AN ABSTRACT OF THE THESIS OF

Bonnie J. Johnson for the degree of Doctor of Education

in Education presented on March 5, 1984.

Title: An Examination of Preferred Institutional Goals at Oregon State University and Western Oregon State College as Perceived by the Education Faculties.

Abstract approved: Redacted for privacy

Dr. Frank Cross

A new organization was created when Oregon State University (OSU) School of Education and Western Oregon State College (WOSC) Division of Education merged into the OSU-WOSC School of Education in the fall of 1982. Two education faculties from two different kinds of institutions (i.e., a large university and a small four-year state college) were combined.

A literature review established the importance of goals for an organization, identified important goal studies, and identified the IGI (Institutional Goals Inventory) as a popular instrument for clarifying goal orientations. The instrument contains goal statements divided into 20 goal areas of four statements each, plus 10 additional statements totaling 90 statements in all.

The IGI was completed by a randomly selected sample of education faculty at OSU and WOSC. Analysis of variance was the statistical tool. A comparison of "should be" (preferred) goal means were tested for significant differences between OSU and WOSC faculty. Goal areas and goal statements were ranked to determine priorities for future planning for the new organization.

From a total of 20 goal areas, statistical differences were found in only two areas: Research and Advanced Training. OSU faculty gave higher mean ratings to these two goal areas than WOSC faculty.

Strong similarities between institutions were indicated when goals were ranked and put in order of priority. Seven goal statements were common to both institutions when the 10 goal statements with highest "should be" means were ranked. When five priority goal statements were ranked, three similar statements were listed for both OSU and WOSC.

Recommendations for immediate action included using the goals study to help rank, plan, and establish direction for the new OSU-WOSC School of Education.

An Examination of Preferred Institutional Goals at Oregon State University and Western Oregon State College as Perceived by the Education Faculties

by

Bonnie J. Johnson

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Education

Completed March 5, 1984

Commencement June 1984

APPROVED:

Redacted for privacy

Professor of Education in charge of major

Redacted for privacy

Head of Department of Educational Foundations

Redacted for privacy

Dean of Graduate School

Date thesis is presented March 5, 1984

Typed by Donna Lee Norvell-Race for Bonnie J. Johnson

ACKNOWLEDGMENTS

I would like to acknowledge the encouragement and support of three special groups of people who helped make this dissertation a reality:

First, I would like to thank my committee--Dr. Charles Carpenter, Dr. Marge McBride, Dr. Helen Hall, and Dr. Milton Valentine. From the beginning idea to the final defense, they contributed their ideas, expertise, and constant support. A very special thank you is extended to Dr. Frank Cross, my major professor, for his guidance and support during my entire doctoral program.

The second group of people to whom I owe a debt of gratitude constantly urged me on when I felt like "flicking it in," and were always willing to listen and share problems. Thank you, Dr. Shelley Young, John McMahon and Nancy Maxwell, for being there.

Most of all, I wish to thank my husband, Scott, and daughters, Julie and Jody, for their patience and understanding while they waited for me to complete my study.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

An Examination of Preferred Institutional Goals at Oregon State University and Western Oregon State College as Perceived by the Education Faculties

I. INTRODUCTION

"If we don't watch where we are going,
we are likely to end up where we are
headed."
—— Chinese Proverb

Background

The history of higher education has shown colleges and universities growing in size and complexity as they have tried to cope with the demands of an ever-changing society. This diversity and growth have resulted in stagnation for some institutions, unparalleled growth in others, and problems for all.

Economic pressures of today have impacted colleges and universities and forced institutions to be increasingly concerned about their purposes and functions. Static and declining enrollment, collective bargaining, and demands for accountability and cost effectiveness have created a new climate for American higher education in the '80s. Thus, the burden for institutions of higher education requires them to review, revise, and perhaps alter their goals and priorities to fit the time.

Purpose

The central purpose of this investigation will be to assess and analyze the preferred importance of institutional goals as perceived by education faculty at Oregon State University (OSU) and compare these perceptions with those of education faculty at Western Oregon State College (WOSC).

Objectives

The objectives of this study are as follows:

1. to determine whether the OSU education faculty's perceptions of the preferred importance of institutional goals as given in the Institutional Goals Inventory (IGI) differ from the WOSC education faculty's perceptions of preferred goals.
2. to determine the priorities placed upon institutional goals by the education faculty at OSU and to determine the priorities placed upon institutional goals by the faculty at WOSC.

Definition of Terms

For clarity and ease of understanding the following terms are used throughout the study:

Goals: Goals provide a sense of direction, and refer to aspirations, functions, and purposes of an institution. They are stated in more specific terms than mission statements, yet are not stated in quantative terms like objectives.

