have been made apparent from the analysis of the data collected from the administration of the I.F.I.-O.U.M. The second null hypothesis was:

> H_2 There is no significant difference in perceived practices emphasis of twenty given institutional goals among administrators, senior faculty, junior faculty, upper division students, lower division students, graduate students and law students as measured by a modified form of the Institutional Functioning Inventory (I.F.I. -O.U.M.).

A similar procedure was followed to test this second null hypothesis as was used to test the first one, utilizing the multiple analysis of variance, the univariate analysis of variance and the Scheffé multiple comparisons methods. In seeking to determine whether or not there was consensus between these sub-groups as to emphasis given these goals in the practices of the institution, several questions need exploring. First, are there any significant differences between these seven sub-groups across all twenty scales or do they share consensus as to the emphasis given these goals in institutional practices? Second, if differences at a significant level do exist, on which goal areas do these sub-groups differ? Third, if significant differences do exist on certain goal areas, which group or groups are causing the differences?

In testing the second null hypothesis two multiple analysis of variance programs were calculated. The two calculations were necessary because on eight of the goal areas, data were not collected from the four

student sub-groups as the I.F.I. -O.U.M. tested information on these goal areas was believed not to be readily available to students. The goal practice statements of the I.F.I. -O.U.M. deal with various aspects of institutional practices, such as; allocation of time and resources, policy processes, organizational programs and activities, professional development of faculty and staff and research programs. Institutional practices in several of these areas do not involve the students. For example, in the goal area of research such statements on the I.F.I. -O.U.M. as, "In general, the governing board is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose," represents the kind of information which would not be readily available to students. Therefore, the goal areas on the I.F.I. -O.U.M. on which students were asked not to respond were: Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Community, Innovation, Off-Campus Learning and Accountability/Efficiency.

Table XII displays the results of the F test which indicate that

Table XII

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

No. of Scales	No. of Groups	n=	F	DF Among Groups	DF Within Groups	P Less Than
12	7	239	16.094.	72.000	1208.174	.001*
20	3	101	1.460	40.000	156.000	.054

Significance Level .05

the data on all 20 goal scales from the administrators and the two faculty groups did not demonstrate significant differences at the .05

level and so the null hypothesis failed to be rejected. There is consensus among these three groups as to the degree of emphasis given these goal areas in the functions of this institution. However, on the 12 goal scales in which data from the four student groups were included with the other three groups, Table XII exhibits results which demonstrate significant differences at the .001 level on these scales, consequently the null hypothesis was rejected. Thus, there is significant difference among these seven groups concerning the 12 goal scales for which data were available from all participants.

Table XIII displays both group means and standard deviations for each of the 20 goal scales of the I.F.I. -O.U.M. Having demonstrated that significant differences across the seven groups on the 12 scales did exist, the next step in the analysis process was to compute a univariate analysis on each of the 12 scales across the seven groups in order to determine on which scales the variance occurred. With .05 set as the level of rejection, Table XIV displays the results of the univariate F Test.

Table XIV displays data which demonstrates that on seven of the 12 goal scales significant variance was found. Those seven were; Academic Development, Intellectual Orientation, Individual Personal Development, Humanism/Altruism, Cultural/Esthetic Awareness, Traditional Religiousness, and Intellectual/Aesthetic Environment. There was no discovery of significant variance on the other five goal scales; Public Service, Social Egalitarianism, Social Criticism/Activism, Freedom, and Democratic Governance. On these five goal scales the perceptions of the participants in the seven sub-groups were not significantly different as to the emphasis placed on these goal areas in the practices of this institution.

Table XIII

GROUP MEANS AND STANDARD DEVIATIONS
FOR I.F.I.-O.U.M.

(Standard Deviations in Parentheses)

Scale	Sr.Fac n=35	Jr.Fac n=41	Adm. n=25	L.Stud n=34	U.Stud n=34	G.Stud n=35	Law Stud n=35
Acad. Dev.	3.087 (0.337)	2.904 (0.493)	3.256 (0.585)	2.806 (0.418)	2.707 (0.453)	3.101 (0.379)	2.579 (0.569)
Int. Or.	2.735 (0.348)	2.655 (0.329)	2.854 (0.406)	2.447 (0.455)	2.693 (0.334)	2.754 (0.341)	2.516 (0.366)
Ind. Per. Dv.	3.154 (0.504)	3.021 (0.550)	3.181 (0.430)	2.917 (0.517)	2.889 (0.443)	2.914 (0.491)	2.517 (0.514)
Hum/Alt	2.530 (0.509)	2.704 (0.482)	2.594 (0.579)	2.563 (0.520)	2.579 (0.492)	2.814 (0.440)	2.424 (0.473)
Cult/Esth	3.103 (0.635)	3.141 (0.523)	3.082 (0.763)	2.925 (0.600)	3.313 (0.527)	3.457 (0.496)	2.823 (1.006)
Trad. Rel.	2.555 (0.568)	2.484 (0.501)	2.460 (0.491)	2.419 (0.474)	2.488 (0.472)	2.918 (0.429)	2.451 (0.590)
Voc. Prep.	2.903 (0.822)	3.040 (0.762)	2.980 (0.799)	- - - - - -	- - - - - -	- - - - - -	- - - - - -
Adv. Trng.	2.784 (0.486)	2.813 (0.474)	3.020 (0.641)	- - - - - -	- - - - - -	- - - - - -	- - - - - -
Research	1.540 (0.468)	1.694 (0.535)	1.523 (0.487)	- - - - - -	- - - - - -	- - - - - -	- - - - - -
Mtg. Loc. Nds.	3.462 (0.726)	3.606 (0.552)	3.468 (0.749)	- - - - - -	- - - - - -	- - - - - -	- - - - - -
Pub. Ser.	2.820 (0.947)	3.040 (0.762)	2.980 (0.799)	2.913 (0.814)	2.876 (0.913)	3.012 (0.861)	2.801 (0.784)
Soc. Egal.	2.704 (0.671)	2.813 (0.474)	3.020 (0.641)	2.726 (0.649)	2.883 (0.528)	2.986 (0.613)	2.701 (0.594)
Soc. Cr/Act.	1.496 (0.529)	1.694 (0.535)	1.523 (0.487)	1.512 (0.601)	1.563 (0.491)	1.682 (0.521)	1.482 (0.637)
Freedom	3.363 (0.924)	3.606 (0.552)	3.468 (0.749)	3.391 (0.734)	3.541 (0.483)	3.594 (0.641)	3.372 (0.584)
Democ. Gov.	2.568 (0.754)	2.754 (0.642)	2.757 (0.772)	2.571 (0.691)	2.685 (0.616)	2.735 (0.873)	2.436 (0.762)
Community	2.742 (0.699)	2.731 (0.702)	3.136 (0.900)	- - - - - -	- - - - - -	- - - - - -	- - - - - -
Int/Est	3.197 (0.488)	3.034 (0.677)	3.192 (0.435)	3.025 (0.670)	3.911 (0.645)	2.319 (0.410)	2.399 (0.691)
Innovation	3.005 (0.532)	2.969 (0.421)	3.310 (0.803)	- - - - - -	- - - - - -	- - - - - -	- - - - - -
Off. Cam. Lrng.	2.680 (0.648)	2.768 (0.630)	2.968 (0.629)	- - - - - -	- - - - - -	- - - - - -	- - - - - -
Acct/Eff.	2.959 (0.649)	2.998 (0.574)	3.055 (0.853)	- - - - - -	- - - - - -	- - - - - -	- - - - - -

Table XIV

UNIVARIATE F TESTS RESULTS OF DIFFERENCES
FOR TWELVE SCALES ON THE I.F.I. -O.U.M.

(n - 239; seven groups)

Goal Scales	F Ratio (6,232)	Mean Squares	P Less Than
Acad. Dev.	8,341	1.806	0.001*
Int. Or.	4.608	0.624	0.001*
Ind. Per. Dv.	6.509	1.618	0.001*
Hum/Alt	2.272	0.561	0.038*
Cult/Esth	3.658	1.616	0.002*
Trad. Rel.	3.994	1.026	0.001*
Pub. Ser.	1.821	1.037	0.092
Soc. Egal.	1.461	0.815	0.203
Soc. Cr/Act.	1.672	1.043	0.126
Freedom	1.896	1.173	0.081
Democ. Gov.	0.954	0.510	0.458
Int/Est.	8.885	3.135	0.001*

*Significantly different at .05 level

The next step in the analysis of the data was to discover which of the seven groups were causing the systematic variance on each of the seven goal areas where significant variance had been discovered. The Scheffé multiple comparisons test was the method of analysis chosen to discover the variant groups. The test was run on each goal scale with the results displayed in Table XV. A confidence level of .10 was chosen.

On the goal scale Academic Development a significant difference was observed to be at the .001 level. Further observance of the Scheffé

Table XV

RESULTS OF SHCEFFÉ TEST FOR COMPARISON OF MEANS FOR SEVEN GROUPS ON SEVEN I.F.I.-O.U.M. SCALES

Groups	Acad Dev	Int or	Ind Per Dev	Hum/ Alt	Cult/ Esth	Trad Rel	Int/ Est
1 ≶ 2							
1 ≶ 3							
1 ≶ 4							
1 ≶ 5							
1 ≶ 6							
1 ≶ 7	1 > 7		1 > 7				1 > 7
2 ≶ 3							
2 ≶ 4							
2 ≶ 5							
2 ≶ 6						2 < 6	
2 ≶ 7			2 > 7				2 > 7
3 ≶ 4	3 > 4	3 > 4					
3 ≶ 5	3 > 5						
3 ≶ 6						3 < 6	
3 ≶ 7	3 > 7	3 > 7	3 > 7				3 > 7
4 ≶ 5							
4 ≶ 6		4 < 6			4 < 6	4 < 6	
4 ≶ 7			4 > 7				4 > 7
5 ≶ 6	5 < 6					5 < 6	
5 ≶ 7							5 > 7
6 ≶ 7	6 > 7		6 > 7	6 > 7	6 > 7	6 > 7	6 > 7

results revealed a number of strong differences in group mean scores involving six of the seven groups. The administrators (3.256) assigned higher values to statements of performance associated with this goal scale than the lower division students (2.806), the upper division students (2.717), and the law students (2.579). Both the senior faculty (3.087) and the graduate students (3.101) assigned a higher rating to this goal than did the law students. Another mean score difference that was significant occurred between the graduate students (3.101) and the upper division students (2.717).

