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I am submitting herewith a dissertation written by Robert Michael O'Brien entitled "Goal Congruence in Four Church-Related Colleges." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

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GOAL CONGRUENCE IN FOUR CHURCH-RELATED COLLEGES



A Dissertation  
Presented for the  
Doctor of Education  
Degree  
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Robert Michael O'Brien

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## ABSTRACT

Purpose. The purposes of the study were: (1) to determine the degree of congruence between faculty members and administrators of selected United Methodist colleges with respect to the perceived and preferred importance given to ninety goal statements contained in the Institutional Goals Inventory; (2) to determine the degree of congruence within each of these groups with respect to the perceived and preferred importance given to the ninety goal statements; (3) to observe whether higher goal congruence existed in the colleges with stable or increasing enrollments; and (4) to observe agreements and differences in the goal structures of the four colleges.

Procedures. The study was conducted by sending Institutional Goals Inventory booklets to all full-time faculty members, presidents, academic deans, directors of development, deans of students, and business managers of four United Methodist colleges. The colleges were selected on the basis of enrollment patterns. Two of the institutions were selected because their enrollments had remained steady or had increased in recent years; the other two were selected because their enrollments had been declining in recent years. The questionnaire was distributed to a total population of 233 in the four institutions and was returned by 128 respondents.

As the booklets were returned, the ninety goal statements contained in the Institutional Goals Inventory were divided into twenty goal areas, and a mean score was calculated for faculty members and administrators for each goal area on both perceived

and preferred goals. The mean scores were then used to rank goal areas as perceived and preferred by faculty members and administrators, and the Spearman Rank-Order Correlation Coefficient test was applied. The .05 level of significance was used. In addition, discrepancies of five or more ranks on individual goal areas were noted.

Results. An analysis of the data indicated that administrators and faculty members were in basic agreement for both perceived and preferred goals in all four colleges. In addition, the perceived and preferred goal rankings by both administrators and faculty (within each group) were found to be congruent.

While all four colleges had significant goal congruence, both perceived and preferred, by both administrators and faculty, overall, there were fewer discrepancies on individual goal areas at the two institutions with stable enrollments (12 discrepancies) than at the two institutions with declining enrollments (33 discrepancies). Perceived goals for faculty and administrators (1 discrepancy for institutions with stable enrollments and 9 discrepancies for institutions with declining enrollments) and preferred goals for faculty (2 discrepancies for institutions with stable enrollments and 12 discrepancies for institutions with declining enrollments) accounted for most of the difference.

Administrators at the two institutions with stable enrollments agreed in giving Accountability/Efficiency much higher priority as a preferred goal than did their counterparts at the other two institutions. In addition, faculty members at the two

institutions with stable enrollments agreed in ranking Democratic Governance and Community much higher as perceived goals than did their counterparts at the other two institutions. Finally, fewer discrepancies were observed for Democratic Governance, Community, and Freedom at the two institutions with stable enrollments than at the other two institutions.

Conclusions. In general, there was adequate communication and mutual acceptance of goals by faculty members and administrators of the institutions studied. An emphasis on Accountability/Efficiency seems related to maintaining a healthy institution. In addition, developing a consensus over the place of Freedom, Democratic Governance, and Community seems related to maintaining a healthy institution. It was noted that Traditional Religiousness, as measured by the goal statements contained in the Institutional Goals Inventory, was not a substantial part of the program of any of the colleges studied. The expectation that higher goal congruence would be observed in the colleges with stable enrollments than in the two with declining enrollments was not supported by the study.

This study served as an inquiry into the perceived and preferred importance of goal statements contained in the Institutional Goals Inventory as viewed by the professional personnel of four United Methodist colleges. As a result of the study, several recommendations were made.

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## CHAPTER I

### INTRODUCTION

#### I. GENERAL INTRODUCTION

The church played an important role in the development of higher education in America. At least two factors account for the primacy of the church in education in early America. In the first place, the basic foundation and orientation of the entire intellectual life of the Colonial Americans was the Christian tradition. In addition, there were no other agencies sufficiently strong in the early days of the nation to enter the field of education.<sup>1</sup> It is not correct, however, to say that the church-related colleges of today stand in direct continuity with the colleges of the Colonial period<sup>2</sup> and that, since the church initiated higher education in this country, it somehow has a prima facie claim on contemporary higher education.

The colleges of the Colonial period were products of a societal effort to serve the welfare of the total community. Harvard College, for example was founded by Puritan Massachusetts on the assumption that the college would provide the state with competent rulers, the church with a learned clergy, and society with cultured men.<sup>3</sup> Thus, as Samuel Eliot

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<sup>1</sup>Myron F. Wicke, The Church-Related College, (Washington, D.C.: The Center for Applied Research in Education, 1964), p. 3.

<sup>2</sup>Charles S. McCoy, The Responsible Campus: Toward a New Identity for the Church-Related College, (Nashville: Board of Education, The United Methodist Church, 1972), p. 25.

<sup>3</sup>Frederich Rudolph, The American College and University: A History, (New York: Alfred A. Knopf, 1962), p. 6.

Morrison has said, "the two cardinal principles of English Puritanism which most profoundly affected the social development of New England and the United States were not religious tenets, but educational ideals: a learned clergy and a lettered people."<sup>4</sup> So Harvard, though founded by the Puritans, was not concerned to serve narrow, sectarian interests; it was committed to serve the interests of the whole society. Rudolph has written further that

Harvard, William and Mary, and Yale . . . were creatures as much of the state as of the established churches. . . . And whether they should be thought of as state colleges or church colleges is a problem in semantics that is perhaps best resolved by calling them state-church colleges.<sup>5</sup>

So it is apparent that these Colonial colleges were not founded to serve exclusively the interests of the church. Brubaker pointed out that the Colonial colleges were intended to be both theological seminaries and schools of higher learning for laymen.<sup>6</sup> The curricula of these early colleges were consistent with the broadly conceived functions which the founders envisioned for the colleges. Pattillo and MacKenzie pointed out, for example, that, while the founders of Harvard did have in mind education for the ministry, the curriculum of Harvard was based on the old tradition of liberal education and was intended for leaders in other fields in addition to the ministry.<sup>7</sup> These colleges assumed the broad

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<sup>4</sup>Samuel Eliot Morison, The Founding of Harvard College, (Cambridge: The Harvard University Press, 1935), p. 5. Quoted in Rudolph, Ibid.

<sup>5</sup>Rudolph, Ibid., p. 13.

<sup>6</sup>John S. Brubaker and Willys Rudy, Higher Education in Transition, (New York: Harper and Brothers, 1958), p. 6.

<sup>7</sup>Manning M. Pattillo and Donald M. MacKenzie, Church-Sponsored Higher Education in the United States: Report of the Danforth Commission, (Washington, D.C., 1966), p. 2.

responsibility which society placed upon them to develop a sense of unity, to advance learning, to support the state as an instructor in loyalty, citizenship, and in the dictates of conscience and faith.

The Colonial colleges, then, were founded for the public interest as it was then understood. They were to serve the common good. They were not founded to serve special interests but rather the purposes of the total community and society. They were both state and Christian colleges, but not church-related as the term came to be used in the nineteenth century.

Church-related colleges, as we know them today, derive from the proliferation of sectarian colleges in the nineteenth century. As the people of early America moved westward, so did the church. In a short time, for a variety of reasons, the churches began opening educational institutions, often calling them colleges when they were hardly more than small secondary schools.<sup>8</sup> No doubt, the Dartmouth College decision of 1819, which meant that charters granted to private colleges could not be usurped by state legislatures, encouraged churches to open colleges; but there were other reasons. There was much religious fervor in the nineteenth century. The missionary enterprise of the various denominations was at its zenith. Indeed, Kenneth Scott Latourette, the renowned Yale church historian, in his seven-volume History of the Expansion of Christianity, devoted two large volumes to the nineteenth century and appropriately named them "The Great Century."<sup>9</sup> The churches, particularly

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<sup>8</sup>Wicke, op. cit., p. 5.

<sup>9</sup>Kenneth Scott Latourette, A History of the Expansion of Christianity, (New York: Harper and Brothers, 1937-1945).

the Methodists and Baptists which at that time required little education for ordination, were active on the frontier. The frontier was seen as a great missionary challenge, and these two religious bodies, while evangelizing the frontier, also became active in the higher education enterprise on the frontier. As they became increasingly active, their need for ministers grew; and, in order to provide at least some minimal educational preparation, the denominations founded colleges to train ministers.

The nineteenth century saw the rise of a phenomenon paralleling the missionary zeal of the churches. It is likely that this phenomenon also provided much impetus to the missionary efforts of the churches. Its name was secularism. America, in the nineteenth century, was becoming industrialized, and many people were discovering that they could function very well without the tutelage of the church. This spirit was perceived as a threat by the church, which became determined to protect its members and their children from secularism and from secular colleges.<sup>10</sup> Often, church bodies referred to secular colleges as "godless" colleges.<sup>11</sup> An early "plan for erecting a college" in the Methodist tradition, cites a threefold purpose for the college: to nurture the preacher's sons and keep them from temptation while their fathers were riding the circuit, to take in poor orphans, and to receive the children of "our competent friends" who could pay for their education in an atmosphere where learning

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<sup>10</sup>Alexander W. Astin and Calvin B. T. Lee, The Invisible Colleges: A Profile of Small, Private Colleges with Limited Resources, (New York: McGraw-Hill Book Company, 1972), p. 15.

<sup>11</sup>Wicke, op. cit., p. 7.

and religion are partners.<sup>12</sup> These colleges were controlled in doctrine, moral precepts, and social outlook by a narrow sectarian ideology and were largely designed to protect students from the "dangers" of other educational environments by teaching the faith and morals acceptable to their constituency. From the "plan for erecting a college" the cardinal objective was to provide a Christian education for young people by means of instilling in their minds both wisdom and holiness to the end that they might become rational, Scriptural Christians.<sup>13</sup> The second catalogue of the Athens Female College, published in 1859, contained the following comments:

The college is located in the pleasant village of Athens; a village unsurpassed for its health, and for the intelligence and morality of its citizens. . . . The (religious) exercises of each day will be conducted by reading the Bible and prayer. Every pupil will be required to attend public worship, at least once on the Sabbath, at the church designated by the parent or guardian. . . . Young ladies boarding with the president cannot be allowed to visit, except among near relatives. Neither will any correspondence be allowed between them and gentlemen, unauthorized by their parents or guardians. We cannot hold ourselves responsible to parents unless their daughters are subjected to these regulations. . . . We urge upon parents the propriety of supplying their daughters with plain, substantial clothing, retaining all gaudy and costly decorations and jewelry at home. Such things are a source of great trouble to the Faculty and injury to the pupil.<sup>14</sup>

Many of these colleges were located in out-of-the-way places so as to minimize the likelihood of students becoming "contaminated" by outside influences. It has been said that Francis Asbury, an early Methodist

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<sup>12</sup>The History of American Methodism, (New York: Abingdon Press, 1964), Vol. I, p. 267.

<sup>13</sup>From the 1789 Discipline of the Methodist Church. Quoted in The History of American Methodism, loc. cit.

<sup>14</sup>Leroy A. Martin, A History of Tennessee Wesleyan College: 1857-1957, pp. 10 ff.

leader, had the uncanny ability of locating schools in the most inaccessible places so as to shield students from temptation.<sup>15</sup> However, this desire for protection from the world is not the only reason that so many of these church-related colleges were located off the main roads of America. Another reason, which also helps to explain their proliferation, is rooted in the pride, competitive spirit, and ambitions of frontier towns.<sup>16</sup> Local communities would compete for a college. If one town had a college, the next town would feel that it should have one, too. Consequently, it was not unusual for the same denomination to operate colleges in towns less than twenty miles apart.

In light of their avowed objectives, rigorous discipline, and sectarian interests, it is not surprising that the early church-related colleges were usually local in focus and isolated from general societal influences. While there can be no doubt that they played an important role in bringing a degree of culture and some civilizing influence to the American frontier, it is not difficult to see them encouraging an anti-intellectual climate in keeping with the emotional emphasis of revivalism and "heart religion" and contributing to a watering down of the educational criteria developed by the Colonial colleges. Jencks has suggested that, during the nineteenth century, a person's purity and orthodoxy were more important in getting a job in a college than was his erudition.<sup>17</sup> Philip Gleason has said that prior to

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<sup>15</sup>John O. Gross, Methodist Beginnings in Higher Education, (Nashville: Board of Education, The Methodist Church, 1959), p. 30. Quoted in Astin and Lee, op. cit., p. 17.

<sup>16</sup>Pattillo and Mackenzie, op. cit., p. 15.

<sup>17</sup>Christopher Jencks and David Riesman, The Academic Revolution, (New York: Doubleday and Company, 1968), p. 323.

the Civil War, the small church-related college was the standard institution of higher education in America. Such institutions, he suggested, were usually academically inferior, but took religion very seriously.<sup>18</sup> Wicke concurred when he suggested that all too often these early church-related colleges permitted religious enthusiasm to substitute for academic standards.<sup>19</sup>

A discussion of sectarian colleges of the nineteenth century is not complete without devoting some attention to the accomplishments of these colleges. Morison and Commager made the following comment about these institutions:

For an integrated education, one that cultivates manliness and makes gentlemen as well as scholars, one that disciplines the social affections and trains young men to faith in God, consideration for his fellow men, and respect for learning, America has never had the equal of her little hill-top colleges.<sup>20</sup>

Although this statement is probably somewhat romanticized, its achievement is that it points out that these colleges have had an impact for the good of many individuals.

Wicke suggested several positive accomplishments of the proliferation of church-related colleges in the nineteenth century. He mentioned that these colleges did spread educational opportunity throughout the nation. In addition, he pointed out that these colleges made some effort

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<sup>18</sup>Philip Gleason, "American Catholic Higher Education: A Historical Perspective," in Robert Hassenger (ed.), The Shape of Catholic Higher Education, (Chicago: The University of Chicago Press, 1967), p. 31.

<sup>19</sup>Wicke, op. cit., p. 8.

<sup>20</sup>Samuel Eliot Morison and Henry Steele Commager, The Growth of the American Republic, (New York: Oxford University Press, 1960). Quoted in Pattillo and Mackenzie, op. cit., p. 5.

to relate intelligence to religious aspirations and to the need for social reform in a nation in travail. Finally, he suggested that the development of these colleges continued a spirit of individual and group support for independent higher education.<sup>21</sup>

Many of the colleges founded in the nineteenth century did not survive. Frequently established for inadequate reasons, it has been estimated that as many as 80 percent of the colleges started during the nineteenth century closed before the end of that century.<sup>22</sup> Others find themselves in a crisis as they are threatened with the possibility of closing.

## II. THE PROBLEM

The crisis of the church-related college today is that its constituency of yesterday--those people who sought to avoid contamination from the world and who were likely to respond to the sectarian vision of the nineteenth century church-related college--is diminishing. The church college today finds itself caught between its sectarian past and its public present. Some tend to want to travel into the future while looking into a rear-view mirror. In short, the church-related college today is not sure how to cope with its past in light of the reality of the present,<sup>23</sup> and the net result is that it suffers from an identity

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<sup>21</sup>Wicke, op. cit., p. 9.

<sup>22</sup>Astin and Lee, op. cit., p. 22, Pattillo and Mackenzie, loc. cit., and Brubaker and Rudy, op. cit., p. 71.

<sup>23</sup>Richard W. Cain, "What are Appropriate Expressions of the Intent of the Church in Its Related Colleges?" The Church-Related College Today: Anachronism or Opportunity? Richard Bender (ed.), (Nashville: The General Board of Education of the United Methodist Church, 1971), p. 67.

crisis.<sup>24</sup> It is less sure where it is going that it once was. Its mission and goals are less clear than they were. This is a major problem confronting church-related colleges.

### III. PURPOSES OF THE STUDY

This study was concerned to provide an investigation into the goal structures of four United Methodist colleges in order to discern the extent to which clarity and agreement regarding institutional goals existed. Specifically, the purposes of the study were (1) to determine the degree of congruence between faculty members and administrators of selected United Methodist colleges with respect to the perceived and preferred importance each group gave to a series of goal statements contained in the Institutional Goals Inventory (IGI); (2) to determine the degree of congruence within each of these groups with respect to the perceived and preferred importance each group gave to these goal statements; (3) to observe whether higher goal congruence existed in the colleges with stable or increasing enrollments; and (4) to observe agreements and differences in the goal structures of the colleges.

Related to the purposes of the study was an investigation of the following questions:

1. Were administrators and faculty members of the colleges selected for the study in basic agreement over the order of the perceived and preferred goals of the colleges?
2. Was there goal congruence within each of the groups with respect to the order of perceived and preferred importance of goals?

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<sup>24</sup>For a thorough discussion of the identity crisis of church-related colleges, see McCoy, loc. cit.

3. Did higher goal congruence exist in the colleges with stable or increasing enrollments than in those colleges with decreasing enrollments?

4. What similarities and differences existed in the goal structures of the colleges with stable or increasing enrollments and in the goal structures of the colleges with decreasing enrollments?

#### IV. IMPORTANCE OF THE STUDY

If higher goal congruence were shown to exist in the colleges with stable or increasing enrollments and lower goal congruence in the others, United Methodist colleges (and other church-related colleges) might be assisted by the study in addressing the necessity of determining their goals and moving in a unified way as institutions toward those goals. By identifying valued and inconsequential goals, an institution is able to plan effective programs for achieving those goals that are desired. In addition, by undergoing an analysis of institutional goals which clarify not only where a college is but also where its constituents would like for it to be in the future, discrepancies may be uncovered and appropriate steps taken to rectify programs which are presently aimed in the wrong direction. Moreover, a study which includes input from the various constituencies of an institution permits comparisons of the goals and values of the groups studied. Through this comparison, areas of conflict or potential difficulty may be emphasized and evaluated for remedial action. Finally, if there is no apparent relationship between high goal congruence and institutional health, these colleges might look elsewhere for insights regarding institutional health or lack thereof.

## V. ASSUMPTIONS

The basic assumptions related to this study were:

1. United Methodist colleges have a place in the higher education enterprise of the United States.
2. The nature of a college's goals is illuminated by the responses of persons to a series of goal statements appropriate to institutions of higher education.
3. Private institutions, whose income is based largely on revenue derived from tuition and fees, which are experiencing decreases in enrollment are experiencing operating deficits as well as program and personnel reductions.

## VI. LIMITATIONS AND DELIMITATIONS

The limitations and delimitations of the study were:

1. The study did not address such factors as faculty strength, the number of institutions in a given area, the quality of college programs, and the ability of college personnel to attract and manage resources, all of which might have an impact on institutional health.
2. The investigation was delimited to the study of a sample of four United Methodist colleges.
3. Since the study was delimited to four institutions, which is too small a sample of the approximately 60 colleges in the population from which the sample was drawn, strict statistical inferences could not be drawn.
4. In order to be generally adaptable, the Institutional Goals Inventory (IGI) does not provide specific behavioral objectives. This

limitation to its usefulness must be accepted by those desiring to use it to conduct research.

## VII. DEFINITION OF TERMS

Congruence. The term "congruence" refers to the extent of agreement on perceived and preferred goals by administrators and faculty members and between these groups. A high correlation coefficient and the absence of discrepancies in the rank order of goals suggests high congruence; a low correlation coefficient and the presence of discrepancies suggests low congruence.

Discrepancy. The term "discrepancy" is used to denote a variation of five or more ranks on an individual goal statement contained in the Institutional Goals Inventory (IGI).

Goals. The term "goals" is used interchangeably with institutional objectives and purposes to refer to what the institution is attempting to achieve.

IGI. The Institutional Goals Inventory (IGI) was the instrument used to determine goal structures in the colleges studied.

Institutional health. "Institutional health" refers to the state of the college as determined by enrollment patterns. Increasing enrollment suggests the absence of such indices of distress as operating deficits and program and personnel reductions and the presence of good health. Decreasing enrollment suggests the presence of these indices and the absence of good health. This latter condition is referred to in the study both as "unhealthy" and "poor health."

Perceived importance. "Perceived importance" refers to the emphasis which had been given to a particular goal as viewed by faculty

members and administrators of the United Methodist college studied.

Preferred importance. "Preferred importance" refers to the emphasis which should be given to a particular goal as viewed by faculty members and administrators of the United Methodist colleges studied.

United Methodist college. "United Methodist college" refers to a coeducational college related to the United Methodist Church which offers a bachelor's degree and has traditionally served a predominately white constituency. In recent years, it has been open to persons of all races.

#### VIII. PROCEDURES

The study was conducted by sending IGI booklets (Appendix A) to all full-time faculty members, presidents, academic deans, directors of development, deans of students, and business managers of four United Methodist colleges. The colleges were selected on the basis of enrollment patterns. Institutions A and B were selected because their enrollments had remained steady or had increased in recent years. Institutions C and D were selected because their enrollments had been declining in recent years. Information on enrollment in United Methodist colleges was obtained from the Board of Higher Education and Ministry of the United Methodist Church. Stability in enrollment suggests a presence of institutional good health, while decreasing enrollments suggests institutional poor health.

Dr. Ralph Tanner, Consultant for Colleges and Schools for the Board of Higher Education and Ministry of the United Methodist Church, provided a letter of introduction to the presidents of the colleges which

were selected for the study. The Institutional Goals Inventory (IGI) was administered by mail to faculty members and appropriate administrators in the four colleges selected. Two weeks after the instruments were sent, a follow-up post card was sent encouraging the participants to complete and return the IGI. (See Appendix A for instrument and Appendix B for letters of transmittal.) Then, two weeks after the post card was sent, an additional note was sent to the administrators of two of the colleges urging them to complete and return the instrument.

As the booklets were returned, the 90 statements were divided into 20 goal areas (ten statements were not included in any goal area) by utilizing a Guide for Using the Institutional Goals Inventory<sup>25</sup> and a mean score was calculated for faculty members and administrators for each goal area on both perceived and preferred goals. Since the instrument provided a five-point Likert-type scale, the mean scores were then used to rank goal areas as perceived and preferred by faculty members and administrators, and the Spearman Rank-Order Correlation Coefficient test was applied. The .05 level of significance was used. Discrepancies of five or more ranks on individual goal areas were identified and discussed.

#### X. THE INSTITUTIONAL GOALS INVENTORY

The IGI was developed by the Educational Testing Service in 1972. It was used on all institutions of higher education in the state of California in 1972 in conjunction with a review of the Master Plan for

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<sup>25</sup>Richard E. Peterson and Norman P. Uhl, Formulating College and University Goals: A Guide for Using the Institutional Goals Inventory, (Princeton: Educational Testing Service, 1977).

Higher Education jointly sponsored by the California legislature and the Educational Testing Service. Between 1972 and 1977, it was used by approximately 350 institutions. While its test-retest reliability has not yet been calculated because of lack of the necessary data, its reliability with respect to internal consistency, that is, whether the statements that comprise a given goal area all measure a group's current perceptions or value opinions (preferred goals) of that goal area, has been measured.<sup>26</sup> In addition, the instrument has been validated, that is, it has been tested to see if it measures what it purports to measure. In measuring convergent validity, Peterson and Uhl found that only Accountability/Efficiency between community and students with an  $r$  of .07 was not significant at the .01 level. Hence the  $r$  values of 19 of the 20 goal areas for the various groupings were significant at the .01 level.<sup>27</sup>

The IGI was used in conducting this research because it had been validated, had been partially tested for reliability, and had been widely used as an instrument for measuring institutional goals of colleges and universities, both public and private. In addition, it is more specific than other instruments which have been developed.<sup>28</sup>

## XI. ORGANIZATION OF THE STUDY

Chapter I contains the introduction to the study, a statement of

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<sup>26</sup>Ibid., pp. 47 ff. The researcher has learned from a telephone conversation with Uhl that the instrument as of this writing has yet to be tested for its test-retest reliability.

<sup>27</sup>Ibid., pp. 57 ff.

<sup>28</sup>See, for example, the instrument developed by Edward Gross and Paul V. Grambsch, University Goals and Academic Power, (Washington, D.C.: American Council on Education, 1968), pp. 13 ff.

the problem, the purposes, the importance of the study, the basic assumptions, the limitations and delimitations, definition of terms, procedures, a discussion of the research instrument, and the organization of the study.

Chapter II contains a review of the related literature.

Chapter III presents the data collected for the study and an analysis of these data.

Chapter IV contains the summary of the study, the conclusions reached, and recommendations.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. INTRODUCTION

A major problem facing church-related colleges is determining their proper role in the milieu of higher education in America. While this is true for institutions in the public sector as well, it is of critical importance to private institutions, which do not receive a financial foundation for their programs from public funds. Many of these institutions are struggling to survive. This chapter examines the promise and burden of private colleges, the concept of organizational goals, the uses of institutional goals, goal congruence and incongruence, the responsibility of leadership vis-a-vis institutional goals, and other research studies into institutional goals in higher education.

#### II. THE PROMISE AND BURDEN OF PRIVATE COLLEGES

Private colleges have played a unique role in American society. Clark Kerr stated in his preface to a Carnegie Commission study:

. . . It is extremely important to pursue and strengthen private institutions of higher education in the United States. It is in the private universities and liberal arts colleges that innovative and imaginative approaches to higher education are most likely to be found. The greater freedom of private institutions from political interference helps to preserve academic freedom in the public institutions. And the competition of private institutions helps to improve the quality of education in the public institutions. I am convinced that the quality of education in many of our public institutions of higher education would be much lower than it is today if they were not seeking to model their programs after those in the best of the private institutions, and to attract and retain faculty members who would be loath to be

associated with public institutions if their quality were distinctly inferior to that of the private institutions.<sup>29</sup>

Kerr, then, stated that the private colleges should be preserved and strengthened for academic, experimental, and political reasons. These might be amplified as follows:

1. To say that private institutions should survive for academic reasons is to suggest that the mission of private, liberal arts colleges historically has been to maintain the possibility of a humane and humanizing tradition in America. It suggests that they exist to ensure the rearing of self-critical and socially and politically informed citizens in each generation and to counter the decline of diversity which tends to characterize monolithic institutions.

There is not universal agreement with this contention. Benezet questioned whether private institutions really have a corner on academic excellence and whether they really are so different from public institutions.<sup>30</sup> He suggested that it is unrealistic to think of the private sector as having a corner on academic excellence, pointing out that, while certain capstone private institutions are of high quality, so are certain capstone public institutions. Moreover, he suggested that private and public institutions are growing more alike and that the argument for diversity might be found more in freedom to be different than in its day-to-day demonstration.

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<sup>29</sup>Clark Kerr, "Preface," in Earl F. Cheit, The New Depression in Higher Education, (New York: McGraw-Hill Book Company, 1971), pp. xi f.

<sup>30</sup>Louis T. Benezet, "Private Higher Education: What Price Diversity?" in Educational Record, Vol. 58, No. 2 (Spring, 1977), pp. 210 ff. and pp. 213 f.

2. Private colleges have done much to shape higher education. They are largely free from the restraints under which large public institutions, which must be responsive to legislative approval, must function. Private colleges are, therefore, freer to experiment and attempt innovative approaches to teaching and learning.

3. Criticism is built into the fabric of our government. The law, the church, the school, and the press are granted special immunities from the restraints normally exercised by the state. They exist, in part, to be critics of the state, for the sake of the well-being of the state. It is here that private colleges and universities can render a service they alone, it may be, are capable of rendering--that of carrying out fully their critical role in the development of social policy.

If these reasons why private colleges should survive are indicative of the promise of such institutions, then they suggest that it is in the country's own best interest, whether it recognizes it or not, to preserve and strengthen its private institutions. It is to a discussion of the financial and related burdens of private institutions that we now turn.

It is widely recognized that financing higher education has become a major problem in recent years. While costs of education have risen in response to demands on post-secondary educational institutions for more service, greater access, higher quality, and academic innovations, sources of revenue are growing at a decreasing rate. Colleges and universities not only suffer, as everyone does, from inflation; they also suffer from government policies used to fight inflation. The policy most widely advocated today to fight inflation at the federal level is

for the government to spend less money. Hence, while the cost of higher education is increasing, federal support for higher education is not increasing at comparable rate. To this is added a further financial burden incurred as a result of having overbuilt facilities in the fifties and sixties in anticipation of a steady increase of students. This is to say that some poor planning by institutions has brought about part of the financial crisis being felt today. The pool of college-aged students is not growing as was expected in earlier days, and the percentage of those in the pool who plan to go to college is not as high as it once was. As a result of all this, there is a financial crisis facing higher education, and both the public and the private sectors are being adversely affected by it.<sup>31</sup>

The interest of this section of the present study is with the effect of the financial crisis on private higher education. It is generally recognized that there is a higher percentage of private, liberal arts institutions in financial trouble than public, comprehensive institutions. Why is this?

Private colleges and universities depend on four sources for most of their income: tuition and fees, federal and state support, private gifts, and endowment income. All of these sources are dwindling or increasing at a decreasing rate; and, as they do so, the financial situation of private colleges correspondingly deteriorates.

Fewer students are going to private institutions. As inflation hits the pocketbooks of parents, they are increasingly less inclined and

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<sup>31</sup>More Than Survival: Prospects for Higher Education in a Period of Uncertainty, Carnegie Foundation for the Advancement of Teaching, (San Francisco: Jossey-Bass Publishers, 1975), p. 1.

less able to support public education, on the one hand, through paying taxes and then, on the other hand, to pay the cost of private education for their children. Thus, parents are reluctant to send their children to private colleges and universities. Couple with this the proliferation of public institutions, by means of the community college movement, and the plight of private colleges becomes even more desperate. Once it was private colleges, which were located in countless county seat towns, that brought the opportunity of a college education to those who were not able or inclined to go to a university in a metropolitan area. Now the state has extended its educational arm into what was the domain of the private sector. Private institutions, consequently, find it difficult to compete for students who have the choice of paying the higher tuition of the private institution or the lower tuition of a public institution when both are now geographically accessible to most students. The net effect of the inability of the private sector to compete as it once did with the public sector is that fewer students are going to private colleges; and as enrollments in many of these colleges decline, their primary source of income (revenue from tuition and fees) is depleted.

A second and substantial source of income for private institutions is from the federal and state governments. State and federal agencies have been generous with private institutions, which have benefited from federal funds by means of veterans utilizing their benefits under the G.I. Bill of Rights, Basic and Supplemental Educational Opportunity Grants, federal loans on buildings, College Work-Study Program, and state tuition-grant programs. These funds have helped to ease the financial burden of private institutions, which, without these resources, would be suffering even more.

A third source of income for private colleges is from gifts and grants. As inflation tightens the flow of money, as changes in tax laws occur, and as public institutions become increasingly active in the pursuit of gifts and grants, this income source tends to be depleted, thus reducing an important source of income for private institutions.

Finally, private colleges rely on income generated from endowment funds to help meet costs. This source of income is decreasing for at least two reasons. First, endowment income, to a great extent is dependent upon stock market conditions; and as the market fluctuates and declines, so does income which has been invested from an institution's endowment. Second, many private schools, in order to meet operating expenses and pay debts, have turned to their endowments and started borrowing from them. Rarely, however, do schools repay their endowment, and the result is that it becomes depleted or so seriously drained as not to be able to yield any significant return because of the dwindling size of the principal.

This is all to say that three of the sources of income for private institutions no longer produce as they once did. Consequently, many private schools have closed and the survival of others is in jeopardy. Most private colleges, accordingly, find themselves having to cope with a financial crisis. But that is only part of the problem facing church-related colleges.

Chapter I contained a discussion of the church-related college finding itself caught between its sectarian past and its public present; that is, of finding that its constituency of yesterday--those people who sought to avoid contamination from the world and who were likely to respond to the narrow sectarian vision of the nineteenth century

church-related college--is diminishing. It tends to want to travel forward while looking backward, and the net result is that it suffers from an identity crisis.<sup>32</sup>

Much has been written about the identity crisis as it focuses on the psychological growth of individuals; but the concept may also apply to social entities such as movements, organizations and nations. Eric Erickson has spoken of a sense of identity as "the accrued confidence that the inner sameness and continuity prepared in the past are matched by the sameness and continuity of one's meaning for others, as evidenced in the tangible promise of a 'career'."<sup>33</sup> He went on to contrast identity with role confusion, which threatens a loss of identity and produces an identity crisis. Erickson also applied this kind of crisis to a social entity when he suggested that "a nation's identity is derived from the ways in which history has, as it were, counterpointed certain opposite potentialities; the ways in which it lifts this counterpoint to a unique style of civilization, or lets it disintegrate into mere contradiction."<sup>34</sup>

A sense of identity, then, for a social entity derives from the ability to place the past, with its commitments, actions, and responses into continuity with the roles and functions the present calls forth and with the purposes and expectations that are the meaningful presence of the future. When the present and the past come into conflict, and when possibilities cannot be integrated into a career projecting into the future,

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<sup>32</sup>McCoy, loc. cit.

<sup>33</sup>Eric H. Erickson, Childhood and Society, Second Edition, (New York: W. W. Norton and Company, 1963), pp. 261 f.

<sup>34</sup>Ibid., p. 285.

then there is a crisis of identity. For the church-related college of today, the purposes it finds itself serving in the present and the roles it feels compelled to fulfill--insofar as its sectarian past continues to exert pull on it through the vivid memories of many members of controlling and funding bodies--creates tension, and those colleges which have not resolved this tension in some satisfactory manner are undergoing an identity crisis.<sup>35</sup> The necessity of adapting to a changing situation is addressed in the following section.

### III. THE CONCEPT OF ORGANIZATIONAL GOALS

The goals of an institution can have different meanings and uses in different campus situations, but their basic importance resides in their use as principles of fundamental institutional policy. An organization's concept of its goals represents its self-understanding and its philosophy and reason for being. An institution's goal concept is an expression of what the institution stands for<sup>36</sup> and what its values are.<sup>37</sup> Indeed, goals are definitive of any organization.<sup>38</sup>

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<sup>35</sup>McCoy, op. cit., pp. 32-43. The discussion on the identity crisis of church-related colleges contained herein is indebted to McCoy's discussion and analysis.

<sup>36</sup>Peterson and Uhl, op. cit., p. 3.

<sup>37</sup>Clifton Conrad, "University Goals: An Operative Approach," Journal of Higher Education, 45 (October, 1974), p. 505.

<sup>38</sup>J. Victor Baldridge and Terrence E. Deal, "Change Processes in Educational Organizations," in Gary L. Riley and J. Victor Baldridge (eds.), Governing Academic Organizations, (Berkeley: McCutchan Publishing Corporation, 1977), p. 88.

The goals of academic organizations are probably more ambiguous than are the goals of other types of organizations.<sup>39</sup> Business firms are concerned with making a profit; hospitals exist to try to cure sick people; government agencies perform tasks specified by law; and prisons attempt to incarcerate and rehabilitate. These kinds of institutions seem to know better where they are going, though the extent of goal clarity even in these organizations should not be overstated.<sup>40</sup> The goals of these organizations would probably vary depending on with whom one speaks within the organization. To the finance department, it might be to balance the budget; to an executive, it might be to gain a larger stock option, and so forth. Goals of academic organizations are therefore, more ambiguous than are goals of other kinds of institutions; but this does not mean that they cannot be identified and analyzed.

Etzioni suggested that organizational goals may be identified by using the participants in the organization as informants. It is important, he points out, to distinguish the personal goals of participants from the goals of the collectivity.<sup>41</sup> In addition, Etzioni suggested, it is important to recognize that outcome or output--goals suggesting the concern to show a tangible product for the labors of the organization--are no more important than are the process and support

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<sup>39</sup>J. Victor Baldrige, David V. Curtis, et al. Policy Making and Effective Leadership, (San Francisco: Jossey-Bass Publishers, 1978), pp. 20 f.

<sup>40</sup>Amitai Etzioni, Modern Organizations, (Englewood Cliffs, N.J.: Prentice-Hall, 1964), p. 6.

<sup>41</sup>Ibid. This concern was addressed in the present study by utilizing a research instrument which permitted participants to indicate both what institutional goals are and what they should be.

activities related to the achieving the desired outcomes.<sup>42</sup> A bank, for example, that pays all its attention to making money and ignores the morale of the employees may find that staff dissatisfaction expresses itself in poor work by the clerks which in turn results in decreased efficiency. Agreeing with Etzioni, Argyris suggested that organizational effectiveness should be thought of not only in terms of end products, but also in terms of the processes by which the end products come to be.<sup>43</sup> Gross and Grambsch<sup>44</sup> and Cartwright and Zander<sup>45</sup> went a step beyond Etzioni and Argyris in their contention that activities concerned with support or the process of achieving output goals should actually be considered organizational goals in themselves. They pointed out that a good part of any organization's energies is spent on activities that do not contribute directly to output goal attainment but rather is concerned with maintaining the system itself; and this is as it should be. These activities relating to process and support are essential to the healthy functioning of the organization. Hence, means must become ends. Organizational dysfunction occurs only when nonoutput goals are substituted for

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<sup>42</sup>Ibid., p. 17.

<sup>43</sup>Chris Argyris, "Organizational Leadership," Leadership and Interpersonal Behavior, (New York: Holt, Rinehart, and Winston, 1961), pp. 323 ff.

<sup>44</sup>Edward Gross and Paul V. Grambsch, University Goals and Academic Power, op. cit., pp. 7 ff. and Edward Gross and Paul V. Grambsch, Changes in University Organizations, 1964-1971, (New York: McGraw-Hill Book Company, 1974), pp. 13 ff.

<sup>45</sup>Dorwin Cartwright and Alvin Zander, "Leadership and Group Performance," Group Dynamics Research and Theory, (Evanston: Row, Peterson, and Co., 1960), p. 496.

output goals to the extent that a sizable number of persons devote themselves only to nonoutput goals.<sup>46</sup>

In attempting to identify and analyze institutional goals, a distinction must be made between "official" goals--the general purposes of any organization as expressed in its charter, annual reports, and public statements by key executives<sup>47</sup>--and "operative" or "real" goals--the ends sought through the recurring activities of an organization which emerge out of the daily decisions as to what is to be done and how it is to be done.<sup>48</sup> That is, when conflict over goals occurs, clear priority is given to those goals toward which a substantial amount of the organization's means and the major organizational commitments are directed.<sup>49</sup> Hence, what an organization says its goals are is not as important as what it communicates about its goals by its priorities in the allocation of resources.<sup>50</sup> Etzioni suggested that these "operative" or "real" goals might be discovered by studying minutes of organizational board meetings, and analyzing the division of labor of the organization, its flow of work, and its allocation of resources as reflected in its budget. By having access to and examining this kind of information, some understanding of the organization's actual orientation to a future state of affairs can be

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<sup>46</sup>Gross and Grambsch, University Goals and Academic Power, op. cit., p. 10. Approximately one-half of the goal statements in the Institutional Goals Inventory are considered process goals.