Institutional goals: These are defined as the 20 goal areas in the Institutional Goals Inventory (Educational Testing Service, 1979). Perceived and preferred ratings are operationalized in the Inventory with response scales labeled "is" and "should be," respectively.

Goal priorities: Refers to rank-ordering of responses to goal statements by faculty at OSU and WOSC.

Education faculty: Individuals who have some or all of their F.T.E. (full-time equivalency) in the School of Education at OSU and WOSC and who have full-time appointments in their respective institutions.

Instrument: The Institutional Goals Inventory (IGI) (Educational Testing Service, 1972).

Rationale for Study

The history of higher education has revealed that colleges and universities have had to be highly adaptive organizations. The earliest American colleges and universities came into existence to educate professional men and public officials and to train orthodox ministers.

Thus, the goals of early higher education institutions were simple. Historian John S. Brubacher (1958) quoted from Collections, Harvard College Records, that Harvard's earliest printed rules announced the chief aim of the institution that "Everyone shall consider the mayne End of his life & studyes, to know God & Jesus Christ, which is Eternall life" (p. 8).

But by the time the nineteenth century had arrived, Harvard had to rethink its purposes and recognize the new "technical education" that was being demanded. Lawrence Scientific School was founded as an extension of Harvard's liberal arts college to meet the goals of the new utilitarian spirit of the time (Morison, 1936, pp. 279-380).

The next major shift in higher education goal setting could be identified when the Morrill Act of 1862 was passed. This act established land grant colleges to provide publicly supported, secular, practical, vocational education for "the industrial classes," and public service. Purposes of land grant colleges were similar to Iowa State's which promoted "the liberal and practical education of the industrial classes in the several pursuits and professions of life" (Iowa State Agricultural College, 1871, pp. 9-10).

Through the years higher education continued to adapt its goals and functions to fit the ever-changing society. As a result institutions grew in size and complexity and this growth alarmed many critics. During the late 1960s, Jacques Barzun (1969) likened the American University to a "firehouse on the corner" that responded to any and all calls for assistance. Institutions tried to become "everything to everybody" and in the process colleges and universities began to lose their individual identities. In order to meet these new demands institutions assumed new functions and created

new programs. Reisman (1969) warned of the crunch of new demands against limited resources calling this the "collision course." The Carnegie Commission indicated that institutions of higher education had to determine their priorities as not one individual institution could be all things to all people.

> Higher education, generally--and the individual campus, in particular--needs a clearer concept of what it will and will not do. Functions should follow chosen purposes more clearly, and the sources of money and power and passion less closely (p. 75).

Many agreed with the Carnegie Commission and recognized the plight of higher education in the 1970s. Richman and Farmer (1974), professors of management as well as consultants to higher education and industry on systems analysis, recognized that financial losses would make it difficult for universities unless academic managers took the lead in thought and action. "Systematic consideration of the goals problem seems to be the most important thing an academic manager or administrator should be doing" (p. 335).

The pressures of society in the 1970s toward its educational institutions pointed out the need for a clear definition of mission and goals. Gleazer (1973), Bushnell (1973) and Cross (1974) were among those who advocated the use of goal analysis in institutions of higher education.

According to Gleazer (1973), without the development of institutional goals, judgments could not be made on priority selection, faculty training and selection, institutional accountability, institutional and state-wide planning and institutional financing. Cross (1974) concluded we must ask what the priorities of the college are, where perceptions differ between the constituent groups, and where the gaps exist between what people think should be emphasized and what they think is being emphasized at the college. Bushnell (1973) reiterated the importance of goal setting as most members do not understand their function in the institutional organization. Determining one's area of contribution to an institution should result in

a decline of frustration. This could be just one positive aspect of goal setting according to Bushnell.

As we enter the 1980s, critics of higher education try to offer optimistic solutions to pessimistic times (Guzzetta, 1983; Karr, 1980; Kerr, 1979; Niehbuhr, 1982). "Colleges and universities still serve 12 million students, but 46 million adults get their education through other institutions" (Niehbuhr, p. 17). In addition to the 46 million adults receiving their education elsewhere, Guzzetta (1982) added that at least 52 million more adults are being denied educational opportunities because of limited means of providing these experiences in higher education or elsewhere.

Society in the 80s seems to be ignoring higher education's plight. A drop in enrollment for 18 year-olds is predicted until the end of the 80s, and the resultant loss of tuition revenues will be compounded by a loss of resources including state and federal monies. Competition exists and is increasing as higher education no longer has a monopoly on the learning market. The question becomes "What should we be doing for tomorrow?"

To survive the dismal 1980s, most agree the future of higher education must be planned in a careful fashion. "Like Cryler, higher education must rethink its strategies for the future" (Brothers, 1982, p. 9). To anticipate and plan for the future, higher education institutions understand the importance of using goal statements to establish organizational functions.