A .001 level of significant variance was found on the goal scale of Intellectual Orientation and the Scheffé test revealed that this variance was caused by a significant difference among four of the groups. The administrators (2.854) rated performance statements related to this goal scale higher than did the lower division students (2.447) and the law students (2.516). A third difference occurred between the lower division students (2.447) and the graduate students (2.754) as the graduate students gave institutional functions of this goal scale a significantly higher rating.

Concerning the goal scale of Individual Personal Development, at the .001 level, significant variance was discovered and the Scheffé test revealed that this variance was caused by differences between the law students (2.517) and five of the other six groups; the senior faculty (3.154), the junior faculty (3.021), the administrators (3.181), the lower division students (2.917), and the graduate students (2.914). In each case the law students rated this goal much lower than did these other five groups. The only group left, the upper division students (2.889), had a mean score which fell in between the law students and the other five groups and was close enough in agreement to all six not to differ significantly.

On the goal scale of Humanism/Altruism where a significant variance had been found at the .038 level, the Scheffe' test revealed that the significant differences occurred between the graduate students and the law students. The graduate students (2.814) rated this goal higher than the law students (2.424).

A significant difference at the .002 level was detected on the goal scale of Cultural/Aesthetic Awareness. The Scheffe' test indicated that the differences of significance occurred between the graduate students and the two other groups, the lower division students and the law students. In each of these two cases the graduate students (3.457) assigned higher values to the performances items associated with this goal than did the lower division students (2.925) and the law students (2.823).

The univariate F test detected a variance significant at the .001 level on the goal scale Traditional Religiousness. As indicated by the Scheffe' test the graduate student group varied from the junior faculty, the administrators, the lower division students, the upper division students and the law students. In each case the graduate students rated functions related to this goal area higher with a mean score of 2.918 as compared to a mean score of 2.484 by the junior faculty, 2.460 by the administrators, 2.419 by the lower division students, 2.488 by the upper division students and 2.451 by the law students.

The last goal scale, Intellectual/Aesthetic Environment, on which a variance of significance was detected (.001 level) the Scheffe' test indicated the law students as the group that varied from all of the other groups. The law students (2.399) placed lower ratings on goal scale functions than the senior faculty (3.197), the junior faculty (3.034), the administrators (3.192), the lower division students (3.025), the upper division students (2.911) and the graduate students (3.319).

Relationships Between Institutional Goals and Practices

The third step in the analysis involved an examination of the central hypothesis of this study which was to determine what kind of relationships existed between the intentions and practices of the institution concerning these 20 goal areas. Simply stated, is the institution doing what it stated it intended to do as perceived by the participants from the institution involved in this study. Within the limits of this study a positive answer to this would be supported by data that would demonstrate high positive correlation, thus implying congruence, defined in this study as meaning the degree to which the perceived importance of goals on the I.G.I. scales are correlated with the perceived emphasis on practices reported on the I.F.I. -O.U.M. scales. Therefore, the data presented in this section relates directly to the third null hypothesis of this study.

H_3 There is no significant relationship between the perceived goal importance (I.G.I. present mean scores) and the perceived practices emphasis (I.F.I. -O.U.M. mean scores) on each of the twenty areas.

Several questions were expected to be answered by the analysis of the data in this third step as related to the above hypothesis. First, on which of the goal scales is there demonstrated confirmation that the intentions of the institution are supported by the functions and practices of the institution? Secondly, by demonstrated low congruence which goals are perceived as high importance goals, but receive little emphasis in functions and practices? Thirdly, by demonstrated low congruence which goals are perceived as having little importance for the institution, but receive strong emphasis in institutional functions and practices?

To determine the relationships between the intentions of the institution and its functions (practices), a correlation matrix was computed on the entire sample on each of the 20 goal scales on the I.G.I. and the I.F.I. -O.U.M. The resultant measure of the relationships was demonstrated by the Pearson product-moment correlation coefficient (r) as displayed in Table XVI. All of the correlation coefficients are statistically significant at the .01 level with the exception of the goal area Cultural/ Aesthetic Awareness where the results obtained were not statistically different than could be explained by chance.

However, as is generally recommended by researchers in interpreting correlational data,[1] polynomial regression was performed on each set of paired data to test for curvilinearity of the relationships between the variables. Indeed, curvilinearity was discovered on several of the goal scales which led to the computations of eta on each of the twenty scales. The Pearson r was found to underestimate the relationships on ten of the goal areas by at least .02. On one goal area, Meeting Local Needs, the difference between the Pearson r and eta was .09. Still, since curvilinearity was detected on several of the goal areas, eta was selected as the more reliable measure of correlation for this set of paired data.[2]

Table XVI displays the estimates of the Pearson r and eta as well as eta squared. With eta selected as the more reliable measure, eta squared (also called the correlation ratio) provides an even more accurate measure of the strength of the relationships between the paired

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[1]Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1970) pp. 124-127

[2]Downie and Heath, Basic Statistical Methods, p. 90.

Table XVI

CORRELATION COEFFIECENTS PEARSON r, ETA (η) AND THE CORRELATION RATIO (η^2) FOR PARALLEL SCALES ON THE I.G.I. AND THE I.F.I.-O.U.M.

	Goal Scale	Pearson r	ETA (η)	Correlation Ratio (η^2)	Rank[a]
1.	Acad. Dev.	.51	.55	.303	5
2.	Int. Or.	.46	.48	.230	8
3.	Ind. Per. Dev.	.45	.44	.194	12
4.	Hum./Alt.	.41	.41	.168	14
5.	Cult./Aesth.	.16	.16	.026	20
6.	Trad. Rel.	.47	.47	.221	9
7.	Voc. Prep.	.37	.37	.137	17
8.*	Adv. Trng.	.30	.33	.109	18
9.*	Research	.49	.52	.270	7
10.*	Mtg. Loc. Nds.	.36	.45	.203	11
11.	Pub. Ser.	.46	.47	.221	9
12.	Soc. Egal.	.22	.24	.058	19
13.	Soc. Crit/Act.	.52	.53	.281	6
14.	Freedom	.40	.41	.168	14
15.	Democ. Gov.	.62	.63	.397	3
16.*	Community	.75	.77	.593	1
17.	Int./Aesth. Env.	.41	.41	.168	14
18.*	Innovation	.68	.72	.518	2
19.*	Off Cam. Lrng.	.39	.42	.176	13
20.*	Acct./Eff.	.54	.56	.314	4

* N = 101, all others have an N = 239

a Ranked by magnitude of ETA (η)

data.[1] As previously noted, 19 of the 20 correlation coefficients were found to be statistically significant but this may not provide much meaning as the sample sizes were large which require rather low levels of significance. Therefore, a more practical level of significance for the correlation ratio must be set to test the third null hypothesis. The level of significance for η^2 was set at .25. Using this criterion there were seven goal scales greater than the .25 level of significance and on these the null hypothesis was rejected. These scales were: Academic Development, Research, Social Criticism/Activism, Democratic Governance, Community, Innovation, and Accountability/Efficiency. On these goal areas it can be stated that there was agreement among the groups of participants that these goal intentions were confirmed by the practices of the institution.

Glass and Hakstian remind us that, "Periodically, researchers have been reminded that test statistics serve only to indicate the inferential stability (statistical significance) of observed results; they do not describe the 'practical significance' of results."[2] It is the contention of this writer that practicing administrators of institutions such as the one involved in this study would accept only the two goal areas, Community η^2 = .593) and Innovation η^2 = .518), on which there was "practical significance" demonstrated. This would provide evidence of more practical value to these administrators. A third goal area, Democratic Governance with a correlation ratio of .397, indicates a substantial