<sup>47</sup>Charles Perrow, "The Analysis of Goals in Complex Organizations," American Sociological Review, 26 (December, 1961), p. 855. Quoted in Gross and Grambsch, Changes in University Organizations, 1964-1971, op. cit., p. 18.

<sup>48</sup>Conrad, op. cit., p. 506.

<sup>49</sup>Etzioni, op. cit., p. 7.

<sup>50</sup>Gerald Hage and Michael Aiken, Social Change in Complex Organizations, (New York: Randon House, 1970), p. 126.

illuminated.<sup>51</sup> In the absence of the availability of such data, it becomes necessary to rely upon such information as can be solicited from the organization's participants about the commitments of the organization.

Frequently, goals of organizations must shift if the organization is to survive.<sup>52</sup> When an organization achieves its old goals or discovers that they cannot be attained, if it is to survive as an organization, it must find new goals.<sup>53</sup> The key to organizational vitality, and sometimes survival, is for the organization to come to terms with the environment in which it functions. Consequently, when environmental change occurs, the organization must read the new environment accurately and respond to it with adequate speed to avoid extinction.<sup>54</sup> The organization which is determined to maintain its original goals in uncompromising purity risks becoming ineffective or extinct.<sup>55</sup> Luria and Luria used the term "plasticity" to describe the proper relationship between an academic organization and its environment.<sup>56</sup> Drawing on the analogy of biological evolution, they pointed out that what survives is what remains fit over

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<sup>51</sup> Etzioni, op. cit., p. 6.

<sup>52</sup> Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations, (New York: John Wiley and Sons, 1978), p. 484. See also Carnegie Foundation for the Advancement of Teaching, More Than Survival: Prospects for Higher Education in a Period of Uncertainty, op. cit., p. 105.

<sup>53</sup> Etzioni, op. cit., p. 13.

<sup>54</sup> James D. Thompson and William J. McEwan, "Organizational Goals and Environment: Goal Setting as an Interaction Process," American Sociological Review, 23 (February, 1958), p. 29.

<sup>55</sup> Katz and Kahn, loc. cit.

<sup>56</sup> S. E. Luria and Zella Luria, "The Role of the University: Ivory Tower, Service Station, or Frontier Post?" Daedalus, 99 (Winter, 1970), pp. 77 f.

long periods of time in the midst of change. Those organisms that are adaptable, that is, possess the attribute of plasticity, survive, and those that do not falter in the evolutionary process. By plasticity, the authors meant "a creative sensitivity and responsiveness to changing environmental conditions."<sup>57</sup> To the extent that the biological analogy is appropriate to a discussion of an academic organization, it follows that those institutions which are adaptable, that is, possess plasticity, will survive, and those that hold rigidly and uncritically to goals and structures reflecting society as it was evolving in an earlier time will falter.<sup>58</sup>

#### IV. THE USES OF INSTITUTIONAL GOALS

Goals serve a variety of purposes in an organization. Carefully defined institutional goals make possible the manifestation of basic assumptions, values, and aspirations into meaningful and coherent policies and guidelines which provide a foundation on which coherent decisions can be made. Without institutional goals individuals do not know what is expected of them, nor is meaningful evaluation possible.<sup>59</sup> Goals provide a sense of orientation and direction to the organization and thereby set down guidelines for organizational activities.<sup>60</sup> In addition, the presence of goals constitutes a source of legitimacy which justifies the

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<sup>57</sup> Ibid., p. 78.

<sup>58</sup> Chester I. Barnard, The Functions of the Executive, (Cambridge: Harvard University Press, 1938), pp. 89 ff.

<sup>59</sup> Pattillo and MacKenzie, op. cit., p. 71.

<sup>60</sup> Etzioni, op. cit., p. 5.

activities of the organization.<sup>61</sup> Further, goals define organizational needs and priorities.<sup>62</sup> They serve as standards by which members of the organization and outsiders can assess the success, that is, the effectiveness and efficiency, of an organization.<sup>63</sup> Finally, goals define the nature of the relationship between the organization and society; that is, they define its clientele.<sup>64</sup> It is also important to realize in this regard that carefully defined institutional goals tend to restrain institutional freedom. When an institution states through its words and actions that it aspires to accomplish certain objectives, and it will take certain courses of action in order to achieve these objectives, it precludes other courses of action. This is to say that goals mold an organization. They demand that certain things be done and discourage a posture that would assume the possibility of being all things to all people.<sup>65</sup>

## V. GOAL CONGRUENCE AND INCONGRUENCE

Goal congruence refers to the degree of agreement on a campus with respect to the emphasis constituents of the campus perceive the institution to place on institutional goals and on the preference the various constituents give to the goals. The lack of agreement is goal incongruence. If there is general agreement on a campus that a particular goal is important

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<sup>61</sup>Ibid.

<sup>62</sup>Conrad, op. cit., p. 505.

<sup>63</sup>Etzioni, loc. cit. See also Clark Kerr, "Governance and Functions," Daedalus, 99 (Winter, 1977), p. 121.

<sup>64</sup>Conrad, loc. cit.

<sup>65</sup>Pattillo and MacKenzie, loc. cit.

and is receiving the kind of emphasis it should, then the inference can be made that there is an absence of basic conflict over that goal. If, on the other hand, constituents of a campus should report that a goal receives great emphasis but they feel that it should receive less emphasis, then potential for conflict exists over that goal. The same thing is true, of course, if a goal is ranked as receiving low emphasis, but there are strong feelings that it should be ranked very high.<sup>66</sup>

Most people in academic organizations recognize the need to affirm the value of general consensus on the campus with respect to basic institutional goals.<sup>67</sup> Institutions aware of serious internal conflicts about campus goals usually recognize the need to resolve those conflicts and, in the process, to reach a working consensus about the broad goals of the institution and their relative priority. When they fail to recognize the need to come to basic agreement--not to say down-the-line conformity--they run the risk of experiencing inordinate personnel turnover, considerable internal debate and possible friction, and general instability.<sup>68</sup> Bass observed that "(group) attractiveness is likely to be greater in groups where members share the same goals. . . . Attractiveness is less when members vary or are in conflict concerning the aims of the group."<sup>69</sup>

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<sup>66</sup>Gross and Grambsch, Changes in University Organizations, 1964-1971, op. cit., pp. 62 f.

<sup>67</sup>Peterson and Uhl, Formulating College and University Goals, op. cit., p. 4.

<sup>68</sup>Gross and Grambsch, Changes in University Organization, 1964-1971, op. cit., p. 63.

<sup>69</sup>Bernard M. Bass, Leadership, Psychology, and Organizational Behavior, (New York: Harper and Brothers, 1960), p. 68.

Maccoby suggested that a group is likely to increase in effectiveness, and consequently be more attractive, if each member sees, accepts and shares a set of goals in common with the others.<sup>70</sup> It would seem to follow that as group attractiveness and effectiveness decrease, the group will become a less stable and desirable entity with which to be identified.

## VI. THE RESPONSIBILITY OF LEADERSHIP

It is sometimes said that higher education as a whole does not seem to know where it is going; and, as a result of this lack of a sense of shared direction, leadership is needed.<sup>71</sup> Howe suggested that the problem of a lack of clarity regarding the direction of higher education in America is rooted in the current situation in which Americans have fewer shared purposes, more contending groups, and a less clear understanding of where we are heading than we did a few years ago.<sup>72</sup> The fog that has settled over American higher education, Howe said, is part and parcel of the fog that has settled over American society itself. Howe was convinced that leadership is possible and badly needed.

Most writers seem to agree that there is one common quality that effective leaders have; vision. Howe observed that "the leader's task is

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<sup>70</sup>N. Maccoby, "Research Findings on Productivity, Supervision, and Morale," Research on Human Relations in Administration, (Ann Arbor: University of Michigan, Institute for Social Research, 1949). Referred to in Bass, Ibid., p. 69.

<sup>71</sup>Terry Sanford, "Cooperative Leadership," Leadership for Higher Education, Roger Heyns (ed.), (Washington, D.C.: American Council on Education, 1977), p. 12.

<sup>72</sup>Harold Howe II, "The President's Role," Leadership for Higher Education, Roger Heyns (ed.), (Washington, D.C.: American Council on Education, 1977), p. 18.

to hold before all persons connected with the institution some vision of what its mission is and how the institution can perform it more effectively."<sup>73</sup> In concert with Howe, Hesburgh also suggested that a leader must have a personal vision of where he or she wants to lead. It is the responsibility of the effective college or university president to communicate clearly to faculty members, who alone can materialize his dream, where the institution is and should be heading.<sup>74</sup> Hesburgh recognized the reality that an academic organization moves more by consensus than by presidential edict and that leadership requires not only vision, but also the capacity to see, recognize, and adapt to change. He observed:

(The president) must find a theme of unity in (the faculty's) diversity. He must inspire them, challenge them, question them, reason with them, occasionally say "no" to them, but, above all, he must persuade them to give their best talents and their most creative efforts to the realization of their educational efforts. This assumes, of course, that the president does have a clear vision for the institution, a vision that is educationally sound and integral, given the available resources. Whatever else he is clear and enthusiastic about, the president must most of all elaborate his specific vision, rethink it as times change, perfect it as he learns from experience or develops new resources. He may be the best administrator in the world, but without a clear vision, he is leading nowhere. . . . Each president will have his own style; but beyond all style must be substance. If a president cannot intelligently discuss education with his faculty, nothing else he discusses will matter. He will simply lose the faculty, and he will be unable to lead them anywhere.<sup>75</sup>

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<sup>73</sup>Ibid., p. 21.

<sup>74</sup>Theodore M. Hesburgh, "The Presidency: A Personalist Manifesto," Leadership in Higher Education, Roger Heyns (ed.), (Washington, D.C.: American Council on Education, 1977), p. 18.

<sup>75</sup>Ibid., p. 8.

Bennis<sup>76</sup> and Hesburgh<sup>77</sup> agreed that, in order to maximize his effectiveness, a leader must develop around him an executive team consisting of people who share the leader's vision and will help in achieving it by giving direction to the leader's office and by assuming whatever responsibility he delegates to them. Bennis suggested that, by creating an executive team, the leader might be freed to conceptualize long-range planning.<sup>78</sup> Capen, agreeing with this, said the leader must "busy himself in the grand plan of his institution's future."<sup>79</sup> McConnell suggested that failure to do this is one of the principal defaults of leadership.<sup>80</sup> In addition, he stated that every administrative act, every organizational structure, and every program should be tested by its relevance to these agreed upon goals.

Richman and Farmer, urging prospective goal-setters to be aware of the necessity in an academic organization of achieving a broad consensus on goals, issued a word of caution in the establishing of goals. They asserted that the goals selected must not cause withdrawals of too many clients, supporters, students, or professors or otherwise to be rejected by significant groups.<sup>81</sup> Hence, the need for permitting the various

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<sup>76</sup>Warren Bennis, The Unconscious Conspiracy: Why Leaders Can't Lead, (New York: AMACOM, 1976), p. 160.

<sup>77</sup>Hesburgh, op. cit., p. 4.                      <sup>78</sup>Bennis, op. cit., p. 4.

<sup>79</sup>Samuel P. Capen, The Management of Universities, (Buffalo: Steward and Foster, 1953), p. 69.

<sup>80</sup>T. R. McConnell, "The Function of Leadership in Academic Institutions," Educational Record, 49 (Spring, 1968), p. 150.

<sup>81</sup>Barry M. Richman and Richard N. Farmer, Leadership, Goals, and Power in Higher Education, (San Francisco: Jossey-Bass Publishers, 1976), p. 137.

constituencies to buy into the goal structure is clear. The peril of not doing so is also clear.

## VII. OTHER STUDIES ON INSTITUTIONAL GOALS

### Gross and Grambsch Studies<sup>82</sup>

Edward Gross and Paul Grambsch undertook a study in 1964 whose purpose was threefold. First, they focused on the perceptions of university administrators as to what the goals of the university were, what the goals should have been, and what persons or groups in the university were in a position to exercise real power. They also examined the views of faculty members on these questions in order to test the validity of the commonly accepted notion that faculty members and administrators, having different points of view, also have different values and different views on the university goal system and that, consequently, the decision-making power of a centralized administration has an adverse influence on the university. Second, the researchers sought to learn how the power structure of a university is related to its goal emphases and to the values its leading personnel place on goals. Finally, Gross and Grambsch compared faculty members and administrators to learn how they differed in their views of what the goals of the university were and should have been.

Gross and Grambsch used an inventory consisting of a list of 47 goal statements, which was mailed to appropriate persons, including

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<sup>82</sup>Gross and Grambsch, University Goals and Academic Power, op. cit. For a discussion of this study, see Richman and Farmer, op. cit., pp. 96 ff. and Peterson and Uhl, op. cit., pp. 3 f.

presidents, vice-presidents, academic deans, nonacademic deans, department heads, directors, members of governing boards, and a 10 percent sample of faculty members in 68 public and nondenominational private institutions. Approximately 16,000 questionnaires were mailed. About 7,200 usable ones were returned for an over-all 46 percent return rate (51 percent for administrators and 40 percent for faculty members), which the researchers considered a good response rate considering the length of the instrument and the demanding jobs of the respondents. Seventeen of the goal statements dealt with "output" goals relating to the preparation of students, doing research, providing public service, and so forth, while the remainder dealt with "support" goals relating to retaining staff, involving faculty in university governance, and so forth.

Respondents were asked to rate each goal in two ways: (1) how important each goal is at the respondent's university (perceived goal) and (2) how important each goal should be at the university (preferred goal). The seven top-ranked perceived goals for the two groups combined were:

1. Protect the faculty's right to academic freedom.
2. Increase and maintain the prestige of the university.
3. Maintain top quality in those programs felt to be especially important.
4. Ensure the continued confidence and hence support of those who contribute substantially to the finances and other material resource needs of the university.
5. Keep up to date and responsive.
6. Train students in methods of scholarship and/or scientific research and/or creative endeavor.
7. Carry on pure research.

It is striking, of course, that the goal given the greatest prominence relates to protecting the academic freedom of the faculty. It is apparent that administrators and faculty members, who participated in the study, felt that this goal was being pursued before all others.

It is also striking that only one of the seven goals was concerned in any way with students, and that goal--training students for research and scholarship--is closely related to the scholarly interests of professors. This finding was all the more remarkable in light of the fact that 18 of the 47 goals listed in the questionnaire referred directly to students. In light of this finding, it is not difficult to understand some of the student complaints of the sixties, particularly those relating to the feelings of some that they were not being taken seriously. However, there was some feeling that the universities should be paying more attention to students as was indicated by the researcher's finding that several of the goals relating to students, while ranking low as perceived goals, ranked higher as preferred goals.

Gross and Grambsch compared the perceived and preferred goal structure at particular institutions and discovered that there was congruence between the ideal and the actual and, by implication, a high degree of satisfaction among faculty members and administrators that goals were receiving the proper emphasis. They found no manifestations of outright incongruity which might indicate a state of tension and stress, were it present.

The 1964 study did provide some insight into why many private institutions are in trouble today.<sup>83</sup> The researchers found that private

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<sup>83</sup>Richman and Farmer, op. cit., p. 98.

schools tend to emphasize preserving institutional character, conducting pure research, gaining institutional prestige, accomodating only students of high potential, and other elitist goals more than public institutions do. This might suggest that some private institutions have been less flexible than public institutions in accomodating themselves to the educational needs of "new students"<sup>84</sup> and to the leveling off of enrollments.

In summary, the study suggested that administrators and faculty members tended to agree on goals more than is often supposed and, consequently, the greater power of administrators should not be viewed as necessarily adverse to the faculty or as inconsistent with the basic role and purposes of the university. This finding, however, needs to be evaluated in light of the fact that, astonishingly, administrators and faculty marked as important almost every one of the 47 goals listed by

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<sup>84</sup>The term "new students" is defined by Laurence Hall as including minorities, blue-collar and rural youth, and women who, as a result of the struggle for egalitarianism in the late 1960s, have seen the door to educational opportunity opened to them. Lawrence Hall and Associates, New Colleges for New Students, (San Francisco: Jossey-Bass Publishers, 1974), p. xiii. Arthur Chickering uses the term in much the same way as it is used by Hall, though Chickering is more explicit in using it to refer to young persons from lower socioeconomic backgrounds with poor academic records, young persons from inner city streets, often termed disadvantaged, culturally deprived, underprepared, and high risk, who enter college through special preparatory programs and through various open admissions arrangements, and finally young persons from middle and upper class backgrounds between the ages of sixteen and twenty-five who have been the basic constituents of American colleges and universities until the 1960s. This last group of students is "new," says Chickering, in their general maturity and in their posture toward college, work, marriage and family life, and toward the place of education in their lives. Arthur W. Chickering, Communing Versus Resident Students, (San Francisco: Jossey-Bass Publishers, 1975), pp. 12-20. The present writer is using the term as it is described by Hall and Chickering.

Gross and Grambsch.<sup>85</sup> This might have been due to the global nature of the statements, that is, their general lack of specificity. The study also indicated that differences with respect to emphases given goals did exist among universities at the time of the study. Whether, in light of the slowing of growth in higher education and the consequent clamoring after students, this is still the case is not certain.<sup>86</sup>

Gross and Grambsch replicated their 1964 study in 1971, sending the same inventory to the same 68 institutions.<sup>87</sup> Many extraordinary events occurred in the intervening years between the two studies. Among the highlights were the magnitude of campus unrest, the generosity of the federal government toward the academic community, and the demand for graduates at the bachelor's, master's, and doctoral degree levels. Many of these conditions had changed by 1971. Student unrest had begun to subside; the abundance which the federal government had bestowed on the academic community was diminishing; along with this, state and local governments began talking of "belt tightening": and the job market for graduates became tighter. In addition, many young people began to question

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<sup>85</sup>See J. Victor Baldrige, David V. Curtis, George P. Ecker, et al., "Alternative Models of Governance in Higher Education," in Gary L. Riley and J. Victor Baldrige (eds.), op. cit., p. 3.

<sup>86</sup>For a comment on the extent to which diversity does exist in higher education, see Benezet, op. cit., pp. 201-217. Benezet contends that there is evidence that colleges and universities are growing more alike. See also Harold Hodgkinson, Institutions in Transition, (New York: McGraw-Hill Publishers, 1971), p. xv. Hodgkinson states: "Taken as a whole, the amount of institutional diversity in American higher education is decreasing."

<sup>87</sup>Gross and Grambsch, Changes in University Organization, 1964-1971, op. cit. For a discussion comparing goal rankings on the two studies, see especially pp. 57-62.

the value of a college education, both in personal and economic terms; and the rate of the growth of college enrollments began to decline.

In view of these almost convulsive changes in the milieu in which the academic community exists, substantial changes might be expected in the goal systems of universities. However, Gross and Grambsch discovered that little change had occurred. There were, however, two noteworthy changes in goal rankings from 1964 to 1971. The goals of involving faculty members and students in university government moved up in rank substantially as perceived goals. This suggests a move toward the decentralization of power in academic communities. Only two preferred goal rankings encouraging graduate work dropped substantially, thereby reflecting the heightened consciousness that funds are diminishing and that additional graduate work does not necessarily lead to a better job or even to a job at all.

The Gross and Grambsch studies were important both because they indicated what changes in university goal systems did occur from the mid-sixties until the early seventies and because they represented the most comprehensive approach to the study of university goals at the time.

#### Baldrige Study<sup>88</sup>

Victor Baldrige studied New York University in the 1960s and, as a result of his investigation, developed his "political model" as a means of understanding university governance. While a lengthy discussion of this model is not germane to the present study, a brief look at some of his comments is appropriate. Baldrige recognized the existence of

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<sup>88</sup>J. Victor Baldrige, Power and Conflict in the University, (New York: John Wiley and Sons, 1971), pp. 118-123.

faculty subcultures and the way they tend to develop around particular values and goals. He reported on a 1959 Faculty Senate survey in which the faculty ranked several university goals in terms of their relative importance. The goal rankings were as follows: (1) teaching graduate students; (2) teaching undergraduates; (3) advance knowledge by research; (4) maintenance of university conditions that are attractive to excellent scholars; (5) enhancement of the reputation of the university; (6) maintenance of a scholarly atmosphere; (7) preservation of the cultural heritage; (8) application of knowledge to life situations; and (9) solution of problems of great national and international concern.

Baldrige analyzed these goals and took note of some of the faculty subcultures that developed around them. For example, he noted the split between teaching and research and between faculty members with pure research orientations and those with applied research orientations. He pointed out that disciplinary specialization is a factor that promotes the growth of faculty subcultures. In addition, he pointed out that there are some faculty members with "cosmopolitan" orientations, who tend to identify with external reference groups in the discipline rather than with local groups in the university, and others, the "locals," who are oriented more toward the university.

While admitting that his discussion of faculty subcultures is superficial, Baldrige was concerned to note their existence and to point out that these divergent groups have a profound influence on the goals and policy-making processes of the university. He suggested that it is helpful to think of these multiple subcultures as political parties, each with its own orientation, set of values, and goals. These groups have conflicting expectations and make conflicting demands on the university.

Hence, university governance often becomes a matter of negotiation, and policy making becomes a matter of jockeying between pressure groups.

Though this study of goals was limited in its applicability to one university, its achievement is the recognition that various groups within an institution cluster around particular goals which reflect the values of the particular group. Consequently, while the political model is not exhaustive as a model of university governance, it does present useful insights into the governance process.

#### Cohen and March Study<sup>89</sup>

As a part of an ambitious study on the college president in 1974, Cohen and March selected a 42 college president panel, 39 of their chief academic officers, 36 of their chief business or financial officers, 42 of their secretaries, 28 other college and university officials close to the presidents, and student leaders or editors of student publications at 31 institutions. Among their findings, they suggested that the university as an organization is characterized by problematic goals, unclear technology, and fluid participation. As a result of this analysis, they described the university as an "organized anarchy."

A review of the entire study conducted by Cohen and March is not necessary; however, a brief description of their understanding of the place of goals in the university is in order. They contended that the university does not have a coherent set of goals; rather, it operates on

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<sup>89</sup>Michael D. Cohen and James G. March, Leadership and Ambiguity: The American College President, (New York: McGraw-Hill, 1974). See especially p. 3, pp. 195 f., and pp. 219-223.

the basis of inconsistent and obscurely-defined preferences. The university is less a coherent structure than it is a loose collection of changing ideas. Further, they contended the university rarely acts on the basis of preferences; rather, it discovers preferences through action.

Given the description of the university as an "organized anarchy," what is needed, said the authors, is a normative theory of intelligent decision making in situations in which goals are not known and a new theory of management which does not assume the existence of well-defined goals.

The description of the university as an organization provided by Cohen and March is interesting. Indeed, some of their insights are helpful. It is useful to recognize that the goals of academic institutions are ambiguous, that is, less clear than the goals of other kinds of organizations which function, for example, to produce a specific product. Not only are goals of universities ambiguous, but they are destined to remain that way, and that is beneficial and desirable, contended Cohen and March. However, this analysis is of limited value to institutions faced with critical financial problems and whose survival might depend on coming to terms with who they are and where they are going.

#### Peterson Study<sup>90</sup>

Peterson conducted a comprehensive study on institutional goals in 1972.<sup>91</sup> It was sponsored jointly by the Educational Testing Service

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<sup>90</sup>Richard E. Peterson and Norman P. Uhl, Institutional Goals Inventory: Comparative Data and Bibliography, (Princeton: Educational Testing Service, 1975); Peterson and Uhl, Formulating College and University Goals, op. cit., p. 12; and Richman and Farmer, op. cit., pp. 102 ff.

<sup>91</sup>Richman and Farmer, Ibid., p. 102.

and the California legislature and was conducted in order to provide input into the proceedings of a joint committee of legislators and Educational Testing Service personnel which was reviewing California's Master Plan for Higher Education. The goals of 116 institutions of higher education in California were analyzed from data collected from approximately 24,000 respondents who received the Institutional Goals Inventory.

Specifically, the study had a threefold purpose: to generate input into the committee's deliberations about purposes for California higher education; to provide an opportunity for a large number of people to register their beliefs about college and university goals in California; and to extend to each accredited college and university in that state an opportunity to engage in an examination of its institutional goals.<sup>92</sup>

#### VIII. SUMMARY

This chapter reviewed literature relevant to the promise and burden of private colleges with special emphasis on church-related colleges, the concept of organizational goals, the uses of institutional goals, goal congruence and incongruence, the responsibility of leadership, and it contained a discussion of several other studies of institutional goals in higher education. It suggested that it is imperative for the various constituents of institutions of higher education to come to terms with what the institution stands for and where it is going.

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<sup>92</sup>Peterson and Uhl, Formulating College and University Goals, loc. cit.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

#### I. INTRODUCTION

The review of the literature suggested the necessity of the various constituents of institutions of higher education coming to terms with what the institution stands for and where it is going. Because of this necessity and the problem which many private institutions have in determining their place in the higher education milieu in this country, an attempt was made to determine the degrees of goal congruence between faculty members and administrators in four United Methodist colleges and within each of these groups. Two of the colleges chosen for the study had experienced declining enrollments for several years and two had maintained their enrollments or actually grown. An attempt was made to determine if higher goal congruence existed in the institutions which had maintained or increased their enrollments than in the institutions which had experienced declining enrollments. In addition, similarities and differences in the goal structures of the two colleges with steady or climbing enrollments and in the two colleges with decreasing enrollments were observed.

The Institutional Goals Inventory (IGI) was administered by mail to faculty members and appropriate administrators in the four colleges selected. Usable returns from four administrators and 30 faculty members of Institution A were received for return rates of 80 percent and 48 percent respectively and an over-all return rate of 51 percent.

Five administrators and 31 faculty members of Institution B responded for a return rate of 100 percent for administrators and 52 percent for faculty members and an over-all return rate of 55 percent. Usable responses were received from four administrators and 23 faculty members of Institution C for return rates of 80 percent and 53 percent respectively and an over-all return rate of 56 percent. Three administrators and 28 faculty members of Institution D responded for return rates of 60 percent and 58 percent and an over-all return rate of 58 percent.

The instrument itself is designed to measure the attitudes of respondents regarding the current status of and the future directions for the college in 20 goal areas which have been previously identified in research conducted by the Educational Testing Service as goals important to both private and public institutions of higher education.

The identification and evaluation of goal areas by the constituents of any institution is important for several reasons. By identifying valued and inconsequential goals, the institution is able to plan effective programs for achieving those goals that are desired. In addition, because the IGI measures not only where the college is but where its constituents would like it to be in the future, discrepancies may be uncovered and appropriate steps taken to rectify programs which are presently aimed in the wrong direction. Finally, because the IGI may be administered to various constituencies of an institution, goals and values of the groups studied may be compared. Through this comparison, areas of conflict or potential difficulty may be highlighted and evaluated for remedial action. Few would disagree with the assertion that an institution cannot long survive acrimony and disunity between

faculty members and administrators. Nor is an institution likely to flourish when a substantial gap exists between the goal perceptions of faculty members and administrators and the goal preferences of these groups. The general health of an institution in this regard is at least partially reflected in the responses to the statements contained in the IGI.

The IGI consists of 90 goal statements to which respondents were to indicate their views on a five-point scale ranging from 1: of no importance or not applicable, to 5: of extremely high importance, both as they are perceived to exist on campus (IS) and as respondents would prefer to see them exist (SHOULD BE). Eighty of the items were utilized to form 20 outcome and process goal areas, four statements per goal area. These goal areas, a description of each, and the four statements comprising each is provided in Table 1.

The data were analyzed by obtaining a mean score for each goal area for both faculty and administrators. Utilizing the goal area mean scores, each goal area was ranked for both faculty and administrators. Goal incongruence was determined by the presence of a discrepancy of five or more ranks between administrator's perceived and preferred importance of the 20 goal areas and between faculty member's perceived and preferred importance of the 20 goal areas and between administrator's and faculty member's perceived and preferred importance of 20 goal areas. The statistical test applied to the over-all rankings in the various categories was the Spearman Rank-Order Correlation Coefficient ( $r_s$ ), whose formula is:

$$r_s = 1 - \frac{6\sum d^2}{N(N^2-1)}$$

TABLE 1

DESCRIPTIONS AND GOAL STATEMENTS OF THE 20 GOAL AREAS IN  
THE INSTITUTIONAL GOALS INVENTORY\*

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OUTCOME GOALS

Academic Development 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.

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 . . .

Intellectual Orientation relates to an attitude about learning and intellectual work. It 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 lifelong learning.

2. to teach students 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 lifelong commitment to learning . . .

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.

3. to help students identify their own personal goals and develop means of achieving them . . .
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TABLE 1 (Continued)

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8. to help students develop a sense of self-worth, self-confidence, and 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 . . .

Humanism/Altruism 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.

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

Cultural/Aesthetic Awareness 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.

15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression . . .
  18. to require students to complete some amount of 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. . .
-

TABLE 1 (Continued)

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Traditional Religiousness is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, traditional rather than secular or modern.

- 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 every day life . . .

Vocational Preparation means offering specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

- 26. to provide opportunities for students to prepare 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 . . .

Advanced Training can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.

- 27. to develop what would generally be regarded as a strong and comprehensive graduate school . . .
  - 31. to prepare students in one or more of the "traditional" professions, e.g., law, medicine, architecture . . .
-

TABLE 1 (Continued)

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- 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 . . .

Research 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.

- 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 . . .

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.

- 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 skilled manpower for local-area business, industry, and government . . .
- 40. to facilitate involvement of students in neighborhood and community-service activities . . .

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.

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

TABLE 1 (Continued)

- 
- 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 . . .

Social Egalitarianism has to do with open admissions and suitable education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

- 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 . . .

Social Criticism/Activism 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.

- 43. to provide critical evaluation 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 . . .
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TABLE 1 (Continued)

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PROCESS GOALS

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-styles.

- 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 the classroom . . .

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.

- 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 . . .

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.

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TABLE 1 (Continued)

- 
- 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 . . .

Intellectual/Aesthetic Environment means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

- 66. to create a campus climate such that 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 interest . . .
- 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 . . .

Innovation 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.

- 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 . . .
-

TABLE 1 (Continued)

- 
- 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 . . .

Off-Campus Learning 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.

- 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 college 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) . . .

Accountability/Efficiency 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.

- 79. to apply cost criteria in deciding among alternative academic and nonacademic 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 . . .
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TABLE 1 (Continued)

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87. to be accountable to funding sources for the effectiveness of college programs . . .

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\* Miscellaneous goal statements not included in goal areas are 12, 71, 80, 84, 85, 86, 88, 89, and 90.

Source: Richard E. Peterson and Norman P. Uhl, Formulating College and University Goals: A Guide for Using the Institutional Goals Inventory, (Princeton: Educational Testing Service, 1977), pp. 6 ff.

The function of the Spearman coefficient is to reflect the degree of association between two rankings. The value of the coefficient of rank order correlation is always between  $-1$  and  $+1$ . When  $r_s = 0$ , there is no association; however, increasing values of  $r_s$  reflect increasing degrees of association, direct if  $r_s > 0$  and inverse if  $r_s < 0$ . In the extreme cases where  $r_s = 1$  or  $-1$ , perfect agreement or disagreement are indicated. Perfect agreement is indicated when large values of one variable are associated with large values of the other, and small values are likewise associated.<sup>93</sup> A high Spearman coefficient suggests high goal congruence. Likewise, the lower the Spearman coefficient is the lower is goal congruence.

## II. INSTITUTION A

Institution A was a liberal arts college in the southeastern United States which offered no career-oriented programs (e.g., education or business). Having maintained its enrollment at around 1,000 for the past ten years, Institution A sought to hold its enrollment at that level.

### Administrators/Faculty Perceived Goals--Presentation of Data

Table 2 displays the mean scores and rankings of perceived goals of Institution A as seen by administrators and faculty. Administrators and faculty of that institution ranked Community, Freedom, and Academic Development as the top three goals the college pursued. While administrators ranked Intellectual/Aesthetic Environment fourth, faculty ranked that

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<sup>93</sup>Jean Dickinson Gibbons, Nonparametric Methods for Quantitative Analysis, (New York: Holt, Rinehart, and Winston, 1976), pp. 275 ff., especially p. 277.

TABLE 2

MEAN SCORES AND RANKINGS\* OF PERCEIVED GOALS BY ADMINISTRATORS  
AND FACULTY OF INSTITUTION A

| GOAL AREA                              | ADMINISTRATORS |      | FACULTY       |      |
|----------------------------------------|----------------|------|---------------|------|
|                                        | MEAN<br>SCORE  | RANK | MEAN<br>SCORE | RANK |
| 1. Academic Development                | 4.13           | 3    | 3.66          | 3    |
| 2. Intellectual Orientation            | 3.88           | 5    | 3.32          | 4    |
| 3. Individual Personal Development     | 3.38           | 8    | 3.11          | 8    |
| 4. Humanism/Altruism                   | 3.13           | 9    | 2.86          | 11   |
| 5. Cultural/Aesthetic Awareness        | 2.94           | 12   | 3.03          | 10   |
| 6. Traditional Religiousness           | 3.00           | 11   | 2.47          | 14   |
| 7. Vocational Preparation              | 2.44           | 15.5 | 2.47          | 14   |
| 8. Advanced Training                   | 1.69           | 20   | 1.95          | 20   |
| 9. Research                            | 2.06           | 19   | 2.10          | 18   |
| 10. Meeting Local Needs                | 2.44           | 15.5 | 2.65          | 12   |
| 11. Public Service                     | 2.38           | 17   | 2.15          | 17   |
| 12. Social Egalitarianism              | 2.56           | 14   | 2.38          | 16   |
| 13. Social Criticism/Activism          | 2.88           | 13   | 2.47          | 14   |
| 14. Freedom                            | 4.44           | 2    | 3.72          | 2    |
| 15. Democratic Governance              | 3.50           | 7    | 3.29          | 5    |
| 16. Community                          | 4.50           | 1    | 3.84          | 1    |
| 17. Intellectual/Aesthetic Environment | 4.06           | 4    | 3.19          | 6    |
| 18. Innovation                         | 3.06           | 10   | 3.06          | 9    |
| 19. Off-Campus Learning                | 2.25           | 18   | 2.05          | 19   |
| 20. Accountability/Efficiency          | 3.81           | 6    | 3.12          | 7    |

\* 1 = most important.

20 = least important.

goal sixth. Administrators and faculty ranked Intellectual Orientation fifth and fourth respectively and Democratic Governance seventh and fifth respectively. Both groups agreed in ranking Individual Personal Development eighth, while administrators ranked Humanism/Altruism ninth, and faculty ranked that goal eleventh. Administrators and faculty felt that their college pursued Innovation as a goal tenth and ninth in rank order respectively. Traditional Religiousness was ranked eleventh by administrators and fourteenth by faculty, while Cultural/Aesthetic Awareness was ranked twelfth and tenth respectively by administrators and faculty. Administrators and faculty ranked Social Criticism/Activism thirteenth and fourteenth and Social Egalitarianism fourteenth and sixteenth respectively. Administrators gave Vocational Preparation and Meeting Local Needs the same perceived ranking (tied for fifteenth), while faculty ranked the former fourteenth and the latter twelfth. Both groups agreed in ranking Public Service seventeenth, while administrators ranked Off-Campus learning eighteenth and faculty ranked that goal nineteenth. Research was ranked nineteenth by administrators and eighteenth by faculty, and Advanced Training was ranked last by both groups.

#### Administrators/Faculty Preferred Goals--Presentation of Data

Table 3 displays the mean scores and rankings of preferred goals of Institution A as seen by administrators and faculty. Administrators considered that the most important goal which their college should have was Accountability/Efficiency, while faculty gave that goal eighth place. Community was ranked in second place by administrators and in first place by faculty. Intellectual/Aesthetic Environment was ranked third and fourth by administrators and faculty respectively. Administrators

TABLE 3

MEAN SCORES AND RANKINGS\* OF PREFERRED GOALS BY ADMINISTRATORS  
AND FACULTY OF INSTITUTION A

| GOAL AREA                              | ADMINISTRATORS |      | FACULTY       |      |
|----------------------------------------|----------------|------|---------------|------|
|                                        | MEAN<br>SCORE  | RANK | MEAN<br>SCORE | RANK |
| 1. Academic Development                | 4.50           | 5    | 4.06          | 3    |
| 2. Intellectual Orientation            | 4.56           | 4    | 4.16          | 2    |
| 3. Individual Personal Development     | 4.19           | 8    | 3.76          | 6    |
| 4. Humanism/Altruism                   | 4.25           | 7    | 3.33          | 11   |
| 5. Cultural/Aesthetic Awareness        | 4.00           | 9    | 3.47          | 9    |
| 6. Traditional Religiousness           | 3.31           | 13   | 2.63          | 16   |
| 7. Vocational Preparation              | 3.06           | 15   | 2.86          | 14   |
| 8. Advanced Training                   | 1.88           | 20   | 2.06          | 20   |
| 9. Research                            | 2.44           | 18.5 | 2.56          | 17   |
| 10. Meeting Local Needs                | 3.13           | 14   | 3.09          | 12   |
| 11. Public Service                     | 2.94           | 16.5 | 2.49          | 18   |
| 12. Social Egalitarianism              | 2.94           | 16.5 | 2.69          | 15   |
| 13. Social Criticism/Activism          | 3.38           | 12   | 2.89          | 13   |
| 14. Freedom                            | 4.44           | 6    | 3.93          | 5    |
| 15. Democratic Governance              | 3.69           | 10   | 3.63          | 7    |
| 16. Community                          | 4.69           | 2    | 4.17          | 1    |
| 17. Intellectual/Aesthetic Environment | 4.56           | 3    | 3.95          | 4    |
| 18. Innovation                         | 3.44           | 11   | 3.34          | 10   |
| 19. Off-Campus Learning                | 2.44           | 18.5 | 2.41          | 19   |
| 20. Accountability/Efficiency          | 4.94           | 1    | 3.49          | 8    |

\* 1 = most important.