Planners and researchers all seem to agree that the study of goals is necessary. Serving as consultants in management and higher education, Richman and Farmer (1974) claim that "examination of goals and priorities--whether or not they are achieved--reveals much about trouble and conflicts . . . useful also for prediction and prescription" (p. 110).

Goal studies are viewed as an imperative, not a mandate according to Romney and Bogen (1978):

> Perhaps the overriding factors in favor of conducting goal assessment studies stem from factors related to social responsibility, constituency sensitivity, social consciousness, and public trust as well as from the need to establish and pursue an institutional heading constantly updated with readings and soundings of current location, speed, direction, and risk (p. 24).

Fincher (1978) alluded to the importance of studying goals when he stated "purposes and functions of colleges and universities must be openly considered in the light of their incredible diversity and pluralistic clientele they serve" (p. 13).

Conner (1980) explained the importance of goals in an organization. "Organizations are designed, continually redesigned, and operated to best accomplish their purposes under whatever conditions may prevail. Goals are the specifications to which the organization is designed" (p. 96).

Hall (1981) recognized the environmental pressures facing higher education such as budget cuts, declining enrollments, potential cuts in federal and state funding, and worrisome and costly regulations. Hall stated, "Higher educational organizations should and must have goals that have been identified and prioritized" (p. 44). According to Hall, the emphasized goals then can become a central part of the decision-making process within the organization.

Miller (1979) viewed goals as effective guides for the present and future in institutions of higher education. Kotter and Murphy (1981) stated, "The purpose of developing a clear set of institutional goals is precisely to keep the organization from drifting into an uncertain future" (p. 478). Based upon his experiences in planning and budgeting at the University of Pittsburgh, Freeman (1979) indicated you must have strong executive leadership and commitment first. But the next principle in effective planning "requires clear definitions of purposes, mission, and goals" (p. 47).

"One of the few things organizational theorists agree on is the necessity of defining and studying goals" (Fenske, 1980, p. 178). Etzioni (1964), March and Simon (1968), Perrow (1970), and

Selznick (1960) have all underscored the importance of goal setting. In his essay on university goals, Conrad (1974) points out that goals should be studied (1) for a more complete understanding of organizational behavior and (2) to determine the variety of purposes for the organization.

Goal reassessment and institutional planning activities are on the upswing among colleges and universities as higher education braces itself for what has been described in a recent report of the Carnegie Council on Policy Studies in Higher Education as the "demographic depression" of the next two decades (Skully, 1980). As Peterson and Uhl (1977) observed, "Systematic analysis of institutional goals has come to be a significant means for understanding institutional operations and for planning intelligently for the future" (p. 13).

Significance of Study

There is a need and importance for assessing institutional goals. In order to clarify precisely the goals and objectives for the future, goal reassessment and institutional planning activities must take place. If an institution of higher education can develop clear, consistent goals, it can focus on what is relevant in its approach to education and ignore what is irrelevant (Baird, 1974).

The merger of Oregon State University (OSU) School of Education and Western Oregon State College (WOSC) Division of Education occurred in the fall of 1982. The decision to merge was made rapidly and is not yet complete (McMahon, 1983). The Corvallis Gazette-Times first announced the plan for merger on August 24, 1982. Unanimous approval was given the plan in early September. Robert Barr, Dean of Education at Oregon State, reported it was more than taking two programs to make one program, "our goal . . . is to use this occasion to truly redesign teacher education" (Gazette-Times, Nov. 15, 1982, p. 1).

The OSU-WOSC School of Education has already shown a

resemblance to the University of Maine at Portland-Gorham. The latter institution was the result of merging Gorham State College, a small rural teacher's college, and the University of Maine in Portland in 1970. More than a decade later problems still exist for the Maine merger. Transporting students the 10 miles between schools, a constant turn-over of leadership in the early years of the merger, and faculty and students who still resist the merger are just a few of the concerns that face the administrators of University of Maine at Portland-Gorham (Beem, 1982).

Since two education faculties from two different kinds of institutions have been combined into one new organization (OSU-WOSC School of Education), it should be clearly understood what these two faculties perceive as future goals for their respective institutions. This study is interested in identifying any important differences in goal perceptions between the two education faculties of OSU and WOSC. The results of the study should have implications for establishing priorities, and could contribute to sounder strategic planning for the new organization (OSU-WOSC School of Education).

Limitations of Study

Broad generalizations should not be made from this study for these reasons:

1. This study was conducted at a single university and single small four-year college that have merged two schools of education into one. Caution must be exercised in extending the results to faculty in other schools of education at other colleges and universities.
2. Even though a merger had been completed, on paper, it was assumed that both faculties still identified with their respective institution.