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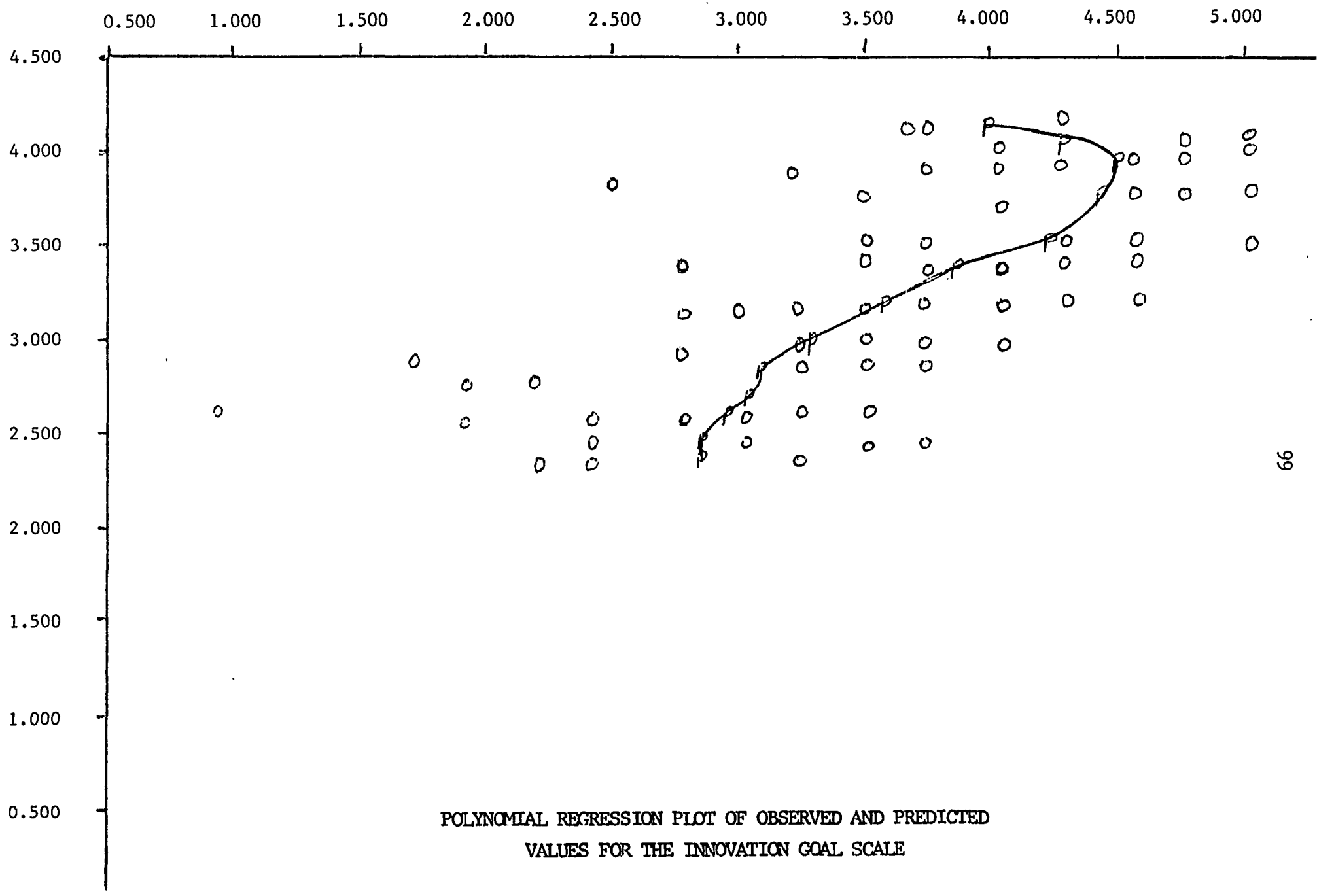
[1]Downie and Heath, Basic Statistical Methods, pp. 221-222.

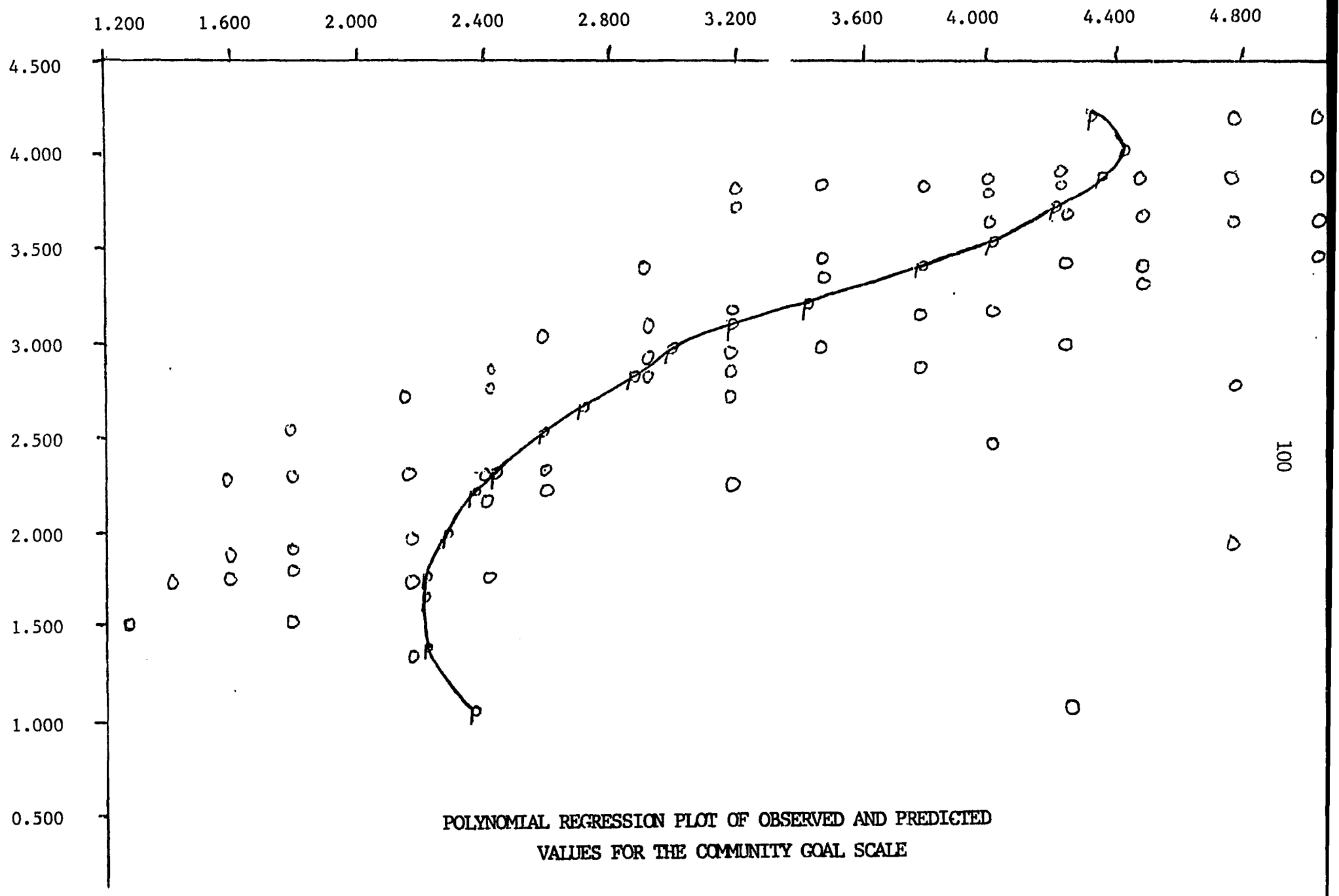
[2]Gene V. Glass and A. Ralph Hakstian, "Measures of Association in Comparative Experiments: Their Development and Interpretation," American Educational Research Journal, published by the American Educational Research Association in Washington, D. C., Vol. 6, No. 3 (May, 1969), p. 403.

relationship but would be of borderline acceptance of agreement to these practicing administrators. No intergroup disagreement was found on these three goal areas on the Institutional Functions Inventory, but significant disagreement was found on the Institutional Goals Inventory on all three, with the goal scale, Innovations, demonstrating more differences occuring among the groups than on any of the other goal scales. However, the scatterplot for that scale (Figure 1) demonstrates a rather high positive correlation meaning that though these significant differences were detected on the I.G.I., the participants in the groups tended to note the goal intention and goal practices similarly (if one noted the goal of high importance he likely rated the goal practice as receiving high emphasis). The same was true of the goal Community (Figure 2) and the level of differences among the groups on the I.G.I. was less.

There were 12 remaining goal scales on which the correlation ratio fell below the .25 level of significance and thus the null hypothesis could not be rejected. This meant that there was significant disagreement indicated between goal intention importance and goal practice emphasis among the groups on these goal scales. These 12 goals were: Intellectual Orientation, Individual Personal Development, Humanism/Altruism, Traditional Religiousness, Vocational Preparation, Advanced Training, Meeting Local Needs, Public Service, Social Egalitarianism, Freedom, Intellectual/Aesthetic Environment, and Off-Campus Learning. On seven of these goal scales where disagreement was detected, significant differences were also found on either the I.G.I. or the I.F.I. -O.U.M. across the groups on the ANOVA F tests. These seven were: Individual Personal Development, Humanism/Altruism, Advanced Training, Freedom, Intellectual/ Aesthetic Environment, Intellectual Orientation and Traditional Religiousness. On three of these latter seven goal scales differences were found



POLYNOMIAL REGRESSION PLOT OF OBSERVED AND PREDICTED VALUES FOR THE INNOVATION GOAL SCALE



POLYNOMIAL REGRESSION PLOT OF OBSERVED AND PREDICTED VALUES FOR THE COMMUNITY GOAL SCALE

on both the I.G.I. and the I.F.I. -O.U.M. These three were individual Personal Development, Humanism/Altruism, and Intellectual/Aesthetic Environment. It would seem to follow that disagreement between the groups on either goal intentions or goal practice or both contributes the goal dissonance. However, the reverse does not seem to be true as there was one goal scale (Academic Development) on which significant differences were found on both the I.G.I. and the I.F.I. -O.U.M., but on which goal congruence was demonstrated by the correlation data. In addition, there were four goal scales (Democratic Governance, Community, Innovation, and Accountability/Efficiency) on which differences were detected between the groups on the I.G.I., but found goal congruence demonstrated. On Table XI which displays the results of the Scheffé test on this data it can be noted that on each of these four goal scales the group creating the most differences was the law students. However, on three of these scales (Innovation, Community, and Accountability/Efficiency) the law students, as were all other student groups, were not tested by the I.F.I.-O.U.M. being goal practice scales for which the instrument judges data not to be readily available to students. This suggests a design factor which might account for the congruence found on these goal areas in spite of reported goal intention differences.