20 = least important.

ranked Intellectual Orientation in fourth place, while faculty ranked that goal in second place. Academic Development and Freedom were ranked fifth and sixth by administrators and third and fifth respectively by faculty. While Humanism/Altruism was ranked seventh by administrators, the same goal was ranked eleventh by faculty. Individual Personal Development, Cultural/Aesthetic Awareness, and Democratic Governance were ranked eighth, ninth, and tenth by administrators and sixth, ninth, and seventh by faculty. Innovation, Social Criticism/Activism, Traditional Religiousness, Meeting Local Needs, and Vocational Preparation were ranked eleventh through fifteenth inclusive by administrators, while the same goals were ranked tenth, thirteenth, sixteenth, twelfth, and fourteenth by faculty. Administrators gave Public Service and Social Egalitarianism the same rank (tied for sixteenth), while faculty gave the same goals rankings of eighteen and fifteen. Research and Off-Campus Learning tied for eighteenth by administrators and were given rankings of seventeen and nineteen by faculty. Finally, Advanced Training was ranked twentieth by administrators and faculty.

#### Administrators/Faculty Perceived Goals--Analysis and Interpretation of Data

A high degree of association between ranks for faculty members and administrators for perceived goals was found to exist at Institution A. The Spearman coefficient of .9628 indicated almost perfect over-all agreement on rankings of perceived goals and was significant at the .05 level. (See Table 4 and Figure 1.) The two groups gave six of the goal areas identical rankings, including agreement on the top three goals the institution was perceived by both groups to pursue--Community, Freedom,

TABLE 4  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS OF INSTITUTION A

| GOAL AREA                          | ADMINIS-<br>TRATORS | FACULTY | d   | d <sup>2</sup>      |
|------------------------------------|---------------------|---------|-----|---------------------|
| Community                          | 1                   | 1       | 0   | 0                   |
| Freedom                            | 2                   | 2       | 0   | 0                   |
| Academic Development               | 3                   | 3       | 0   | 0                   |
| Intellectual/Aesthetic Environment | 4                   | 6       | -2  | 4                   |
| Intellectual Orientation           | 5                   | 4       | 1   | 1                   |
| Accountability/Efficiency          | 6                   | 7       | -1  | 1                   |
| Democratic Governance              | 7                   | 5       | 2   | 4                   |
| Individual Personal Development    | 8                   | 8       | 0   | 0                   |
| Humanism/Altruism                  | 9                   | 11      | -2  | 4                   |
| Innovation                         | 10                  | 9       | 1   | 1                   |
| Traditional Religiousness          | 11                  | 14      | -3  | 9                   |
| Cultural/Aesthetic Awareness       | 12                  | 10      | 2   | 4                   |
| Social Criticism/Activism          | 13                  | 14      | -1  | 1                   |
| Social Egalitarianism              | 14                  | 16      | -2  | 4                   |
| Vocational Preparation             | 15.5                | 14      | 1.5 | 2.25                |
| Meeting Local Needs                | 15.5                | 12      | 3.5 | 12.25               |
| Public Service                     | 17                  | 17      | 0   | 0                   |
| Off-Campus Learning                | 18                  | 19      | -1  | 1                   |
| Research                           | 19                  | 18      | 1   | 1                   |
| Advanced Training                  | 20                  | 20      | 0   | 0                   |
|                                    |                     |         |     | $\Sigma d^2 = 49.5$ |
|                                    |                     |         |     | $r_s = .9628^*$     |

\*The two rankings are positively associated at the .05 level of significance.

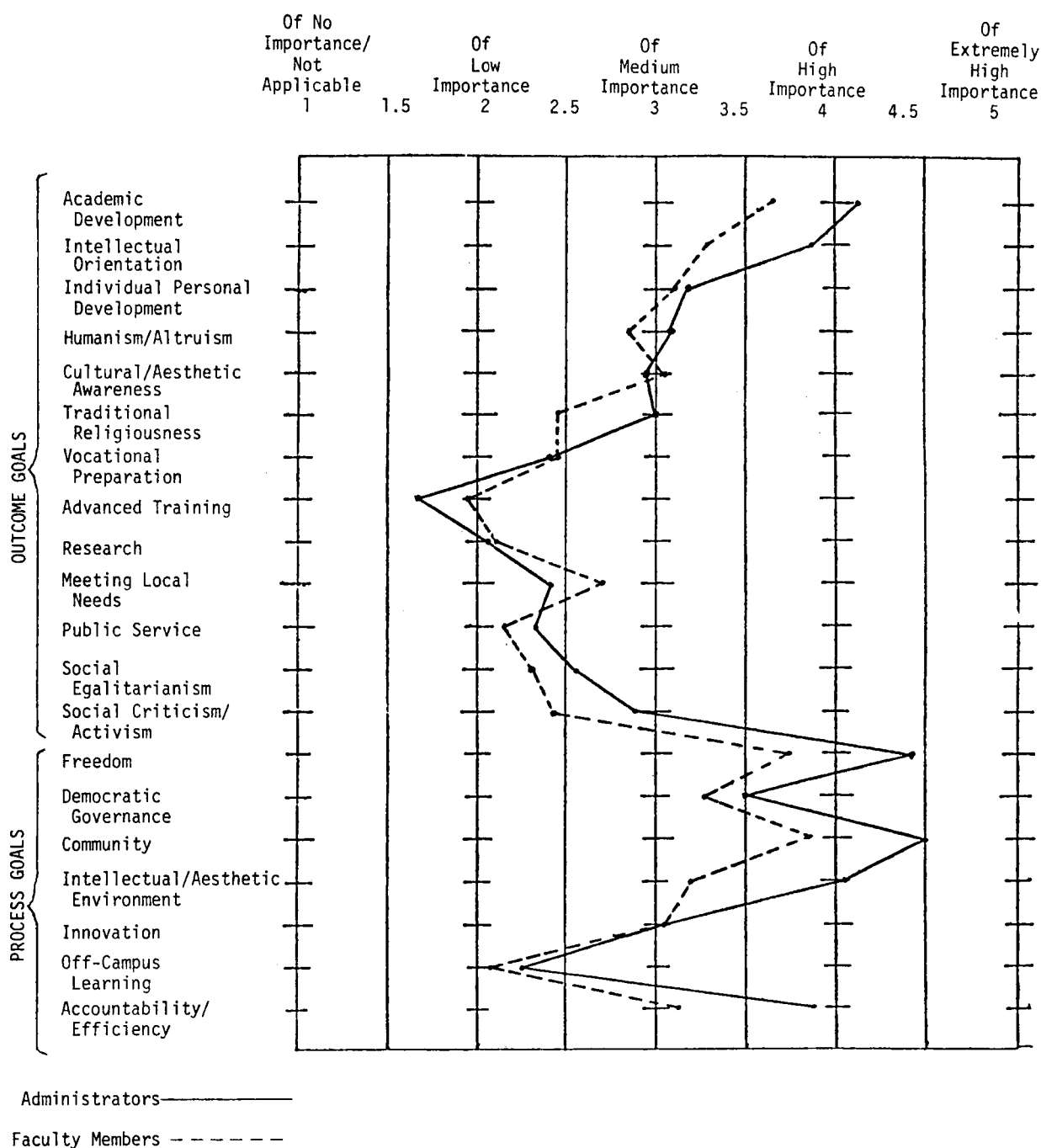


FIGURE 1

PROFILE OF PERCEIVED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTION A

and Academic Development. In addition, they agreed in ranking Advanced Training last. Hence, it seems clear that administrators and faculty agreed, that faculty members felt a strong sense of commitment to the general welfare of the college, that good lines of communication existed among the various groups within the institution, and that there was a feeling of mutual trust among the groups on campus. Also, the two groups surveyed indicated agreement that the college placed much value on protecting fundamental freedoms of faculty and students. The two groups agreed in ranking Academic Development in third place, which indicated that the college was perceived to place much value on the acquisition of knowledge, the preparation of students for advanced study, and the maintenance of high academic standards. That the groups agreed in ranking Advanced Training in last place was not surprising, which is to say that the staff saw the institution as a liberal arts college and did not see it pursuing the development of a graduate program at the present time.

Being employed by a church-related college, the staff of Institution A might have been expected to express itself more strongly on Traditional Religiousness. Administrators ranked this goal area eleventh and faculty fourteenth with the former rating it "of medium importance" and the latter rating it midway between "of low importance" and "of medium importance." However, this was not inconsistent with the institution's self-understanding. When the college revised its 1943 statement of purpose, the major revision was the deletion of the commitment of the institution to put religion "at the center of" its purpose. The authors of the revised statement commented that

This emphasis seemed out of place as the central concern of an educational institution, and appeared to point in the direction of a "Bible college," which (Institution A) is not. We believe that a liberal arts college should respect and support the search for truth in all areas of knowledge, and that such a search naturally includes but is not limited to the study of religion. This view is, we believe, in complete harmony with the philosophy of education in the Christian tradition. (From the 1975 Institutional Self-Study.)

What is interesting here is that an outstanding United Methodist institution, which receives solid support from its denomination, placed much more value on those qualities which one would expect a good liberal arts college to emphasize than it did on the verbalization of piety.

Note that Accountability/Efficiency did not rank extremely high as a perceived goal. Administrators and faculty basically agreed in ranking that goal sixth and seventh respectively, though administrators considered it to be "of high importance" and faculty rated it "of medium importance." The rankings are surprising in view of the financial crisis facing both public and private higher education. Institution A did not see itself pursuing Accountability/Efficiency as vigorously as it saw itself pursuing other goals.

Apparently, a broad consensus existed in Institution A between the two groups surveyed both with respect to what the goals of the institution were and the relative importance of these goals. Disagreements between the two groups were marginal. A high degree of goal congruence between administrators and faculty on perceived goals was found to exist at this college.

#### Administrators/Faculty Preferred Goals--Analysis and Interpretation of Data

A high degree of association between ranks for faculty members

and administrators for preferred goals was found to exist at Institution A. The Spearman coefficient of .9158 indicated a degree of correlation significant at the .05 level. (See Table 5 and Figure 2.) This is to say that there was strong over-all agreement between faculty members and administrators at Institution A with respect to what the goals of the college should be.

Lack of goal congruence was found only for the emphasis which the college should be placing on Accountability/Efficiency. Administrators ranked this goal first as a preferred goal, while faculty members ranked it eighth. It is also important to notice that while administrators rated this goal "of extremely high importance," faculty members rated it midway between "of medium importance" and "of high importance." This suggests there may be potential for some conflict over this particular goal. This finding was not altogether surprising in view of the burden of responsibility on administrators to be accountable to funding sources and boards of governance for program effectiveness and efficiency--a burden not always fully understood or appreciated by faculty.

While both faculty and administrators rated Democratic Governance between "of medium importance" and "of high importance," the goal was ranked seventh by faculty and tenth by administrators. Though the place given to this goal area by administrators as a preferred goal was not surprising, since Democratic Governance is viewed by some administrators as inordinately time-consuming, it was surprising that faculty members did not rank it higher in light of the interest expressed by many in academic communities in the decentralization of the decision-making

TABLE 5  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS OF INSTITUTION A

| GOAL AREA                          | ADMINIS-<br>TRATORS | FACULTY | d    | d <sup>2</sup>     |
|------------------------------------|---------------------|---------|------|--------------------|
| Accountability/Efficiency          | 1                   | 8       | -7   | 49                 |
| Community                          | 2                   | 1       | 1    | 1                  |
| Intellectual/Aesthetic Environment | 3                   | 4       | -1   | 1                  |
| Intellectual Orientation           | 4                   | 2       | 2    | 4                  |
| Academic Development               | 5                   | 3       | 2    | 4                  |
| Freedom                            | 6                   | 5       | 1    | 1                  |
| Humanism/Altruism                  | 7                   | 11      | -4   | 16                 |
| Individual Personal Development    | 8                   | 6       | 2    | 4                  |
| Cultural/Aesthetic Awareness       | 9                   | 9       | 0    | 0                  |
| Democratic Governance              | 10                  | 7       | 3    | 9                  |
| Innovation                         | 11                  | 10      | 1    | 1                  |
| Social Criticism/Activism          | 12                  | 13      | -1   | 1                  |
| Traditional Religiousness          | 13                  | 16      | -3   | 9                  |
| Meeting Local Needs                | 14                  | 12      | 2    | 4                  |
| Vocational Preparation             | 15                  | 14      | 1    | 1                  |
| Public Service                     | 16.5                | 18      | -1.5 | 2.25               |
| Social Egalitarianism              | 16.5                | 15      | 1.5  | 2.25               |
| Research                           | 18.5                | 17      | 1.5  | 2.25               |
| Off-Campus Learning                | 18.5                | 19      | -.5  | .25                |
| Advanced Training                  | 20                  | 20      | 0    | 0                  |
|                                    |                     |         |      | $\Sigma d^2 = 112$ |
|                                    |                     |         |      | $r_s = .9158^*$    |

\*The two rankings are positively associated at the .05 level of significance.

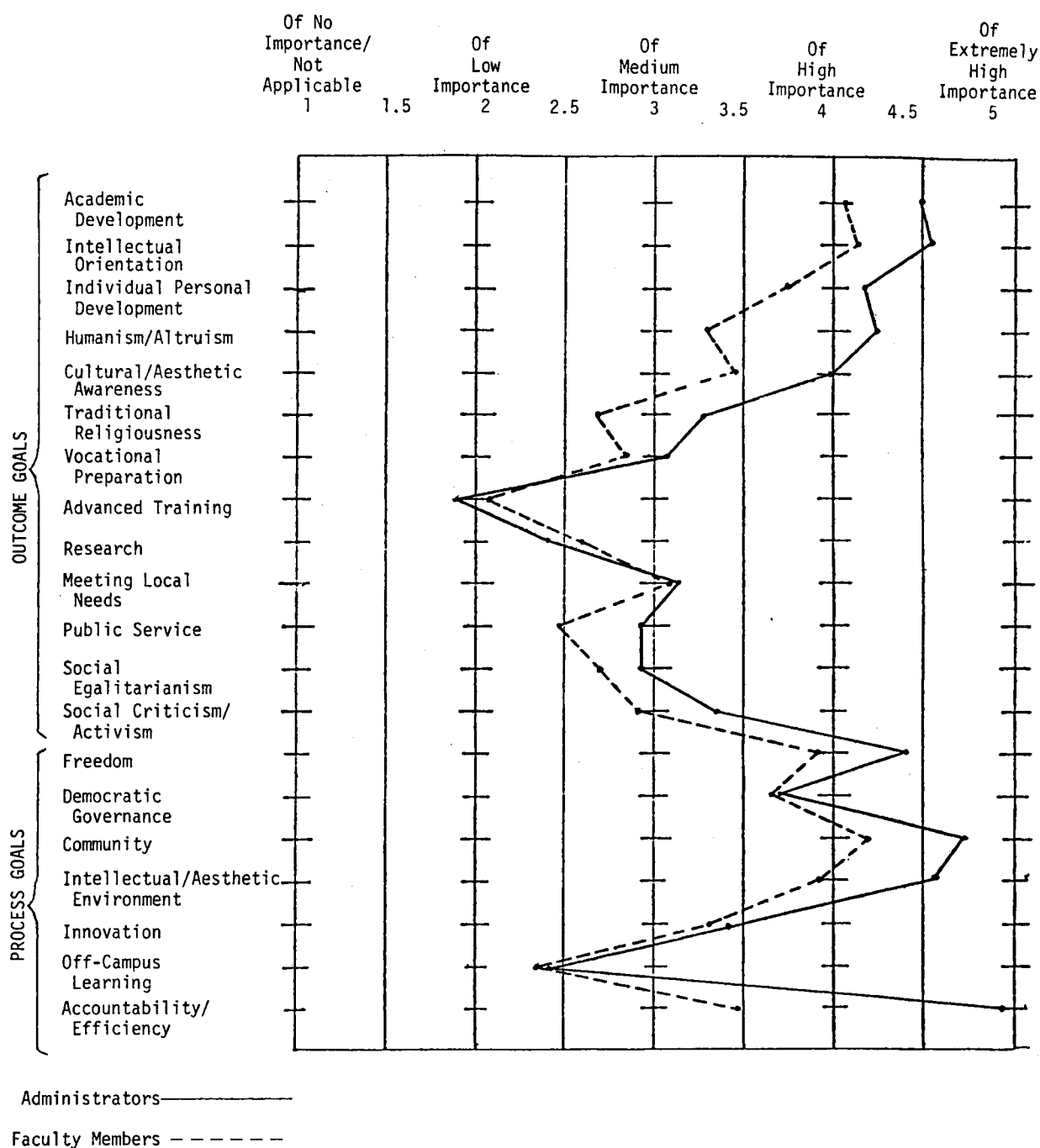


FIGURE 2

PROFILE OF PREFERRED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTION A

process and the providing of opportunities for individuals to participate in decisions which affect them.

In general, with the exception of Accountability/Efficiency, a high degree of association was found to exist with respect to preferred goals at Institution A. There was substantial agreement regarding where the college ought to be heading.

#### Administrators Perceived/Preferred Goals--Analysis and Interpretation of Data

Administrators generally felt that the goals their institution was pursuing were the goals it should be pursuing. The Spearman coefficient of .9357 indicated a high degree of association between the two rankings and was significant at the .05 level. (See Table 6 and Figure 3.) The only goal area with a discrepancy of five or more ranks between perceived and preferred goals for administrators was Accountability/Efficiency. Administrators perceived this goal to be ranked sixth in actual emphasis given by the institution, and they preferred that it be given much greater emphasis. Although there was no lack of goal congruence between the perceived and preferred importance of Democratic Governance, administrators felt this goal was being overemphasized at their institution. Democratic Governance was ranked seventh by administrators as a perceived goal; they would have ranked it tenth as a preferred goal.

Most other goals were receiving about the emphasis administrators felt they should be receiving, though they felt that Freedom was being overemphasized slightly. While perceiving Freedom to be ranked second, administrators would have ranked it sixth as a preferred goal. The discrepancy is not of sufficient magnitude to suggest goal incongruence

TABLE 6  
SPEARMAN COEFFICIENT FOR PERCEIVED/PREFERRED GOALS  
BY ADMINISTRATORS OF INSTITUTION A

| GOAL AREA                          | IS   | SHOULD<br>BE | d    | d <sup>2</sup>      |
|------------------------------------|------|--------------|------|---------------------|
| Community                          | 1    | 2            | -1   | 1                   |
| Freedom                            | 2    | 6            | -4   | 16                  |
| Academic Development               | 3    | 5            | -2   | 4                   |
| Intellectual/Aesthetic Environment | 4    | 3            | 1    | 1                   |
| Intellectual Orientation           | 5    | 4            | 1    | 1                   |
| Accountability/Efficiency          | 6    | 1            | 5    | 25                  |
| Democratic Governance              | 7    | 10           | -3   | 9                   |
| Individual Personal Development    | 8    | 8            | 0    | 0                   |
| Humanism/Altruism                  | 9    | 7            | 2    | 4                   |
| Innovation                         | 10   | 11           | -1   | 1                   |
| Traditional Religiousness          | 11   | 13           | -2   | 4                   |
| Cultural/Aesthetic Awareness       | 12   | 9            | 3    | 9                   |
| Social Criticism/Activism          | 13   | 12           | 1    | 1                   |
| Social Egalitarianism              | 14   | 16.5         | -2.5 | 6.25                |
| Vocational Preparation             | 15.5 | 15           | .5   | .25                 |
| Meeting Local Needs                | 15.5 | 14           | 1.5  | 2.25                |
| Public Service                     | 17   | 16.5         | .5   | .25                 |
| Off-Campus Learning                | 18   | 18.5         | -.5  | .25                 |
| Research                           | 19   | 18.5         | .5   | .25                 |
| Advanced Training                  | 20   | 20           | 0    | 0                   |
|                                    |      |              |      | $\Sigma d^2 = 85.5$ |
|                                    |      |              |      | $r_s = .9357^*$     |

\*The two rankings are positively associated at the .05 level of significance.

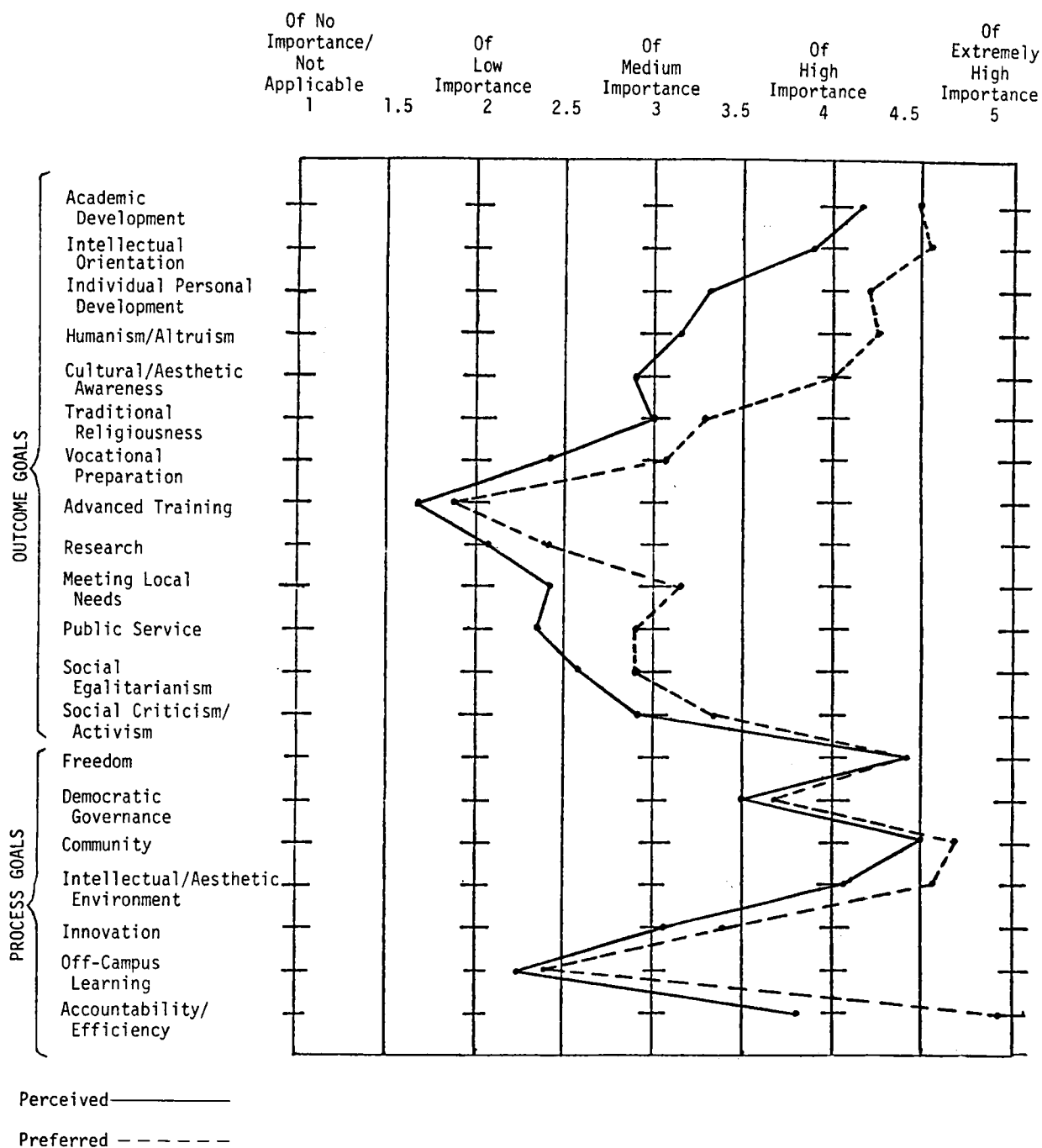


FIGURE 3

PROFILE OF PERCEIVED AND PREFERRED GOALS OF ADMINISTRATORS  
OF INSTITUTION A

for Freedom, through any discrepancy at all in this area suggesting over-emphasis is noticeable. As might be expected for a liberal arts college, Off-Campus Learning, Research, and Advanced Training were given the last three ranks as perceived and preferred goals.

With the exception of the one discrepancy between perceived and preferred goals (Accountability/Efficiency), there was a high degree of association between perceived and preferred rankings by administrators.

#### Faculty Perceived/Preferred Goals--Analysis and Interpretation of Data

The data suggested a very high degree of association between perceived and preferred goal rankings by faculty. The Spearman coefficient of .9729 indicated an almost perfect positive correlation between the two rankings and was significant at the .05 level. (See Table 7 and Figure 4.) No discrepancies in rank were found for this institution in this category.

Generally, the faculty of Institution A understood where their college was going and strongly agreed with that direction. The reader may wonder, however, if the substantial agreement between perceived and preferred goal rankings by faculty and the strong faculty agreement with administrators over perceived and preferred goals was not a function of participatory planning and decision making--a value which both faculty and administrators felt was being given too much emphasis.

### III. INSTITUTION B

Institution B was a healthy liberal arts college in the south. It offered career-oriented programs in addition to its liberal arts base. Though its enrollment declined between 1968 and 1973 from over 1,000

TABLE 7  
SPEARMAN COEFFICIENT FOR PERCEIVED/PREFERRED GOALS  
BY FACULTY OF INSTITUTION A

| GOAL AREA                          | IS | SHOULD<br>BE | d  | d <sup>2</sup>    |
|------------------------------------|----|--------------|----|-------------------|
| Community                          | 1  | 1            | 0  | 0                 |
| Freedom                            | 2  | 5            | -3 | 9                 |
| Academic Development               | 3  | 3            | 0  | 0                 |
| Intellectual Orientation           | 4  | 2            | 2  | 4                 |
| Democratic Governance              | 5  | 7            | -2 | 4                 |
| Intellectual/Aesthetic Environment | 6  | 4            | 2  | 4                 |
| Accountability/Efficiency          | 7  | 8            | 1  | 1                 |
| Individual Personal Development    | 8  | 6            | 2  | 4                 |
| Innovation                         | 9  | 10           | -1 | 1                 |
| Cultural/Aesthetic Awareness       | 10 | 9            | 1  | 1                 |
| Humanism/Altruism                  | 11 | 11           | 0  | 0                 |
| Meeting Local Needs                | 12 | 12           | 0  | 0                 |
| Traditional Religiousness          | 14 | 16           | -2 | 4                 |
| Social Criticism/Activism          | 14 | 13           | 1  | 1                 |
| Vocational Preparation             | 14 | 14           | 0  | 0                 |
| Social Egalitarianism              | 16 | 15           | 1  | 1                 |
| Public Service                     | 17 | 18           | -1 | 1                 |
| Research                           | 18 | 17           | 1  | 1                 |
| Off-Campus Learning                | 19 | 19           | 0  | 0                 |
| Advanced Training                  | 20 | 20           | 0  | 0                 |
|                                    |    |              |    | $\Sigma d^2 = 36$ |
|                                    |    |              |    | $r_s = .9729^*$   |

\*The two rankings are positively associated at the .05 level of significance.

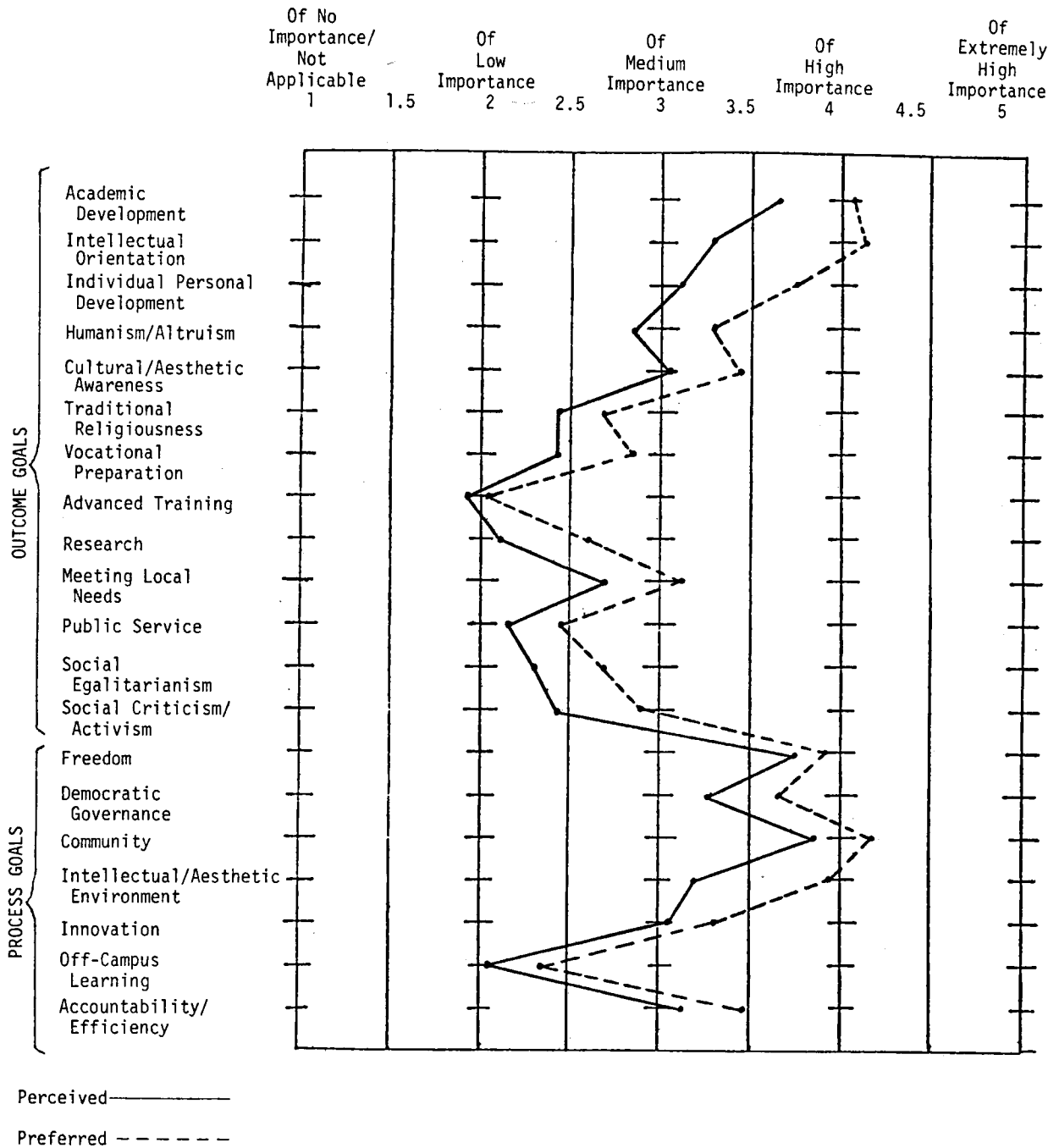


FIGURE 4

PROFILE OF PERCEIVED AND PREFERRED GOALS OF FACULTY  
OF INSTITUTION A

students to approximately 600 students, between 1973 and 1978 it increased to approximately 900 students.

#### Administrators/Faculty Perceived Goals--Presentation of Data

Table 8 displays the mean scores and rankings of perceived goals of Institution B as seen by administrators and faculty. Administrators and faculty of that institution ranked Academic Development first. Administrators ranked Democratic Governance second, while faculty ranked that goal sixth. The two groups agreed in ranking Community and Intellectual/Aesthetic Environment third and fourth respectively. Intellectual Orientation, Cultural/Aesthetic Awareness, and Individual Personal Development were ranked fifth, sixth, and seventh by administrators and seventh, eighth, and fifth respectively by faculty. Accountability/Efficiency was perceived by administrators to be given eighth place emphasis by the college, while faculty perceived that goal to be ranked second. Traditional Religiousness and Freedom were tied for ninth rank by administrators, and faculty ranked these goals eleventh and tenth respectively. Meeting Local Needs, Innovation, Advanced Training, and Humanism/Altruism were ranked eleventh through fourteenth by administrators, while faculty gave the same goals rankings of 9, 14, 15, and 12. Administrators gave Vocational Preparation and Research identical ratings and a tie in rank for fifteenth, and faculty gave these goals rankings of 13 and 18. Social Criticism/Activism, Off-Campus Learning, Social Egalitarianism, and Public Service were ranked 17 through 20 by administrators, while faculty ranked these goals 16, 17, 20 and 19.

TABLE 8

MEAN SCORES AND RANKINGS\* OF PERCEIVED GOALS BY ADMINISTRATORS  
AND FACULTY OF INSTITUTION B

| GOAL AREA                              | ADMINISTRATORS |      | FACULTY       |      |
|----------------------------------------|----------------|------|---------------|------|
|                                        | MEAN<br>SCORE  | RANK | MEAN<br>SCORE | RANK |
| 1. Academic Development                | 4.00           | 1    | 3.61          | 1    |
| 2. Intellectual Orientation            | 3.50           | 5    | 3.16          | 7    |
| 3. Individual Personal Development     | 3.43           | 7    | 3.25          | 5    |
| 4. Humanism/Altruism                   | 2.85           | 14   | 2.82          | 12   |
| 5. Cultural/Aesthetic Awareness        | 3.45           | 6    | 2.96          | 8    |
| 6. Traditional Religiousness           | 3.20           | 9.5  | 2.90          | 11   |
| 7. Vocational Preparation              | 2.55           | 15.5 | 2.78          | 13   |
| 8. Advanced Training                   | 2.95           | 13   | 2.32          | 15   |
| 9. Research                            | 2.55           | 15.5 | 1.94          | 18   |
| 10. Meeting Local Needs                | 3.05           | 11   | 2.95          | 9    |
| 11. Public Service                     | 2.05           | 20   | 1.90          | 19   |
| 12. Social Egalitarianism              | 2.15           | 19   | 1.86          | 20   |
| 13. Social Criticism/Activism          | 2.40           | 17   | 2.06          | 16   |
| 14. Freedom                            | 3.20           | 9.5  | 2.93          | 10   |
| 15. Democratic Governance              | 3.95           | 2    | 3.21          | 6    |
| 16. Community                          | 3.90           | 3    | 3.40          | 3    |
| 17. Intellectual/Aesthetic Environment | 3.75           | 4    | 3.26          | 4    |
| 18. Innovation                         | 3.00           | 12   | 2.54          | 14   |
| 19. Off-Campus Learning                | 2.25           | 18   | 1.95          | 17   |
| 20. Accountability/Efficiency          | 3.35           | 8    | 3.47          | 2    |

\* 1 = most important.

20 = least important.

Administrators/Faculty Preferred Goals--Presentation of Data

Table 9 displays the mean scores and rankings of preferred goals of Institution B as seen by administrators and faculty. Administrators at that school ranked Accountability/Efficiency first as a preferred goal, and faculty ranked it sixth. Intellectual Orientation, Intellectual/Aesthetic Environment, Academic Development, Individual Personal Development, and Community were ranked second through sixth by administrators, while faculty ranked the same goals first, third, second, fifth, and fourth. Vocational Preparation was ranked eighth by administrators and thirteenth by Faculty. Democratic Governance and Innovation shared the eighth rank for administrators, and faculty ranked these two goals seventh and twelfth respectively. Meeting Local Needs and Freedom were tied by administrators and shared the tenth rank, while faculty ranked these two goals eleventh and ninth. Humanism/Altruism, Cultural/Aesthetic Awareness, Advanced Training, and Traditional Religiousness occupied the next four ranks in order for administrators, and faculty gave the same goals eighth, tenth, nineteenth, and sixteenth ranks respectively with administrators considering Advanced Training substantially more important than did faculty. Social Criticism/Activism was ranked sixteenth by administrators and fourteenth by faculty. Research, Public Service, and Social Egalitarianism shared the eighteenth rank for administrators and were ranked fifteenth, eighteenth, and twentieth by faculty. Administrators ranked Off-Campus Learning twentieth, and faculty ranked it seventeenth.

TABLE 9

MEAN SCORES AND RANKINGS\* OF PREFERRED GOALS BY ADMINISTRATORS  
AND FACULTY OF INSTITUTION B

| GOAL AREA                              | ADMINISTRATORS |      | FACULTY       |      |
|----------------------------------------|----------------|------|---------------|------|
|                                        | MEAN<br>SCORE  | RANK | MEAN<br>SCORE | RANK |
| 1. Academic Development                | 3.90           | 4    | 4.16          | 2    |
| 2. Intellectual Orientation            | 4.10           | 2    | 4.19          | 1    |
| 3. Individual Personal Development     | 3.85           | 5    | 3.99          | 5    |
| 4. Humanism/Altruism                   | 3.35           | 12   | 3.64          | 8    |
| 5. Cultural/Aesthetic Awareness        | 3.30           | 13.5 | 3.57          | 10   |
| 6. Traditional Religiousness           | 3.00           | 15   | 2.67          | 16   |
| 7. Vocational Preparation              | 3.65           | 8    | 3.13          | 13   |
| 8. Advanced Training                   | 3.30           | 13.5 | 2.45          | 19   |
| 9. Research                            | 2.85           | 18   | 2.69          | 15   |
| 10. Meeting Local Needs                | 3.60           | 10.5 | 3.45          | 11   |
| 11. Public Service                     | 2.85           | 18   | 2.52          | 18   |
| 12. Social Egalitarianism              | 2.85           | 18   | 2.34          | 20   |
| 13. Social Criticism/Activism          | 2.95           | 16   | 2.93          | 14   |
| 14. Freedom                            | 3.60           | 10.5 | 3.63          | 9    |
| 15. Democratic Governance              | 3.65           | 8    | 3.78          | 7    |
| 16. Community                          | 3.75           | 6    | 4.00          | 4    |
| 17. Intellectual/Aesthetic Environment | 3.95           | 3    | 4.15          | 3    |
| 18. Innovation                         | 3.65           | 8    | 3.34          | 12   |
| 19. Off-Campus Learning                | 2.70           | 20   | 2.49          | 17   |
| 20. Accountability/Efficiency          | 4.40           | 1    | 3.90          | 6    |

\* 1 = most important.

20 = least important.