3. No opportunity was given respondents for changing or adding goal statements in the Institutional Goals Inventory.
4. Although respondents included only individuals with all of their F.T.E. (full-time equivalency) in the School of Education at OSU and WOSC, this study allowed respondents to determine their teaching situation (full- or part-time) and/or administrative responsibilities.

II. REVIEW OF THE LITERATURE

This chapter summarizes, in chronological order, some of the most important studies that have assessed and/or ranked the importance of goals in higher education institutions. Beginning as early as 1947, goal study has evolved to the present-day instrumentation such as the Institutional Goals Inventory.

Goal Studies

The President's Commission on Higher Education published in 1947 a report of five volumes entitled Establishing the Goals, Equalizing and Expanding Individual Opportunity, Organizing Higher Education, Staffing Higher Education, Financing Higher Education, and Resource Data. The range of goals extended from "education for all" to the importance of "a program of adult education reaching beyond the campus and classroom." Peterson (1978) called this an important, influential report for a time; "now . . . it seems largely forgotten" (p. 32).

A large span of time elapsed after this early goal report. Then, one of the most comprehensive and earliest studies of university goals was reported in their 1968 book, University Goals and Academic Power and conducted by Gross and Grambsch in 1964. The study was repeated in 1971. Two kinds of goals were defined for any organization: output goals and support goals. Over 7,000 faculty and administrators at 68 nondenominational Ph.D. universities responded to a questionnaire mailed in the spring of 1964. Forty-seven goals were identified, and respondents were asked to indicate the present importance of the goal (perceived - is) and the future importance (preferred - should be). A five-point scale, ranging from five ("Absolutely top importance") down to one ("No importance") was used.

Based on 51 percent and 40 percent rates for faculty and

administrators the top-ranked goals for the two groups combined in 1964 were listed (see Table 1). Only one goal in the top ten perceived goals concerned students (#6 Train students in scholarship-research-creative endeavor). Eighteen of the 47 goals referred directly to students. Gross and Grambsch concluded:

> . . . American universities emphasize the faculty's academic freedom, concern themselves primarily with goals relating to pure research and with maintaining or enhancing the university's position and manifest relatively little interest in the student beyond developing his scholarly abilities (1968, p. 31).

When preferred should be goals were rank ordered, students were not seen as particularly important, either. The three preferred goals that did relate to students concerned their intellective/academic development. However, Gross and Grambsch found those goals that are not and should not be emphasized included: "preparing students for useful careers or for high status and leadership and developing their citizenship abilities, consumer tastes, characters, or overall potential (well-roundedness)" (p. 33).

Other studies have shown the difference in goals between institutions. A group from the Bureau of Applied Social Research at Columbia University selected academic deans of every college in the country as their respondents. The deans indicated the extent to which their college "emphasized" each of 64 goal statements. Some goal statements were "strongly emphasized" at all institutions; e.g., "to improve the quality of instruction," and "to increase the number of books in the library." However, factor analysis revealed goals were so interrelated that five broad "goal structures" (factors) could be identified. They were: Orientation toward Research and Instruction, Orientation toward Instrumental Training, Orientation toward Social Development of Students, Democratic Orientation (participatory campus governance), and Orientation toward Development of Resources (physical expansion) (Nash, 1968). In

TABLE 1. The Ten Most Important "Perceived" and "Preferred" Goals of American Universities (Gross and Grambsch, 1968).

1964 Perceived Goals	Rank	1964 Preferred Goals	Rank
Academic freedom	1	Academic freedom	1
Prestige	2	Train students for scholarship/research	2
Maintain quality of important programs	3	Cultivate student's intellect	3
Confidence of contributors	4	Maintain top quality in all programs	4
Keeping up-to-date	5	Disseminate new ideas	5
Train students in scholarship-research-creation endeavor	6	Keep up-to-date	6
Pure research	7	Maintain top quality in important programs	7
Quality of all programs	8	Develop students' objectivity	8
Favor of validating bodies	9	Ensure efficient goal attainment	9
Efficient goal attainment	10	Protect students' rights of inquiry	10

general, the results demonstrated that different goals existed for different types of institutions.

Another multicollege study tried to determine primary goals of small colleges. The project of Student Development polled faculty and administrators of 13 colleges that were members of the Council for Advancement of Small Colleges. Twenty-five characteristics of graduates (e.g., "Guided by God's will, Competent in both oral and written communications) were ranked in terms of importance. The project staff divided the 13 colleges into four categories: Christ-centered, Intellectual-Social, Personal-Social, and Professional-Vocational (Chickering, 1969). This study also reflected that different institutions pursue different goals.