Still, with an interest for practical interpretation, an additional step in the analysis seemed necessary to further interpret the data results in this third stage dealing with goal congruence or dissonance. The I.G.I. instrument measured the importance of the goal intentions as perceived by the participants. As a result, some goals were perceived to have more importance than others. Table XVII displays the 20 goal areas in rank order from the highest to the lowest according to the grand mean scores of all participants. The 20 institutional goals were then

Table XVII

I.G.I.-PRESENT AND I.F.I.-O.U.M. GRAND MEANS
(RANK ORDER FROM HIGHEST TO LOWEST)

Goal Scale	I.G.I.	I.F.I.	Rank by I.G.I.	Rank by I.F.I.
Intellectual Orientation	3.570	2.672	1	15
Academic Development	3.536	2.920	1	9½
Intellectual/Aest. Env.	3.385	3.011	3	5
Innovation	3.350	3.095*	4	4
Meeting Local Needs	3.328	3.512*	5	1
Community	3.300	2.870*	6	12
Individual Pers. Dev.	3.299	2.942	7	8
Cultural/Aesthetic Awar.	3.132	3.121	8	3
Advanced Training	3.095	2.872*	9	11
Vocational Preparation	3.092	2.974*	10	7
Freedom	3.084	3.476	11	2
Accountability/Effic.	3.032	3.004*	12	6
Democratic Governance	2.997	2.644	13	16
Humanism/Altruism	2.861	2.601	14	17
Social Egalitarianism	2.830	2.833	15	13
Social Criticism/Activ.	2.711	.1565	16	20
Public Service	2.698	2.920	17	9½
Research	2.669	1.586*	18	19
Traditional Relig.	2.526	2.534	19	18
Off-Campus Learning	2.522	2.805*	20	14

*Includes only the administrators and the two faculty group ratings (n = 101)

divided into three groups according to the grand mean scores: the goals rated on high importance (1-7); the goals rated of medium importance (8-13) and the goals rated of low importance (14-20). The importance of these groupings occur when compared with the correlation data in Table XVI. For example, goals that are rated of high importance, but on which dissonance was found may be interpreted as having serious consequence, whereas goals rated as being of low importance, may interpret the dissonance found as of small consequence.

Three goals which were rated as being of high importance to the institution also were seen as having the goal intention confirmed in practice. There were Community, Innovation, and Academic Development. Two goals, Accountability/Efficiency and Democratic Governance, were rated as goals of medium importance and were confirmed by correlated intention with practice as goals of medium importance to the institution. Also, two goals rated as being of low importance were confirmed as such. These were Social Criticism/Activism and Research.

Of the remaining 13 goals, none of which had goal intention confirmed in practice, (Table XIV) four goals were judged as having high importance for the institution. There were Intellectual Orientation, Intellectual/Aesthetic Environment, Meeting Local Needs, and Individual Personal Development. On three of these goals intention exceeded practice (grand mean scores) raising serious questions as to whether these are real goals of the institution. However, the fourth goal, Meeting Local Needs, practice exceeded intention giving rise to the possibility that this goal is even more important than the institution believes it to be. However, this is a goal area on which none of the student groups gave ratings, only the faculty and administrators. These groups have assigned higher ratings

to statements of practices in this goal area than to statements of goal intentions, which can indicate these persons actually are more involved in meeting the needs of the local community and see this involvement as a more important goal than they realized. Also, these persons make their homes in the community, with varying degrees of involvement in community life as would be expected. This could account for the higher ratings on goal practices in this area as these persons are tuned into the local community. Goal dissonance was found on three of the goals noted as being of medium importance to the institution. These were Advanced Training, Vocational Preparation, and Freedom. Of note is the very high grand mean score (3.476) the goal of Freedom registered on practice (second only to Meeting Local Needs (3.512) which could raise the question that Freedom is a much more important goal than the participants realized. Five goals that were rated as being of low importance and also on which goal dissonance was found were Humanism/Altruism, Social Egalitarianism, Public Service, Traditional Religiousness, and Off-Campus Learning. Only on the goal Social Egalitarianism did practice exceed intention and that was by a very small margin (.003). On the other four goals intention exceeded practice giving rise to the idea that it seems to be of little consequence since the goals were rated as being of low importance and practice was rated even lower.

When viewing the data displayed in Table XVII some implications can be drawn. Three goals on which dissonance was found also show great disagreement in the paired ranking of the data. Intellectual Orientation was ranked first by the magnitude of its grand mean score on goal intentions, but was ranked 15th on goal practice, leading to the conclusion that this goal is rated as the most important goal for the institution, but is perceived as receiving little emphasis in the practices of the

institution. The second of these three goals, Freedom, received the second highest rating on goal practice, but was 11th on goal intention. It would seem that Freedom is a far more important goal in actuality than the institution intends it to be. The third goal which displayed significant ranking differences as well as goal dissonance was Public Service, which ranked very low in goal importance (17th), but somewhat higher in goal practice emphasis (9½). However, this seems less critical in importance since both rankings remained in the medium to low categories.

The goal of Academic Development also showed a wide difference in rankings, rated as second highest goal in importance, but rated at a medium emphasis level (9½) in goal practice. However, the goal of Academic Development displayed goal congruence on the correlated data, which could lead to the reasoning that the participants viewed this goal as having high importance, but receiving only medium emphasis in institutional practices.

Summary

In the chapter the data collected for this study were presented as they related to the testing of the three null hypothesis. The findings related to each hypothesis led to all three null hypothesis being rejected.

The first hypothesis, which focused on the perceived goal importance of 20 given institutional goals, was found significant difference among the seven groups across all 20 scales on perceived goal importance. Further analysis revealed that on only 11 of the 20 goal scales was significant difference found. Most of the differences within these 11 goal scales were found between the law students' group and the other six groups. Little difference was found among the faculty and administrators' groups.

On the second hypothesis, which focused on the perceived practices emphasis of 20 given institutional goals, significant difference was not found between the administrators and the two faculty groups at the .05 level on the 8 goal scales involving only their responses. However, on the 12 goal scales from which data were collected from the four student groups and analyzed with the administrators and two faculty groups, this hypothesis was found significant at the .001 level of confidence. Therefore, significant differences were observed among all groups in their perceptions of goal practices across the 12 goals that involved responses from all groups. Further analysis identified seven of these 12 goals on which differences existed.

The third hypothesis focused upon determining what relationships existed between the perceived importance of the goals and intentions and the perceived emphasis given to these goals through institutional practices. This hypothesis was found significant for 12 of the 20 goal scales. Therefore, on eight of the goal areas there was expressed congruence between the intentions and practices, and on the remaining 12 goal areas no relationship was indicated. A further step in the analysis of the data for these 12 goal areas was computed to interpret further the significance of the disagreements found between practices and intentions.

CHAPTER V

Summary, Conclusions, and Recommendations

Summary

Before proceeding through the final conclusions of this study which lead to specific recommendations, a brief summary of the preceding chapters is necessary. The problem studied was expressed in the question; what are the relationships between the perceived importance of institutional goals and the perceived emphasis given to institutional practices or functions in a private, four-year college in Oklahoma? Additional subproblems which were integral parts of the main problem were examined to determine, first whether or not the groups studied were in agreement as to their perceptions of the importance of the goals (intentions) of the institution, and second whether or not these groups were in agreement concerning their perceptions and the emphasis given to these goals in the practices and functions of the institutions.

To further the investigation of these problems, three null hypotheses were proposed and tested. They were:

H_1 There is no significant difference in perceived goal importance among administrators, senior faculty, junior faculty, upper division students and law students as measured by the Institutional Goals Inventory (I.G.I.).

H_2 There is no significant difference in perceived

practices emphasis among administrators, senior faculty, junior faculty, upper division students, lower division students, graduate students and law students as measured by a modified form of the Institutional Functioning Inventory (I.F.I.-O.U.M.).

H_3 There is no significant relationship between perceived goal importance (I.G.I.) and perceived practices emphasis (I.F.I.-O.U.M.) on each of the 20 goal areas.

Participants of the institution were divided into seven subgroups, with each group sampled finally involving usable responses from 25 administrators, 34 senior faculty, 41 junior faculty, 34 upper division students, 34 lower division students, 35 graduate students and 35 law students. The two instruments used for data collection were both from the Educational Testing Service--The Institutional Goals Inventory and a modified version of the Institutional Functioning Inventory (modified to include the same 20 goal areas as the I.G.I.).

The methods used for the analysis of the data collected were similar for the first and second hypotheses. Both the multivariate and the univariate analysis of variance were calculated with the results in each case analyzed further by the Scheffé multiple comparisons test. The third hypothesis was tested by computing the correlation coefficients, the Pearson Product-Moment (r) and eta on the parallel data collected from the two instruments and by a rank order comparison table.

The first null hypothesis was tested with statistical significance found at the .001 level, meaning that there was significant variance both among and between these groups concerning perceived goal importance, so this null hypothesis was rejected. The univariate analysis revealed that eleven of the 20 goal scales demonstrated significant variance at the .05 level. Those eleven were: Academic Development, Individual Personal Development, Humanism/Altruism, Cultural/Aesthetic Awareness, Advanced Training, Freedom, Democratic Governance, Community, Intellectual/Aesthetic Environment, Innovation, and Accountability/Efficiency. Using a confidence level of .10 the Scheffé test was calculated, with the results revealing 31 group interactions of significant differences occurring. It was noted that 26 of these differences involved the law group as one of the two differing groups and in every one of these 26 comparisons the law group rated the specific goal of less importance than the other group. Three of the remaining differences were between students and nonstudents (faculty and administrators). The two remaining differences detected were centered on the goal of Advanced Training on which the lower division student group rated this goal significantly lower than the upper division students and the graduate students.

A final note on this stage of the data analysis becomes evident when the Scheffé test results clearly indicate the law group as the group causing the most differences, with five of the other groups, but at no point did this group differ with the lower division students.

The second null hypothesis which related to consensus among

the seven groups as to their perception of institutional emphasis on goal practices was found significant at the .001 level on the 12 goal scales relevant to all the seven groups. The data on all 20 goal scales from the administrators and the two faculty groups was not significant at the .05 level and so the null hypothesis was not rejected. The univariate analysis of variance, computed on the 12 goal scales across the seven groups, revealed that on seven of the goal scales significant variance was found at the .05 level. Thus, the null hypothesis was rejected on these seven goals: Academic Development, Intellectual Orientation, Individual Personal Development, Humanism/Altruism, Cultural/Aesthetic Awareness, Traditional Religiousness, and Intellectual/Aesthetic Environment.