### Administrators/Faculty Perceived Goals--Analysis and Interpretation of Data

The Spearman coefficient of .9256 indicated a very high degree of association between the rankings given the twenty goal areas by administrators and faculty and was significant at the .05 level. (See Table 10 and Figure 5.) There was perfect agreement on the relative emphasis given by the college to three goal areas--Academic Development, Community, and Intellectual/Aesthetic Environment--and, with one exception, the discrepancies otherwise found in the rankings were marginal. There was a discrepancy of six ranks between the perceived relative emphasis given Accountability/Efficiency by administrators and faculty. Administrators perceived that goal as being ranked eighth, while faculty saw it as being ranked second. This would suggest that administrators and faculty were not in agreement with respect to the extent to which the college actually used cost criteria in deciding among various programs, showed concern for program efficiency, and was accountable to funding sources for program effectiveness. The data suggested that there may be some potential for conflict over this particular goal. Otherwise, personnel at Institution B saw their institution as a college concerned with providing an environment in which students were challenged academically, were stimulated by a full round of cultural events, and were encouraged to achieve a higher level of self-understanding.

### Administrators/Faculty Preferred Goals--Analysis and Interpretation of Data

The rankings given to the 20 goal areas by administrators and faculty as preferred goals were found to be positively correlated. The

TABLE 10  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS OF INSTITUTION B

| GOAL AREA                          | ADMINIS-<br>TRATORS | FACULTY | d    | d <sup>2</sup>    |
|------------------------------------|---------------------|---------|------|-------------------|
| Academic Development               | 1                   | 1       | 0    | 0                 |
| Democratic Governance              | 2                   | 6       | -4   | 16                |
| Community                          | 3                   | 3       | 0    | 0                 |
| Intellectual/Aesthetic Environment | 4                   | 4       | 0    | 0                 |
| Intellectual Orientation           | 5                   | 7       | -2   | 4                 |
| Cultural/Aesthetic Awareness       | 6                   | 8       | -2   | 4                 |
| Individual Personal Development    | 7                   | 5       | 2    | 4                 |
| Accountability/Efficiency          | 8                   | 2       | 6    | 36                |
| Traditional Religiousness          | 9.5                 | 11      | -1.5 | 2.25              |
| Freedom                            | 9.5                 | 10      | -.5  | .25               |
| Meeting Local Needs                | 11                  | 9       | 2    | 4                 |
| Innovation                         | 12                  | 14      | -2   | 4                 |
| Advanced Training                  | 13                  | 15      | -2   | 4                 |
| Humanism/Altruism                  | 14                  | 12      | 2    | 4                 |
| Vocational Preparation             | 15.5                | 13      | 2.5  | 6.25              |
| Research                           | 15.5                | 18      | -2.5 | 6.25              |
| Social Criticism/Activism          | 17                  | 16      | 1    | 1                 |
| Off-Campus Learning                | 18                  | 17      | 1    | 1                 |
| Social Egalitarianism              | 19                  | 20      | -1   | 1                 |
| Public Service                     | 20                  | 19      | 1    | 1                 |
|                                    |                     |         |      | $\Sigma d^2 = 99$ |
|                                    |                     |         |      | $r_s = .9256^*$   |

\*The two rankings are positively associated at the .05 level of significance.

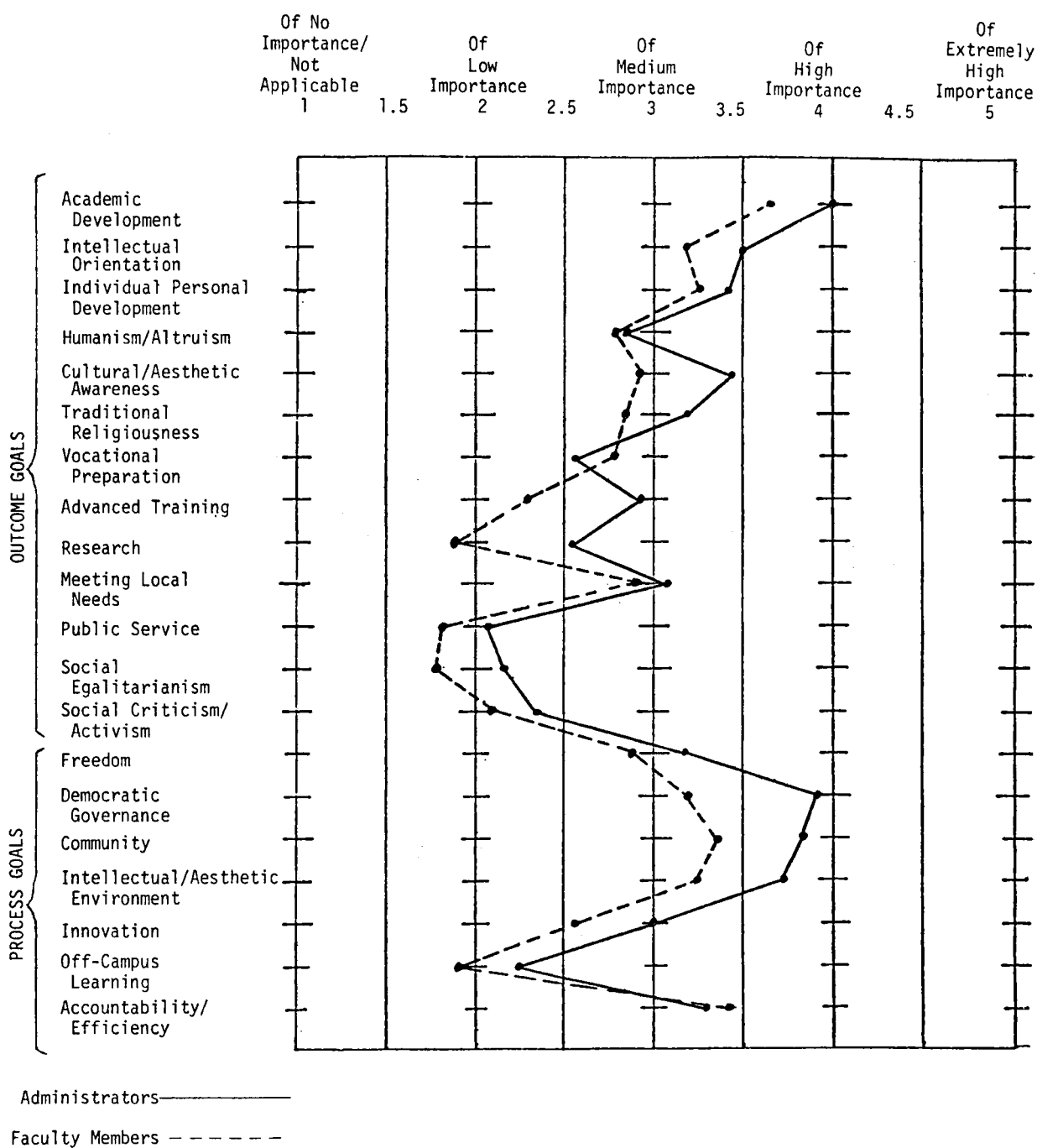


FIGURE 5

PROFILE OF PERCEIVED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTION B

Spearman coefficient of .8767 indicated a high degree of association and was significant at the .05 level. (See Table 11 and Figure 6.) Goal incongruence was found to exist in three goal areas. There was a discrepancy of five or more ranks for Accountability/Efficiency, Vocational Preparation, and Advanced Training. This is to say that there was disagreement between administrators and faculty with respect to the extent to which Institution B should pursue these goals. While administrators agreed with faculty in asserting the importance of goals relating to stimulating students academically and aesthetically, helping them to understand themselves better, and providing a sense of community on campus, they felt that these goals should rank in importance after Accountability/Efficiency, which they considered to be of paramount importance. In addition, administrators and faculty did not agree about the extent to which the college should provide various occupational curricula or graduate programs.

In spite of the three goals with discrepancies, a high positive correlation was found to exist between administrators and faculty on preferred goals.

#### Administrators Perceived/Preferred Goals--Analysis and Interpretation of Data

Administrator's rankings of perceived and preferred goals were positively associated at the .05 level of significance with a Spearman coefficient of .7763. (See Table 12 and Figure 7.) This coefficient reflected a high degree of correlation, though goal incongruence was found to exist in five goal areas, three of which were felt by administrators to be overemphasized and two underemphasized. There was a

TABLE 11  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS OF INSTITUTION B

| GOAL AREA                          | ADMINIS-<br>TRATORS | FACULTY | d    | d <sup>2</sup>     |
|------------------------------------|---------------------|---------|------|--------------------|
| Accountability/Efficiency          | 1                   | 6       | -5   | 25                 |
| Intellectual Orientation           | 2                   | 1       | 1    | 1                  |
| Intellectual/Aesthetic Environment | 3                   | 3       | 0    | 0                  |
| Academic Development               | 4                   | 2       | 2    | 4                  |
| Individual Personal Development    | 5                   | 5       | 0    | 0                  |
| Community                          | 6                   | 4       | 2    | 4                  |
| Vocational Preparation             | 8                   | 13      | -5   | 25                 |
| Democratic Governance              | 8                   | 7       | 1    | 1                  |
| Innovation                         | 8                   | 12      | -4   | 16                 |
| Meeting Local Needs                | 10.5                | 11      | -.5  | .25                |
| Freedom                            | 10.5                | 9       | 1.5  | 2.25               |
| Humanism/Altruism                  | 12                  | 8       | 4    | 16                 |
| Cultural/Aesthetic Awareness       | 13.5                | 10      | 3.5  | 12.25              |
| Advanced Training                  | 13.5                | 19      | -5.5 | 30.25              |
| Traditional Religiousness          | 15                  | 16      | -1   | 1                  |
| Social Criticism/Activism          | 16                  | 14      | 2    | 4                  |
| Research                           | 18                  | 15      | 3    | 9                  |
| Public Service                     | 18                  | 18      | 0    | 0                  |
| Social Egalitarianism              | 18                  | 20      | -2   | 4                  |
| Off-Campus Learning                | 20                  | 17      | 3    | 9                  |
|                                    |                     |         |      | $\Sigma d^2 = 164$ |
|                                    |                     |         |      | $r_s = .8767^*$    |

\*The two rankings are positively associated at the .05 level of significance.

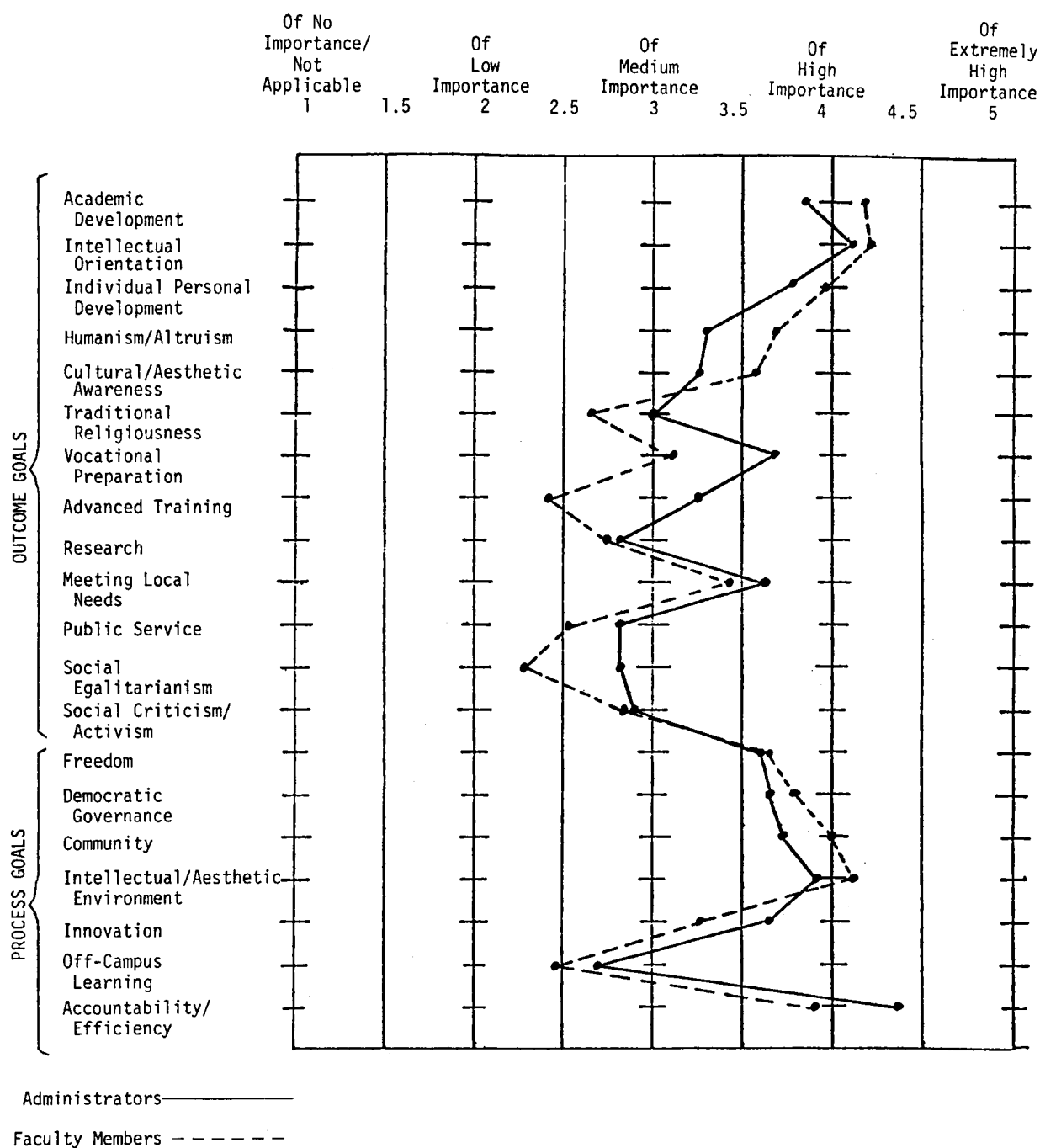


FIGURE 6

PROFILE OF PREFERRED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTION B

TABLE 12  
SPEARMAN COEFFICIENT FOR PERCEIVED/PREFERRED GOALS  
BY ADMINISTRATORS OF INSTITUTION B

| GOAL AREA                          | IS   | SHOULD<br>BE | d    | d <sup>2</sup>       |
|------------------------------------|------|--------------|------|----------------------|
| Academic Development               | 1    | 4            | -3   | 9                    |
| Democratic Governance              | 2    | 8            | -6   | 36                   |
| Community                          | 3    | 6            | -3   | 9                    |
| Intellectual/Aesthetic Environment | 4    | 3            | 1    | 1                    |
| Intellectual Orientation           | 5    | 2            | 3    | 9                    |
| Cultural/Aesthetic Awareness       | 6    | 13.5         | -7.5 | 56.25                |
| Individual Personal Development    | 7    | 5            | 2    | 4                    |
| Accountability/Efficiency          | 8    | 1            | 7    | 49                   |
| Traditional Religiousness          | 9.5  | 15           | -5.5 | 30.25                |
| Freedom                            | 9.5  | 10.5         | -1   | 1                    |
| Meeting Local Needs                | 11   | 10.5         | .5   | .25                  |
| Innovation                         | 12   | 8            | 4    | 16                   |
| Advanced Training                  | 13   | 13.5         | -.5  | .25                  |
| Humanism/Altruism                  | 14   | 12           | 2    | 4                    |
| Vocational Preparation             | 15.5 | 8            | 7.5  | 56.25                |
| Research                           | 15.5 | 18           | -2.5 | 6.25                 |
| Social Criticism/Activism          | 17   | 16           | 1    | 1                    |
| Off-Campus Learning                | 18   | 20           | -2   | 4                    |
| Social Egalitarianism              | 19   | 18           | 1    | 1                    |
| Public Service                     | 20   | 18           | 2    | 4                    |
|                                    |      |              |      | $\Sigma d^2 = 297.5$ |
|                                    |      |              |      | $r_s = .7763^*$      |

\*The two rankings are positively associated at the .05 level of significance.

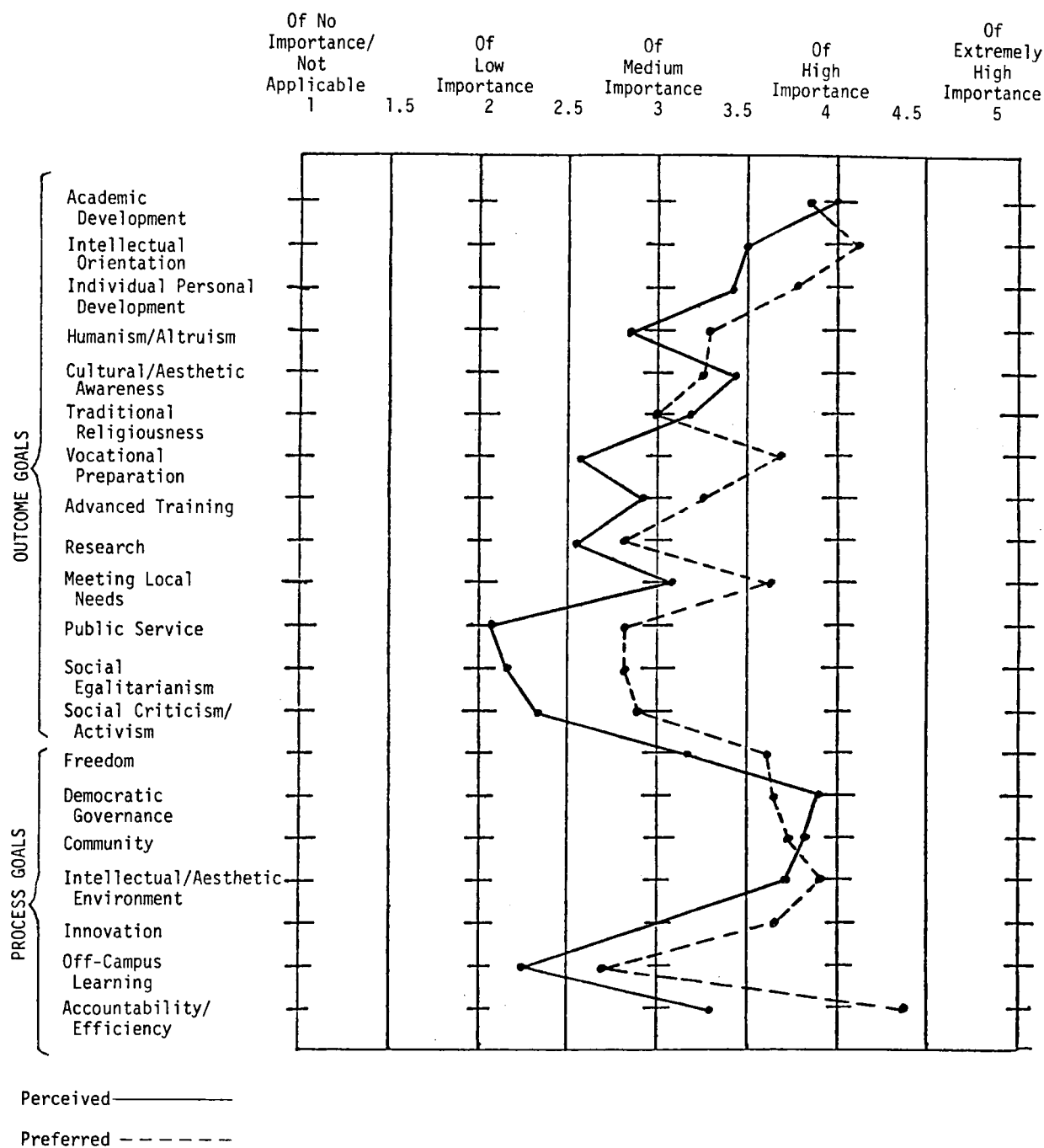


FIGURE 7

PROFILE OF PERCEIVED AND PREFERRED GOALS OF ADMINISTRATORS  
OF INSTITUTION B

discrepancy of seven and one-half ranks between the perceived and preferred importance of Cultural/Aesthetic Awareness. Administrators apparently felt that the college overemphasized the extent to which it encouraged students to develop a heightened appreciation for a variety of art forms. Administrators felt that Vocational Preparation--that is, the provision of various occupational curricula--should have been ranked notably higher than it was. They ranked it fifteenth as a perceived goal; they felt it should have been ranked eighth. This suggested the presence at the college of a debate over the nature of a liberal arts college and how occupational programs should relate to that kind of college. No doubt, administrators at the college were concerned with providing programs that will attract and retain students; and they felt that providing occupational curricula was one way to address this problem. Administrators felt that Accountability/Efficiency was not being sufficiently emphasized by the college. While they perceived this goal to be ranked eighth in importance as a goal, they felt that it should have been ranked first. Administrators perceived Democratic Governance to be ranked second in its emphasis given by the college, but they felt that it should be ranked eighth--a discrepancy of six ranks. This suggested that, while administrators considered Democratic Governance to be an important goal (its rating was 3.65), it should not be ranked above six other goals. Finally, administrators felt that Traditional Religiousness was being overemphasized. While Traditional Religiousness was perceived by administrators to be ranked ninth, they felt that it should have been ranked fifteenth with a rating "of medium importance."

The perceived and preferred rankings given the twentieth goal areas by administrators were positively associated. Despite this basic agreement between perceived and preferred rankings, discrepancies were found to exist, suggesting areas which the college might wish to examine and take steps to minimize differences if it is deemed necessary.

#### Faculty Perceived/Preferred Goals--Analysis and Interpretation of Data

The faculty of Institution B felt that the goal structure of the college was about as it should be. The Spearman coefficient of .8947 indicated a high positive correlation between perceived and preferred goal rankings and was significant at the .05 level. (See Table 13 and Figure 8.) On only two goal areas were there discrepancies of five or more ranks, suggesting a lack of congruence on those goals. They felt that Intellectual Orientation, which relates to an attitude about learning and intellectual work, was being given a seventh place emphasis by the college, and it should have been given top priority. As a perceived goal they felt that it rated "of medium importance," while as a preferred goal, it should have been "of high importance."

The other area where a lack of congruence was found was Traditional Religiousness. The statements in the IGI relating to this goal were intended to reflect a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental. Clearly, the faculty of this college, which would prefer to see this goal in sixteenth place as a preferred goal as opposed to eleventh place as a perceived goal, did not identify with this kind of religiousness. They rated it, as a preferred goal, below "of medium importance."

TABLE 13  
SPEARMAN COEFFICIENT FOR PERCEIVED/PREFERRED GOALS  
BY FACULTY OF INSTITUTION B

| GOAL AREA                          | IS | SHOULD<br>BE | d  | d <sup>2</sup>     |
|------------------------------------|----|--------------|----|--------------------|
| Academic Development               | 1  | 2            | -1 | 1                  |
| Accountability/Efficiency          | 2  | 6            | -4 | 16                 |
| Community                          | 3  | 4            | -1 | 1                  |
| Intellectual/Aesthetic Environment | 4  | 3            | 1  | 1                  |
| Individual Personal Development    | 5  | 5            | 0  | 0                  |
| Democratic Governance              | 6  | 7            | -1 | 1                  |
| Intellectual Orientation           | 7  | 1            | 6  | 36                 |
| Cultural/Aesthetic Awareness       | 8  | 10           | -2 | 4                  |
| Meeting Local Needs                | 9  | 11           | -2 | 4                  |
| Freedom                            | 10 | 9            | 1  | 1                  |
| Traditional Religiousness          | 11 | 16           | -5 | 25                 |
| Humanism/Altruism                  | 12 | 8            | 4  | 16                 |
| Vocational Preparation             | 13 | 13           | 0  | 0                  |
| Innovation                         | 14 | 12           | 2  | 4                  |
| Advanced Training                  | 15 | 19           | -4 | 16                 |
| Social Criticism/Activism          | 16 | 14           | 2  | 4                  |
| Off-Campus Learning                | 17 | 17           | 0  | 0                  |
| Research                           | 18 | 15           | 3  | 9                  |
| Public Service                     | 19 | 18           | 1  | 1                  |
| Social Egalitarianism              | 20 | 20           | 0  | 0                  |
|                                    |    |              |    | $\Sigma d^2 = 140$ |
|                                    |    |              |    | $r_s = .8947^*$    |

\*The two rankings are positively associated at the .05 level of significance.

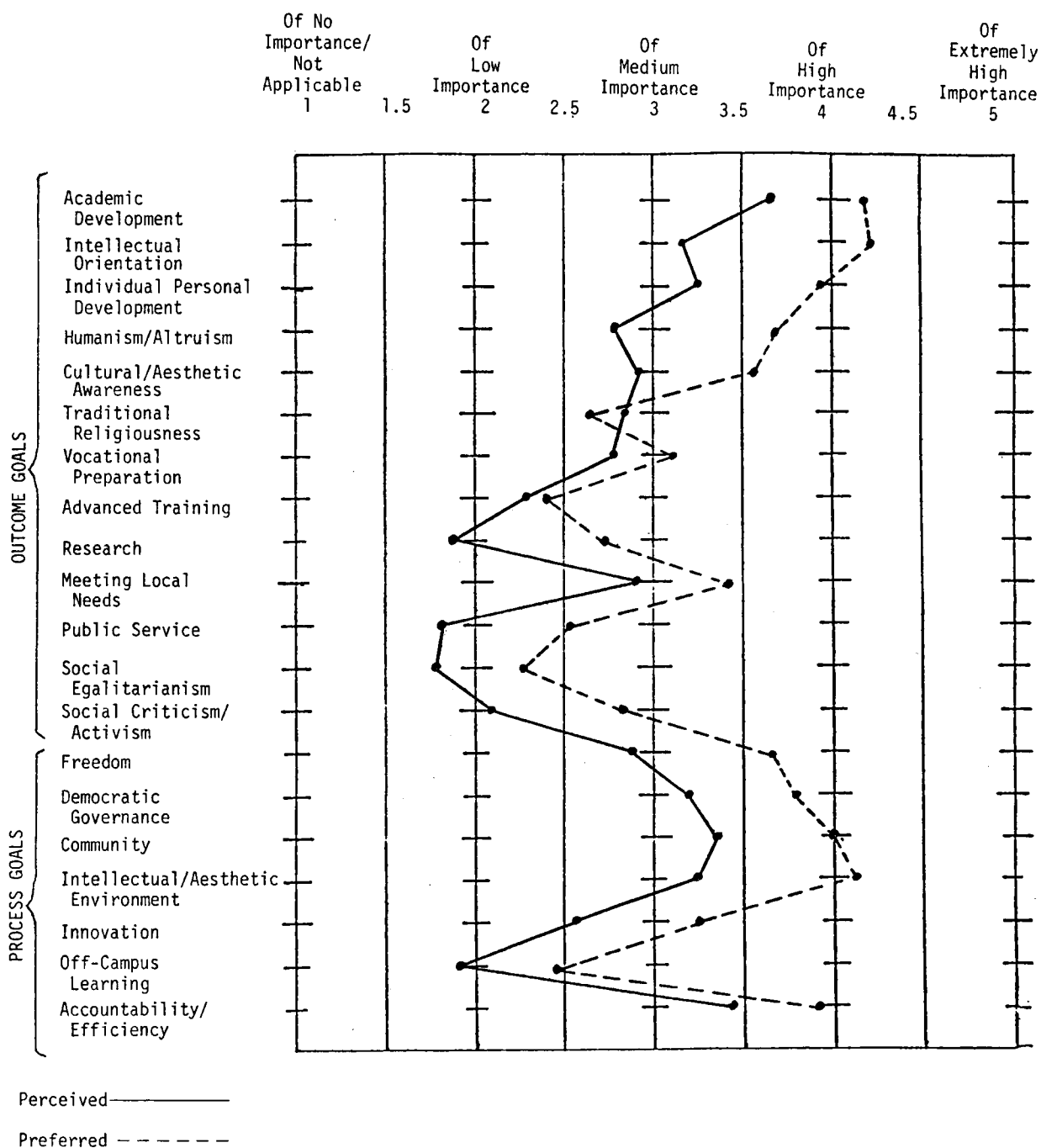


FIGURE 8

PROFILE OF PERCEIVED AND PREFERRED GOALS OF FACULTY  
OF INSTITUTION B

In summary, while the rankings for Institution B were not as highly correlated as were those for Institution A, in terms of the number and extent of discrepancies, they were nevertheless, highly correlated, thereby suggesting substantial agreement about the goal structure of the college as it was and as it should have been. Perhaps the most pronounced agreement between administrators and faculty was over the extent to which Traditional Religiousness should be deemphasized, though, otherwise, with the exception of discrepancies mentioned above, there was strong agreement throughout.

#### IV. INSTITUTION C

Institution C was a college in the southeast whose enrollment had decreased from about 1,000 students in 1968 to about 750 students in 1978.

##### Administrators/Faculty Perceived Goals--Presentation of Data

Table 14 displays the mean scores and rankings of perceived goals of Institution C as seen by administrators and faculty. Administrators at this college ranked Individual Personal Development first and faculty ranked that goal fourth. Accountability/Efficiency and Academic Development were ranked second and third by administrators and third and first by faculty members. Meeting Local Needs and Community were tied by administrators and shared the rank of fourth, while faculty gave the same goals the fifth and thirteenth rankings. Administrators gave Humanism/Altruism, Freedom, and Democratic Governance the shared rank of seven, while faculty gave the same goals the ranks of 6, 15, and 17 respectively. Cultural/Aesthetic Awareness and Intellectual/Aesthetic

TABLE 14

MEAN SCORES AND RANKINGS\* OF PERCEIVED GOALS BY ADMINISTRATORS  
AND FACULTY OF INSTITUTION C

| GOAL AREA                              | ADMINISTRATORS |      | FACULTY       |      |
|----------------------------------------|----------------|------|---------------|------|
|                                        | MEAN<br>SCORE  | RANK | MEAN<br>SCORE | RANK |
| 1. Academic Development                | 3.33           | 3    | 3.58          | 1    |
| 2. Intellectual Orientation            | 2.92           | 11   | 2.97          | 8    |
| 3. Individual Personal Development     | 3.58           | 1    | 3.48          | 4    |
| 4. Humanism/Altruism                   | 3.17           | 7    | 3.14          | 6    |
| 5. Cultural/Aesthetic Awareness        | 3.00           | 9.5  | 3.54          | 2    |
| 6. Traditional Religiousness           | 2.83           | 12   | 2.95          | 9    |
| 7. Vocational Preparation              | 2.33           | 14   | 2.85          | 10   |
| 8. Advanced Training                   | 1.42           | 20   | 1.56          | 19.5 |
| 9. Research                            | 1.92           | 18   | 1.56          | 19.5 |
| 10. Meeting Local Needs                | 3.25           | 4.5  | 3.33          | 5    |
| 11. Public Service                     | 2.17           | 16   | 2.29          | 16   |
| 12. Social Egalitarianism              | 2.25           | 15   | 2.73          | 11   |
| 13. Social Criticism/Activism          | 2.08           | 17   | 2.54          | 14   |
| 14. Freedom                            | 3.17           | 7    | 2.34          | 15   |
| 15. Democratic Governance              | 3.17           | 7    | 2.15          | 17   |
| 16. Community                          | 3.25           | 4.5  | 2.69          | 13   |
| 17. Intellectual/Aesthetic Environment | 3.00           | 9.5  | 3.04          | 7    |
| 18. Innovation                         | 2.50           | 13   | 2.71          | 12   |
| 19. Off-Campus Learning                | 1.75           | 19   | 2.04          | 18   |
| 20. Accountability/Efficiency          | 3.50           | 2    | 3.50          | 3    |

\* 1 = most important.

20 = least important.

Environment shared the administrators' ranking of ninth and were given ranks of two and seven by faculty. Administrators ranked from 11 to 15 Intellectual Orientation, Traditional Religiousness, Innovation, Vocational Preparation, and Social Egalitarianism, while faculty ranked the same goals eighth, ninth, twelfth, tenth, and eleventh respectively. Both groups gave Public Service a ranking of 16. Social Criticism/Activism was ranked seventeenth by administrators and fourteenth by faculty; Research was ranked eighteenth by administrators and tied with Advanced Training for last for faculty; and Off-Campus Learning was ranked nineteenth by administrators and eighteenth by faculty. Advanced Training was ranked last by administrators and by faculty, though, for faculty, Research was tied for the last rank.

#### Administrators/Faculty Preferred Goals--Presentation of Data

Table 15 displays the mean scores and rankings of preferred goals of Institution C as indicated by administrators and faculty. Administrators at Institution C considered that community was the most important goal their college should pursue, while faculty gave that goal a rank of four. Administrators ranked two through five Humanism/Altruism, Intellectual Orientation, Individual Personal Development, and Intellectual/Aesthetic Environment; faculty ranked the same goals seventh, first, third, and sixth. Accountability/Efficiency and Cultural/Aesthetic Awareness were ranked sixth and seventh by administrators and tenth and ninth by faculty. Academic Development was tied with Innovation for the eighth rank by administrators, while the former was ranked second by faculty and the latter eleventh. Ranks 10 through 15 were occupied by Traditional Religiousness, Meeting Local Needs, Freedom,

TABLE 15

MEAN SCORES AND RANKINGS\* OF PREFERRED GOALS BY ADMINISTRATORS  
AND FACULTY OF INSTITUTION C

| GOAL AREA                              | ADMINISTRATORS |      | FACULTY       |      |
|----------------------------------------|----------------|------|---------------|------|
|                                        | MEAN<br>SCORE  | RANK | MEAN<br>SCORE | RANK |
| 1. Academic Development                | 3.58           | 8.5  | 4.26          | 2    |
| 2. Intellectual Orientation            | 4.25           | 3    | 4.29          | 1    |
| 3. Individual Personal Development     | 4.17           | 4    | 4.24          | 3    |
| 4. Humanism/Altruism                   | 4.33           | 2    | 3.84          | 7    |
| 5. Cultural/Aesthetic Awareness        | 3.67           | 7    | 3.69          | 9    |
| 6. Traditional Religiousness           | 3.50           | 10   | 2.74          | 17   |
| 7. Vocational Preparation              | 2.50           | 16.5 | 3.35          | 14   |
| 8. Advanced Training                   | 1.50           | 20   | 1.75          | 20   |
| 9. Research                            | 2.17           | 18   | 2.00          | 19   |
| 10. Meeting Local Needs                | 3.42           | 11   | 3.53          | 12   |
| 11. Public Service                     | 2.67           | 14   | 2.94          | 16   |
| 12. Social Egalitarianism              | 2.50           | 16.5 | 3.15          | 15   |
| 13. Social Criticism/Activism          | 2.58           | 15   | 3.45          | 13   |
| 14. Freedom                            | 3.34           | 12   | 3.73          | 8    |
| 15. Democratic Governance              | 3.25           | 13   | 4.16          | 5    |
| 16. Community                          | 4.42           | 1    | 4.19          | 4    |
| 17. Intellectual/Aesthetic Environment | 4.08           | 5    | 4.14          | 6    |
| 18. Innovation                         | 3.58           | 8.5  | 3.63          | 11   |
| 19. Off-Campus Learning                | 2.08           | 19   | 2.59          | 18   |
| 20. Accountability/Efficiency          | 3.91           | 6    | 3.64          | 10   |

\* 1 = most important.

20 = least important.

Democratic Governance, Public Service, and Social Criticism/Activism for administrators, while faculty ranked the same goals seventeenth, twelfth, eighth, fifth, sixteenth, and thirteenth. Vocational Preparation and Social Egalitarianism were tied and ranked sixteenth by administrators and ranked fourteenth and fifteenth by faculty. Research, Off-Campus Learning, and Advanced Training were ranked eighteenth, nineteenth, and twentieth by administrators and nineteenth, eighteenth, and twentieth by faculty.

#### Administrators/Faculty Perceived Goals--Analysis and Interpretation of Data

Administrators and faculty of Institution C were found to be in basic agreement with respect to their perceptions of the goal structure of their college. (See Table 16 and Figure 9.) The Spearman coefficient of .7162 indicated a positive correlation between the rankings, which was significant at the .05 level, though several discrepancies on goal perceptions between these two groups were observed.

The greatest discrepancy between administrators and faculty was on the rankings of Democratic Governance. Administrators ranked this goal seventh as a perceived goal and faculty ranked it seventeenth--a discrepancy of ten ranks. The extent to which the decision-making apparatus of the college was decentralized, participatory, and responsive to the concerns of everyone at the institution was not agreed upon by administrators and faculty.

Administrators perceived their college to place a strong emphasis on developing a sense of Community on campus, ranking that goal in a tie with Meeting Local Needs for fourth, while faculty saw the college placing

TABLE 16  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS OF INSTITUTION C

| GOAL AREA                          | ADMINIS-<br>TRATORS | FACULTY | d    | d <sup>2</sup>       |
|------------------------------------|---------------------|---------|------|----------------------|
| Individual Personal Development    | 1                   | 4       | -3   | 9                    |
| Accountability/Efficiency          | 2                   | 3       | -1   | 1                    |
| Academic Development               | 3                   | 1       | 2    | 4                    |
| Meeting Local Needs                | 4.5                 | 5       | -.5  | .25                  |
| Community                          | 4.5                 | 13      | -8.5 | 72.25                |
| Humanism/Altruism                  | 7                   | 6       | 1    | 1                    |
| Freedom                            | 7                   | 15      | -8   | 64                   |
| Democratic Governance              | 7                   | 17      | -10  | 100                  |
| Cultural/Aesthetic Awareness       | 9.5                 | 2       | 7.5  | 56.25                |
| Intellectual/Aesthetic Environment | 9.5                 | 7       | 2.5  | 6.25                 |
| Intellectual Orientation           | 11                  | 8       | 3    | 9                    |
| Traditional Religiousness          | 12                  | 9       | 3    | 9                    |
| Innovation                         | 13                  | 12      | 1    | 1                    |
| Vocational Preparation             | 14                  | 10      | 4    | 16                   |
| Social Egalitarianism              | 15                  | 11      | 4    | 16                   |
| Public Service                     | 16                  | 16      | 0    | 0                    |
| Social Criticism/Activism          | 17                  | 14      | 3    | 9                    |
| Research                           | 18                  | 19.5    | -1.5 | 2.25                 |
| Off-Campus Learning                | 19                  | 18      | 1    | 1                    |
| Advanced Training                  | 20                  | 19.5    | .5   | .25                  |
|                                    |                     |         |      | $\Sigma d^2 = 377.5$ |
|                                    |                     |         |      | $r_s = .7162^*$      |

\*The two rankings are positively associated at the .05 level of significance.