In a study by the Danforth Foundation (1969) a revised Gross and Grambsch questionnaire was given to administrators, a 20 percent sample of faculty, and 100 students, at 13 private liberal arts colleges and one private junior college. The study showed (1) there was significant agreement among administrators, faculty, and students on most matters relating to college goals and governance; (2) marked differences existed between perceived goals and preferred goals. Overall, administrators, faculty, and students shared common views on many of the desired changes. Other findings were (3) governance revolved around the admistrators to a very high degree, and (4) great emphasis was placed upon teaching and student-oriented activities, and there was a lack of emphasis on research-related activities. In comparison, the Gross and Grambsch study (1964) showed university respondents felt (1) providing a full round of student activities and (2) carrying on applied research were over-emphasized at their institutions (Peterson, 1970). Thus, the Danforth study pointed out that noticeable differences seemed to exist between liberal arts colleges and universities on some goals.

A lack of interest in institutional goals was the conclusion drawn by Martin (1969) in an Institutional Character Study using a questionnaire and interview at eight colleges and universities. However, there was a higher concern for institutional goals in

newer, innovative colleges as compared to the older, more conventional institutions. Seventy-three percent of the faculty respondents at the innovative colleges, compared with six percent at the conventional universities in the sample, reported that institutional objectives were discussed at length when they considered joining the faculty. However, of the total sample only 16 percent said institutional goals were emphasized in recruiting. It was also discovered that entering students were found to know little about colleges' philosophy.

Martin (1969) postulated several reasons why faculty and administrators lacked interest in institutional goals. Loyalty to their profession or guild comes before loyalty to the institution, daily pressures force long-term considerations (goals) off agendas. A feeling of futility arises as goal formulations appear to have no hope of reaching closure, and educational philosophies are so different it remains a dilemma how to incorporate or not incorporate them into an institution. For these reasons "it has seemed expedient to many administrators and faculty to play down the whole business. A vacuum seemed better than a whirlwind" (p. 217).

In 1970, Uhl used a five-point importance scale like that of Gross and Grambsch and helped develop an experimental goal inventory (later called the IGI--Institutional Goal Inventory--see Chapter III) that consisted of 105 statements depicting 18 goals. Unlike the Gross and Grambsch studies, the Uhl population was not limited to faculty and administrators. Students, both graduates and undergraduates, trustees, community people, and alumni were represented. Over 1,000 individuals in five diverse institutions in the Carolinas and Virginia were polled and 85 percent of the questionnaires returned. "Is" and "should be" goal areas were very close within institutions. Like the Danforth Foundation (1969), Uhl concluded that the perceived and preferred ratings of institutional goals by students were highly similar to those of faculty and administrators. Uhl reported the study was significant as it identified statements of goals, and established priorities among goals (Uhl, 1971).

In 1971, Gross and Grambsch repeated their early study of 1964. Their findings were reported in 1974 and they discovered the rankings of importance of goals in 1964 when compared with those of 1971 were remarkably similar (see Table 2). When comparing the rankings of perceived goals in 1964 against those of 1971, 38 of the 47 goals did not differ by more than four places. Comparing preferred goals of 1964 to those of 1971 revealed 40 of the 47 preferred goals rankings did not differ by more than five places.

In reviewing these two studies, the respondents knew what their goals were and they agreed about their relative importance both in 1964 and in 1971.

The Gross and Grambsch studies also revealed that as organizations, universities are clearly different. Because these differences do exist, the goals of universities will differ (see Table 3). Some schools have more graduate students and award more doctorates; some are engaged in research; others emphasize teaching.

Another study that used the Gross and Grambsch questionnaire was conducted by Smart (1975) at a large eastern state college. The questionnaire was completed by 804 participants. A strong congruence in preferred institutional goal orientations of faculty members and administrators was found, and supported Gross and Grambsch (1964 and 1971), the Danforth Foundation (1969) and Uhl's (1971) conclusion. However, unlike the Danforth Foundation (1969) and Uhl (1971), Smart concluded a difference in goal orientations existed between students and faculty and administration.

Instead of focusing on four-year institutions, Bushnell undertook a comprehensive study of 92 public and private community colleges in 1971. His purpose was to come to an understanding about the goals of the community colleges as reflected by the members of the community college. Bushnell received goal ratings from over 2,500 faculty, 10,000 students and 90 presidents. He reported there was a high degree of consensus between administrators, faculty and students on the major goals of their colleges. However, presidents emphasized community needs; faculty emphasized students'

TABLE 2. The Ten Most Important "Perceived" and "Preferred" Goals of American Universities (Gross and Grambsch, 1974).