The results of the Scheffé multiple comparisons test indentified in those seven goal scales 28 pairs of means that varied. Of these, 14 involved differences between student groups and 14 involved differences between student and non-student groups. Further, in 18 of the 28 varying pairs of means the law group was involved and in every case was the lower rating group.

The third null hypothesis was concerned with the relationship existent between the institutional goal intentions and institutional goal practices. There were seven goal scales on which the null hypothesis was rejected as a significant relationship between goal intention and goal practice was found (^{2} of .25 or more). These goal scales were: Academic Development, Research, Social Criticism/Activism, Democratic Governance, Community, Innovation and Accountability/Efficiency. On these goal areas agreement existed among the groups that the perceived importance of

these goals was confirmed by the corresponding perceived emphasis in the practices of the institution.

The correlation ratio (η^2) fell below the .25 level of significance on the 12 remaining goal scales and thus the null hypothesis was accepted indicating dissonance among the groups--perceived goal intention was not confirmed correspondingly by perceived emphasis in practice. These 12 goals were: Intellectual Orientation, Individual Personal Development, Humanism/Altruism, Traditional Religiousness, Vocational Preparation, Advanced Training, Meeting Local Needs, Public Service, Social Egalitarianism, Freedom, Intellectual/Aesthetic Environment, and Off-Campus Learning.

A further step in the analysis of the data displayed the grand means of the seven groups on each goal of the I.G.I. in rank order to distinguish between the high, medium, and low intention goals with a comparative ranking of the grand means of the seven groups on each goal of the I.F.I.-O.U.M. Three goals on which dissonance was found showed great disagreement in the paired ranking of the data. These three goal areas were Intellectual Orientation, Freedom, and Public Service. Intellectual Orientation was ranked (1) as being of high importance as a goal intention but ranked (15) as receiving low emphasis in practice. Freedom received high ranking (2) in emphasis in the practices of the institution but of medium importance as a goal intention. The third goal, Public Service, was ranked as having medium importance as a goal intention, but very low emphasis (17) was given this goal in the practices of the institution.

Conclusions

In discussing the conclusions, comparisons will be made at

significant points to a related study undertaken at a rather similar, private college, Oklahoma Baptist University. The study was conducted by Robert L. Lynn in 1973 and is contained in an unpublished dissertation at the University of Oklahoma. The conclusions will be divided into two groups, stating first those of a more general nature to the study following with those conclusions which are more particularly related to the institution studied, Oklahoma City University.

General Conclusions

1. One of the basic theoretical assumptions set forth by Buck, Etzioni and Perrow and discussed earlier in Chapter Two was that institutional goals must be defined by examining both the intentions and practices of an institution together. To study goals only from an intentional perspective leaves open serious possibilities for error. However, most college and university studies of goals have followed this latter approach. This writer found that in the institution studied herein, one that is generally described as being homogeneous, disagreement was found between the groups concerning goal intentions and goal practices, with dissonance being present on 12 of the 20 goals. Lynn's study found less disagreement existing on both goal intentions and goal practices, but discovered dissonance on 10 of the 20 goals.

2. It would follow that this study, as well as the Lynn study, confirms the usefulness of an institution or organization to examine both goal intention and goal practice. This point is made clearly because though several organizational theorists have discussed the consideration of examining both variables in order

to determine the goals of an organization or institution, no such systematic studies have previously emerged in higher education. Thus, this methodology for measuring goal intention and goal practice and comparing the two variables as a means of defining the actual goals of a college or university has been tested in this study and the Lynn study with significant results.

3. Gross and Grambsch, as well as others, found in previous studies that faculty members and administrators tend to view the goals of a college or university similarly. This study confirms their findings as most of the significant differences were between the different student groups or between student and non-student groups. Of the 31 group interactions of significant differences on 11 of the goal intention scales, none involved differences between the faculty and administrator groups. This was also true on the goal practices scales on which 28 group interactions of significant differences on seven goal scales were discovered, none of which involved differences between the faculty and administrator groups.

4. A point on which this study did not agree nor support the findings of previous studies involved the idea that in private institutions internal agreement on goal intentions exists to a high degree. According to Gross and Grambsch this agreement is probably due to the selection process in that students, faculty and administrators tend to select a college or university based on their personal agreement with the institution's goals. However, the findings of this study, unlike the California study and the Danforth study, did not support this idea as significant disagreement was found

on 11 of the 20 goal intention scales. More agreement was evident in the goal practice areas as disagreement was found on only seven of the 20 scales.

5. Finally, this study (as did the Lynn study) concluded that the correlation coefficient eta was a more reliable measure of the relationships between goal intention and goal practice than was the Pearson product-moment correlation-coefficient. Scatter-plots demonstrated a number of non-linear relationships. Also, on ten of the goal scales, the Pearson r underestimated eta by .02 or more.

Conclusions Particular to Oklahoma City University

1. A significant aspect of the results of this study and one that is related directly to a better understanding of conclusions three and four, is the role the law students' group played in the study findings. Out of 31 group interactions of significance on goal intentions, 26 included the law students' group and in every one of these 26 comparisons, this group rated the specific goal lower in importance than the other group. Similar results held on the goal practice scales in that out of 28 group interactions of significance, the law students' group was involved in 18 interactions and in each case rated the goal lower in emphasis than the other comparative group. This study was not constructed such as to determine the reasons for the high degree of disagreement by this one group. The most consistent disagreements occurred between the law group and the administrator group, especially on goal intentions as significant disagreement was found on nine of the eleven goal scales which demonstrated significant variance.

Also of interest is the finding that the one group on which there was found to be no disagreement by the law group was the lower division students' group. Both groups share a possible commonality in that these persons have been exposed at a lesser degree than the other five groups to the influence of the institution. The lower division students are among the newest members of the institution as a group as are most of the law students, having completed previous study at other institutions. In addition, most law students live and work off campus and have their classes scheduled on a different time basis from the rest of the community.

2. Congruence was found on seven of the goal scales indicating that in these seven areas according to the perceptions of the study participants, the institution was doing what it said it was intending to do. These seven were: Academic Development, Research, Social Criticism/Activism, Democratic Governance, Community, Innovation and Accountability/Efficiency. Three of these goals, Academic Development, Innovation and Community were rated as high importance goals (Table XV) and confirmed by the practices of the institution, thus indicating they are real goals of the institution. Two goals, Democratic Governance and Accountability/Efficiency, on which congruence was found were rated as medium importance goals. Finally the goals of Research and Social Criticism/Activism, rated as low importance goals, had this low importance confirmed in practice.

3. On 12 goals in this study goal intention was not confirmed by goal practice, meaning that the participants in this study did not view goal importance on a level with goal practice

emphasis. Practically, this means that these persons do not perceive the institution doing what it says it intends to do. It is in these goal areas that attention need be brought to focus. These 12 goals were; Intellectual Orientation, Individual Personal Development, Humanism/Altruism, Traditional Religiousness, Vocational Preparation, Advanced Training, Meeting Local Needs, Public Service, Social Egalitarianism, Freedom, Intellectual/Esthetic Environment, and Off-Campus Learning.

Seven of these goals on which dissonance was found had already demonstrated significant differences between the groups on either goal intention, goal practice or both. These seven were: Intellectual Orientation, Institutional/Esthetic Environment, Individual Personal Development, Advanced Training, Freedom, Humanism/Altruism, and Traditional Religiousness. These differences no doubt contributed to the lack of congruence, but the degree of dissonance accounted for by these differences was not tested by this study.

The remaining five goals (Meeting Local Needs, Vocational Preparation, Social Egalitarianism, Public Service, and Off-Campus Learning) on which dissonance was found, demonstrated no significant differences between the groups on goal importance or goal practice emphasis. With the seven groups showing no such differences, the lack of congruence on these five goals was supported by all the groups perceiving the lack of harmony between goal intention and goal practice.

Five of the 12 goals were rated as low importance goals (Table XVII) on both the I.G.I. and the I.F.I.-O.U.M. There were: Humanism/Altruism, Social Egalitarianism, Public Service, Traditional Religiousness, and Off-Campus Learning. Demonstrated dissonance

on these low importance goals is not as critical as on the medium and high importance goals. However, on the latter four of these goals practice was rated higher than intention leading to the belief that the study participants perceived the goals as being of somewhat more importance to the institution. Of particular note was the goal of Public Service which was rated seventeenth in goal intention, but ninth (along with Academic Development which was rated ninth also) in goal practice which could mean that Public Service is considerably more important in the functions and practices of the University than what is recognized as a goal intention. Attention to this goal area by University officials is warranted by these differences demonstrated in the findings of this study.

Three goals rated in the medium intention category were Advanced Training,Vocational Preparation, and Freedom. The goal of Freedom is the main focus of attention in this group because it was rated eleventh on goal importance, but second in goal practice emphasis. Freedom in this study 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 insuring faculty and students the freedom to choose their own life cycles."[1] The results of this study would indicate that Freedom, as just defined, is a goal that receives strong empasis in the programs and everyday functions and aspirations of the institution, meaning it is a more important goal to the institution

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[1]See supra, p. 55.

than has been rocognized in the goal intention statements of the school. These results would point to a need for the university to give attention to the importance of Freedom as a real goal of the institution.

The goal of Advanced Training reflects the interest and availability of post-graduate education, professional training and education (law, medicine, etc.) and study in specialized areas. This goal was rated ninth on goal intention and eleventh on goal practice, indicating medium importance. The Scheffé test on the I.G.I. data revealed the lower division students in disagreement with both the upper division students and the graduate students. The latter two groups rating this goal significantly higher as being of more importance to them which would seem reasonable. Dissonance on this goal area is of additional interest in that this university has a law school program and a graduate program in several areas at the master's degree level. This could indicate a problem source of conflict with university officials from the students and faculty in these programs concerning university commitment to these programs.