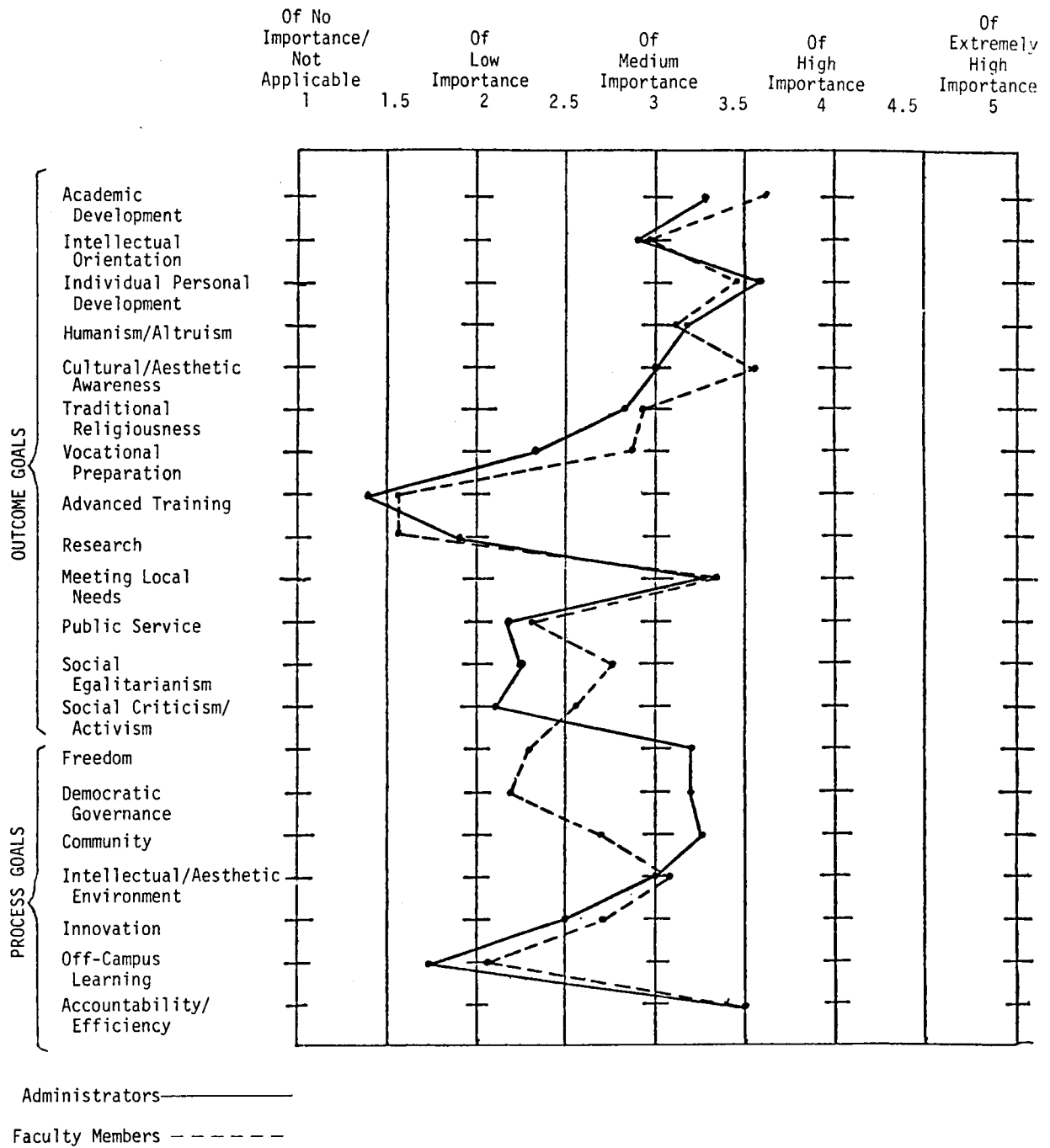


FIGURE 9  
 PROFILE OF PERCEIVED GOALS OF ADMINISTRATORS AND FACULTY  
 OF INSTITUTION C

substantially lower emphasis on Community, ranking it thirteenth as a perceived goal. This suggested a lack of understanding and agreement on the extent to which the college actually attempted to maintain a climate in which there is faculty commitment to the general welfare of the institution, where there are open channels of communication and meaningful opportunities for the airing of differences, and where a sense of mutual trust exists among administrators, faculty, and students.

Another noticeable discrepancy between administrators and faculty was on Freedom. Administrators saw the college giving a seventh place emphasis to this goal, while faculty perceived it as being ranked fifteenth as an actual goal of the college. This suggested that administrators saw the college as much more sensitive to protecting the academic freedom of faculty, the freedom of students to hear controversial points of view, and so forth than did the faculty, which saw the college placing a relatively low emphasis on this goal.

A final discrepancy between rankings by administrators and faculty was on Cultural/Aesthetic Awareness. Faculty members saw the college emphasizing that goal more than did administrators, faculty ranking it second as a perceived goal and administrators ranking it ninth along with Intellectual/Aesthetic Environment.

Administrators and faculty were found to be in general agreement on perceived goals with the exception of the four goals mentioned.

#### Administrators/Faculty Preferred Goals--Analysis and Interpretation of Data

The preferred rankings given to the twenty goal areas by administrators and faculty were found to be positively correlated at the .05

level of significance with a Spearman coefficient of .8068. (See Table 17 and Figure 10.) Goal incongruence between the two groups was found to exist in four goal areas.

The goal with the greatest discrepancy between groups was Democratic Governance. Faculty members felt that it should be ranked substantially higher as a preferred goal than did administrators. Faculty preferred a rank of five for it and administrators preferred a rank of thirteen. This is particularly noteworthy in light of the broad discrepancy that also was found to exist for Democratic Governance as a perceived goal. There, administrators saw it as of much greater relative importance than did faculty, and here they said, in effect, that it should have been ranked even lower. Clearly, there seems to be disagreement over the place of Democratic Governance at Institution C.

There was a discrepancy of seven ranks for Traditional Religiousness. Administrators felt that it should be ranked tenth and faculty seventeenth. Though both groups considered it to be in the neighborhood "of medium importance" with administrators rating it somewhat higher than faculty, it is not surprising that administrators, who have a greater responsibility to relate the college to its ecclesiastical patrons, would be more sensitive to the place of "religiousness" in the total program of the college.

There was a discrepancy between the two groups on Academic Development. Administrators preferred to see that goal ranked eighth, and faculty thought it should be ranked second.

A final discrepancy to be noted was on Humanism/Altruism, which administrators ranked second as a preferred goal and faculty ranked

TABLE 17  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS OF INSTITUTION C

| GOAL AREA                          | ADMINIS-<br>TRATORS | FACULTY | d    | d <sup>2</sup>     |
|------------------------------------|---------------------|---------|------|--------------------|
| Community                          | 1                   | 4       | -3   | 9                  |
| Humanism/Altruism                  | 2                   | 7       | -5   | 25                 |
| Intellectual Orientation           | 3                   | 1       | 2    | 4                  |
| Individual Personal Development    | 4                   | 3       | 1    | 1                  |
| Intellectual/Aesthetic Environment | 5                   | 6       | -1   | 1                  |
| Accountability/Efficiency          | 6                   | 10      | -4   | 16                 |
| Cultural/Aesthetic Awareness       | 7                   | 9       | -2   | 4                  |
| Academic Development               | 8.5                 | 2       | 6.5  | 42.25              |
| Innovation                         | 8.5                 | 11      | -2.5 | 6.25               |
| Traditional Religiousness          | 10                  | 17      | -7   | 49                 |
| Meeting Local Needs                | 11                  | 12      | -1   | 1                  |
| Freedom                            | 12                  | 8       | 4    | 16                 |
| Democratic Governance              | 13                  | 5       | 8    | 64                 |
| Public Service                     | 14                  | 16      | -2   | 4                  |
| Social Criticism/Activism          | 15                  | 13      | 2    | 4                  |
| Vocational Preparation             | 16.5                | 14      | 2.5  | 6.25               |
| Social Egalitarianism              | 16.5                | 15      | 1.5  | 2.25               |
| Research                           | 18                  | 19      | -1   | 1                  |
| Off-Campus Learning                | 19                  | 18      | 1    | 1                  |
| Advanced Training                  | 20                  | 20      | 0    | 0                  |
|                                    |                     |         |      | $\Sigma d^2 = 257$ |
|                                    |                     |         |      | $r_s = .8068^*$    |

\*The two rankings are positively associated at the .05 level of significance.

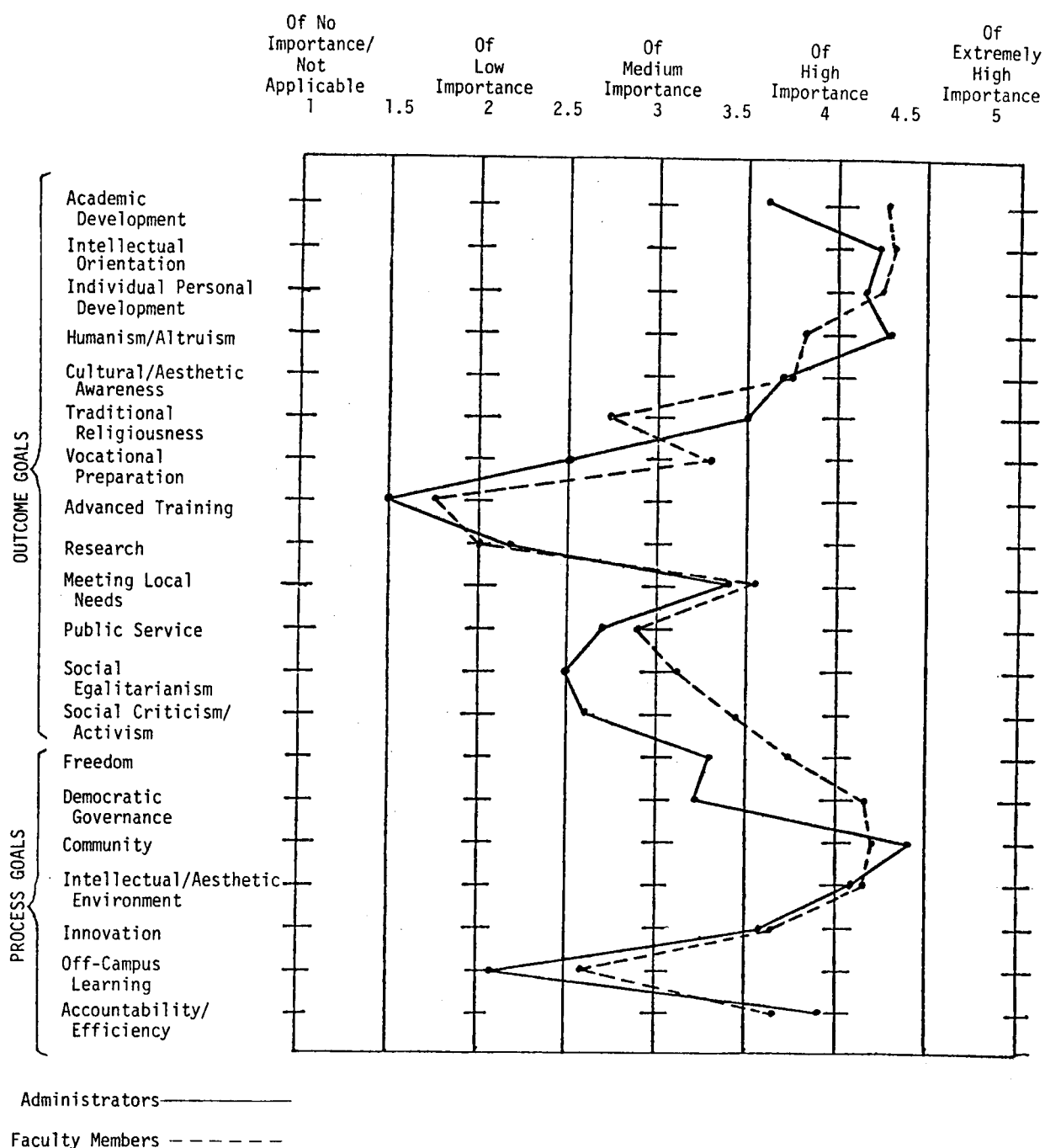


FIGURE 10

PROFILE OF PREFERRED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTION C

seventh--a discrepancy of five ranks. While both groups considered this to be an important goal, administrators apparently felt that developing a sense of respect for diverse cultures and a consciousness of contemporary moral issues was a goal that should be pursued above eighteen other goals.

Generally, preferred rankings for administrators and faculty were highly correlated, though incongruence was found for four goals. This would suggest that potential for conflict existed over the place of these goals in the college.

#### Administrators Perceived/Preferred Goals--Analysis and Interpretation of Data

While there was a relatively high degree of association between the perceived and preferred goal structures for administrators at Institution C ( $r_s = .7541$ ; significant at the .05 level), there were six goal areas with discrepancies of five or more ranks. (See Table 18 and Figure 11.) Administrators perceived Intellectual Orientation to be ranked eleventh, while they felt it should have been ranked third--a discrepancy of eight ranks. Administrators ranked Meeting Local Needs fourth, but they preferred that it be ranked eleventh. Democratic Governance was ranked seventh by administrators (a three-way tie with Freedom and Humanism/Altruism), and they preferred a rank of thirteen for it. Administrators ranked Academic Development second as a perceived goal, but ranked it eighth as a preferred goal. Surprisingly, college administrators would rank this goal so far down the list. There was a discrepancy for Humanism/Altruism, which administrators gave a perceived ranking of seven and a preferred ranking of two. A final discrepancy was observed for

TABLE 18  
SPEARMAN COEFFICIENT FOR PERCEIVED/PREFERRED GOALS  
BY ADMINISTRATORS OF INSTITUTION C

| GOAL AREA                          | IS  | SHOULD<br>BE | d    | d <sup>2</sup>     |
|------------------------------------|-----|--------------|------|--------------------|
| Individual Personal Development    | 1   | 4            | -3   | 9                  |
| Accountability/Efficiency          | 2   | 6            | -4   | 16                 |
| Academic Development               | 3   | 8.5          | -5.5 | 30.25              |
| Meeting Local Needs                | 4.5 | 11           | -6.5 | 42.25              |
| Community                          | 4.5 | 1            | 3.5  | 12.25              |
| Humanism/Altruism                  | 7   | 2            | 5    | 25                 |
| Freedom                            | 7   | 12           | -5   | 25                 |
| Democratic Governance              | 7   | 13           | -6   | 36                 |
| Cultural/Aesthetic Awareness       | 9.5 | 7            | 2.5  | 6.25               |
| Intellectual/Aesthetic Environment | 9.5 | 5            | 4.5  | 20.25              |
| Intellectual Orientation           | 11  | 3            | 8    | 64                 |
| Traditional Religiousness          | 12  | 10           | 2    | 4                  |
| Innovation                         | 13  | 8.5          | 4.5  | 20.25              |
| Vocational Preparation             | 14  | 16.5         | -2.5 | 6.25               |
| Social Egalitarianism              | 15  | 16.5         | -1.5 | 2.25               |
| Public Service                     | 16  | 14           | 2    | 4                  |
| Social Criticism/Activism          | 17  | 15           | 2    | 4                  |
| Research                           | 18  | 18           | 0    | 0                  |
| Off-Campus Learning                | 19  | 19           | 0    | 0                  |
| Advanced Training                  | 20  | 20           | 0    | 0                  |
|                                    |     |              |      | $\Sigma d^2 = 327$ |
|                                    |     |              |      | $r_s = .7541^*$    |

\*The two rankings are positively associated at the .05 level of significance.

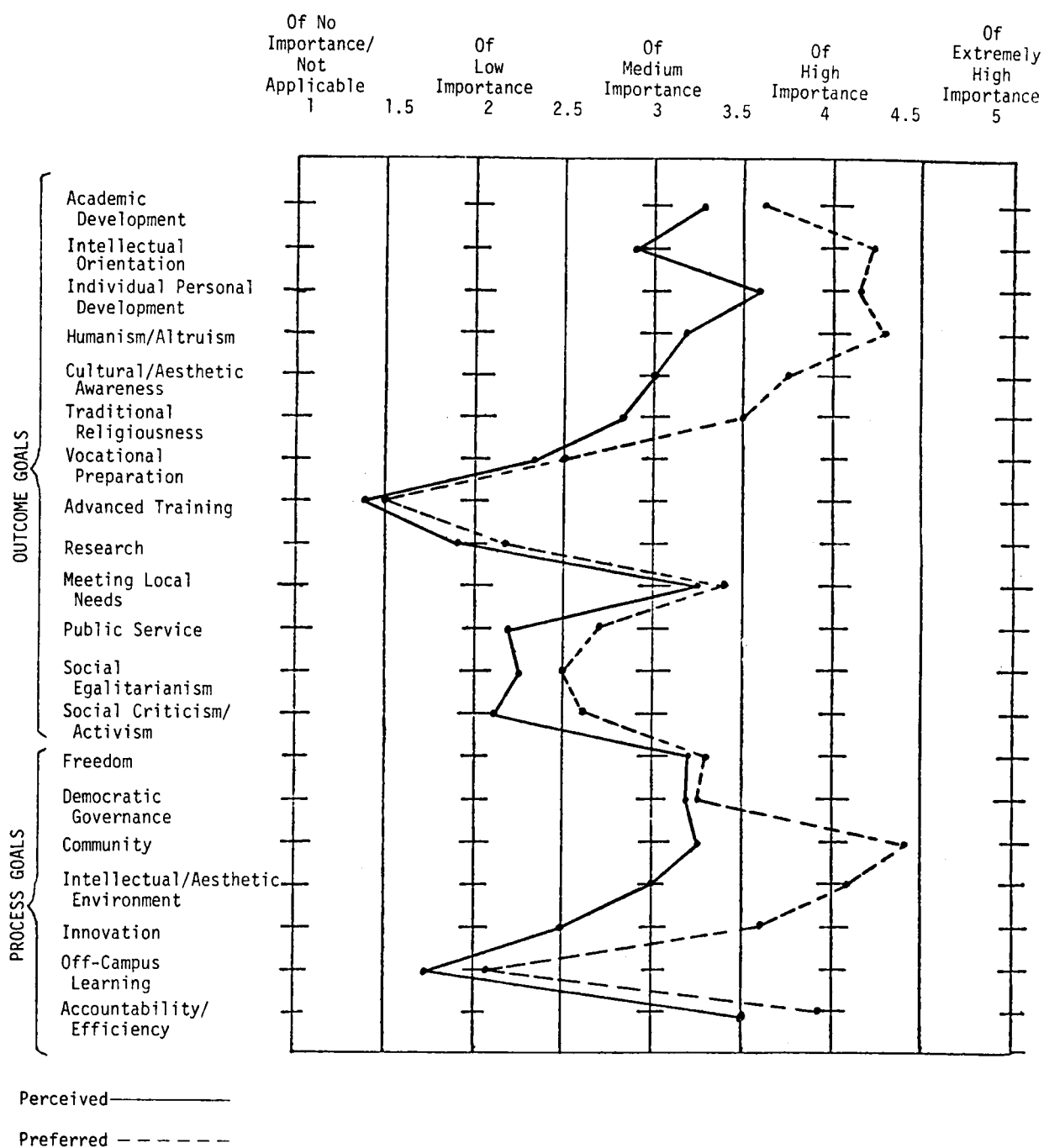


FIGURE 11

PROFILE OF PERCEIVED AND PREFERRED GOALS OF ADMINISTRATORS  
OF INSTITUTION C

Freedom, which administrators perceived to be ranked seventh, but they thought it should have been ranked twelfth.

Clearly, there were areas where administrators felt the college's goal structure should be altered. Perhaps the most striking areas were Freedom and Democratic Governance, which administrators felt should have been substantially deemphasized. Also, while there was little agreement between administrators and faculty with respect to the actual place of these two goals on the campus, further deemphasis of them would likely create possible conflict between the two groups.

#### Faculty Perceived/Preferred Goals--Analysis and Interpretation of Data

The perceived and preferred rankings of the twenty goal areas by faculty were found to be positively associated ( $r_s = .5695$ ; significant at the .05 level). (See Table 19 and Figure 12.) There were discrepancies in rank in eight of the goal areas. Faculty members perceived Democratic Governance to be ranked seventeenth; they preferred that it be ranked fifth--a discrepancy of twelve ranks. A discrepancy of nine ranks existed for the goal of Community; it was ranked thirteenth as a perceived goal and fourth as a preferred goal. Traditional Religiousness was perceived by faculty members to be ranked ninth, and they preferred that it be ranked seventeenth--a discrepancy of eight ranks. Cultural/Aesthetic Awareness, Accountability/Efficiency, and Meeting Local Needs were perceived by the faculty to be overemphasized by seven ranks, and they perceived Intellectual Orientation to be underemphasized by seven ranks.

These data suggested that there were wide gaps in certain critical areas between the faculty's perception of the emphasis given to

TABLE 19  
SPEARMAN COEFFICIENT FOR PERCEIVED/PREFERRED GOALS  
BY FACULTY OF INSTITUTION C

| GOAL AREA                          | IS   | SHOULD<br>BE | d  | d <sup>2</sup>       |
|------------------------------------|------|--------------|----|----------------------|
| Academic Development               | 1    | 2            | -1 | 1                    |
| Cultural/Aesthetic Awareness       | 2    | 9            | -7 | 49                   |
| Accountability/Efficiency          | 3    | 10           | -7 | 49                   |
| Individual Personal Development    | 4    | 3            | 1  | 1                    |
| Meeting Local Needs                | 5    | 12           | -7 | 49                   |
| Humanism/Altruism                  | 6    | 7            | -1 | 1                    |
| Intellectual/Aesthetic Environment | 7    | 6            | 1  | 1                    |
| Intellectual Orientation           | 8    | 1            | 7  | 49                   |
| Traditional Religiousness          | 9    | 17           | -8 | 64                   |
| Vocational Preparation             | 10   | 14           | -4 | 16                   |
| Social Egalitarianism              | 11   | 15           | 4  | 16                   |
| Innovation                         | 12   | 11           | 1  | 1                    |
| Community                          | 13   | 4            | 9  | 81                   |
| Social Criticism/Activism          | 14   | 13           | 1  | 1                    |
| Freedom                            | 15   | 8            | 7  | 49                   |
| Public Service                     | 16   | 16           | 0  | 0                    |
| Democratic Governance              | 17   | 5            | 12 | 144                  |
| Off-Campus Learning                | 18   | 18           | 0  | 0                    |
| Research                           | 19.5 | 19           | .5 | .25                  |
| Advanced Training                  | 19.5 | 20           | .5 | .25                  |
|                                    |      |              |    | $\Sigma d^2 = 572.5$ |
|                                    |      |              |    | $r_s = .5695^*$      |

\*The two rankings are positively associated at the .05 level of significance.

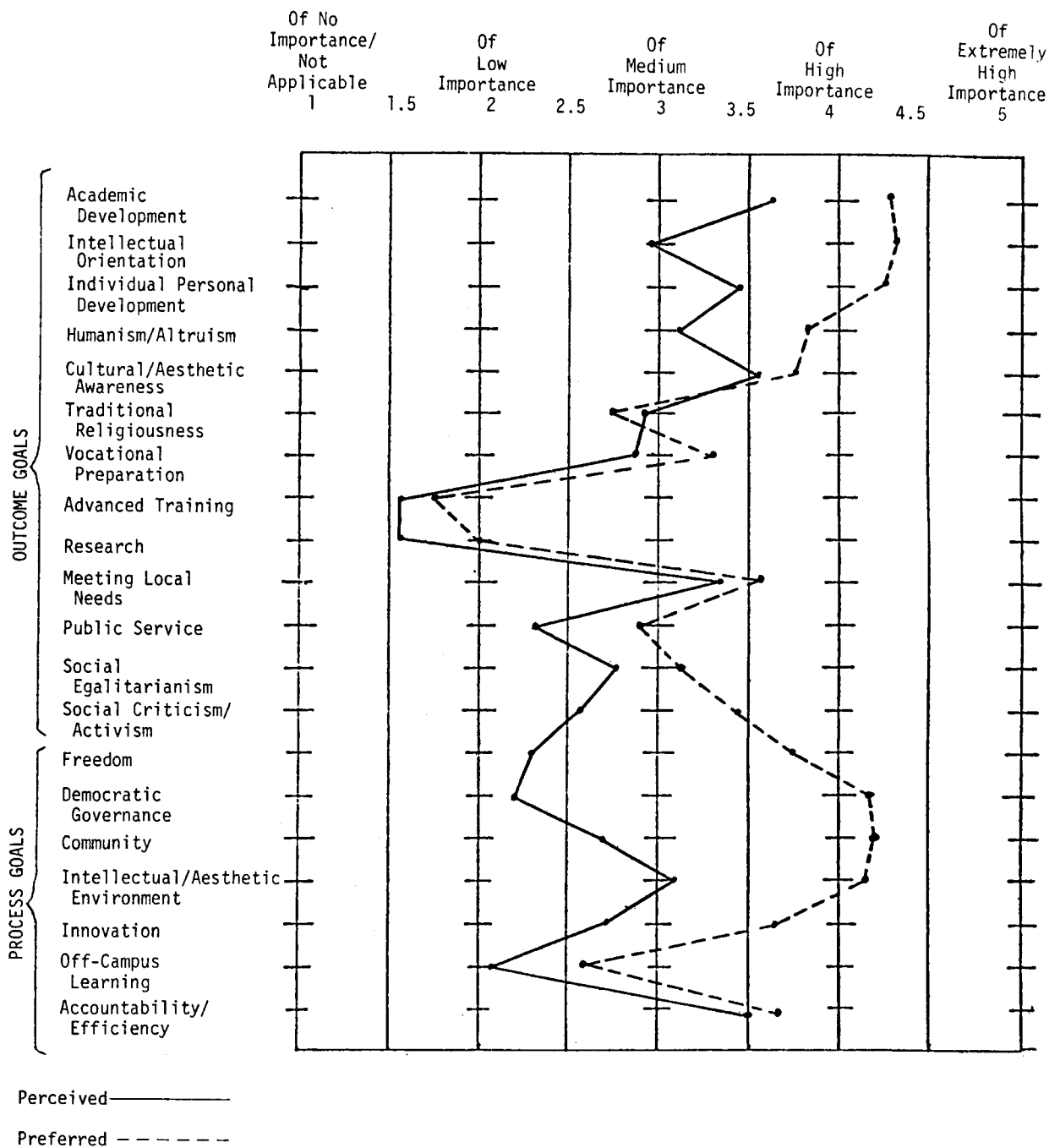


FIGURE 12

PROFILE OF PERCEIVED AND PREFERRED GOALS OF FACULTY  
OF INSTITUTION C

goals by the college and the emphasis that should have been given to these goals. There appeared to be strong faculty dissatisfaction over their role in the governance of the college; they apparently felt they were not meaningfully involved in the decision-making process. Nor did they feel that a climate of mutual trust and candid and open communications existed at the college. This would suggest that faculty morale was not as high as Institution C and it might have been.

In summary, all of the comparative rankings were positively correlated. However, more discrepancies on individual items were noted in Institution C than were noted for Institutions A and B. Numerous areas of potential conflict were identified.

#### V. INSTITUTION D

Institution D was a college in the midwest whose enrollment had declined from just under 1,000 students in 1968 to under 600 students in 1978. It had experienced a change in presidential leadership in the past two years.

##### Administrators/Faculty Perceived Goals--Presentation of Data

Table 20 displays the mean scores and rankings of perceived goals of Institution D as indicated by administrators and faculty. Administrators ranked Community first, and faculty ranked that goal eighth. Individual Personal Development was ranked second by administrators and first by faculty. Intellectual Orientation and Freedom shared the next rank for administrators and were ranked fourth and twelfth respectively by faculty. Administrators gave the sixth rank (a tie) to Academic Development, Democratic Governance, and Intellectual/Aesthetic Environment,

TABLE 20

MEAN SCORES AND RANKINGS\* OF PERCEIVED GOALS BY ADMINISTRATORS  
AND FACULTY OF INSTITUTION D

| GOAL AREA                              | ADMINISTRATORS |      | FACULTY       |      |
|----------------------------------------|----------------|------|---------------|------|
|                                        | MEAN<br>SCORE  | RANK | MEAN<br>SCORE | RANK |
| 1. Academic Development                | 3.33           | 6    | 3.40          | 2    |
| 2. Intellectual Orientation            | 3.42           | 3.5  | 3.11          | 4    |
| 3. Individual Personal Development     | 3.92           | 2    | 3.54          | 1    |
| 4. Humanism/Altruism                   | 3.17           | 8.5  | 2.99          | 7    |
| 5. Cultural/Aesthetic Awareness        | 2.83           | 12   | 2.86          | 9    |
| 6. Traditional Religiousness           | 2.58           | 14   | 2.80          | 10   |
| 7. Vocational Preparation              | 2.75           | 13   | 3.00          | 6    |
| 8. Advanced Training                   | 1.50           | 20   | 1.73          | 19   |
| 9. Research                            | 1.67           | 19   | 1.63          | 20   |
| 10. Meeting Local Needs                | 2.92           | 11   | 2.70          | 13   |
| 11. Public Service                     | 2.17           | 18   | 2.35          | 17   |
| 12. Social Egalitarianism              | 2.42           | 15.5 | 2.50          | 15   |
| 13. Social Criticism/Activism          | 2.42           | 15.5 | 2.45          | 16   |
| 14. Freedom                            | 3.42           | 3.5  | 2.71          | 12   |
| 15. Democratic Governance              | 3.33           | 6    | 2.69          | 14   |
| 16. Community                          | 4.00           | 1    | 2.89          | 8    |
| 17. Intellectual/Aesthetic Environment | 3.33           | 6    | 3.10          | 5    |
| 18. Innovation                         | 3.00           | 10   | 2.73          | 11   |
| 19. Off-Campus Learning                | 2.33           | 17   | 2.16          | 18   |
| 20. Accountability/Efficiency          | 3.17           | 8.5  | 3.16          | 3    |

\* 1 = most important.

20 = least important.

while faculty ranked the same goals second, fourteenth, and fifth. Humanism/Altruism and Accountability/Efficiency shared the next rank (tie for eighth) and were ranked seventh and third by faculty. Ranks ten through fourteen were held by Innovation, Meeting Local Needs, Cultural/Aesthetic Awareness, Vocational Preparation, and Traditional Religiousness by administrators, and faculty ranked these goals eleventh, thirteenth, thirteenth, ninth, sixth, and tenth. Social Egalitarianism and Social Criticism/Activism shared the next rank (fifteenth) for administrators, while faculty ranked the same goals fifteenth and sixteenth. Administrators ranked seventeenth through twentieth Off-Campus Learning, Public Service, Research, and Advanced Training; faculty ranked these goals eighteenth, seventeenth, twentieth, and nineteenth respectively.

#### Administrators/Faculty Preferred Goals--Presentation of Data

Table 21 displays the mean scores and rankings of preferred goals of Institution D as indicated by administrators and faculty. Administrators ranked Individual Personal Development first as a preferred goal, and faculty ranked the same goal third. Community, Intellectual Orientation, Intellectual/Aesthetic Environment, Humanism/Altruism, and Academic Development were ranked second through sixth by administrators and fourth, first, fifth, seventh, and second by faculty. Administrators and faculty agreed in ranking Accountability/Efficiency and Freedom eighth and ninth. Administrators ranked Democratic Governance, Cultural/Aesthetic Awareness, Meeting Local Needs, Vocational Preparation, and Social Egalitarianism tenth through fourteenth, while faculty ranked the same goals sixth, tenth, thirteenth, eleventh, and sixteenth. The two groups agreed in ranking Traditional Religiousness fifteenth as a preferred goal. Social

TABLE 21

MEAN SCORES AND RANKINGS\* OF PREFERRED GOALS BY ADMINISTRATORS  
AND FACULTY OF INSTITUTION D

| GOAL AREA                              | ADMINISTRATORS |      | FACULTY       |      |
|----------------------------------------|----------------|------|---------------|------|
|                                        | MEAN<br>SCORE  | RANK | MEAN<br>SCORE | RANK |
| 1. Academic Development                | 3.83           | 6    | 4.26          | 2    |
| 2. Intellectual Orientation            | 4.17           | 3    | 4.38          | 1    |
| 3. Individual Personal Development     | 4.58           | 1    | 4.18          | 3    |
| 4. Humanism/Altruism                   | 4.00           | 5    | 3.64          | 7    |
| 5. Cultural/Aesthetic Awareness        | 3.33           | 11   | 3.61          | 10   |
| 6. Traditional Religiousness           | 2.75           | 15   | 3.00          | 15   |
| 7. Vocational Preparation              | 3.17           | 13   | 3.45          | 11   |
| 8. Advanced Training                   | 1.92           | 19   | 1.95          | 20   |
| 9. Research                            | 1.83           | 20   | 2.47          | 19   |
| 10. Meeting Local Needs                | 3.25           | 12   | 3.27          | 13   |
| 11. Public Service                     | 2.58           | 17   | 2.59          | 17.5 |
| 12. Social Egalitarianism              | 2.83           | 14   | 2.90          | 16   |
| 13. Social Criticism/Activism          | 2.67           | 16   | 3.03          | 14   |
| 14. Freedom                            | 3.50           | 9    | 3.59          | 9    |
| 15. Democratic Governance              | 3.42           | 10   | 3.92          | 6    |
| 16. Community                          | 4.33           | 2    | 4.11          | 4    |
| 17. Intellectual/Aesthetic Environment | 4.08           | 4    | 4.00          | 5    |
| 18. Innovation                         | 3.75           | 7    | 3.39          | 12   |
| 19. Off-Campus Learning                | 2.33           | 18   | 2.59          | 17.5 |
| 20. Accountability/Efficiency          | 3.67           | 8    | 3.60          | 8    |

\* 1 = most important.

20 = least important.

Criticism/Activism was ranked sixteenth by administrators and fourteenth by faculty. Administrators ranked Public Service and Off-Campus Learning seventeenth and eighteenth, and faculty gave these goals the same rank (seventeenth). Advanced Training and Research were ranked nineteenth and twentieth by administrators and twentieth and nineteenth by faculty.

#### Administrators/Faculty Perceived Goals--Analysis and Interpretation of Data

The Spearman coefficient of .7598, significant at the .05 level, indicated that the two rankings were positively associated. (See Table 22 and Figure 13.) There was a discrepancy of five or more ranks in five goal areas: Community, Freedom, Democratic Governance, Accountability/Efficiency, and Vocational Preparation. Administrators saw the first three goals listed above as ranking higher than did faculty members; they saw the latter two goals ranking lower than did faculty members. Four of the goals with discrepancies were process goals, and three of these (Community, Freedom, and Democratic Governance) would seem to be goals representing values considered important by faculty members. There was a difference of opinion at Institution D over the extent to which the college actually pursued the goals of nurturing an atmosphere of trust and mutual respect, enhancing academic freedom, involving persons in decisions which affect them, using cost criteria in deciding among various programs, and providing specific occupational curricula. Hence, it would seem that there were areas of potential conflict over perceived goals at Institution D.

TABLE 22  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS OF INSTITUTION D

| GOAL AREA                          | ADMINIS-<br>TRATORS | FACULTY | d    | d <sup>2</sup>       |
|------------------------------------|---------------------|---------|------|----------------------|
| Community                          | 1                   | 8       | -7   | 49                   |
| Individual Personal Development    | 2                   | 1       | 1    | 1                    |
| Intellectual Orientation           | 3.5                 | 4       | -.5  | .25                  |
| Freedom                            | 3.5                 | 12      | -8.5 | 72.25                |
| Academic Development               | 6                   | 2       | 4    | 16                   |
| Democratic Governance              | 6                   | 14      | -8   | 64                   |
| Intellectual/Aesthetic Environment | 6                   | 5       | 1    | 1                    |
| Humanism/Altruism                  | 8.5                 | 7       | 1.5  | 2.25                 |
| Accountability/Efficiency          | 8.5                 | 3       | 5.5  | 30.25                |
| Innovation                         | 10                  | 11      | -1   | 1                    |
| Meeting Local Needs                | 11                  | 13      | -2   | 4                    |
| Cultural/Aesthetic Awareness       | 12                  | 9       | 3    | 9                    |
| Vocational Preparation             | 13                  | 6       | 7    | 49                   |
| Traditional Religiousness          | 14                  | 10      | 4    | 16                   |
| Social Egalitarianism              | 15.5                | 15      | .5   | .25                  |
| Social Criticism/Activism          | 15.5                | 16      | -.5  | .25                  |
| Off-Campus Learning                | 17                  | 18      | -1   | 1                    |
| Public Service                     | 18                  | 17      | 1    | 1                    |
| Research                           | 19                  | 20      | -1   | 1                    |
| Advanced Training                  | 20                  | 19      | 1    | 1                    |
|                                    |                     |         |      | $\Sigma d^2 = 319.5$ |
|                                    |                     |         |      | $r_s = .7598^*$      |

\*The two rankings are positively associated at the .05 level of significance.