1971 Perceived Goals	Rank	1971 Preferred Goals	Rank
Academic freedom	1	Academic freedom	1
Confidence of contributors	2	Cultivate students' intellect	2
Maintain quality of important programs	3	Train students for scholarship/research	3
Prestige	4	Keep up-to-date	4
Train students in scholarship-research-creative endeavors	5	Maintain top quality in all programs	5
Favor of validating bodies	6	Maintain top quality in important programs	6
Keep up-to-date	7	Disseminate new ideas	7
Pure research	8	Develop students' objectivity	8
Involve faculty in university government	9	Ensure efficient goal attainment	9
Prepare students for useful careers	10	Protect students' rights of inquiry	10

TABLE 3. Most Emphasized Goals (Gross and Grambsch, 1974).

Private and Public Universities with Large Graduate Programs and High Volume of Contract Research	Private or Public Universities with Small Graduate Programs and Low Volume of Contract Research
Carry on pure research	Educate to utmost high school graduates
Encourage graduate work	Assist students through extension programs
Maintain quality in all programs	Provide community cultural leadership
Cultivate students' intellect	Satisfy area needs
Develop students' objectivity	Carry on applied research
Train students in methods of scholarship and research	Provide special adult training
Serve as a center for preservation of cultural heritage	Provide student activities
Admit only students of high potential	Cultivate students' tastes
Protect academic freedom	Ensure favor of validating bodies
Protect students' right of inquiry	Emphasize undergraduate instruction
Increase or maintain prestige	Keep costs down
Maintain quality in important programs	
Reward faculty for contributions to their profession or discipline	

personal development, and students emphasized more egalitarian goals, like the "open door" and expanded financial aid (Bushnell, p. 63).

Based on Uhl's analysis of the inventory used in this 1970 study, Peterson and Morstain developed a second revised experimental form. Samples of students and faculty at 10 colleges and universities in California, Oregon and Washington were given this second version. Peterson indicated students and faculty perceptions of "is" goals were similar, but there were marked differences in "should be" goals. Faculty emphasized academic and intellectual goals while students stressed vocational preparation and socially oriented goals (Peterson, 1971).

After Peterson's 1970 study, the content of the inventory was determined and the operational IGI (see Chapter III) was published in 1972. This instrument was then used in the California Study. This was one of the largest goal assessment studies in terms of numbers of institutions (116) and individual respondents (nearly 24,000) undertaken by Peterson (1973) for the California Joint Committee on the master plan for higher education. Respondents were asked to rate 90 goal statements as "is" and "should be" in importance.

Although the population and colleges were more diverse in Peterson's California study there remained a high degree of agreement on goals. All the constituencies, via., faculty, students, administrators, governing board members, and community people in the four institutions (University of California, California State Universities and Colleges, Community Colleges, and private four-year colleges) rated certain goal areas high. "Intellectual Orientation" and "community" are examples of "consensus high importance goals" (Peterson, 1973, p. 159).

Differences among institutions were made clear when ranking of distinguishing goals was examined (see Table 4). For example, the University of California ranked "research" as the most important goal. California State Universities and Colleges ranked "academic development" as number one in importance, "research" was 17th in importance. Community colleges ranked "vocational

TABLE 4. Rank Order of Goals from Faculty Ratings in California College (Peterson, 1973).

Goals	University of California	California State Universities and Colleges	Community Colleges	Private 4-year Colleges
Research	1	17	18	19
Advanced Training	2	14	19	20
Freedom	3	3	6	4
Academic development	4	1	4	1
Accountability/efficiency	5	2	5	6
Intellectual/aesthetic environment	6	12	11	8
Intellectual orientation	7	7	12	5
Community	8	4	7	2
Innovation	9	13	10	7
Democratic government	10	6	9	9
Public service	11	15	15	17
Meeting local needs	12	9	2	13
Vocational preparation	13	5	1	14
Individual personal development	14	8	8	3
Cultural/aesthetic awareness	15	10	14	11
Humanism/altruism	16	11	13	10
Social criticism/activism	17	18	16	15
Social egalitarianism	18	16	3	16
Off-campus learning	19	19	17	18
Traditional religiousness	20	20	20	12

preparation" as most important. At private four-year schools the goals of "individual personal development," "community," "intellectual orientation" and "academic development" were the top-ranked goals. Differences in the relative importance of goals clearly demonstrates a difference in institutions of higher education such as universities, state colleges, community colleges, and private four-year schools.

When Pace (1979) compared the results of the Gross and Grambsch study with Peterson's California Study similarities were observed. Both studies revealed different goals for different institutions, i.e., highly research-oriented campuses emphasized research and advanced training. Different statements and different populations may have been used but "the two surveys produced remarkably similar results" (p. 151).

Since the California study, a number of studies have used the Institutional Goals Inventory to assess the importance and priorities of goals in various institutions (Bosco, 1982; Butler, 1980; Thorp, 1979; Flaherty, 1978; Taylor, 1975). So much attention has been focused on the opinions among campus constituencies that separate tables of comparative data for faculty members, administrators, and students have been published for users of the Institutional Goals Inventory (Peterson and Uhl, 1979).