Vocational Preparation as a goal area reflects the belief that the university program is commited to specific occupational programs geared to career fields and training students for these occupations. On this goal practice emphasis (rated seventh) exceeded intention importance (rated tenth) indicating this goal is of more importance as a real goal.

The critical problem occurs with those goal areas which were noted as high intention goals, but on which dissonance was found.

These four goals were: Intellectual Orientation, Intellectual/Aesthetic Environment, Meeting Local Needs, and Individual Personal Development. These were ranked first, third, fifth, and seventh respectively, but all fell below the .25 Correlation Ratio level.

The first goal, Intellectual Orientation, presents a rather critical problem in that it was rated first on goal intention but fifteenth in goal practices. Its Correlation Ratio of .230 is just below the .250 level of significance indicating statistically that it was not far from the congruence level. However, since this goal does concern the institution's commitments to learning and intellectual work, inquiry, scholarship and life-long learning, a look at institutional practices which seek to carry out these commitments seems warranted. This study indicates that this high intention goal is not receiving high emphasis in its practices related to this goal.

Intellectual/Aesthetic Environment is a goal that rates a campus climate for cultural and intellectual activities which facilitate student and faculty interaction and free-time involvement. Differences were noted on both goal intention and goal practice with the law group being the one group which demonstrated all of the significant interactions displayed by the Scheffé, and in each interaction rating both goal intention and goal practice lower than the interacting group. No other group demonstrated any significant disagreements, which leads to the conclusion that demonstrated dissonance on this goal area was principally located with the law group.

No difference was found among the groups on the goal of Meeting Local Needs even though dissonance was demonstrated statistically on the correlated data. This goal was rated fifth in goal

intention, but first in goal practices, leading to the conclusion that this goal is more important than the university indicates. This was a goal on which students did not rate goal emphasis in practice, indicating that the administrator and faculty groups perceived this as the most emphasized goal in institutional practice.

The goal of Individual Personal Development was another dissonant goal on which significant differences were noted on goal intention and goal practice, with again the law students group being the principal differentiator. This is the goal that deals with student's identification of personal goals, and means of achieving them, enhancement of a sense of self-worth, self-confidence, and self-understanding, and a capacity for open and trusting interpersonal relations. No other student groups demonstrated differences either with other student groups or with the faculty and administrator groups. The law group consistently rated this goal low on intention and practice, viewing this goal of less importance than the other participants and much less emphasized by university practices than others.

4. The goal of Traditional Religiousness has to do with an orthodox, doctrinal, usually sectarian, often fundamental religious perspective. Oklahoma City University is a private, church-related institution. It is of note that in this study the participants perceived this goal very low in both goal intention (rated 19) and goal practice (rated 18), as well as demonstrating dissonance between intention and practice. In contrast, the Lynn study also involved a private, church-related institution in which the participants rated this goal second in goal intention and first in goal

practice, but also found dissonance between intention and practice. Thus, the participants in these two similar institutions perceive this goal in quite contrasting ways for their respective institutions. The goal of Humanism/Altruism, which R. Peterson states that to some extent reflects the more modern concept of religious perspectives, was rated lower than Traditional Religiousness by the participants of Lynn's study and higher by the participants of this study. This comparison of these studies at this point may reflect mainly the principal concerns of each supporting religious organization.

Recommendations for Future Study

1. An important assumption of this study was that goals should be determined by both intention and practice. To replicate this study, using both the I.G.I. and the I.F.I.-O.U.M., seems a warranted recommendation for gathering additional data as to how educational institutions perceive their goals and how well the goals are being reflected in practice.

2. Being aware that a number of studies of this kind have been performed the last few years in the Center for Studies in Higher Education, some coordinating venture of the data from all these studies (including this present study) should be undertaken. One objective of such a study would be the refinement of the I.F.I.-O.U.M. as more data could supply a clearer evaluation of this modified instrument's validity and reliability, bringing it closer in line with the I.G.I.

3. Within this institution, compare the data results of this study with other forms of institutional data, such as, program

analyses and decisions, budget allocations, and faculty and trustee decisions, in order to compare the validity of the participants' perceptions as measured by the I.G.I. (goal intentions) and by the I.F.I.-O.U.M (goal practices) with these goal implications of these other forms of institutional data. Usually, decisions of trustees, faculty and administrators of an institution concerning programs and budgets reflect priorities which they consider to be important for the institution.

4. As this study revealed the law student group to be the most differentiating in their perceptions of goal intention importance and goal practice emphasis further study is warranted by this institution that would lead to a better understanding of the process in operation at this point. The findings of this study point to a likely source of present and future conflict between these students and the institution.

5. Further study within this institution is needed to correlate the specifically written goals of this institution with the 20 general, standardized goal areas on which the I.G.I. and I.F.I.-O.U.M. are based.

6. Since one of the basic theoretical assumptions of this study is that goals are dynamic and changing, a research effort by this institution over a longer time period should be undertaken to test for changes in goal congruence over that time period.

7. A study of specific, non-institutional persons who have an integral interest in this university by administering to them both the I.G.I. and I.F.I.-O.U.M. would provide valuable comparative data on the goals of the institution. These would be persons who

have some regular contact with the university, enough that their knowledge of the institution would be adequate to provide reliable perceptual responses. Appropriate persons would be the trustees, active alumni, community and church people, and others.

APPENDIX A

SPECIMEN LETTERS

Oklahoma City University
Oklahoma City, Oklahoma 73106
(405) 525-5411

Office of the President

Robert Claytor, a graduate student and instructor at the University of Oklahoma, has requested our assistance in doing the research for his doctoral dissertation. His study concerns perceptions of institutional goals and practices of faculty, students, and administrators of Oklahoma City University. The results from this study should be most helpful to us, especially in cooperation with our Long Range Goals and Purposes Committee. Therefore, the university has agreed to participate in this study.

Your cooperation and your opinions are essential to the success of this study. The two questionnaire instruments used in this study will take approximately one hour and fifteen minutes to complete. The anonymity of your response is guaranteed.

A schedule of specific times during which Mr. Claytor will be on campus to administer these two instruments is enclosed. Please try to arrange your schedule to be present on the earliest scheduled date and time.

I realize the many demands on your time and I am sure that Mr. Claytor will greatly appreciate your cooperation in this study. I believe this study will be of real value to our university in its long-range study.

Sincerely,

Dolphus Whitten, Jr.
Dolphus Whitten, Jr.
President

DW:jh

Dear Student,

Robert Claytor, a graduate student in Higher Education, and instructor at the University of Oklahoma is asking your assistance in research for his doctoral dissertation. The substance of his dissertation will be the congruence between students, faculty, and administrators in how each perceives institutional functions and goals. In other words, do your objectives at O.C.U. meet with those of the faculty and administration, and vice versa.

Your cooperation and response are the determinants in the outcome of this study. The test will take a minimum of your time, so please try to arrange your schedule to be available. In addition, the anonymity of the test will be assured.

This study will present new insights into the goals of the university and thus will be of substantial value to the university community as a whole, so I wholeheartedly encourage you to participate in the study. Mr. Claytor I am sure will appreciate your cooperation.

Sincerely,

Tal Oden

Tal Oden
Student Assoc. President

February 12, 1975

Dear Participant:

Today, many institutions of higher education are facing significant and important decisions, especially in the areas of goals and practices. As a result reliable and accurate information is needed from research that is relevant.

As a graduate student and Instructor at the University of Oklahoma, I am doing a research study in these areas here at Oklahoma City University. You have been chosen as a significant participant in this study. It is being conducted in conjunction with the study being directed by the Long Range Goals and Purposes Committee here at O. C. U. Similar studies have been conducted involving several other Oklahoma colleges and universities. Selected administrators, full-time faculty members and full-time students are being asked to participate in this study of your institution.

About one hour of your valuable time will be required. Because of the small sample and for greater accuracy with the results, the success of the project is dependent upon participation by each of you as a selected respondent. On Thursday, February 20th., I will deliver the two instruments, The Institutional Goals Inventory and The Institutional Functioning Inventory, to your office. Then on Tuesday, February 25th., I will return to pick up the completed information. For the sake of validity, it is important that each participant follow directions carefully. Please complete the Institutional Functioning Inventory first, then the Institutional Goals Inventory. Anonymity of participant's responses will be fully protected.

If you have any questions which are not covered in this letter, please call me in Norman at 325-2633 (Days) or 364-0049 (Nights). Thank you for being a significant participant in this study.

Cordially yours,

Robert B. Claytor

Robert B. Claytor

March 17, 1975

Dear Participant:

Enclosed with this letter is an addressed envelope in which you can mail to me the completed forms on the research study involving university goals and functions. Your responses in this study are still vitally needed for the study to be of maximum value. Please complete the study at your earliest convenience and mail it to me.

Thank you again for your valuable time. I trust that the results will be of significant value to the Long Range Planning Committee here at O.C.U.

Respectfully,

Robert B. Claytor

RBC:blo

February 20, 1975

Dear Participant:

Several days ago you received a letter about the study I was conducting here at Oklahoma City University. Enclosed are the two instruments to be completed for this study. Please observe the following instructions:

1. Use no names on answer sheets. They are coded.

2. Complete "Information Items" sheet first.

3. Next - Complete "Institutional Functioning Inventory" (I.F.I.) 120 statements.
   Please use answer sheet - Do not mark on the I.F.I. Form.

4. Then complete "Institutional Goals Inventory" (I.G.I.) 90 statements.
   Please use answer sheet - Do not mark on the I.G.I. Form.

5. Notice that answers on answer sheet fall in sequence horizontally (1, 2, 3, 4) not vertically 1.
   2.
   3.
   4.

6. On the I.G.I. mark only the "is" responses. Do not mark the "should be" responses.

7. Use a No. 2 pencil.

8. Please return form and answer sheets clipped together as you received them.

I will return on Tuesday, February 25, to collect the completed information. Thank you again for your participation in this study.