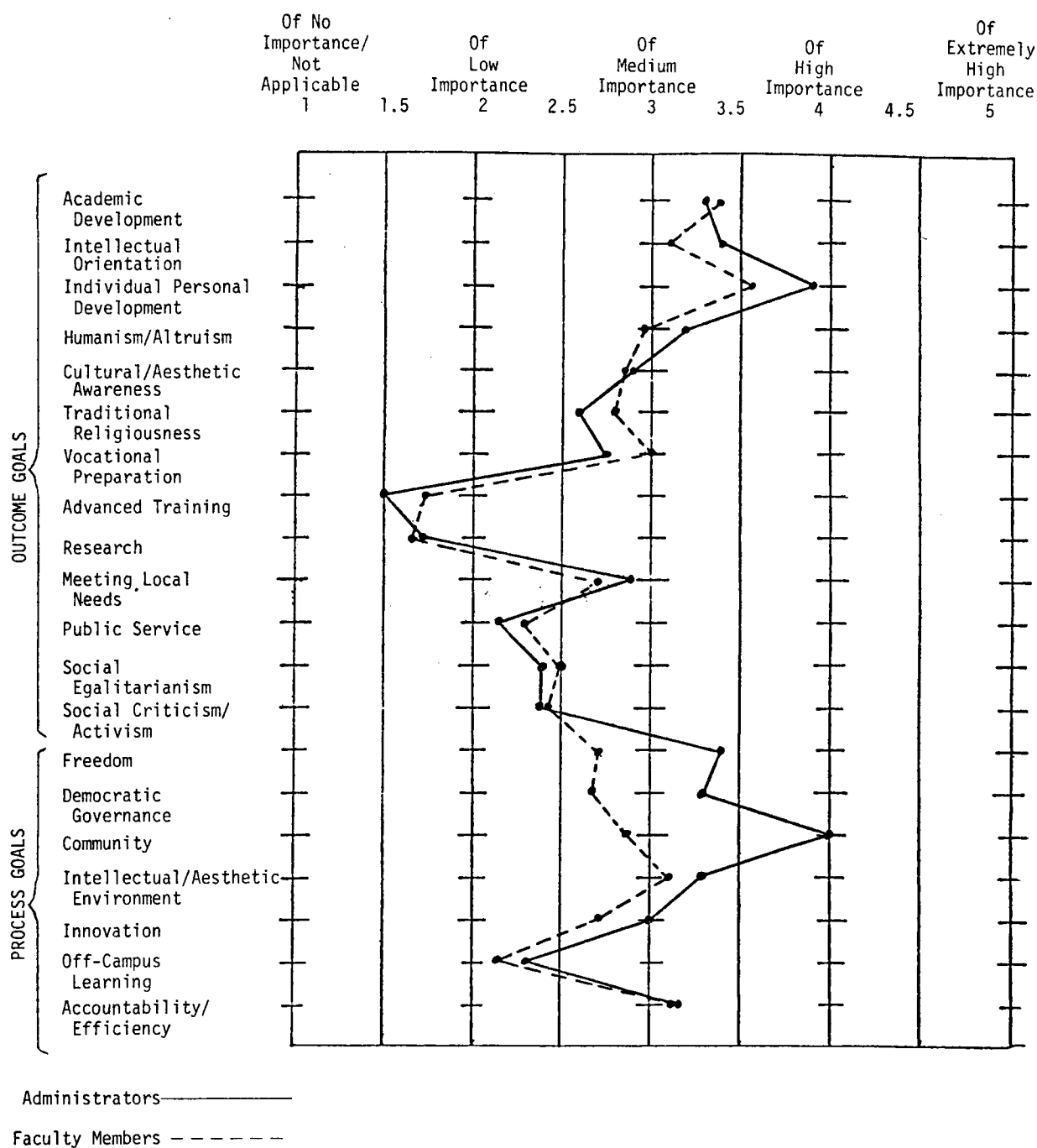


FIGURE 13

PROFILE OF PERCEIVED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTION D

### Administrators/Faculty Preferred Goals--Analysis and Interpretation of Data

The Spearman coefficient of .9320, significant at the .05 level, indicated a high degree of correlation between the two rankings. (See Table 23 and Figure 14.) Innovation was the only goal over which there was a discrepancy of five or more ranks. Administrators ranked this goal seventh as a preferred goal, and faculty members ranked it twelfth, though both considered it to be of rather high importance with ratings of 3.75 and 3.39 respectively for administrators and faculty. Otherwise, administrators and faculty members seemed to be in agreement over what the goals of the college should be. Surprising, perhaps, was the ninth place ranking agreed upon by both groups for Freedom.

### Administrators Perceived/Preferred Goals--Analysis and Interpretation of Data

Administrators generally felt that the goals of the institution were as they should be. The Spearman coefficient was .9372, which indicated that perceived and preferred rankings were positively correlated at the .05 level of significance. (See Table 24 and Figure 15.) The only goal with a discrepancy of five or more ranks was Freedom. Administrators perceived that goal to be ranked in a tie with Intellectual Orientation for third place; they felt it should have been ranked ninth. Clearly, administrators felt that Freedom was being overemphasized as a goal relative to other goals, though both as a perceived goal and as a preferred goal it received a fairly high rating (3.42 as perceived goal and 3.50 as a preferred goal).

TABLE 23  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS OF INSTITUTION D

| GOAL AREA                          | ADMINIS-<br>TRATORS | FACULTY | d   | d <sup>2</sup>      |
|------------------------------------|---------------------|---------|-----|---------------------|
| Individual Personal Development    | 1                   | 3       | -2  | 4                   |
| Community                          | 2                   | 4       | -2  | 4                   |
| Intellectual Orientation           | 3                   | 1       | 2   | 4                   |
| Intellectual/Aesthetic Environment | 4                   | 5       | -1  | 1                   |
| Humanism/Altruism                  | 5                   | 7       | -2  | 4                   |
| Academic Development               | 6                   | 2       | 4   | 16                  |
| Innovation                         | 7                   | 12      | -5  | 25                  |
| Accountability/Efficiency          | 8                   | 8       | 0   | 0                   |
| Freedom                            | 9                   | 9       | 0   | 0                   |
| Democratic Governance              | 10                  | 6       | 4   | 16                  |
| Cultural/Aesthetic Awareness       | 11                  | 10      | 1   | 1                   |
| Meeting Local Needs                | 12                  | 13      | -1  | 1                   |
| Vocational Preparation             | 13                  | 11      | 2   | 4                   |
| Social Egalitarianism              | 14                  | 16      | -2  | 4                   |
| Traditional Religiousness          | 15                  | 15      | 0   | 0                   |
| Social Criticism/Activism          | 16                  | 14      | 2   | 4                   |
| Public Service                     | 17                  | 17.5    | -.5 | .25                 |
| Off-Campus Learning                | 18                  | 17.5    | .5  | .25                 |
| Advanced Training                  | 19                  | 20      | -1  | 1                   |
| Research                           | 20                  | 19      | 1   | 1                   |
|                                    |                     |         |     | $\Sigma d^2 = 90.5$ |
|                                    |                     |         |     | $r_s = .9320^*$     |

\*The two rankings are positively associated at the .05 level of significance.

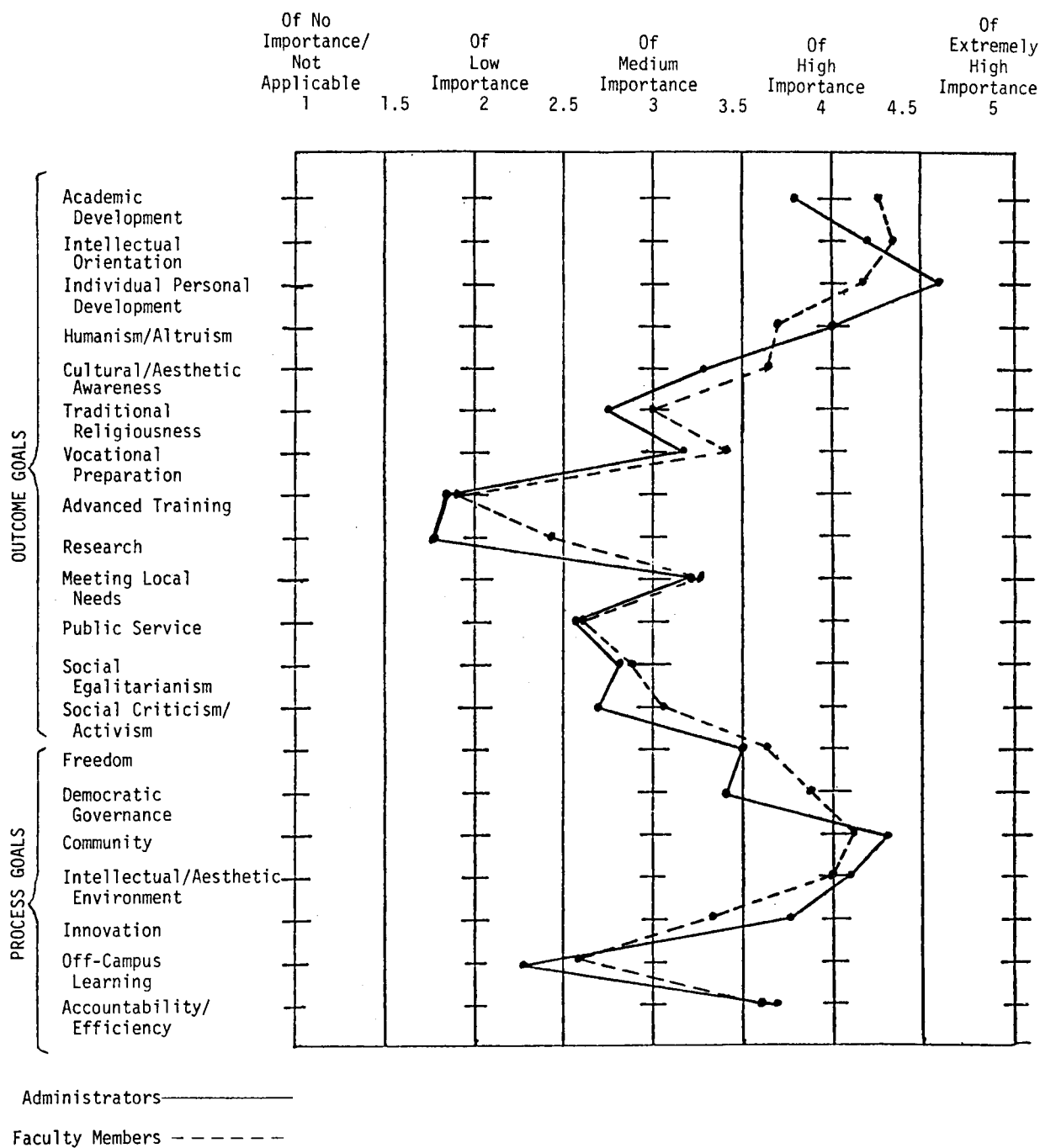


FIGURE 14

PROFILE OF PREFERRED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTION D

TABLE 24

SPEARMAN COEFFICIENT FOR PERCEIVED/PREFERRED GOALS  
BY ADMINISTRATORS OF INSTITUTION D

| GOAL AREA                          | IS   | SHOULD<br>BE | d    | d <sup>2</sup>      |
|------------------------------------|------|--------------|------|---------------------|
| Community                          | 1    | 2            | -1   | 1                   |
| Individual Personal Development    | 2    | 1            | 1    | 1                   |
| Intellectual Orientation           | 3.5  | 3            | .5   | .25                 |
| Freedom                            | 3.5  | 9            | -5.5 | 30.25               |
| Academic Development               | 6    | 6            | 0    | 0                   |
| Democratic Governance              | 6    | 10           | -4   | 16                  |
| Intellectual/Aesthetic Environment | 6    | 4            | 2    | 4                   |
| Humanism/Altruism                  | 8.5  | 5            | 3.5  | 12.25               |
| Accountability/Efficiency          | 8.5  | 8            | .5   | .25                 |
| Innovation                         | 10   | 7            | 3    | 9                   |
| Meeting Local Needs                | 11   | 12           | -1   | 1                   |
| Cultural/Aesthetic Awareness       | 12   | 11           | 1    | 1                   |
| Vocational Preparation             | 13   | 13           | 0    | 0                   |
| Traditional Religiousness          | 14   | 15           | -1   | 1                   |
| Social Egalitarianism              | 15.5 | 14           | 1.5  | 2.25                |
| Social Criticism/Activism          | 15.5 | 16           | -.5  | .25                 |
| Off-Campus Learning                | 17   | 18           | -1   | 1                   |
| Public Service                     | 18   | 17           | 1    | 1                   |
| Research                           | 19   | 20           | -1   | 1                   |
| Advanced Training                  | 20   | 19           | 1    | 1                   |
|                                    |      |              |      | $\Sigma d^2 = 83.5$ |
|                                    |      |              |      | $r_s = .9372^*$     |

\*The two rankings are positively associated at the .05 level of significance.

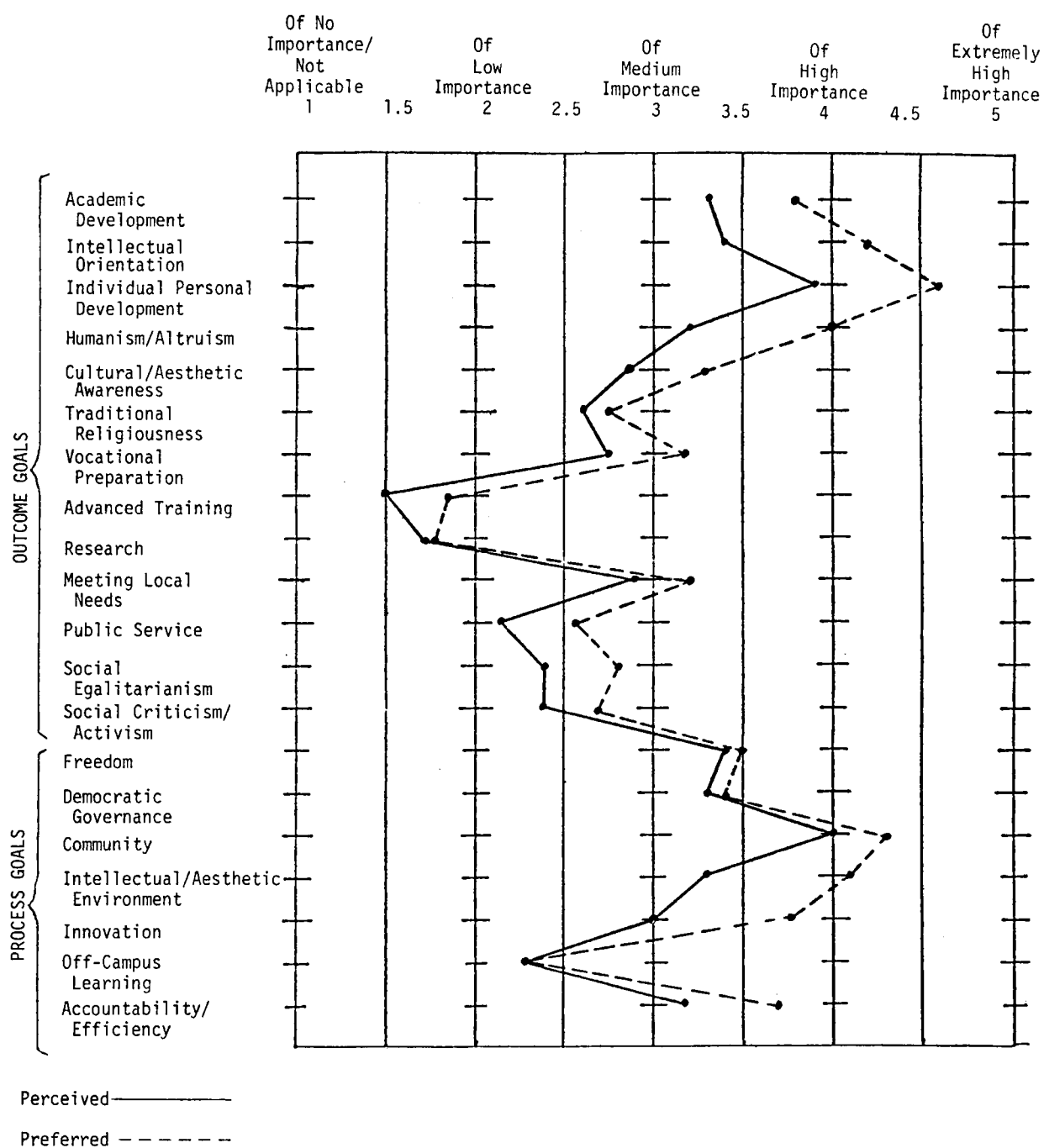


FIGURE 15

PROFILE OF PERCEIVED AND PREFERRED GOALS OF ADMINISTRATORS  
OF INSTITUTION D

### Faculty Perceived/Preferred Goals--Analysis and Interpretation of Data

A high degree of correlation between perceived and preferred rankings by faculty was found to exist at Institution D. (See Table 25 and Figure 16.) The Spearman coefficient was .8598 and was significant at the .05 level. There were ranking discrepancies for four goals. Democratic Governance was felt to be underemphasized by the college. This goal was perceived by faculty to be ranked fourteenth, and they preferred that it be ranked sixth--a discrepancy of eight ranks. Accountability/Efficiency, Vocational Preparation, and Traditional Religiousness were felt to be overemphasized by the college, each showing discrepancies of five ranks.

In summary, all of the rankings from Institution D were positively correlated. The highest degree of correlation was found for Administrators Perceived/Preferred goal rankings; the lowest for Administrators/Faculty Perceived goal rankings. Several discrepancies were found to exist in specific goal area rankings, thereby indicating possible areas of conflict over these particular goals.

## VI. ANALYSIS AMONG INSTITUTIONS

### Perceived Goal Rankings by Administrators of Institutions A and B

Administrators, in these two institutions, were in basic agreement over perceived goal rankings. (See Table 26.) The Spearman coefficient of .7759 indicated a strong correlation and was significant at the .05 level. Discrepancies in rank were found in seven goal areas--Freedom, Democratic Governance, Humanism/Altruism, Cultural/Aesthetic Awareness, Social Egalitarianism, Meeting Local Needs, and Advanced Training. The

TABLE 25  
SPEARMAN COEFFICIENT FOR PERCEIVED/PREFERRED GOALS  
BY FACULTY OF INSTITUTION D

| GOAL AREA                          | IS | SHOULD<br>BE | d   | d <sup>2</sup>       |
|------------------------------------|----|--------------|-----|----------------------|
| Individual Personal Development    | 1  | 3            | -2  | 4                    |
| Academic Development               | 2  | 2            | 0   | 0                    |
| Accountability/Efficiency          | 3  | 8            | -5  | 25                   |
| Intellectual Orientation           | 4  | 1            | 3   | 9                    |
| Intellectual/Aesthetic Environment | 5  | 5            | 0   | 0                    |
| Vocational Preparation             | 6  | 11           | -5  | 25                   |
| Humanism/Altruism                  | 7  | 7            | 0   | 0                    |
| Community                          | 8  | 4            | 4   | 16                   |
| Cultural/Aesthetic Awareness       | 9  | 10           | 1   | 1                    |
| Traditional Religiousness          | 10 | 15           | -5  | 25                   |
| Innovation                         | 11 | 12           | -1  | 1                    |
| Freedom                            | 12 | 9            | 3   | 9                    |
| Meeting Local Needs                | 13 | 13           | 0   | 0                    |
| Democratic Governance              | 14 | 6            | 8   | 64                   |
| Social Egalitarianism              | 15 | 16           | -1  | 1                    |
| Social Criticism/Activism          | 16 | 14           | 2   | 4                    |
| Public Service                     | 17 | 17.5         | -.5 | .25                  |
| Off-Campus Learning                | 18 | 17.5         | .5  | .25                  |
| Advanced Training                  | 19 | 20           | -1  | 1                    |
| Research                           | 20 | 19           | 1   | 1                    |
|                                    |    |              |     | $\Sigma d^2 = 186.5$ |
|                                    |    |              |     | $r_s = .8598^*$      |

\*The two rankings are positively associated at the .05 level of significance.

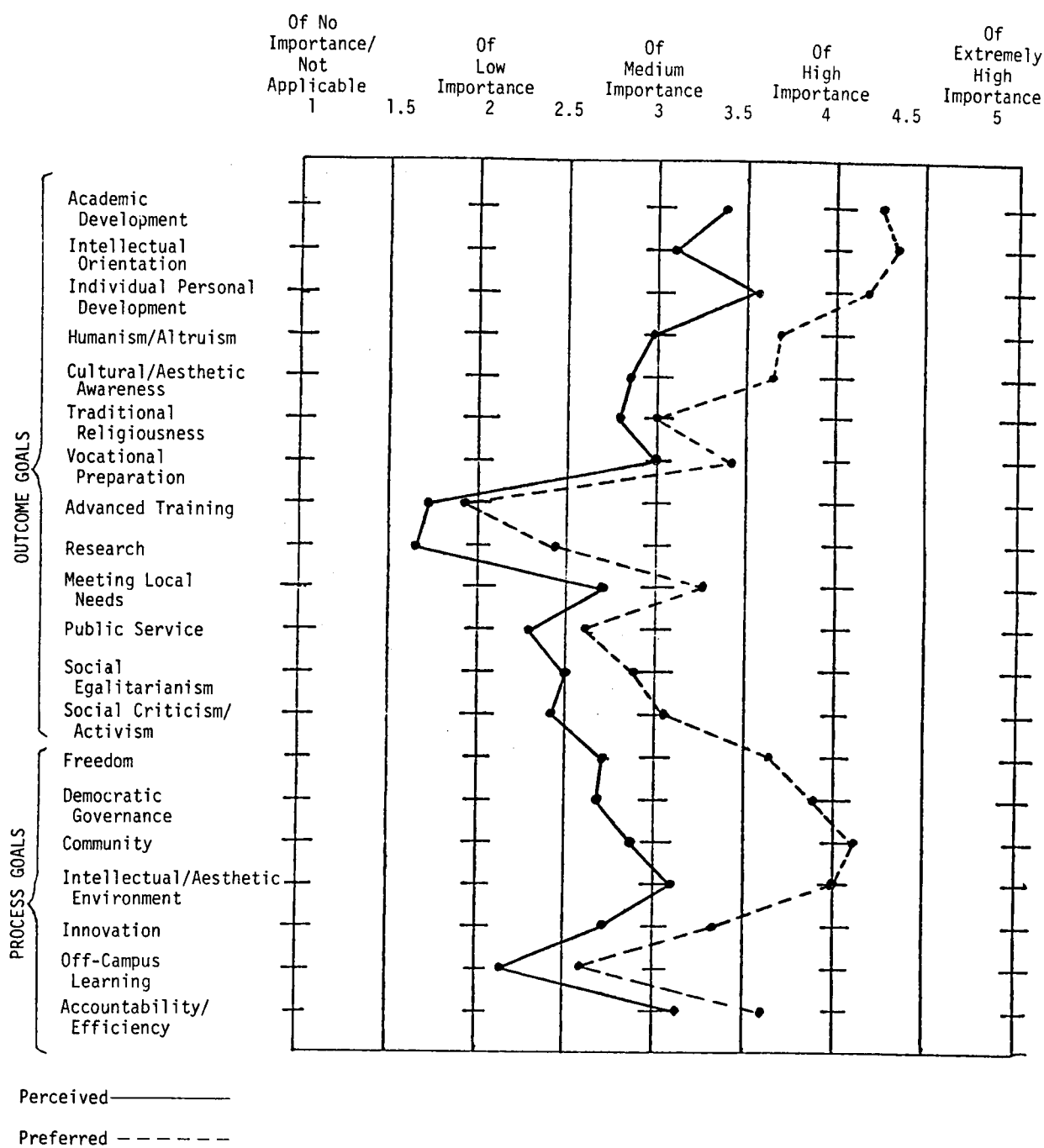


FIGURE 16

PROFILE OF PERCEIVED AND PREFERRED GOALS OF FACULTY  
OF INSTITUTION D

TABLE 26  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS A AND B

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION B | d    | d <sup>2</sup>     |
|------------------------------------|--------------------|--------------------|------|--------------------|
| Community                          | 1                  | 3                  | -2   | 4                  |
| Freedom                            | 2                  | 9.5                | -7.5 | 56.25              |
| Academic Development               | 3                  | 1                  | 2    | 4                  |
| Intellectual/Aesthetic Environment | 4                  | 4                  | 0    | 0                  |
| Intellectual Orientation           | 5                  | 5                  | 0    | 0                  |
| Accountability/Efficiency          | 6                  | 8                  | -2   | 4                  |
| Democratic Governance              | 7                  | 2                  | 5    | 25                 |
| Individual Personal Development    | 8                  | 7                  | 1    | 1                  |
| Humanism/Altruism                  | 9                  | 14                 | -5   | 25                 |
| Innovation                         | 10                 | 12                 | -2   | 4                  |
| Traditional Religiousness          | 11                 | 9.5                | 1.5  | 2.25               |
| Cultural/Aesthetic Awareness       | 12                 | 6                  | 6    | 36                 |
| Social Criticism/Activism          | 13                 | 17                 | -4   | 16                 |
| Social Egalitarianism              | 14                 | 19                 | -5   | 25                 |
| Vocational Preparation             | 15                 | 15.5               | -.5  | .25                |
| Meeting Local Needs                | 16                 | 11                 | 5    | 25                 |
| Public Service                     | 17                 | 20                 | -3   | 9                  |
| Off-Campus                         | 18                 | 18                 | 0    | 0                  |
| Research                           | 19                 | 15.5               | 3.5  | 12.25              |
| Advanced Training                  | 20                 | 13                 | 7    | 49                 |
|                                    |                    |                    |      | $\Sigma d^2 = 298$ |
|                                    |                    |                    |      | $r_s = .7759^*$    |

\*The two rankings are positively associated at the .05 level of significance.

two institutions were in perfect agreement over the emphasis given two of the top five goals of each--Intellectual/Aesthetic Environment and Intellectual Orientation--and otherwise agreed in placing Community and Academic Development in the top five ranks. Freedom, which was ranked second as a perceived goal by administrators at Institution A, was ranked ninth by administrators at Institution B.

#### Preferred Goal Rankings by Administrators of Institutions A and B

The Spearman coefficient of .8203, significant at the .05 level, indicated a high degree of association between the rankings of the two groups. (See Table 27.) There were discrepancies in the ranks of only three goal areas--Vocational Preparation, ranked fifteenth at Institution A and eighth at Institution B; Advanced Training, ranked twentieth and twelfth respectively; and Humanism/Altruism, which was ranked seventh as a preferred goal by administrators at Institution A and twelfth by administrators at Institution B.

As with the perceived goals for these two institutions, there was perfect agreement in rank between the two groups on two of the top five goals--Accountability/Efficiency and Intellectual/Aesthetic Environment. Otherwise, Intellectual Orientation and Academic Development were in the top five ranks of each group.

#### Perceived Goal Rankings by Faculty of Institutions A and B

The goals actually being pursued by these two colleges were perceived by faculty members as being similar in terms of relative emphasis placed upon them by faculty members. The Spearman coefficient of .8831 indicated a high degree of association and was significant at

TABLE 27

SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS A AND B

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION B | d    | d <sup>2</sup>     |
|------------------------------------|--------------------|--------------------|------|--------------------|
| Accountability/Efficiency          | 1                  | 1                  | 0    | 0                  |
| Community                          | 2                  | 6                  | -4   | 16                 |
| Intellectual/Aesthetic Environment | 3                  | 3                  | 0    | 0                  |
| Intellectual Orientation           | 4                  | 2                  | 2    | 4                  |
| Academic Development               | 5                  | 4                  | 1    | 1                  |
| Freedom                            | 6                  | 10.5               | -4.5 | 20.25              |
| Humanism/Altruism                  | 7                  | 12                 | -5   | 25                 |
| Individual Personal Development    | 8                  | 5                  | 3    | 9                  |
| Cultural/Aesthetic Awareness       | 9                  | 13.5               | -4.5 | 20.25              |
| Democratic Governance              | 10                 | 8                  | 2    | 4                  |
| Innovation                         | 11                 | 8                  | 3    | 9                  |
| Social Criticism/Activism          | 12                 | 16                 | -4   | 16                 |
| Traditional Religiousness          | 13                 | 15                 | -2   | 4                  |
| Meeting Local Needs                | 14                 | 10.5               | 3.5  | 12.25              |
| Vocational Preparation             | 15                 | 8                  | 7    | 49                 |
| Public Service                     | 16.5               | 18                 | -1.5 | 2.25               |
| Social Egalitarianism              | 16.5               | 18                 | -1.5 | 2.25               |
| Research                           | 18.5               | 18                 | .5   | .25                |
| Off-Campus Learning                | 18.5               | 20                 | -1.5 | 2.25               |
| Advanced Training                  | 20                 | 13.5               | 6.5  | 42.25              |
|                                    |                    |                    |      | $\Sigma d^2 = 239$ |
|                                    |                    |                    |      | $r_s = .8203^*$    |

\*The two rankings are positively associated at the .05 level of significance.

the .05 level. (See Table 28.) Four discrepancies in rank were found for the following goal areas: Freedom, perceived by faculty at Institution A as being ranked second, and perceived by faculty at Institution B as being ranked tenth; Accountability/Efficiency, ranked seventh at Institution A and second at Institution B; Innovation, ranked ninth and fourteenth respectively; and Advanced Training, ranked twentieth and fifteenth respectively.

#### Preferred Goal Rankings by Faculty of Institutions A and B

The rankings between these two groups were highly correlated. The Spearman coefficient of .9368 was significant at the .05 level. (See Table 29.) The only discrepancy in goal ranks was for Social Egalitarianism. The actual goal structures (perceived and preferred) of the two colleges were similar.

#### Perceived Goal Rankings by Administrators of Institutions A and C

The goal rankings by administrators at Institution A were positively correlated with the rankings given by their counterparts at Institution C. The Spearman coefficient of .7406 indicated a high degree of association between the two rankings and was significant at the .05 level. (See Table 30.) Discrepancies were found in the areas of Meeting Local Needs, Intellectual Orientation, Individual Personal Development, Intellectual/Aesthetic Environment, and Freedom.

#### Preferred Goal Rankings by Administrators of Institutions A and C

The preferred goal rankings of these two groups were positively associated at the .05 level of significance with a Spearman coefficient

TABLE 28  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY FACULTY  
OF INSTITUTIONS A AND B

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION B | d  | d <sup>2</sup>     |
|------------------------------------|--------------------|--------------------|----|--------------------|
| Community                          | 1                  | 3                  | -2 | 4                  |
| Freedom                            | 2                  | 10                 | -8 | 64                 |
| Academic Development               | 3                  | 1                  | 2  | 4                  |
| Intellectual Orientation           | 4                  | 7                  | -3 | 9                  |
| Democratic Governance              | 5                  | 6                  | -1 | 1                  |
| Intellectual/Aesthetic Environment | 6                  | 4                  | 2  | 4                  |
| Accountability/Efficiency          | 7                  | 2                  | 5  | 25                 |
| Individual Personal Development    | 8                  | 5                  | 3  | 9                  |
| Innovation                         | 9                  | 14                 | -5 | 25                 |
| Cultural/Aesthetic Awareness       | 10                 | 8                  | 2  | 4                  |
| Humanism/Altruism                  | 11                 | 12                 | 1  | 1                  |
| Meeting Local Needs                | 12                 | 9                  | 3  | 9                  |
| Traditional Religiousness          | 14                 | 11                 | 3  | 9                  |
| Social Criticism/Activism          | 14                 | 16                 | -2 | 4                  |
| Vocational Preparation             | 14                 | 13                 | 1  | 1                  |
| Social Egalitarianism              | 16                 | 20                 | -4 | 16                 |
| Public Service                     | 17                 | 19                 | -2 | 4                  |
| Research                           | 18                 | 18                 | 0  | 0                  |
| Off-Campus Learning                | 19                 | 17                 | 2  | 4                  |
| Advanced Training                  | 20                 | 15                 | 5  | 25                 |
|                                    |                    |                    |    | $\Sigma d^2 = 222$ |
|                                    |                    |                    |    | $r_s = .8831^*$    |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 29

SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY FACULTY  
OF INSTITUTIONS A AND B

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION B | d  | d <sup>2</sup>    |
|------------------------------------|--------------------|--------------------|----|-------------------|
| Community                          | 1                  | 4                  | -3 | 9                 |
| Intellectual Orientation           | 2                  | 1                  | 1  | 1                 |
| Academic Development               | 3                  | 2                  | 1  | 1                 |
| Intellectual/Aesthetic Environment | 4                  | 3                  | 1  | 1                 |
| Freedom                            | 5                  | 9                  | -4 | 16                |
| Individual Personal Development    | 6                  | 5                  | 1  | 1                 |
| Democratic Governance              | 7                  | 7                  | 0  | 0                 |
| Accountability/Efficiency          | 8                  | 6                  | 2  | 4                 |
| Cultural/Aesthetic Awareness       | 9                  | 10                 | -1 | 1                 |
| Innovation                         | 10                 | 12                 | -2 | 4                 |
| Humanism/Altruism                  | 11                 | 8                  | 3  | 9                 |
| Meeting Local Needs                | 12                 | 11                 | 1  | 1                 |
| Social Criticism/Activism          | 13                 | 14                 | -1 | 1                 |
| Vocational Preparation             | 14                 | 13                 | 1  | 1                 |
| Social Egalitarianism              | 15                 | 20                 | -5 | 25                |
| Traditional Religiousness          | 16                 | 16                 | 0  | 0                 |
| Research                           | 17                 | 15                 | 2  | 4                 |
| Public Service                     | 18                 | 18                 | 0  | 0                 |
| Off-Campus Learning                | 19                 | 17                 | 2  | 4                 |
| Advanced Training                  | 20                 | 19                 | 1  | 1                 |
|                                    |                    |                    |    | $\Sigma d^2 = 84$ |
|                                    |                    |                    |    | $r_s = .9368^*$   |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 30

SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS A AND C

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION C | d    | d <sup>2</sup>     |
|------------------------------------|--------------------|--------------------|------|--------------------|
| Community                          | 1                  | 4.5                | -3.5 | 12.25              |
| Freedom                            | 2                  | 7                  | 5    | 25                 |
| Academic Development               | 3                  | 3                  | 0    | 0                  |
| Intellectual/Aesthetic Environment | 4                  | 9.5                | -5.5 | 30.25              |
| Intellectual Orientation           | 5                  | 12                 | -7   | 49                 |
| Accountability/Efficiency          | 6                  | 2                  | 4    | 16                 |
| Democratic Governance              | 7                  | 7                  | 0    | 0                  |
| Individual Personal Development    | 8                  | 1                  | 7    | 49                 |
| Humanism/Altruism                  | 9                  | 7                  | 2    | 4                  |
| Innocation                         | 10                 | 13                 | -3   | 9                  |
| Traditional Religiousness          | 11                 | 12                 | -1   | 1                  |
| Cultural/Aesthetic Awareness       | 12                 | 9.5                | 2.5  | 6.25               |
| Social Criticism/Activism          | 13                 | 17                 | -4   | 16                 |
| Social Egalitarianism              | 14                 | 15                 | -1   | 1                  |
| Vocational Preparation             | 15.5               | 14                 | 1.5  | 2.25               |
| Meeting Local Needs                | 15.5               | 4.5                | 11   | 121                |
| Public Service                     | 17                 | 16                 | 1    | 1                  |
| Off-Campus Learning                | 18                 | 19                 | -1   | 1                  |
| Research                           | 19                 | 18                 | 1    | 1                  |
| Advanced Training                  | 20                 | 20                 | 0    | 0                  |
|                                    |                    |                    |      | $\Sigma d^2 = 345$ |
|                                    |                    |                    |      | $r_s = .7406^*$    |

\*The two rankings are positively associated at the .05 level of significance.

of .8680. (See Table 31.) Discrepancies were found in the areas of Freedom, Accountability/Efficiency, and Humanism/Altruism.

#### Perceived Goal Rankings by Faculty of Institutions A and C

The perceived goal rankings of the two groups were positively associated at the .05 level of significance with a Spearman coefficient of .4530. (See Table 32.) Substantial discrepancies were found in the areas of Freedom, Community, and Democratic Governance. In addition, discrepancies were observed in the areas of Cultural/Aesthetic Awareness, Meeting Local Needs, Humanism/Altruism, Traditional Religiousness, and Social Egalitarianism.

#### Preferred Goal Rankings by Faculty of Institutions A and C

A high degree of association was found between preferred rankings by faculty members of the two institutions. The Spearman coefficient of .9489 was significant at the .05 level. (See Table 33.) No discrepancies in rank were observed, and perfect agreement in rank was observed for six goal areas--Cultural/Aesthetic Awareness, Meeting Local Needs, Social Criticism/Activism, Vocational Preparation, Social Egalitarianism, and Off-Campus Learning.

#### Perceived Goal Rankings by Administrators of Institutions A and D

The Spearman coefficient of .9177 indicated a high degree of positive correlation between the two rankings and was significant at the .05 level. (See Table 34.) Discrepancies of five or more ranks were observed for two goals--Individual Personal Development and Meeting Local Needs.