Rugg et al. (1981) decided to use the Institutional Goals Inventory in a different way. Goal assessments had been compared among campus constituencies but "little attention has been given to important differences that may exist within campus constituencies" (p. 162). Using the Institutional Goals Inventory, Rugg's study examined the responses of 207 teaching faculty of a major public university. Differences among five discipline clusters were examined on the faculty's rating of the idea importance (preferred - "should be") of specific institutional goals.

After examining the five faculties' viewpoints, Rugg concluded perceptions were both uniform and not uniform. Faculty groups demonstrated consensus in their views concerning academic instruction and research. In addition, these areas represented goal

categories that were among the most highly ranked in terms of their relative importance. Rugg reported that "the goal areas of Intellectual/Aesthetic Environment, Academic Development, Research, and Advanced Training were among those that received the highest average ratings of ideal importance from faculty members" (p. 165).

Goal categories of lesser importance showed lack of uniformity among discipline groups of faculty. For example, differences between discipline groups occurred in the goal area "Public Service" where the mean rating of the education faculty was higher than those of science and mathematics and the arts and humanities faculty groups. The education group also attributed highest ratings of importance to institutional goals that promoted the welfare of the individual. Miscellaneous goal statements added to the original inventory, showed significant differences among disciplines on the goal statement concerning the importance of excelling in intercollegiate athletics. Education and business faculty attributed high importance to this goal whereas nearly two-thirds of the faculty from sciences and mathematics gave low ratings to this goal. A second miscellaneous goal statement concerned the importance of nontraditional education (off-campus learning) and institutional accountability. "Education faculty tended to favor nontraditional education more than faculty in business, arts and humanities, and science and mathematics" (p. 169). Recognition of support and resistance should be expected within faculties. If the future directions of an institution are being studied using goals and priorities as one part of that focus, then Rugg's study would suggest the importance of reviewing both uniform and different perceptions of faculties.

Summary

The literature reviewed in this chapter established a body of studies that have assessed institutional goals and priorities.

Gross and Grambsch were the forerunners of most other goal assessments. Through the years researchers have studied and compared the various constituencies of an institution. General agreement has been reported between constituencies of an institution on present goals. However, differences exist between students and faculty and administrators on what goals should be for the institution. Researchers have also pointed out that different institutions have different goals. Only one study indicated there was a lack of interest in goal assessment.

Little research has been conducted on academic discipline groups of faculty within an institution. Clearly such research could help clarify support and resistance for institutional goals.

III. DESIGN

This chapter will describe the locale, selection of the instrument, the population, selection of the sample, data collection techniques, and data analysis for the study.

Locale of the Study

Both of the higher education institutions in this study were located in the Willamette Valley of Oregon. Oregon State University is located in an urban-agricultural setting in the city of Corvallis, Oregon (population 42,275). The Land and Sea Grant University has over 16,000 undergraduates and graduates enrolled in its 12 colleges and schools.

Western Oregon State College is located in the rural community of Monmouth, Oregon (population 5,380). Teacher education, studies in the liberal arts and sciences, and graduate programs in education comprise the programs offered 2,541 students in the fall term of 1983.

Selection of the Instrument

The Institutional Goals Inventory (Educational Testing Service, 1972) was the instrument that was used for gathering data in this study. Three years of developmental work, both conceptual and empirical, culminated in the IGI. Conceptual efforts concentrated on (1) creating an instrument that embraced the major goals of all kinds of higher education institutions and (2) a framework specific enough to yield information for suitable numbers of goals (Peterson and Uhl, 1977).

The preliminary IGI (1970) was the collective judgment of higher education professionals. They listed 105 goal statements

in the inventory and tested it in five institutions in the Carolinas and Virginia (Uhl, 1971). The second (revised) form (1971) listed 110 goal statements and was used in 10 colleges and universities in California, Oregon and Washington. Final revisions were made by a task group of ETS staff. Some areas were dropped during development for lack of empirical consistency and others were added as they appeared to be emergent concerns of schools.

The general objective of the instrument was to set down a conceptualization of the important kinds of goals and issues with which colleges struggle as they formulate and modify institutional policy and practice. But Peterson et al. (1977) clarified that the instrument does not tell colleges what to do in order to reach the goals. It is "only one element in a larger goal setting process that would involve information and ideas from many sources together with all manners of deliberations" (p. 5). According to Educational Testing Service, the summaries of the result of this thinking can provide the constituent groups with a basis for rational deliberations toward articulation of a college's goals and priorities within its particular environment.