Respectfully yours,

Robert B. Claytor

Robert B. Claytor
Instructor
Center for Studies in Higher Education
University of Oklahoma

NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NORTH CAROLINA 27707

OFFICE OF RESEARCH AND EVALUATION

January 27, 1975

Mr. Robert Claytor
Center for Studies in
Higher Education
College of Education
The University of Oklahoma
Norman, Oklahoma 73069

Dear Mr. Claytor:

In response to your letter, I am enclosing a copy of Chapters 5-7 and part of Chapter 8. I have omitted the norm tables from Chapter 8 since ETS has not yet condensed these tables and therefore they are presently two tables/page (80 pages).

Of course you understand the material is subject to some editing and will be published. However, there is no reason that you or other graduate students in your program cannot use the information to assist you in your dissertation research.

I hope it is of help.

Sincerely,

Norman P. Uhl

Norman P. Uhl
Professor of Education
and Psychology and
Associate Director

NPU/cj

Enclosures

APPENDIX B

INSTRUMENTS:

INSTITUTIONAL GOALS INVENTORY

INSTITUTIONAL FUNCTIONING INVENTORY-
UNIVERSITY OF OKLAHOMA MODIFICATION

ITEMS GROUPED BY TWENTY PARALLEL GOAL AREAS

APPENDIX B

INSTRUMENTS:

INSTITUTIONAL GOALS INVENTORY

INSTITUTIONAL FUNCTIONING INVENTORY-
UNIVERSITY OF OKLAHOMA MODIFICATION

ITEMS GROUPED BY TWENTY PARALLEL GOAL AREAS

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 today 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

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

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

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

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

- Unless you have been given other instructions, consider the institution as a whole in making your judgments.
- In giving *should be* responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- Please try to respond to every goal statement in the *Inventory*, by blackening one oval after *is* and one oval after *should be.*
- Use any soft lead pencil. Do not use colored pencils or a pen–ink, ball point, or felt tip.
- Mark each answer so that it completely fills (blackens) the intended oval. Please do not make checks (✓) or X's.

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

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

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

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.*
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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	1	2	3	4	5
	should be	1	2	3	4	5
2. to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is	1	2	3	4	5
	should be	1	2	3	4	5
3. to help students identify their own personal goals and develop means of achieving them...	is	1	2	3	4	5
	should be	1	2	3	4	5
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is	1	2	3	4	5
	should be	1	2	3	4	5
5. to increase the desire and ability of students to undertake self-directed learning...	is	1	2	3	4	5
	should be	1	2	3	4	5
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...	is	1	2	3	4	5
	should be	1	2	3	4	5
7. to develop students' ability to synthesize knowledge from a variety of sources...	is	1	2	3	4	5
	should be	1	2	3	4	5
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is	1	2	3	4	5
	should be	1	2	3	4	5
9. to hold students throughout the institution to high standards of intellectual performance...	is	1	2	3	4	5
	should be	1	2	3	4	5
10. to instill in students a life-long commitment to learning...	is	1	2	3	4	5
	should be	1	2	3	4	5
11. to help students achieve deeper levels of self-understanding...	is	1	2	3	4	5
	should be	1	2	3	4	5
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is	1	2	3	4	5
	should be	1	2	3	4	5
13. to help students be open, honest, and trusting in their relationships with others...	is	1	2	3	4	5
	should be	1	2	3	4	5

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

			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14.	to encourage students to become conscious of the important moral issues of our time...	is	1	2	3	4	
		should be	1	2	3	4	
15.	to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is	1	2	3	4	
		should be	1	2	3	4	
16.	to educate students in a particular religious heritage...	is	1	2	3	4	
		should be	1	2	3	4	
17.	to help students understand and respect people from diverse backgrounds and cultures...	is	1	2	3	4	
		should be	1	2	3	4	
18.	to require students to complete some course work in the humanities or arts...	is	1	2	3	4	
		should be	1	2	3	4	
19.	to help students become aware of the potentialities of a full-time religious vocation...	is	1	2	3	4	
		should be	1	2	3	4	
20.	to encourage students to become committed to working for world peace...	is	1	2	3	4	
		should be	1	2	3	4	
21.	to encourage students to express themselves artistically, e.g., in music, painting, film-making...	is	1	2	3	4	
		should be	1	2	3	4	
22.	to develop students' ability to understand and defend a theological position...	is	1	2	3	4	
		should be	1	2	3	4	
23.	to encourage students to make concern about the welfare of all mankind a central part of their lives...	is	1	2	3	4	
		should be	1	2	3	4	
24.	to acquaint students with forms of artistic or literary expression in non-Western countries...	is	1	2	3	4	
		should be	1	2	3	4	
25.	to help students develop a dedication to serving God in everyday life...	is	1	2	3	4	
		should be	1	2	3	4	
26.	to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	is	1	2	3	4	
		should be	1	2	3	4	

al statements
er is and one

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
onscious of the ...	is	1	2	3	4	5
	should be	1	2	3	4	5
nd t and artistic	is	1	2	3	4	5
	should be	1	2	3	4	5
religious	is	1	2	3	4	5
	should be	1	2	3	4	5
spect people from	is	1	2	3	4	5
	should be	1	2	3	4	5
me course	is	1	2	3	4	5
	should be	1	2	3	4	5
he potentialities	is	1	2	3	4	5
	should be	1	2	3	4	5
ommitted to working	is	1	2	3	4	5
	should be	1	2	3	4	5
emselves artistically, e.g.,	is	1	2	3	4	5
	should be	1	2	3	4	5
erstand and defend	is	1	2	3	4	5
	should be	1	2	3	4	5
cern about the welfare ir lives...	is	1	2	3	4	5
	should be	1	2	3	4	5
artistic or literary s...	is	1	2	3	4	5
	should be	1	2	3	4	5
n to serving God in	is	1	2	3	4	5
	should be	1	2	3	4	5
s to prepare g., accounting,	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

espond to these goal statements kening one oval after is and one ould be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
olvement of students in neighborhood -service activities...	is	1	2	3	4	5
	should be	1	2	3	4	5
nced study in specialized problem areas, search institutes, centers, or graduate	is	1	2	3	4	5
	should be	1	2	3	4	5
ational experiences relevant to the ts of women in America...	is	1	2	3	4	5
	should be	1	2	3	4	5
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	should be	1	2	3	4	5
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	should be	1	2	3	4	5
naintain a policy of essentially open then to develop meaningful educational all who are admitted...	is	1	2	3	4	5
	should be	1	2	3	4	5
rce of ideas and recommendations for institutions judged to be unjust or tive...	is	1	2	3	4	5
	should be	1	2	3	4	5
overnmental agencies in designing new onmental programs...	is	1	2	3	4	5
	should be	1	2	3	4	5
omental or remedial programs in basic writing, mathematics)...	is	1	2	3	4	5
	should be	1	2	3	4	5
s learn how to bring about change in ty...	is	1	2	3	4	5
	should be	1	2	3	4	5
ces of the institution on the solution and environmental problems...	is	1	2	3	4	5
	should be	1	2	3	4	5
to regional and national priorities g new educational programs for the	is	1	2	3	4	5
	should be	1	2	3	4	5
ational experiences relevant to the s of Blacks, Chicanos, and American	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	1	2	3	4	5
		should be	1	2	3	4	5
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is	1	2	3	4	5
		should be	1	2	3	4	5
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	1	2	3	4	5
		should be	1	2	3	4	5
69.	to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	1	2	3	4	5
		should be	1	2	3	4	5
70.	to experiment with different methods of evaluating and grading student performance...	is	1	2	3	4	5
		should be	1	2	3	4	5
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	1	2	3	4	5
		should be	1	2	3	4	5
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	1	2	3	4	5
		should be	1	2	3	4	5
73.		is	1	2	3	4	5

69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	①	②	③	④	⑤
	should be	①	②	③	④	⑤
70. to experiment with different methods of evaluating and grading student performance...	is	①	②	③	④	⑤
	should be	①	②	③	④	⑤
71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	①	②	③	④	⑤
	should be	①	②	③	④	⑤
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	①	②	③	④	⑤
	should be	①	②	③	④	⑤
73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...	is	①	②	③	④	⑤
	should be	①	②	③	④	⑤
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is	①	②	③	④	⑤
	should be	①	②	③	④	⑤
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	①	②	③	④	⑤
	should be	①	②	③	④	⑤
76. to create an institution known widely as an intellectually exciting and stimulating place...	is	①	②	③	④	⑤
	should be	①	②	③	④	⑤
77. to create procedures by which curricular or instructional innovations may be readily initiated...	is	①	②	③	④	⑤
	should be	①	②	③	④	⑤
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	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
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*.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
91.	is	1	2	3	4	5	101.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
92.	is	1	2	3	4	5	102.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
93.	is	1	2	3	4	5	103.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
94.	is	1	2	3	4	5	104.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
95.	is	1	2	3	4	5	105.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
96.	is	1	2	3	4	5	106.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
97.	is	1	2	3	4	5	107.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
98.	is	1	2	3	4	5	108.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
99.	is	1	2	3	4	5	109.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5
100.	is	1	2	3	4	5	110.	is	1	2	3	4	5
	should be	1	2	3	4	5		should be	1	2	3	4	5

Go on to last page.

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

111. Mark the one that best describes your role.

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

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

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

113. Faculty: indicate academic rank.

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

114. Faculty: indicate current teaching arrangement.

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

115. All respondents: indicate age at last birthday.

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

116. Students: indicate class in college.

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

117. Students: indicate current enrollment status.

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

118. SUBGROUPS—one response only.
Instructions will be given locally for gridding this subgroup item.
If instructions are not given, leave blank.