TABLE 31

SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS A AND C

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION C | d    | d <sup>2</sup>       |
|------------------------------------|--------------------|--------------------|------|----------------------|
| Accountability/Efficiency          | 1                  | 6                  | -5   | 25                   |
| Community                          | 2                  | 1                  | 1    | 1                    |
| Intellectual/Aesthetic Environment | 3                  | 5                  | -2   | 4                    |
| Intellectual Orientation           | 4                  | 3                  | 1    | 1                    |
| Academic Development               | 5                  | 8.5                | -3.5 | 12.25                |
| Freedom                            | 6                  | 12                 | -6   | 36                   |
| Humanism/Altruism                  | 7                  | 2                  | 5    | 25                   |
| Individual Personal Development    | 8                  | 4                  | 4    | 16                   |
| Cultural/Aesthetic Awareness       | 9                  | 7                  | 2    | 4                    |
| Democratic Governance              | 10                 | 13                 | -3   | 9                    |
| Innovation                         | 11                 | 8.5                | 2.5  | 6.25                 |
| Social Criticism/Activism          | 12                 | 15                 | -3   | 9                    |
| Traditional Religiousness          | 13                 | 10                 | 3    | 9                    |
| Meeting Local Needs                | 14                 | 11                 | 3    | 9                    |
| Vocational Preparation             | 15                 | 16.5               | -1.5 | 2.25                 |
| Public Service                     | 16.5               | 14                 | 2.5  | 6.25                 |
| Social Egalitarianism              | 16.5               | 16.5               | 0    | 0                    |
| Research                           | 18.5               | 18                 | .5   | .25                  |
| Off-Campus Learning                | 18.5               | 19                 | -.5  | .25                  |
| Advanced Training                  | 20                 | 20                 | 0    | 0                    |
|                                    |                    |                    |      | $\Sigma d^2 = 175.5$ |
|                                    |                    |                    |      | $r_s = .8680^*$      |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 32  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY FACULTY  
OF INSTITUTIONS A AND C

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION C | d    | d <sup>2</sup>       |
|------------------------------------|--------------------|--------------------|------|----------------------|
| Community                          | 1                  | 13                 | 12   | 144                  |
| Freedom                            | 2                  | 15                 | 13   | 169                  |
| Academic Development               | 3                  | 1                  | 2    | 4                    |
| Intellectual Orientation           | 4                  | 8                  | -4   | 16                   |
| Democratic Governance              | 5                  | 17                 | 12   | 144                  |
| Intellectual/Aesthetic Environment | 6                  | 7                  | 1    | 1                    |
| Accountability/Efficiency          | 7                  | 3                  | 4    | 16                   |
| Individual Personal Development    | 8                  | 4                  | 4    | 16                   |
| Innovation                         | 9                  | 12                 | -3   | 9                    |
| Cultural/Aesthetic Awareness       | 10                 | 2                  | 8    | 64                   |
| Humanism/Altruism                  | 11                 | 6                  | 5    | 25                   |
| Meeting Local Needs                | 12                 | 5                  | 7    | 49                   |
| Traditional Religiousness          | 14                 | 9                  | 5    | 25                   |
| Social Criticism/Activism          | 14                 | 14                 | 0    | 0                    |
| Vocational Preparation             | 14                 | 10                 | 4    | 16                   |
| Social Egalitarianism              | 16                 | 11                 | 5    | 25                   |
| Public Service                     | 17                 | 16                 | 1    | 1                    |
| Research                           | 18                 | 19.5               | -1.5 | 2.25                 |
| Off-Campus Learning                | 19                 | 18                 | 1    | 1                    |
| Advanced Training                  | 20                 | 19.5               | .5   | .25                  |
|                                    |                    |                    |      | $\Sigma d^2 = 727.5$ |
|                                    |                    |                    |      | $r_s = .4530^*$      |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 33  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY FACULTY  
OF INSTITUTIONS A AND C

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION C | d  | d <sup>2</sup>    |
|------------------------------------|--------------------|--------------------|----|-------------------|
| Community                          | 1                  | 4                  | -3 | 9                 |
| Intellectual Orientation           | 2                  | 1                  | 1  | 1                 |
| Academic Development               | 3                  | 2                  | 1  | 1                 |
| Intellectual/Aesthetic Environment | 4                  | 6                  | -2 | 4                 |
| Freedom                            | 5                  | 8                  | -3 | 9                 |
| Individual Personal Development    | 6                  | 3                  | 3  | 9                 |
| Democratic Governance              | 7                  | 5                  | 2  | 4                 |
| Accountability/Efficiency          | 8                  | 10                 | -2 | 4                 |
| Cultural/Aesthetic Awareness       | 9                  | 9                  | 0  | 0                 |
| Innovation                         | 10                 | 11                 | -1 | 1                 |
| Humanism/Altruism                  | 11                 | 7                  | 4  | 16                |
| Meeting Local Needs                | 12                 | 12                 | 0  | 0                 |
| Social Criticism/Activism          | 13                 | 13                 | 0  | 0                 |
| Vocational Preparation             | 14                 | 14                 | 0  | 0                 |
| Social Egalitarianism              | 15                 | 15                 | 0  | 0                 |
| Traditional Religiousness          | 16                 | 17                 | -1 | 1                 |
| Research                           | 17                 | 19                 | -2 | 4                 |
| Public Service                     | 18                 | 16                 | 2  | 4                 |
| Off-Campus                         | 19                 | 18                 | 1  | 1                 |
| Advanced Training                  | 20                 | 20                 | 0  | 0                 |
|                                    |                    |                    |    | $\Sigma d^2 = 68$ |
|                                    |                    |                    |    | $r_s = .9489^*$   |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 34

SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS A AND D

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION D | d    | d <sup>2</sup>       |
|------------------------------------|--------------------|--------------------|------|----------------------|
| Community                          | 1                  | 1                  | 0    | 0                    |
| Freedom                            | 2                  | 3.5                | -1.5 | 2.25                 |
| Academic Development               | 3                  | 6                  | -3   | 9                    |
| Intellectual/Aesthetic Environment | 4                  | 6                  | -2   | 4                    |
| Intellectual Orientation           | 5                  | 3.5                | 1.5  | 2.25                 |
| Accountability/Efficiency          | 6                  | 8.5                | -2.5 | 6.25                 |
| Democratic Governance              | 7                  | 6                  | 1    | 1                    |
| Individual Personal Development    | 8                  | 2                  | 6    | 36                   |
| Humanism/Altruism                  | 9                  | 8.5                | .5   | .25                  |
| Innovation                         | 10                 | 10                 | 0    | 0                    |
| Traditional Religiousness          | 11                 | 14                 | -3   | 9                    |
| Cultural/Aesthetic Awareness       | 12                 | 12                 | 0    | 0                    |
| Social Criticism/Activism          | 13                 | 15.5               | -2.5 | 6.25                 |
| Social Egalitarianism              | 14                 | 15.5               | 1.5  | 2.25                 |
| Vocational Preparation             | 15                 | 13                 | 2    | 4                    |
| Meeting Local Needs                | 16                 | 11                 | 5    | 25                   |
| Public Service                     | 17                 | 18                 | -1   | 1                    |
| Off-Campus Learning                | 18                 | 17                 | 1    | 1                    |
| Research                           | 19                 | 19                 | 0    | 0                    |
| Advanced Training                  | 20                 | 20                 | 0    | 0                    |
|                                    |                    |                    |      | $\Sigma d^2 = 109.5$ |
|                                    |                    |                    |      | $r_s = .9177^*$      |

\*The two rankings are positively associated at the .05 level of significance.

#### Preferred Goal Rankings by Administrators of Institutions A and D

The preferred goal rankings of the two groups were found to be positively correlated with a Spearman coefficient of .8707, significant at the .05 level. (See Table 35.) Discrepancies were found for Accountability/Efficiency and Individual Personal Development.

#### Perceived Goal Rankings by Faculty of Institutions A and D

The Spearman coefficient of .6917, significant at the .05 level, indicated a positive correlation between the rankings of the two groups. (See Table 36.) Discrepancies in rank were observed in the areas of Freedom, Democratic Governance, Vocational Preparation, Community, and Individual Personal Development.

#### Preferred Goal Rankings by Faculty of Institutions A and D

Rankings of preferred goals by faculty members at these two colleges were positively associated at the .05 level of significance with a Spearman coefficient of .9410. (See Table 37.) No discrepancies in rank were observed in any of the goal areas.

#### Perceived Goal Rankings by Administrators of Institutions B and C

The perceived goal rankings by these two groups were positively correlated at the .05 level of significance with a Spearman coefficient of .7068. (See Table 38.) Discrepancies were found in the areas of Meeting Local Needs, Advanced Training, Humanism/Altruism, Intellectual Orientation, Individual Personal Development, Accountability/Efficiency, and Democratic Governance.

TABLE 35

SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS A AND D

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION D | d                  | d <sup>2</sup>  |
|------------------------------------|--------------------|--------------------|--------------------|-----------------|
| Accountability/Efficiency          | 1                  | 8                  | -7                 | 49              |
| Community                          | 2                  | 2                  | 0                  | 0               |
| Intellectual/Aesthetic Environment | 3                  | 4                  | -1                 | 1               |
| Intellectual Orientation           | 4                  | 3                  | 1                  | 1               |
| Academic Development               | 5                  | 6                  | -1                 | 1               |
| Freedom                            | 6                  | 9                  | -3                 | 9               |
| Humanism/Altruism                  | 7                  | 5                  | 2                  | 4               |
| Individual Personal Development    | 8                  | 1                  | 7                  | 49              |
| Cultural/Aesthetic Awareness       | 9                  | 11                 | -2                 | 4               |
| Democratic Governance              | 10                 | 10                 | 0                  | 0               |
| Innovation                         | 11                 | 7                  | 4                  | 16              |
| Social Criticism/Activism          | 12                 | 16                 | -4                 | 16              |
| Traditional Religiousness          | 13                 | 15                 | -2                 | 4               |
| Meeting Local Needs                | 14                 | 12                 | 2                  | 4               |
| Vocational Preparation             | 15                 | 13                 | 2                  | 4               |
| Public Service                     | 16.5               | 17                 | -.5                | .25             |
| Social Egalitarianism              | 16.5               | 14                 | 2.5                | 6.25            |
| Research                           | 18.5               | 20                 | -1.5               | 2.25            |
| Off-Campus Learning                | 18.5               | 18                 | .5                 | .25             |
| Advanced Training                  | 20                 | 19                 | 1                  | 1               |
|                                    |                    |                    | $\Sigma d^2 = 172$ |                 |
|                                    |                    |                    |                    | $r_s = .8707^*$ |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 36  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY FACULTY  
OF INSTITUTIONS A AND D

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION D | d                  | d <sup>2</sup>  |
|------------------------------------|--------------------|--------------------|--------------------|-----------------|
| Community                          | 1                  | 8                  | -7                 | 49              |
| Freedom                            | 2                  | 12                 | -10                | 100             |
| Academic Development               | 3                  | 2                  | 1                  | 1               |
| Intellectual Orientation           | 4                  | 4                  | 0                  | 0               |
| Democratic Governance              | 5                  | 14                 | -9                 | 81              |
| Intellectual/Aesthetic Environment | 6                  | 5                  | 1                  | 1               |
| Accountability/Efficiency          | 7                  | 3                  | 4                  | 16              |
| Individual Personal Development    | 8                  | 1                  | 7                  | 49              |
| Innovation                         | 9                  | 11                 | -2                 | 4               |
| Cultural/Aesthetic Awareness       | 10                 | 9                  | 1                  | 1               |
| Humanism/Altruism                  | 11                 | 7                  | 4                  | 16              |
| Meeting Local Needs                | 12                 | 13                 | -1                 | 1               |
| Traditional Religiousness          | 14                 | 10                 | 4                  | 16              |
| Social Criticism/Activism          | 14                 | 16                 | -2                 | 4               |
| Vocational Preparation             | 14                 | 6                  | 8                  | 64              |
| Social Egalitarianism              | 16                 | 15                 | 1                  | 1               |
| Public Service                     | 17                 | 17                 | 0                  | 0               |
| Research                           | 18                 | 20                 | -2                 | 4               |
| Off-Campus Learning                | 19                 | 18                 | 1                  | 1               |
| Advanced Training                  | 20                 | 19                 | 1                  | 1               |
|                                    |                    |                    | $\Sigma d^2 = 410$ |                 |
|                                    |                    |                    |                    | $r_s = .6917^*$ |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 37  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY FACULTY  
OF INSTITUTIONS A AND D

| GOAL AREA                          | INSTI-<br>TUTION A | INSTI-<br>TUTION D | d   | d <sup>2</sup>      |
|------------------------------------|--------------------|--------------------|-----|---------------------|
| Community                          | 1                  | 4                  | -3  | 9                   |
| Intellectual Orientation           | 2                  | 1                  | 1   | 1                   |
| Academic Development               | 3                  | 2                  | 1   | 1                   |
| Intellectual/Aesthetic Environment | 4                  | 5                  | -1  | 1                   |
| Freedom                            | 5                  | 9                  | -4  | 16                  |
| Individual Personal Development    | 6                  | 3                  | 3   | 9                   |
| Democratic Governance              | 7                  | 6                  | 1   | 1                   |
| Accountability/Efficiency          | 8                  | 8                  | 0   | 0                   |
| Cultural/Aesthetic Awareness       | 9                  | 10                 | -1  | 1                   |
| Innovation                         | 10                 | 12                 | -2  | 4                   |
| Humanism/Altruism                  | 11                 | 7                  | 4   | 16                  |
| Meeting Local Needs                | 12                 | 13                 | -1  | 1                   |
| Social Criticism/Activism          | 13                 | 14                 | -1  | 1                   |
| Vocational Preparation             | 14                 | 11                 | 3   | 9                   |
| Social Egalitarianism              | 15                 | 16                 | -1  | 1                   |
| Traditional Religiousness          | 16                 | 15                 | 1   | 1                   |
| Research                           | 17                 | 19                 | -2  | 4                   |
| Public Service                     | 18                 | 17.5               | .5  | .25                 |
| Off-Campus Learning                | 19                 | 17.5               | 1.5 | 2.25                |
| Advanced Training                  | 20                 | 20                 | 0   | 0                   |
|                                    |                    |                    |     | $\Sigma d^2 = 78.5$ |
|                                    |                    |                    |     | $r_s = .9410^*$     |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 38

SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS B AND C

| GOAL AREA                          | INSTI-<br>TUTION B | INSTI-<br>TUTION C | d    | d <sup>2</sup>     |
|------------------------------------|--------------------|--------------------|------|--------------------|
| Academic Development               | 1                  | 3                  | -2   | 4                  |
| Democratic Governance              | 2                  | 7                  | -5   | 25                 |
| Community                          | 3                  | 4.5                | -1.5 | 2.25               |
| Intellectual/Aesthetic Environment | 4                  | 9.5                | -5.5 | 30.25              |
| Intellectual Orientation           | 5                  | 12                 | 7    | 49                 |
| Cultural/Aesthetic Awareness       | 6                  | 9.5                | -3.5 | 12.25              |
| Individual Personal Development    | 7                  | 1                  | 6    | 36                 |
| Accountability/Efficiency          | 8                  | 2                  | 6    | 36                 |
| Freedom                            | 9.5                | 7                  | 2.5  | 6.25               |
| Traditional Religiousness          | 9.5                | 12                 | -2.5 | 6.25               |
| Meeting Local Needs                | 11                 | 4.5                | 6.5  | 42.25              |
| Innovation                         | 12                 | 13                 | -1   | 1                  |
| Advanced Training                  | 13                 | 20                 | -7   | 49                 |
| Humanism/Altruism                  | 14                 | 7                  | 7    | 49                 |
| Vocational Preparation             | 15.5               | 14                 | 1.5  | 2.25               |
| Research                           | 15.5               | 18                 | 2.5  | 6.25               |
| Social Criticism/Activism          | 17                 | 17                 | 0    | 0                  |
| Off-Campus Learning                | 18                 | 19                 | -1   | 1                  |
| Social Egalitarianism              | 19                 | 15                 | 4    | 16                 |
| Public Service                     | 20                 | 16                 | 4    | 16                 |
|                                    |                    |                    |      | $\Sigma d^2 = 390$ |
|                                    |                    |                    |      | $r_s = .7068^*$    |

\*The two rankings are positively associated at the .05 level of significance.

#### Preferred Goal Rankings by Administrators of Institutions B and C

The Spearman coefficient of .6947 indicated a positive correlation between the rankings of the two groups and was significant at the .05 level. (See Table 39.) Discrepancies were observed for the areas of Humanism/Altruism, Vocational Preparation, Cultural/Aesthetic Awareness, Advanced Training, Accountability/Efficiency, Community, Democratic Governance, and Traditional Religiousness.

#### Perceived Goal Rankings by Faculty of Institutions B and C

The Spearman coefficient of .6425 indicated a positive correlation between the two rankings and was significant at the .05 level. (See Table 40.) Substantial discrepancies in rank were observed for the areas of Democratic Governance, Community, Social Egalitarianism, Humanism/Altruism, Cultural/Aesthetic Awareness, and Freedom.

#### Preferred Goal Rankings by Faculty of Institutions B and C

The Spearman coefficient of .9338 indicated a high degree of correlation between the rankings of the two groups and was significant at the .05 level. (See Table 41.) The only discrepancy in rank was found for Social Egalitarianism. Perfect agreement in rank was observed for three of the top four preferred goals of the two groups--Intellectual Orientation (1), Academic Development (2), and Community (4).

#### Perceived Goal Rankings by Administrators of Institutions B and D

The Spearman coefficient of .7759, significant at the .05 level, indicated that the two rankings were positively correlated. (See Table 42.) Discrepancies in rank were observed for the following goals--

TABLE 39

SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS B AND C

| GOAL AREA                          | INSTI-<br>TUTION B | INSTI-<br>TUTION C | d    | d <sup>2</sup>     |
|------------------------------------|--------------------|--------------------|------|--------------------|
| Accountability/Efficiency          | 1                  | 6                  | -5   | 25                 |
| Intellectual Orientation           | 2                  | 3                  | -1   | 1                  |
| Intellectual/Aesthetic Environment | 3                  | 5                  | -2   | 4                  |
| Academic Development               | 4                  | 8.5                | -4.5 | 20.25              |
| Individual Personal Development    | 5                  | 4                  | 1    | 1                  |
| Community                          | 6                  | 1                  | 5    | 25                 |
| Democratic Governance              | 8                  | 13                 | -5   | 25                 |
| Innovation                         | 8                  | 8.5                | -.5  | .25                |
| Vocational Preparation             | 8                  | 16.5               | -8.5 | 72.25              |
| Freedom                            | 10.5               | 12                 | -1.5 | 2.25               |
| Meeting Local Needs                | 10.5               | 11                 | -.5  | .25                |
| Humanism/Altruism                  | 12                 | 2                  | 10   | 100                |
| Cultural/Aesthetic Awareness       | 13.5               | 7                  | 6.5  | 42.25              |
| Advanced Training                  | 13.5               | 20                 | 6.5  | 42.25              |
| Traditional Religiousness          | 15                 | 10                 | 5    | 25                 |
| Social Criticism/Activism          | 16                 | 15                 | 1    | 1                  |
| Public Service                     | 18                 | 14                 | 4    | 16                 |
| Social Egalitarianism              | 18                 | 16.5               | 1.5  | 2.25               |
| Research                           | 18                 | 18                 | 0    | 0                  |
| Off-Campus Learning                | 20                 | 19                 | 1    | 1                  |
|                                    |                    |                    |      | $\Sigma d^2 = 406$ |
|                                    |                    |                    |      | $r_s = .6947^*$    |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 40  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY FACULTY  
OF INSTITUTIONS B AND C

| GOAL AREA                          | INSTI-<br>TUTION B | INSTI-<br>TUTION C | d    | d <sup>2</sup>       |
|------------------------------------|--------------------|--------------------|------|----------------------|
| Academic Development               | 1                  | 1                  | 0    | 0                    |
| Accountability/Efficiency          | 2                  | 3                  | -2   | 4                    |
| Community                          | 3                  | 13                 | -10  | 100                  |
| Intellectual/Aesthetic Environment | 4                  | 7                  | -3   | 9                    |
| Individual Personal Development    | 5                  | 4                  | 1    | 1                    |
| Democratic Governance              | 6                  | 17                 | -11  | 121                  |
| Intellectual Orientation           | 7                  | 8                  | -1   | 1                    |
| Cultural/Aesthetic Awareness       | 8                  | 2                  | 6    | 36                   |
| Meeting Local Needs                | 9                  | 5                  | 4    | 16                   |
| Freedom                            | 10                 | 15                 | -5   | 25                   |
| Traditional Religiousness          | 11                 | 9                  | 2    | 4                    |
| Humanism/Altruism                  | 12                 | 6                  | 6    | 36                   |
| Vocational Preparation             | 13                 | 14                 | -1   | 1                    |
| Innovation                         | 14                 | 12                 | 2    | 4                    |
| Advanced Training                  | 15                 | 19.5               | -4.5 | 20.25                |
| Social Criticism/Activism          | 16                 | 14                 | 2    | 4                    |
| Off-Campus Learning                | 17                 | 18                 | -1   | 1                    |
| Research                           | 18                 | 19.5               | -1.5 | 2.25                 |
| Public Service                     | 19                 | 16                 | 3    | 9                    |
| Social Egalitarianism              | 20                 | 11                 | 9    | 81                   |
|                                    |                    |                    |      | $\Sigma d^2 = 475.5$ |
|                                    |                    |                    |      | $r_s = .6425^*$      |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 41  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY FACULTY  
OF INSTITUTIONS B AND C

| GOAL AREA                          | INSTI-<br>TUTION B | INSTI-<br>TUTION C | d  | d <sup>2</sup>    |
|------------------------------------|--------------------|--------------------|----|-------------------|
| Intellectual Orientation           | 1                  | 1                  | 0  | 0                 |
| Academic Development               | 2                  | 2                  | 0  | 0                 |
| Intellectual/Aesthetic Environment | 3                  | 6                  | -3 | 9                 |
| Community                          | 4                  | 4                  | 0  | 0                 |
| Individual Personal Development    | 5                  | 3                  | 2  | 4                 |
| Accountability/Efficiency          | 6                  | 10                 | -4 | 16                |
| Democratic Governance              | 7                  | 5                  | 2  | 4                 |
| Humanism/Altruism                  | 8                  | 7                  | 1  | 1                 |
| Freedom                            | 9                  | 8                  | 1  | 1                 |
| Cultural/Aesthetic Awareness       | 10                 | 9                  | 1  | 1                 |
| Meeting Local Needs                | 11                 | 12                 | -1 | 1                 |
| Innovation                         | 12                 | 11                 | 1  | 1                 |
| Vocational Preparation             | 13                 | 14                 | -1 | 1                 |
| Social Criticism/Activism          | 14                 | 13                 | 1  | 1                 |
| Research                           | 15                 | 19                 | -4 | 16                |
| Traditional Religiousness          | 16                 | 17                 | -1 | 1                 |
| Off-Campus Learning                | 17                 | 18                 | -1 | 1                 |
| Public Service                     | 18                 | 16                 | 2  | 4                 |
| Advanced Training                  | 19                 | 20                 | -1 | 1                 |
| Social Egalitarianism              | 20                 | 15                 | 5  | 25                |
|                                    |                    |                    |    | $\Sigma d^2 = 88$ |
|                                    |                    |                    |    | $r_s = .9338^*$   |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 42

SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS B AND D

| GOAL AREA                          | INSTI-<br>TUTION B | INSTI-<br>TUTION D | d                  | d <sup>2</sup> |
|------------------------------------|--------------------|--------------------|--------------------|----------------|
| Academic Development               | 1                  | 6                  | -5                 | 25             |
| Democratic Governance              | 2                  | 6                  | -4                 | 16             |
| Community                          | 3                  | 1                  | 2                  | 4              |
| Intellectual/Aesthetic Environment | 4                  | 6                  | -2                 | 4              |
| Intellectual Orientation           | 5                  | 3.5                | 1.5                | 2.25           |
| Cultural/Aesthetic Awareness       | 6                  | 12                 | -6                 | 36             |
| Individual Personal Development    | 7                  | 2                  | 5                  | 25             |
| Accountability/Efficiency          | 8                  | 8.5                | -.5                | .25            |
| Freedom                            | 9.5                | 3.5                | 6                  | 36             |
| Traditional Religiousness          | 9.5                | 14                 | -4.5               | 20.25          |
| Meeting Local Needs                | 11                 | 11                 | 0                  | 0              |
| Innovation                         | 12                 | 10                 | 2                  | 4              |
| Advanced Training                  | 13                 | 20                 | -7                 | 49             |
| Hamanism/Altruism                  | 14                 | 8.5                | 5.5                | 30.25          |
| Vocational Preparation             | 15.5               | 13                 | 2.5                | 6.25           |
| Research                           | 15.5               | 19                 | -4.5               | 20.25          |
| Social Criticism/Activism          | 17                 | 15.5               | 1.5                | 2.25           |
| Off-Campus Learning                | 18                 | 17                 | 1                  | 1              |
| Social Egalitarianism              | 19                 | 15.5               | 3.5                | 12.25          |
| Public Service                     | 20                 | 18                 | 2                  | 4              |
|                                    |                    |                    | $\Sigma d^2 = 298$ |                |
|                                    |                    |                    | $r_s = .7759^*$    |                |

\*The two rankings are positively associated at the .05 level of significance.

Advanced Training, Cultural/Aesthetic Awareness, Freedom, Humanism/Altruism, Academic Development, and Individual Personal Development.

#### Preferred Goal Rankings by Administrators of Institutions B and D

The rankings by administrators of these two colleges were positively associated with a Spearman coefficient of .8256, significant at the .05 level. (See Table 43.) Discrepancies were found for the goal areas related to Accountability/Efficiency, Humanism/Altruism, Advanced Training, and Vocational Preparation.

#### Perceived Goal Rankings by Faculty of Institutions B and D

The Spearman coefficient of .7955 indicated a positive correlation between perceived goal rankings of faculty members at these two institutions. (See Table 44.) The positive correlation was significant at the .05 level. Goal rank discrepancies were found in the areas of Democratic Governance, Vocational Preparation, Community, and Social Egalitarianism.

#### Preferred Goal Rankings by Faculty of Institutions B and D

The Spearman coefficient of .9583 indicated a high degree of association between the preferred rankings of these two groups and was significant at the .05 level. (See Table 45.) There was perfect agreement in rank on seven of the goals and no discrepancies in rank order in any of the areas.

#### Perceived Goal Rankings by Administrators of Institutions C and D

The rankings by administrators in these two institutions were positively correlated with a Spearman coefficient of .8327, significant

TABLE 43  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS B AND D

| GOAL AREA                          | INSTI-<br>TUTION B | INSTI-<br>TUTION D | d                  | d <sup>2</sup>  |
|------------------------------------|--------------------|--------------------|--------------------|-----------------|
| Accountability/Efficiency          | 1                  | 8                  | -7                 | 49              |
| Intellectual Orientation           | 2                  | 3                  | -1                 | 1               |
| Intellectual/Aesthetic Environment | 3                  | 4                  | -1                 | 1               |
| Academic Development               | 4                  | 6                  | -2                 | 4               |
| Individual Personal Development    | 5                  | 1                  | 4                  | 16              |
| Community                          | 6                  | 2                  | 4                  | 16              |
| Democratic Governance              | 8                  | 10                 | -2                 | 4               |
| Innovation                         | 8                  | 7                  | 1                  | 1               |
| Vocational Preparation             | 8                  | 13                 | -5                 | 25              |
| Freedom                            | 10.5               | 9                  | 1.5                | 2.25            |
| Meeting Local Needs                | 10.5               | 12                 | -1.5               | 2.25            |
| Humanism/Altruism                  | 12                 | 5                  | 7                  | 49              |
| Cultural/Aesthetic Awareness       | 13.5               | 11                 | 2.5                | 6.25            |
| Advanced Training                  | 13.5               | 19                 | -5.5               | 30.25           |
| Traditional Religiousness          | 15                 | 15                 | 0                  | 0               |
| Social Criticism/Activism          | 16                 | 16                 | 0                  | 0               |
| Public Service                     | 18                 | 17                 | 1                  | 1               |
| Social Egalitarianism              | 18                 | 14                 | 4                  | 16              |
| Research                           | 18                 | 20                 | -2                 | 4               |
| Off-Campus Learning                | 20                 | 18                 | 2                  | 4               |
|                                    |                    |                    | $\Sigma d^2 = 232$ |                 |
|                                    |                    |                    |                    | $r_s = .8256^*$ |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 44  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY FACULTY  
OF INSTITUTIONS B AND D

| GOAL AREA                          | INSTI-<br>TUTION B | INSTI-<br>TUTION D | d  | d <sup>2</sup>     |
|------------------------------------|--------------------|--------------------|----|--------------------|
| Academic Development               | 1                  | 2                  | -1 | 1                  |
| Accountability/Efficiency          | 2                  | 3                  | -1 | 1                  |
| Community                          | 3                  | 8                  | -5 | 25                 |
| Intellectual/Aesthetic Environment | 4                  | 5                  | -1 | 1                  |
| Individual Personal Development    | 5                  | 1                  | 4  | 16                 |
| Democratic Governance              | 6                  | 14                 | -8 | 64                 |
| Intellectual Orientation           | 7                  | 4                  | 3  | 9                  |
| Cultural/Aesthetic Awareness       | 8                  | 9                  | -1 | 1                  |
| Meeting Local Needs                | 9                  | 13                 | -4 | 16                 |
| Freedom                            | 10                 | 12                 | -2 | 4                  |
| Traditional Religiousness          | 11                 | 10                 | 1  | 1                  |
| Humanism/Altruism                  | 12                 | 7                  | 5  | 25                 |
| Vocational Preparation             | 13                 | 6                  | 7  | 49                 |
| Innovation                         | 14                 | 11                 | 3  | 9                  |
| Advanced Training                  | 15                 | 19                 | -4 | 16                 |
| Social Criticism/Activism          | 16                 | 16                 | 0  | 0                  |
| Off-Campus Learning                | 17                 | 18                 | -1 | 1                  |
| Research                           | 18                 | 20                 | -2 | 4                  |
| Public Service                     | 19                 | 17                 | 2  | 4                  |
| Social Egalitarianism              | 20                 | 15                 | 5  | 25                 |
|                                    |                    |                    |    | $\Sigma d^2 = 272$ |
|                                    |                    |                    |    | $r_s = .7955^*$    |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 45  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY FACULTY  
OF INSTITUTIONS B AND D

| GOAL AREA                          | INSTI-<br>TUTION B | INSTI-<br>TUTION D | d   | d <sup>2</sup>      |
|------------------------------------|--------------------|--------------------|-----|---------------------|
| Intellectual Orientation           | 1                  | 1                  | 0   | 0                   |
| Academic Development               | 2                  | 2                  | 0   | 0                   |
| Intellectual/Aesthetic Environment | 3                  | 5                  | -2  | 4                   |
| Community                          | 4                  | 4                  | 0   | 0                   |
| Individual Personal Development    | 5                  | 3                  | 2   | 4                   |
| Accountability/Efficiency          | 6                  | 8                  | -2  | 4                   |
| Democratic Governance              | 7                  | 6                  | 1   | 1                   |
| Humanism/Altruism                  | 8                  | 7                  | 1   | 1                   |
| Freedom                            | 9                  | 9                  | 0   | 0                   |
| Cultural/Aesthetic Awareness       | 10                 | 10                 | 0   | 0                   |
| Meeting Local Needs                | 11                 | 13                 | -2  | 4                   |
| Innovation                         | 12                 | 12                 | 0   | 0                   |
| Vocational Preparation             | 13                 | 11                 | 2   | 4                   |
| Social Criticism/Activism          | 14                 | 14                 | 0   | 0                   |
| Research                           | 15                 | 19                 | -4  | 16                  |
| Traditional Religiousness          | 16                 | 15                 | 1   | 1                   |
| Off-Campus Learning                | 17                 | 17.5               | -.5 | .25                 |
| Public Service                     | 18                 | 17.5               | .5  | .25                 |
| Advanced Training                  | 19                 | 20                 | -1  | 1                   |
| Social Egalitarianism              | 20                 | 16                 | 4   | 16                  |
|                                    |                    |                    |     | $\Sigma d^2 = 55.5$ |
|                                    |                    |                    |     | $r_s = .9583^*$     |

\*The two rankings are positively associated at the .05 level of significance.

at the .05 level. (See Table 46.) Discrepancies in rank were observed for the following goal areas--Intellectual Orientation, Accountability/Efficiency, and Meeting Local Needs. Otherwise, the perceived goal structure of the two colleges were similar.

#### Preferred Goal Rankings by Administrators of Institutions C and D

The two rankings were positively correlated with a Spearman coefficient of .9045, significant at the .05 level. (See Table 47.) Only one discrepancy was observed for a goal area rank between the two groups, and it was over the goal of Traditional Religiousness. Administrators at Institution C felt that it should be ranked tenth, while their counterparts at Institution D felt it should be ranked fifteenth.

#### Perceived Goal Rankings by Faculty of Institutions C and D

The two rankings were positively correlated at the .05 level of significance with a Spearman coefficient of .8297. (See Table 48.) Rank order discrepancies were observed in the areas of Meeting Local Needs, Cultural/Aesthetic Awareness, and Community.

#### Preferred Goal Rankings by Faculty of Institutions C and D

The Spearman coefficient of .9793 indicated a very high degree of association between the rankings of these two groups and was significant at the .05 level. (See Table 49.) There was perfect agreement on the rank order of seven of the goal areas and no discrepancies in rank order.

The data presented and discussed above indicated that a higher degree of goal congruence as indicated by the number and extent of

TABLE 46

SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS C AND D

| GOAL AREA                          | INSTI-<br>TUTION C | INSTI-<br>TUTION D | d    | d <sup>2</sup>       |
|------------------------------------|--------------------|--------------------|------|----------------------|
| Individual Personal Development    | 1                  | 2                  | -1   | 1                    |
| Accountability/Efficiency          | 2                  | 8.5                | -6.5 | 42.25                |
| Academic Development               | 3                  | 6                  | -3   | 9                    |
| Meeting Local Needs                | 4.5                | 11                 | -6.5 | 42.25                |
| Community                          | 4.5                | 1                  | 3.5  | 12.25                |
| Humanism/Altruism                  | 7                  | 8.5                | -1.5 | 2.25                 |
| Freedom                            | 7                  | 3.5                | 3.5  | 12.25                |
| Democratic Governance              | 7                  | 6                  | 1    | 1                    |
| Cultural/Aesthetic Awareness       | 9.5                | 12                 | -2.5 | 6.25                 |
| Intellectual/Aesthetic Environment | 9.5                | 6                  | 3.5  | 12.25                |
| Intellectual Orientation           | 11                 | 3.5                | 7.5  | 56.25                |
| Traditional Religiousness          | 12                 | 14                 | -2   | 4                    |
| Innovation                         | 13                 | 10                 | 3    | 9                    |
| Vocational Preparation             | 14                 | 13                 | 1    | 1                    |
| Social Egalitarianism              | 15                 | 15.5               | -.5  | .25                  |
| Public Service                     | 16                 | 18                 | -2   | 4                    |
| Social Criticism/Activism          | 17                 | 15.5               | 1.5  | 2.25                 |
| Research                           | 18                 | 19                 | -1   | 1                    |
| Off-Campus Learning                | 19                 | 17                 | 2    | 4                    |
| Advanced Training                  | 20                 | 20                 | 0    | 0                    |
|                                    |                    |                    |      | $\Sigma d^2 = 222.5$ |
|                                    |                    |                    |      | $r_s = .8327^*$      |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 47

SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY ADMINISTRATORS  
OF INSTITUTIONS C AND D

| GOAL AREA                          | INSTI-<br>TUTION C | INSTI-<br>TUTION D | d                  | d <sup>2</sup> |
|------------------------------------|--------------------|--------------------|--------------------|----------------|
| Community                          | 1                  | 2                  | -1                 | 1              |
| Humanism/Altruism                  | 2                  | 5                  | -3                 | 9              |
| Intellectual Orientation           | 3                  | 3                  | 0                  | 0              |
| Individual Personal Development    | 4                  | 1                  | 3                  | 9              |
| Intellectual/Aesthetic Environment | 5                  | 4                  | 1                  | 1              |
| Accountability/Efficiency          | 6                  | 8                  | -2                 | 4              |
| Cultural/Aesthetic Awareness       | 7                  | 11                 | -4                 | 16             |
| Academic Development               | 8.5                | 6                  | 2.5                | 6.25           |
| Innovation                         | 8.5                | 7                  | 1.5                | 2.25           |
| Traditional Religiousness          | 10                 | 15                 | -5                 | 25             |
| Meeting Local Needs                | 11                 | 12                 | -1                 | 1              |
| Freedom                            | 12                 | 9                  | 3                  | 9              |
| Democratic Governance              | 13                 | 10                 | 3                  | 9              |
| Public Service                     | 14                 | 17                 | -3                 | 9              |
| Social Criticism/Activism          | 15                 | 16                 | -1                 | 1              |
| Vocational Preparation             | 16.5               | 13                 | 3.5                | 12.25          |
| Social Egalitarianism              | 16.5               | 14                 | 2.5                | 6.25           |
| Research                           | 18                 | 20                 | -2                 | 4              |
| Off-Campus Learning                | 19                 | 18                 | 1                  | 1              |
| Advanced Training                  | 20                 | 19                 | 1                  | 1              |
|                                    |                    |                    | $\Sigma d^2 = 127$ |                |
|                                    |                    |                    | $r_s = .9045^*$    |                |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 48  
SPEARMAN COEFFICIENT FOR PERCEIVED GOALS BY FACULTY  
OF INSTITUTIONS C AND D

| GOAL AREA                          | INSTI-<br>TUTION C | INSTI-<br>TUTION D | d   | d <sup>2</sup>       |
|------------------------------------|--------------------|--------------------|-----|----------------------|
| Academic Development               | 1                  | 2                  | -1  | 1                    |
| Cultural/Aesthetic Awareness       | 2                  | 9                  | -7  | 49                   |
| Accountability/Efficiency          | 3                  | 3                  | 0   | 0                    |
| Individual Personal Development    | 4                  | 1                  | 3   | 9                    |
| Meeting Local Needs                | 5                  | 13                 | -8  | 64                   |
| Humanism/Altruism                  | 6                  | 7                  | 1   | 1                    |
| Intellectual/Aesthetic Environment | 7                  | 5                  | 2   | 4                    |
| Intellectual Orientation           | 8                  | 4                  | 4   | 16                   |
| Traditional Religiousness          | 9                  | 10                 | -1  | 1                    |
| Vocational Preparation             | 10                 | 6                  | 4   | 16                   |
| Social Egalitarianism              | 11                 | 15                 | -4  | 16                   |
| Innovation                         | 12                 | 11                 | 1   | 1                    |
| Community                          | 13                 | 8                  | 5   | 25                   |
| Social Criticism/Activism          | 14                 | 16                 | -2  | 4                    |
| Freedom                            | 15                 | 12                 | 3   | 9                    |
| Public Service                     | 16                 | 17                 | -1  | 1                    |
| Democratic Governance              | 17                 | 14                 | 3   | 9                    |
| Off-Campus Learning                | 18                 | 18                 | 0   | 0                    |
| Research                           | 19.5               | 20                 | -.5 | .25                  |
| Advanced Training                  | 19.5               | 19                 | .5  | .25                  |
|                                    |                    |                    |     | $\Sigma d^2 = 226.5$ |
|                                    |                    |                    |     | $r_s = .8297^*$      |

\*The two rankings are positively associated at the .05 level of significance.

TABLE 49  
SPEARMAN COEFFICIENT FOR PREFERRED GOALS BY FACULTY  
OF INSTITUTIONS C AND D

| GOAL AREA                          | INSTI-<br>TUTION C | INSTI-<br>TUTION D | d    | d <sup>2</sup>      |
|------------------------------------|--------------------|--------------------|------|---------------------|
| Intellectual Orientation           | 1                  | 1                  | 0    | 0                   |
| Academic Development               | 1                  | 2                  | 0    | 0                   |
| Individual Personal Development    | 3                  | 3                  | 0    | 0                   |
| Community                          | 4                  | 4                  | 0    | 0                   |
| Democratic Governance              | 5                  | 6                  | -1   | 1                   |
| Intellectual/Aesthetic Environment | 6                  | 5                  | 1    | 1                   |
| Humanism/Altruism                  | 7                  | 7                  | 0    | 0                   |
| Freedom                            | 8                  | 9                  | -1   | 1                   |
| Cultural/Aesthetic Awareness       | 9                  | 10                 | -1   | 1                   |
| Accountability/Efficiency          | 10                 | 8                  | 2    | 4                   |
| Innovation                         | 11                 | 12                 | -1   | 1                   |
| Meeting Local Needs                | 12                 | 13                 | -1   | 1                   |
| Social Criticism/Activism          | 13                 | 14                 | -1   | 1                   |
| Vocational Preparation             | 14                 | 11                 | 3    | 9                   |
| Social Egalitarianism              | 15                 | 16                 | -1   | 1                   |
| Public Service                     | 16                 | 17.5               | -1.5 | 2.25                |
| Traditional Religiousness          | 17                 | 15                 | 2    | 4                   |
| Off-Campus Learning                | 18                 | 17.5               | .5   | .25                 |
| Research                           | 19                 | 19                 | 0    | 0                   |
| Advanced Training                  | 20                 | 20                 | 0    | 0                   |
|                                    |                    |                    |      | $\Sigma d^2 = 27.5$ |
|                                    |                    |                    |      | $r_s = .9793^*$     |

\*The two rankings are positively associated at the .05 level of significance.

discrepancies in the various categories was observed for each of the rankings of Institution A, a stable and solvent college, than at the other three colleges. This suggested that administrators and faculty were generally content and in agreement with respect to the goals being pursued by the college and felt that these were the goals, with the exceptions noted, that the school should be pursuing. This would suggest that the leadership of the college, notably the president, had been effective in articulating the institution's goals and in developing a consensus among his colleagues that the goal structure as it was was as it should have been. The goals the college was pursuing were considered worthy of being pursued by administrators and faculty. The data also indicated that a high degree of goal congruence in terms of the number and extent of discrepancies existed at Institution B, another stable and solvent college. It was observed, however, that, while each of the rankings at Institution B evidenced fewer discrepancies than did the same rankings at Institution C and two of the four rankings at Institution D (Administrators/Faculty Perceived Goals and Faculty Perceived/Preferred Goals), the other two rankings at Institution D (Administrators/Faculty Preferred Goals and Administrators Perceived/Preferred Goals) evidenced fewer discrepancies than were apparent for the same rankings at Institution B. It should be noted that Institution D had experienced a change in presidential leadership within the past two years. The two groups within that institution agreed less over what the goals of the college were than what they should have been. It may be that this gap was the result of the old administration's goal priorities not yet having given way fully to the goal priorities of the new administration. That

administrators and faculty were in substantial agreement over what the goals of the college should have been would seem to be a good sign for the college. Institution C was observed to have the greatest number of discrepancies for each of the four rankings of all the colleges studied. Noteworthy was the almost perfect agreement between the perceived and preferred rankings by faculty at Institution A (see Table 7, page 73) and the number and extent of discrepancies for the same ranking by faculty at Institution C (see Table 19, page 106). The faculty perceived/preferred goal rankings of Institution A suggested substantial satisfaction on the part of the faculty with that college's goal structure. Some measure of dissatisfaction with the college's goal structure by faculty seemed to exist at Institution C; the faculty would have preferred to see marked changes in the school's goal priorities.

Substantial agreement over perceived goals by administrators and faculty in the comparisons between institutions was not necessarily expected. Though church-related, liberal arts colleges would be expected to resemble one another to some extent with respect to goal structures, there is no reason why one institution would be strikingly similar to another in terms of perceived goals. A school's development is to a great extent a function of its response over a period of time to its own particular and peculiar milieu. While positive correlations were found to exist in each of the administrators perceived goal rankings, a number of discrepancies were found to exist in these rankings. (See Tables 26, 30, 38, 42, and 46, pages 123, 129, 139, 144, and 150.) The exception was the comparison between the perceived goal rankings by administrators at Institutions A and D. (See Table 34, page 134.) In that instance,

discrepancies were slight, which suggested that the goal priorities as perceived by administrators were strikingly similar. None of the perceived faculty rankings was unusually high in terms of discrepancies, though the comparison between Institutions A and C, while positively correlated, evidenced substantial disagreement in terms of the number of and extent of discrepancies. (See Table 32, page 132.)

All preferred goal rankings by administrators were positively correlated and exhibited, in all comparisons but one, relatively few discrepancies. (See Tables 27, 31, 35, 43, and 47, pages 125, 131, 136, 146, and 151.) The exception was the comparison of preferred rankings by administrators at Institutions B and C. (See Table 39, page 141.) Many discrepancies were observed for that comparison of rankings. There was a remarkable amount of agreement among faculty regarding preferred goals. (See Tables 29, 33, 37, 41, 45, and 49, pages 128, 133, 138, 143, 148, and 153.) Few discrepancies were observed for any of the preferred goal rankings by faculty at the institutions studied. Faculty members of the four institutions studied were in strong agreement with respect to the goals their institutions should be pursuing. They would include in the top ten ranks the following goals: Academic Development, Intellectual Orientation, Individual Personal Development, Humanism/Altruism (Institution A ranked this goal eleventh, while the others included it in the top ten), Cultural/Aesthetic Awareness, Freedom, Democratic Governance, Community, Intellectual/Aesthetic Environment, and Accountability/Efficiency.

Several noteworthy discrepancies between ranks given to particular goals were observed. Administrators at Institutions A and B agreed in

ranking Accountability/Efficiency first as a preferred goal against administrators at Institutions C and D who would rank that goal sixth and eighth respectively as a preferred goal. This is noteworthy because, it will be recalled, Institutions A and B were considered to be stable (in terms of enrollment) and solvent colleges, while Institutions C and D have experienced declining enrollments and, it is assumed, some financial distress. The administrators of the two stronger colleges considered that goal to be worthy of top priority, and administrators of the two weaker colleges, while considering the goal important, would give priority to several other goals. In addition, it should be noted that faculty at Institutions A and B agreed in ranking Democratic Governance and Community much higher as perceived goals than did their counterparts at Institutions C and D. These two process goals were perceived by faculty at the two stronger schools to be given higher priority than did faculty members at the less strong schools. No other agreements between any two colleges against the other two on particular goal priorities were as marked as the ones noted above.

#### Goal Discrepancies Within Institutions A, B, C, and D

Tables 50 through 53 display discrepancies which were found to exist in the various rankings within each institution. It is apparent from the most cursory glance at these tables that few discrepancies were found to exist in the rankings of Institution A, and many discrepancies were found to exist in the rankings of Institution C. Of the 45 discrepancies that were observed in the four institutions combined, Institution A accounted for only two of these, and Institution C accounted for 22.

TABLE 50

DISCREPANCIES FOR PERCEIVED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTIONS A, B, C, AND D

|                                      | Institution |   |             |     |
|--------------------------------------|-------------|---|-------------|-----|
|                                      | Healthy     |   | Not Healthy |     |
|                                      | A           | B | C           | D   |
| 1. Academic Development              |             |   |             |     |
| 2. Intellectual Orientation          |             |   |             |     |
| 3. Individual Personal Development   |             |   |             |     |
| 4. Humanism/Altruism                 |             |   |             |     |
| 5. Cultural/Aesthetic Awareness      |             |   | 7.5         |     |
| 6. Traditional Religiousness         |             |   |             |     |
| 7. Vocational Preparation            |             |   |             | 7   |
| 8. Advanced Training                 |             |   |             |     |
| 9. Research                          |             |   |             |     |
| 10. Meeting Local Needs              |             |   |             |     |
| 11. Public Service                   |             |   |             |     |
| 12. Social Egalitarianism            |             |   |             |     |
| 13. Social Criticism/Activism        |             |   |             |     |
| 14. Freedom                          |             |   | 8           | 8.5 |
| 15. Democratic Governance            |             |   | 10          | 8   |
| 16. Community                        |             |   | 8.5         | 7   |
| 17. Intellectual/Aesthetic Awareness |             |   |             |     |
| 18. Innovation                       |             |   |             |     |
| 19. Off-Campus Learning              |             |   |             |     |
| 20. Accountability/Efficiency        |             | 6 | 5.5         |     |
| Total Number of Discrepancies        | 0           | 1 | 4           | 5   |

Note: Numbers in body of table are indicative of discrepancy size; i.e., differences in rankings. Only differences of 5 or more ranks are considered discrepancies.

TABLE 51

DISCREPANCIES FOR PREFERRED GOALS OF ADMINISTRATORS AND FACULTY  
OF INSTITUTIONS A, B, C, AND D

|                                      | Institution |     |             |   |
|--------------------------------------|-------------|-----|-------------|---|
|                                      | Healthy     |     | Not Healthy |   |
|                                      | A           | B   | C           | D |
| 1. Academic Development              |             |     | 6.5         |   |
| 2. Intellectual Orientation          |             |     |             |   |
| 3. Individual Personal Development   |             |     |             |   |
| 4. Humanism/Altruism                 |             |     | 5           |   |
| 5. Cultural/Aesthetic Awareness      |             |     |             |   |
| 6. Traditional Religiousness         |             |     | 7           |   |
| 7. Vocational Preparation            |             | 5   |             |   |
| 8. Advanced Training                 |             | 5.5 |             |   |
| 9. Research                          |             |     |             |   |
| 10. Meeting Local Needs              |             |     |             |   |
| 11. Public Service                   |             |     |             |   |
| 12. Social Egalitarianism            |             |     |             |   |
| 13. Social Criticism/Activism        |             |     |             |   |
| 14. Freedom                          |             |     |             |   |
| 15. Democratic Governance            |             |     | 8           |   |
| 16. Community                        |             |     |             |   |
| 17. Intellectual/Aesthetic Awareness |             |     |             |   |
| 18. Innovation                       |             |     |             | 5 |
| 19. Off-Campus Learning              |             |     |             |   |
| 20. Accountability/Efficiency        | 7           | 5   |             |   |
| Total Number of Discrepancies        | 1           | 3   | 4           | 1 |

Note: Numbers in body of table are indicative of discrepancy size; i.e., differences in rankings. Only differences of 5 or more ranks are considered discrepancies.

TABLE 52

DISCREPANCIES FOR PERCEIVED AND PREFERRED GOALS OF ADMINISTRATORS  
OF INSTITUTIONS A, B, C, AND D

|                                      | Institution |     |             |     |
|--------------------------------------|-------------|-----|-------------|-----|
|                                      | Healthy     |     | Not Healthy |     |
|                                      | A           | B   | C           | D   |
| 1. Academic Development              |             |     | 5.5         |     |
| 2. Intellectual Orientation          |             |     | 8           |     |
| 3. Individual Personal Development   |             |     |             |     |
| 4. Humanism/Altruism                 |             |     | 5           |     |
| 5. Cultural/Aesthetic Awareness      |             | 7.5 |             |     |
| 6. Traditional Religiousness         |             | 5.5 |             |     |
| 7. Vocational Preparation            |             | 7.5 |             |     |
| 8. Advanced Training                 |             |     |             |     |
| 9. Research                          |             |     |             |     |
| 10. Meeting Local Needs              |             |     | 6.5         |     |
| 11. Public Service                   |             |     |             |     |
| 12. Social Egalitarianism            |             |     |             |     |
| 13. Social Criticism/Activism        |             |     |             |     |
| 14. Freedom                          |             |     | 5           | 5.5 |
| 15. Democratic Governance            |             | 6   | 6           |     |
| 16. Community                        |             |     |             |     |
| 17. Intellectual/Aesthetic Awareness |             |     |             |     |
| 18. Innovation                       |             |     |             |     |
| 19. Off-Campus Learning              |             |     |             |     |
| 20. Accountability/Efficiency        | 5           |     |             |     |
| Total Number of Discrepancies        | 1           | 4   | 6           | 1   |

Note: Numbers in body of table are indicative of discrepancy size; i.e., differences in rankings. Only differences of 5 or more ranks are considered discrepancies.

TABLE 53

DISCREPANCIES FOR PERCEIVED AND PREFERRED GOALS OF FACULTY  
OF INSTITUTIONS A, B, C, AND D

|                                      | Institution |   |             |   |
|--------------------------------------|-------------|---|-------------|---|
|                                      | Healthy     |   | Not Healthy |   |
|                                      | A           | B | C           | D |
| 1. Academic Development              |             |   |             |   |
| 2. Intellectual Orientation          |             | 6 | 7           |   |
| 3. Individual Personal Development   |             |   |             |   |
| 4. Humanism/Altruism                 |             |   |             |   |
| 5. Cultural/Aesthetic Awareness      |             |   | 7           |   |
| 6. Traditional Religiousness         |             | 5 | 8           | 5 |
| 7. Vocational Preparation            |             |   |             | 5 |
| 8. Advanced Training                 |             |   |             |   |
| 9. Research                          |             |   |             |   |
| 10. Meeting Local Needs              |             |   | 7           |   |
| 11. Public Service                   |             |   |             |   |
| 12. Social Egalitarianism            |             |   |             |   |
| 13. Social Criticism/Activism        |             |   |             |   |
| 14. Freedom                          |             |   | 7           |   |
| 15. Democratic Governance            |             |   | 12          | 8 |
| 16. Community                        |             |   | 9           |   |
| 17. Intellectual/Aesthetic Awareness |             |   |             |   |
| 18. Innovation                       |             |   |             |   |
| 19. Off-Campus Learning              |             |   |             |   |
| 20. Accountability/Efficiency        |             |   | 7           | 5 |
| Total Number of Discrepancies        | 0           | 2 | 8           | 4 |

Note: Numbers in body of table are indicative of discrepancy size; i.e., differences in rankings. Only differences of 5 or more ranks are considered discrepancies.

Almost half of all the discrepancies were found in Institution C.

Institutions B and D accounted for 10 and 11 discrepancies respectively.

It should be noted also that 23 of the 45 discrepancies observed were on process goals, and of these 23, 18 were from rankings in Institutions C and D, 10 in Institution C and 8 in Institution D. Fourteen of the 18 process goal discrepancies observed in Institutions C and D were found in 3 of the 7 process goals: Freedom, Democratic Governance, and Community. Only one additional discrepancy was observed in any of these three goals, and that was a discrepancy on Democratic Governance at Institution B in the perceived goal ranking of administrators and faculty. Process goals are suggestive of the way an institution functions and the type of climate that exists on the campus. The inordinate number of discrepancies in the three process goals listed above--indeed, goals which some would insist are at the heart of the values of an academic community--suggested that there was considerable potential for conflict at Institutions C and D. There was substantial disagreement over the place of Freedom, Democratic Governance, and Community in these two colleges. Overall, there were fewer discrepancies found at the healthy institutions (12 discrepancies) than at the less healthy institutions (33 discrepancies). Perceived goals for faculty and administrators (1 for healthy versus 9 for unhealthy) and preferred goals for faculty (2 for healthy versus 12 for unhealthy) accounted for most of the differences.

## VII. SUMMARY

This chapter presented and analyzed the data collected from the four colleges selected for the study. It contains comparisons of goal rankings both within each institution and between institutions. It was observed that all of the rankings were positively correlated, though areas of potential conflict over particular goals were noted in many of the comparisons of rankings.

## CHAPTER IV

### SUMMARY, RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

This chapter contains the summary of the findings derived from the study, the conclusions drawn from these findings, and the resultant recommendations. It is divided into four sections: (1) summary of purposes and procedures of the study; (2) results of the study; (3) conclusions; and (4) recommendations.

##### Purpose of the Study

The purposes of the study were (1) to determine the degree of congruence between faculty members and administrators of selected United Methodist colleges with respect to the perceived and preferred importance given to 90 goal statements contained in the Institutional Goals Inventory (IGI); (2) to determine the degree of congruence within each of these groups with respect to the perceived and preferred importance given to the 90 goal statements; (3) to observe whether higher goal congruence existed in the colleges with stable or increasing enrollments; and (4) to observe agreements and differences in the goal structures of the four colleges. The following questions were posed and answered by the study:

1. Were administrators and faculty members of the colleges selected for the study in basic agreement over the perceived and preferred goals of their colleges?

2. Was there goal congruence within each of the groups with respect to the order of perceived and preferred importance of goals?

3. Did higher goal congruence exist in the colleges with stable or increasing enrollments than in those colleges with decreasing enrollments?

4. What similarities and differences existed in the goal structures of the colleges with stable or increasing enrollments and in the goal structures of the colleges with decreasing enrollments?

#### Procedures of the Study

The study was conducted by sending Institutional Goals Inventory (IGI) booklets to all full-time faculty members, presidents, academic deans, directors of development, deans of students, and business managers of four United Methodist colleges. The colleges were selected on the basis of enrollment patterns. Institutions A and B were selected because their enrollments had remained steady or had increased in recent years; Institutions C and D were selected because their enrollments had been declining in recent years. Stability in enrollment suggested the presence of institutional good health, while decreasing enrollments suggested institutional distress.

IGI booklets were sent to appropriate persons on each campus. From Institution A, usable responses were received from four administrators and 30 faculty members for return rates of 80 percent and 48 percent respectively and an over-all return rate of 51 percent. Five administrators and 31 faculty members of Institution B responded for a return rate of 100 percent for administrators and 52 percent for faculty members and an

over-all return rate of 55 percent. Usable responses were received from four administrators (80 percent) and 23 faculty members (53 percent) at Institution C for an over-all return rate of 56 percent. Three administrators and 28 faculty members of Institution D responded for return rates of 60 percent and 58 percent and an over-all return rate of 58 percent.

As the booklets were returned, the 90 goal statements were divided into 20 goal areas, and a mean score was calculated for faculty members and administrators for each goal area on both perceived and preferred goals. The mean scores were then used to rank goal areas as perceived and preferred by faculty members and administrators, and the Spearman Rank-Order Correlation Coefficient test was applied. The .05 level of significance was used. Discrepancies of five or more ranks on individual goals were noted.

## II. RESULTS

The results of the study are summarized as follows:

1. Were administrators and faculty members of the colleges selected for the study in basic agreement over the perceived and preferred goals of their colleges? Administrators and faculty members were found to be in basic agreement for both perceived and preferred goals in all four colleges.

2. Was there goal congruence within each of these groups with respect to the order of perceived and preferred importance of goals? The perceived and preferred goal rankings by both administrators and faculty members were found to be congruent in all four colleges.

3. Did higher goal congruence exist in the colleges with stable or increasing enrollments than in those colleges with decreasing enrollments? All four colleges had significant goal congruence, both perceived and preferred, by both administrators and faculty. Fewer individual goal discrepancies were found to exist at Institution A (one of the stronger colleges) than were found to exist at Institution B (also one of the stronger colleges) or Institution C (one of the weaker colleges). However, two of the goal rankings of Institution A exhibited fewer discrepancies than were exhibited in the corresponding rankings of Institution D (one of the weaker colleges)--Administrators/Faculty Perceived Goals and Faculty Perceived/Preferred Goals--and two--Administrators/Faculty Preferred Goals and Administrators Perceived/Preferred Goals--exhibited more discrepancies at Institution A than at Institution D. The goal rankings at Institution B exhibited fewer discrepancies than did those at Institution C in every instance and in two of the four rankings at Institution D (the same exceptions that existed regarding the rankings of Institutions A and D). The rankings at Institution C exhibited more discrepancies in each category than did the other three institutions. Overall, there were fewer discrepancies found at the healthy institutions (12 discrepancies) than at the less healthy institutions (33 discrepancies). Perceived goals for faculty and administrators (1 for healthy versus 9 for unhealthy) and preferred goals for faculty (2 for healthy versus 12 for unhealthy) accounted for most of the difference.

4. What similarities and differences existed in the goal structures of the colleges with stable or increasing enrollments and in the

goal structures of the colleges with decreasing enrollments? Most of the goal rankings for Institutions A and B were similar to those of Institutions C and D. A notable difference was observed for Accountability/Efficiency, which administrators at Institutions A and B agreed in ranking first as a preferred goal against administrators at Institutions C and D who would have ranked that goal sixth and eighth respectively as a preferred goal. Another important difference was noted for the relative emphasis placed on Democratic Governance and Community. Faculty members at Institutions A and B agreed in ranking these goals much higher as perceived goals than did their counterparts at Institutions C and D. In addition, fewer discrepancies were observed for these two goals (Democratic Governance and Community) and Freedom at Institutions A and B than at Institutions C and D. No other agreements between the rankings of any two colleges against two other colleges were as marked as these.

### III. CONCLUSIONS

1. In general, there was adequate communication and mutual acceptance of goals by faculty and administrators of the institutions studied.
2. Professional staff members of the four colleges, regardless of the health of the particular institution, were generally satisfied with their school's goal structure in 1978.
3. Administrators at the two healthier institutions took Accountability/Efficiency very seriously as a preferred goal, agreeing in ranking it first, while administrators at neither of the less healthy institutions gave the same goal a ranking in the top five of their

preferred goals. It may be concluded that placing an emphasis on Accountability/Efficiency seems related to maintaining a solvent institution.

4. Faculty members at the two healthier institutions perceived their colleges as giving higher priority to Democratic Governance and Community than did faculty members at the two less healthy institutions. It may be concluded that faculty members at the healthier institutions felt that they had a better opportunity to participate in the governance of their institutions than did faculty members at the less healthy institutions.

5. Administrators and faculty members at Institutions A and B exhibited fundamental agreement over the perceived and preferred place of the goals of Freedom, Democratic Governance, and Community, while administrators and faculty at Institutions C and D exhibited substantial disagreement over the place of these goals. It may be concluded that developing a consensus over the place of these goals seems related to maintaining a solvent institution.

6. None of the colleges studied gave Traditional Religiousness a high priority among goals in any of the rankings. Indeed, it appeared in the top nine rankings for only Administrators Perceived Goals at Institution B and Faculty Perceived Goals at Institution C. It may be concluded that religion, as measured by the goal statements contained in IGI, was not a substantial part of the program of any of the colleges studied. This profound difference between the Methodist colleges of the nineteenth century and those of the late twentieth century is worthy of note in so far as the four colleges studied were representative of contemporary United Methodist colleges.

7. While not explicitly stated as part of the purpose of this study, there was an expectation that higher goal congruence would be observed in the healthy institutions than in the unhealthy institutions. The study did not support that expectation as was evidenced by the significant correlations for all the rankings, though discrepancies were noted for individual goals. It may be that the finding of a lack of significant differences between the two healthy institutions and the two unhealthy institutions was related to a possible deficiency in the research instrument (i.e., the global nature of the goal statements) or to the use of a statistical procedure not sufficiently sensitive to reflect real, though slight, differences. In any event, significant differences were not observed in the study. Accordingly, to the extent that the findings of this study reflected the absence of significant differences between and within the groups studied, it may be concluded that factors other than goal congruence on the campuses studied accounted for the presence or absence of institutional health.

#### IV. RECOMMENDATIONS

This study has served as an inquiry into the perceived and preferred importance attached to 90 goal statements by administrators and faculty members of four United Methodist colleges.

As a result of the study, the following recommendations were made:

1. Administrators and faculty members of the United Methodist colleges studied should evaluate the place of the goal of Accountability/Efficiency in the total program of each college. Developing a consensus

on this goal might eliminate misunderstanding and acrimony when cost efficient measures are taken.

2. Administrators of the less healthy institutions should reconsider the place of Accountability/Efficiency as a preferred goal of their institutions.

3. Where faculty alienation exists due to faculty members feeling they can have little impact on decisions affecting them, steps should be taken to reduce the alienation by providing meaningful and substantive opportunities for faculty participation in college governance.

4. Attention should be given to the development of a research instrument sufficiently refined to include fairly specific rather than global goal statements.

5. Additional research should be undertaken to identify other variables associated with institutional health.

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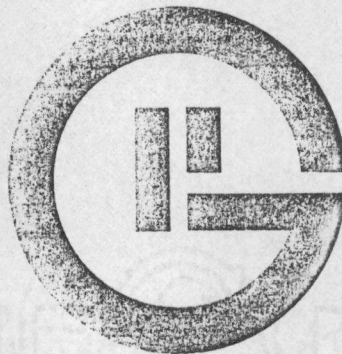
## APPENDICES

APPENDIX A

INSTITUTIONAL GOALS INVENTORY

## INSTITUTIONAL GOALS INVENTORY

(Form 1)



### To the respondent:

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

The Institutional Goals Inventory (IGI) was developed as a tool to help college and university communities delineate goals and establish priorities among them. The *Inventory* does not tell institutions 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 institutional goals.

The *Inventory* was designed to embrace possible goals of all types of higher education institutions—universities, church-related colleges, community 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 institutions 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, administrators, boards, and so forth. In no instance will responses of individuals be reported. The *Inventory* should ordinarily not take longer than 45 minutes to complete.

| page two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |                                  |                                                                                                                                                                                              |                                  |                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------|
| <u>DIRECTIONS</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                    |                                  |                                                                                                                                                                                              |                                  |                                  |
| <p>The <i>Inventory</i> 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:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |                                  | <p>First — How important <i>is</i> the goal at this institution at the present time?</p> <p>Then — In your judgment, how important <i>should</i> the goal <i>be</i> at this institution?</p> |                                  |                                  |
| <u>EXAMPLES</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | of no importance or not applicable | of low importance                | of medium importance                                                                                                                                                                         | of high importance               | of extremely high importance     |
| <p>A. to require a common core of learning experiences for all students...</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | is <input type="radio"/>           | <input type="radio"/>            | <input type="radio"/>                                                                                                                                                                        | <input type="radio"/>            | <input checked="" type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be <input type="radio"/>    | <input type="radio"/>            | <input checked="" type="radio"/>                                                                                                                                                             | <input type="radio"/>            | <input type="radio"/>            |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |                                  |                                                                                                                                                                                              |                                  |                                  |
| <p>B. to give alumni a larger and more direct role in the work of the institution...</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | is <input type="radio"/>           | <input checked="" type="radio"/> | <input type="radio"/>                                                                                                                                                                        | <input type="radio"/>            | <input type="radio"/>            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be <input type="radio"/>    | <input type="radio"/>            | <input type="radio"/>                                                                                                                                                                        | <input checked="" type="radio"/> | <input type="radio"/>            |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                    |                                  |                                                                                                                                                                                              |                                  |                                  |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <li>Unless you have been given other instructions, consider the institution <u>as a whole</u> in making your judgments.</li> <li>In giving <i>should be</i> responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.</li> <li>Please try to respond to <u>every</u> goal statement in the <i>Inventory</i>, by</li> </ul> </div> <div style="width: 45%;"> <p>blackening one oval after <i>is</i> and one oval after <i>should be</i>.</p> <ul style="list-style-type: none"> <li>Use any soft lead pencil. Do <u>not</u> use colored pencils or a pen—ink, ball point, or felt tip.</li> <li>Mark each answer so that it completely fills (blackens) the intended oval. Please do <u>not</u> make checks (✓) or X's.</li> </ul> </div> </div> |                                    |                                  |                                                                                                                                                                                              |                                  |                                  |
| <ul style="list-style-type: none"> <li>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.</li> <li>Information Questions (111-117): These questions are included to enable each institution to analyze the results of the <i>Inventory</i> in ways that will be the most meaningful and useful to them. Respond to each question that applies.</li> <li>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.</li> </ul>                                                                                                                                            |                                    |                                  |                                                                                                                                                                                              |                                  |                                  |

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

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

page five

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

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

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



| page eight |                                                                                                                                                                                                               | Please respond to these goal statements<br>by blackening one oval after <u>is</u> and one<br>after <u>should be</u> . |                                                |                                                |                                                |                                                |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|
|            |                                                                                                                                                                                                               | of no importance<br>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<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 67.        | to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...                                                                                    | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 68.        | to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...                                      | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 69.        | to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...                                                                           | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 70.        | to experiment with different methods of evaluating and grading student performance...                                                                                                                         | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 71.        | to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...                                                          | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 72.        | to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...                                                          | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 73.        | to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...                                                                                                     | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 74.        | to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...                                                           | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 75.        | to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...                           | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 76.        | to create an institution known widely as an intellectually exciting and stimulating place...                                                                                                                  | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 77.        | to create procedures by which curricular or instructional innovations may be readily initiated...                                                                                                             | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |
| 78.        | to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)... | is<br>should be                                                                                                       | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> | <input type="radio"/><br><input type="radio"/> |

| page nine                                                                                                                                                                                                                                                  |                                                                                                                                           |                                     |                       |                       |                       |                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u> .                                                                                                                                            |                                                                                                                                           | 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<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 80.                                                                                                                                                                                                                                                        | to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)... | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 81.                                                                                                                                                                                                                                                        | to regularly provide evidence that the institution is actually achieving its stated goals...                                              | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 82.                                                                                                                                                                                                                                                        | to carry on a broad and vigorous program of extracurricular activities and events for students...                                         | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 83.                                                                                                                                                                                                                                                        | to be concerned about the <u>efficiency</u> with which college operations are conducted...                                                | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 84.                                                                                                                                                                                                                                                        | to be organized for continuous short-, medium-, and long-range planning for the total institution...                                      | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 85.                                                                                                                                                                                                                                                        | to include local citizens in planning college programs that will affect the local community...                                            | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 86.                                                                                                                                                                                                                                                        | to excel in intercollegiate athletic competition...                                                                                       | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 87.                                                                                                                                                                                                                                                        | to be <u>accountable</u> to funding sources for the effectiveness of college programs...                                                  | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 88.                                                                                                                                                                                                                                                        | to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...                     | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 89.                                                                                                                                                                                                                                                        | to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...                                | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| 90.                                                                                                                                                                                                                                                        | to achieve consensus among people on the campus about the goals of the institution...                                                     | is<br><input type="radio"/>         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
|                                                                                                                                                                                                                                                            | should be<br><input type="radio"/>                                                                                                        | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        |
| • If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.<br>• If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven. |                                                                                                                                           |                                     |                       |                       |                       |                              |

page ten

### ADDITIONAL GOAL STATEMENTS (Local Option)

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

| <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of no importance or not applicable</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of low importance</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of medium importance</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of high importance</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of extremely high importance</div> </div> |           |                       |                       |                       |                       |                       | <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of no importance or not applicable</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of low importance</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of medium importance</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of high importance</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">of extremely high importance</div> </div> |           |                       |                       |                       |                       |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 91.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 92.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 93.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 103.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 94.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 104.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 95.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 105.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 96.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 106.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 97.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 107.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 98.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 108.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 99.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 109.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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| 100.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 110.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | is        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Go on to last page.

page eleven

Please mark one answer for each of the information questions below that apply to you.111. Mark the one that best describes your role.

- ☐ Faculty member  
☐ Student  
☐ Administrator  
☐ Governing Board Member  
☐ Alumna/Alumnus  
☐ Member of off-campus community group  
☐ Other \_\_\_\_\_

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

- ☐ Biological sciences  
☐ Physical sciences  
☐ Mathematics  
☐ Social sciences  
☐ Humanities  
☐ Fine arts, performing arts  
☐ Education  
☐ Business  
☐ Engineering  
☐ Other \_\_\_\_\_

113. Faculty: indicate academic rank.

- ☐ Instructor  
☐ Assistant professor  
☐ Associate professor  
☐ Professor  
☐ Other \_\_\_\_\_

114. Faculty: indicate current teaching arrangement.

- ☐ Full-time  
☐ Part-time  
☐ Evening only  
☐ Off-campus — extension only, etc.  
☐ Other \_\_\_\_\_

115. All respondents: indicate age at last birthday.

- ☐ Under 20  
☐ 20 to 29  
☐ 30 to 39  
☐ 40 to 49  
☐ 50 to 59  
☐ 60 or over

116. Students: indicate class in college.

- ☐ Freshman  
☐ Sophomore  
☐ Junior  
☐ Senior  
☐ Graduate  
☐ Other \_\_\_\_\_

117. Students: indicate current enrollment status.

- ☐ Full-time, day  
☐ Part-time, day  
☐ Evening only  
☐ Off-campus only — e.g., extension, correspondence, TV, etc.  
☐ Other \_\_\_\_\_

118. SUBGROUPS—one response only.

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

- ☐ One  
☐ Two  
☐ Three  
☐ Four  
☐ Five

## SUPPLEMENTARY INFORMATION QUESTIONS.

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

| 119.                  | 120.                  | 121.                  | 122.                  | 123.                  | 124.                  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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THANK YOU

APPENDIX B

LETTERS OF TRANSMITTAL

August 29, 1979

I have had the opportunity of working recently with Mr. Mike O'Brien as he has put together a prospectus for his doctoral dissertation at the University of Tennessee in Knoxville. Mr. O'Brien, an ordained United Methodist minister, has served as Dean of Students at Tennessee Wesleyan College, and is interested in the problem of recruitment and retention of students.

While he will explain his hypothesis in some detail to you, my purpose in writing is to assure you of Mr. O'Brien's maturity and common-sense approach to higher education research. He has selected four United Methodist related liberal arts colleges for his study, which, as I understand it, will approach the matter of recruitment and retention in relationship to institutional goals.

At the same time that I do not wish to be presumptuous, I would encourage you to be open to Mr. O'Brien's proposal, and to cooperate with him if you feel it would be profitable to your own processes of institutional analysis.

Sincerely,

Ralph M. Tanner

RMT:fg

bcc: Mike O'Brien

September 4, 1978

Permit me to introduce myself. I have served as dean of students of a United Methodist College and am presently involved in a doctoral dissertation research project at the University of Tennessee dealing with identifying and analyzing institutional goals as perceived and preferred by faculty members and administrators in a sample of United Methodist colleges. In addition, I am attempting to discover if a relationship exists between enrollment trends on a campus and goal congruence on that campus. The instrument being used to identify goals is the Institutional Goals Inventory published by the Educational Testing Service.

I am asking if you will permit me to distribute by mail the IGI booklet to appropriate persons at your college. If you will permit me to use your college in the study, the instrument will be sent to all full-time faculty members and to you, your academic dean, business manager, dean of students, and director of development.

It is my intention to enable each respondent to remain anonymous and to protect the confidentiality of the data collected. Accordingly, participants in the study will be asked to indicate only whether they are faculty members or administrators. Beyond this information and the identification of the institution, which I will indicate on the last page of the booklet, the identity of participants will not be known. Moreover, institutions will not be identified in the study; rather, they will be referred to as Institution A, Institution B, and so forth. The raw data collected from your institution will be known and handled by the researcher alone. The results of the study will be made available through your office to the participants in the study.

I do hope that you will permit me to utilize your institution in this study.

Looking forward to hearing from you, I am

Sincerely yours,

R. Michael O'Brien

September 11, 1978

MEMORANDUM

TO: Faculty and Staff, Selected United Methodist  
Related Institutions

FROM: Ralph M. Tanner

SUBJECT: Study of Institutional Goals and Admissions/Retention  
of Students

We in the Division of Higher Education of the Board of Higher Education and Ministry continue to learn of a high degree of interest in the study of some of those colleges and universities related to the United Methodist Church. Our attitude, when we are approached by an institution or by a researcher, is to exercise great care in screening requests and those individuals who propose to do them.

One project which has raised our interest is one proposed by Mr. Mike O'Brien, an ordained United Methodist minister, a former dean of students in one of our affiliated colleges, and a candidate for the doctorate in higher education at the University of Tennessee/Knoxville. The attached materials will explain in some detail the approaches to be taken by the researcher, and the dividends that may be available to those colleges which participate in his project.

We urge you to join Mr. O'Brien in his search, and suggest that you may be contributing to a research problem that may shed a good deal of light on the dynamics of institutional vitality.

September 12, 1978

Dear Educator:

Permit me to introduce myself. I have served as dean of students of a United Methodist college and am presently involved in a doctoral dissertation research project at The University of Tennessee at Knoxville dealing with identifying and analyzing institutional goals as perceived and preferred by faculty members and administrators in a sample of United Methodist colleges. In addition, I am attempting to discover if a relationship exists between enrollment trends on a campus and goal congruence on that campus.

Your institution is one of the colleges which has been selected for the study. I realize that you are very busy, but I am asking you to take a few minutes to complete the enclosed questionnaire, fold it in thirds, place it in the prepaid envelope I have provided, and return it to me by September 27. Since I am scoring the Inventory, you may use any kind of pen or pencil to complete it, and you may indicate your response to each statement by a check, an X or any other kind of mark on the appropriate oval.

The directions contained in the Institutional Goals Inventory are clear. I am asking you to respond to statements 1-90 and information question 111. Information question 111 indicates whether you are a faculty member or an administrator. This information is important to the study. Beyond this information and the identification of your institution, which I have indicated on page 11 of the booklet, your identity will not be known. Moreover, institutions will not be identified in the study; rather, they will be referred to as Institution A, Institution B, and so forth. In addition, the data collected will be kept in strictest confidence.

The results of the study will be made available through the office of your president.

If you have any questions about this study, please feel free to get in touch with me at Rt. 6, Pine Grove Rd., Knoxville, TN 37914 or by phone at 615-522-8843.

I will greatly appreciate your participation in this study.

Sincerely yours,

Michael O'Brien

## VITA

Robert Michael O'Brien was born on November 10, 1941, in Chattanooga, Tennessee. He attended the public schools of Chattanooga and graduated from Central High School in 1959. He entered the University of Chattanooga in the fall of 1959 and received the Bachelor of Arts degree in Biology from that institution in 1963.

In September of 1963, he entered the Perkins School of Theology of Southern Methodist University and received the Bachelor of Divinity degree in 1966. He received the Master of Sacred Theology degree from the same institution in the spring of 1967.

From June of 1967 through May of 1971, he served as pastor of United Methodist churches. In June of 1971, he was appointed Chaplain of Tennessee Wesleyan College. In August of 1973, he was named Dean of Students and Assistant Professor of Religious Studies of the same institution. He began working on his doctorate on a part-time basis in the fall of 1974.

He left Tennessee Wesleyan College in June of 1977 in order to complete his doctorate in Educational Administration and Supervision at The University of Tennessee, Knoxville. The Doctor of Education degree was conferred on March 19, 1979.