- (1) One
- (2) Two
- (3) Three
- (4) Four
- (5) Five

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

119.	120.	121.	122.	123.	124.
(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

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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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 create or centers, is actively engaged in projects aimed at improving the quality o

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

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

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

(Y) (N) (?) 29. The curriculum is deliberately designed to accommodate a great diversity in 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
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 stro with the st as applied institution

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

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

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

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

(SA) (A) (D) (SD) 34. Undergraduate programs of instruction are designed to include demonstration 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 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 s knowledge from many sources.

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

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

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

(SA) (A) (D) (SD) 41. Certain radical student organizations, such as Students for a Democratic S 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 a

(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

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

(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 this institution that is widely supported by faculty and administrators.

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(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.

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

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

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

(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.

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

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

(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.

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

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

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

(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.

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

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

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

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

(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.

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

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

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

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

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

(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.

(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.

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(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.

Respond to statements in this section by selecting either:

YES (Y)	NO (N)	UNSURE (?)
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 comprehensive rather than one-shot or completely non-existent.

Respond to statements on this section by selecting either:

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Di
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 with the stat as applied to institution.

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

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

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

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

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

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

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

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

(SA) (A) (D) (SD) 107. This institution would be willing to be among the first to experiment with a 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 f senior administrators.

(SA) (A) (D) (SD) 109. The graduates of such professional colleges as the Colleges of Law and Medic 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 the institution.

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

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

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

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

(SA) (A) (D) (SD) 115. Undergraduates interested in study beyond the B.A. level receive little or encouragement from the faculty or staff.

(SA) (A) (D) (SD) 116. Few, if any, of the faculty could be regarded as having national or interna 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 pur this campus.

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

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

(SA) (A) (D) (SD) 120. The approval of proposals for new instructional programs is regularly depen estimate of potential efficiency.

SECTION 4

Respond to statements in this section by selecting either:

STRONGLY AGREE (SA)	AGREE (A)	DISAGREE (D)	STRONGLY DISAGREE (SD)
u strongly agree the statement plied to your tution.	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.

ost faculty members consider the senior administrators on campus to be able and well-qualified for their positions.

t is almost impossible to obtain the necessary financial support to try out a new dea for educational practice.

enerally speaking, top-level administrators are providing effective educational leadership.

here is a general willingness here to experiment with innovations that have shown romise at other institutions.

enerally speaking, communication between the faculty and the administration is poor.

igh ranking administrators or department chairmen generally encourage professors to xperiment with new courses and teaching methods.

ore recognition is regularly accorded faculty members for research grants received han for service grants.

taff infighting, backbiting, and the like seem to be more the rule than the exception.

his institution would be willing to be among the first to experiment with a novel ducational program or method if it appeared promising.

aying plans for the future of the institution is a high priority activity for many enior administrators.

graduates of such professional colleges as the Colleges of Law and Medicine at his institution are recognized by the public as strong practitioners.

hough they may criticize certain practices, most faculty seem to be very loyal to e institution.

n my experience it has not been easy for new ideas about educational practice to eceive a hearing.

graduate is usually considered by faculty to be better educated if all of his credit ours were earned at this institution, than if he had studied on several campuses in ulfying for his degree.

eldom do faculty members prepare formal evaluations of institutional goal achievement.

he faculty is receptive to adding new courses geared to emerging career fields.

ndergraduates interested in study beyond the B.A. level receive little or no formal ncouragement from the faculty or staff.

w, if any, of the faculty could be regarded as having national or international eputations for their scientific or scholarly contributions.

here is a strong sense of community, a feeling of shared interests and purposes, on his campus.

his institution has experimented with new approaches to either individualized instruc-on or evaluation of student performance.

f-campus learning experiences of various types are considered as valuable, or more luable, to the student's education, as regular courses.

e approval of proposals for new instructional programs is regularly dependent on an timate of potential efficiency.

UMI

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

ACADEMIC DEVELOPMENT (1)

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

IGI

1. to help students acquire depth of knowledge in at least one academic discipline...*
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...
9. to hold students throughout the institution to high standards of intellectual performance...

IFI-OUM

30. How best to communicate knowledge to undergraduates is not a question that seriously concerns a very large proportion of the faculty. (D-SD)**
33. Capable undergraduates are encouraged to collaborate with faculty on research projects or to carry out studies of their own. (SA-A)
36. Almost every degree program is constructed to enable the student to acquire a depth of knowledge in at least one academic discipline. (SA-A)
42. This institution takes pride in the percentage of graduates who go on to advanced study. (SA-A)
51. A 4.0 grade average brings to a student the highest recognition on this campus. (SA-A)
62. It is almost impossible for a student to graduate from this institution without a basic knowledge in the social sciences, natural sciences and humanities. (SA-A)

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

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

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

INTELLECTUAL ORIENTATION (2)

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

IGI

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

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

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

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

IFI-OUM

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

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

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

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

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

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

INDIVIDUAL PERSONAL DEVELOPMENT (3)

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

IGI

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

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

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

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

IFI-OUM

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

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

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

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

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

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

CULTURAL/ESTHETIC AWARENESS (4)

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

IGI

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

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

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

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

IFI- OUM

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

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

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

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

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

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

HUMANISM/ALTRUISM (5)

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

IGI

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

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

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

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

IFI- OUM

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

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

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

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

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

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

TRADITIONAL RELIGIOUSNESS (6)

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

IGI

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

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

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

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

IFI- OUM

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

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

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

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

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

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

VOCATIONAL PREPARATION (7)

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

IGI

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

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

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

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

IFI- OUM

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

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

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

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

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

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

ADVANCED TRAINING (8)

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

IGI

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

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

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

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

IFI- OUM

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

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

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

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

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

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

RESEARCH (9)

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

IGI

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

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

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

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

IFI- OUM

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

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

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

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

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

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

MEETING LOCAL NEEDS (10)

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

IGI

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

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

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

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

IFI- OUM

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

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

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

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

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

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

PUBLIC SERVICE (11)

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

IGI

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

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

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

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

IFI- OUM

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

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

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

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

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

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

SOCIAL EGALITARIANISM (12)

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

IGI

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

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

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

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

IFI-OUM

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

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

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

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

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

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

SOCIAL CRITICISM/ACTIVISM (13)

Description of Goal Area: This goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

IGI

43. to provide critical evaluations of prevailing practices and values in American society...

46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...

49. to help students learn how to bring about change in American society...

53. to be engaged, as an institution, in working for basic changes in American society...

IFI-OUM

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

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

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

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

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

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

FREEDOM (14)

Description of Goal Area: This goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles.

IGI

54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...

57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...

60. to place no restrictions on off-campus political activities by faculty or students...

63. to protect the right of faculty members to present unpopular or controversial ideas in classroom...

IFI- OUM

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

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

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

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

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

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

DEMOCRATIC GOVERNANCE (15)

Description of Goal Area: This goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

IGI

55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...

58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...

61. to decentralize decision making on the campus to the greatest extent possible...

64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...

IFI- OUM

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

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

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

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

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

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

COMMUNITY (16)

Description of Goal Area: This goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

IGI

56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...

59. to maintain a climate in which communication throughout the organizational structure is open and candid...

62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...

65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...

IFI-OUM

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

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

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

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

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

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

INTELLECTUAL/ESTHETIC ENVIRONMENT (17)

Description of Goal Area: This goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

IGI

66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...

69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...

73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...

76. to create an institution known widely as an intellectually exciting and stimulating place...

IFI-OUM

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

18. Students publish a literary magazine. (Y)

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

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

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

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

Description of Goal Area: This goal area is defined as a climate in which continuous innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

IGI

67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...

70. to experiment with different methods of evaluating and grading student performance...

74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...

77. to create procedures by which curricular or instructional innovations may be readily initiated...

IFI-OUM

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

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

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

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

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

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

OFF-CAMPUS LEARNING (19)

Description of Goal Area: This goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

IGI

68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...

72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...

75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...

78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...

IFI-OUM

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

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

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

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

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

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

ACCOUNTABILITY/EFFICIENCY (20)

Description of Goal Area: This goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.

IGI

79. to apply cost criteria in deciding among alternative academic and non-academic programs...

81. to regularly provide evidence that the institution is actually achieving its stated goals...

83. to be concerned about the efficiency with which college operations are conducted...

87. to be accountable to funding sources for the effectiveness of college programs...

IFI-OUM

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

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

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

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

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

120. The approval of proposals for new instructional programs is regularly dependent on an estimate of potential efficiency. (SA-A)

MISCELLANEOUS

IGI

12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...

71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...

80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...

82. to carry on a broad and vigorous program of extracurricular activities and events for students...

84. to be organized for continuous short-, medium-, and long-range planning for the total institution...

85. to include local citizens in planning college programs that will affect the local community.

86. to excel in intercollegiate athletic competition...

88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...

89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...

90. to achieve consensus among people on the campus about the goals of the institution...

APPENDIX C

OBJECTIVES OF OKLAHOMA CITY UNIVERSITY

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The life of Oklahoma City University proceeds upon at least three assumptions: the total environment educates; a vital learning situation requires personal involvement; and, a religious dimension in human experience is inescapable.

The University stands in the historic tradition of United Methodist higher education which is Christian in motivation without being sectarian, dogmatic, or closed to non-Christian participation. It is free, experimental, and committed to social usefulness. It sees the individual as the primary focus of value.

The University seeks to provide for its students optimum conditions for the achievement of maturity--intellectual, ethical, social, aesthetic, and spiritual. As a frame of reference within which a student may achieve maturity, the University offers its general studies in humanities, art, social sciences, mathematics, science and pre-professional courses of study and preparation for professional careers in elementary and secondary education, business, music, and law.

As Oklahoma City's university, OCU serves the community by adding to the body of knowledge, sharing its culturally enriching experiences, extending opportunities for continuing education, applying its technical competence to local and world problems, and participating in the leadership of community affairs.

As Oklahoma's United Methodist institution of higher learning, it endeavors to support and enhance the educational program of the Church, not only in providing Christian higher education for young people, but also by providing continuing education for both lay and ministerial personnel through the Church Leadership Center.

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