In addition to several general information items, the present form of the Institutional Goals Inventory (IGI) consists of 20 goal areas. These areas are outlined below in abbreviated form (see Appendix A for a complete description of the goal areas).

1. Academic Development
2. Intellectual Orientation
3. Individual Personal Development
4. Humanism/Altruism
5. Cultural/Aesthetic Awareness
6. Traditional Religiousness
7. Vocational Preparation
8. Advanced Training
9. Research
10. Meeting Local Needs

11. Public Service
12. Social Egalitarianism
13. Social Criticism/Activism
14. Freedom
15. Democratic Governance
16. Community
17. Intellectual/Aesthetic Environment
18. Innovation
19. Off-campus Learning
20. Accountability/Efficiency

The 20 goal areas are divided into two general categories. The first set of goal areas is called "outcome"; goals such as research emphases, and kinds of public service. "Process goals" are the second category of goals and they relate to educational process and campus climate. Within each of the 20 goal areas are four goal statements. Thus, there are 90 goal statements. Eighty are related to the 20 goal areas and the remaining 10 items are individual or miscellaneous goal statements. (These 10 goal statements were residuals of some dropped goal area in the preliminary instruments.)

For each goal statement, the respondent, using a five-point scale, gives two judgments: (1) how important "is" the goal presently on the campus; and (2) how important "should" the goal be. Goal statement means are computed by averaging the responses (No or Not Applicable = 1; Low = 2; Medium = 3; High = 4; Extremely High = 5) from each individual in a group. Goal area means are listed by rank-ordering the "Is" means and the "Should be" means starting in both cases with the highest mean.

A number of different procedures were used to determine construct validity for the IGI. Institutional data (number of volumes in library, student-faculty ratio), judgments of specialists in the California system of higher education, comparison of constituents' responses, goal area correlations, and factor analyses were some of the varied procedures. The authors reported that those varied procedures provided support for construct validity of the IGI

(Peterson and Uhl, 1977).

Educational testing service places strong emphasis on test reliability. A lack of data has precluded test-retest reliability estimates. However, internal consistency has been reported based on group means. Reliability has been determined for faculty, students, administrators, community, and trustees on present and preferred ratings. The median for present ratings for all groups is .88 and for preferred ratings for all groups is .87. The range of all median reliability estimates is .65 - .98. Intercorrelation of statements in the respective scales is approximately .50 to .70 (Peterson and Uhl, 1977). The objective, according to ETS, was that the four individual statements per goal area would be interrelated so that they were sufficiently similar to constitute a scale, while being independent enough so that each statement would yield different information if the user so desired.

The popularity of the IGI has been based on several factors.

> It preempted an unmet need for a nationally standardized instrument; it remains unchallenged by any competitor on a significant scale; it evidently not only meets the standard qualitative psychometric tests but is readily adopted and understood by users; and the fact of its availability has probably created many instances of application (Fenske, 1980, p. 189).

Population of Study

The population for this study was education faculty members from Oregon State University in Corvallis, Oregon, and at Western Oregon State College in Monmouth, Oregon. These faculty are further identified in this study as anyone holding a L.O.F.T.E. (full-time equivalency) with some portion of their F.T.E. in the discipline of education.

The deans in the merged OSU-WOSC School of Education and the two accountants from each school were used in determining the population.

There were 61 Oregon State University faculty and 57 Western Oregon State College faculty. These persons are members in one of one or more of the departments in the newly merged OSU-WOSC School of Education:

Counseling and Guidance
Educational Psychology and Foundations
Educational Media and Technology
Elementary Education
Post-secondary Education
Reading
Science and Math
Secondary-Liberal Arts Education
Special Education
Vocational Education
Health and Physical Education

Selection of Sample

Since the size of the sample is usually determined by the number of cases decided to be acceptable in the smallest subgroup, 45 was chosen as the minimum for each subgroup. According to Cohen (1969), a power level of .80, effect size of .30 and α of .05 established a minimum cell size of 45.

Resources allowed for over sampling the population and in so doing all members of the population were eligible for random selection.

Respondents were drawn at random, assigned a number, and return address envelopes were numbered accordingly. It was understood that not all respondents would return, complete, or respond

correctly to the instrument. Therefore, a method of systematic replacement was chosen (Courtney, 1983). After instruments were returned they were put in numerical order. Replacements were made starting with number 46 for each group. For example, if number 12 was not returned for group one, number 46 was replaced for it. This procedure assured minimum sample size for this study.

The selected instruments of WOSC represented an n of 45 or 80 percent of the faculty. At Oregon State the selected instruments represented a n of 49 or 80 percent of the faculty.

Data Collection Techniques

The IGI was accompanied by a letter (Appendix B) explaining the purpose and rationale of the study. Each instrument was hand-carried to respondents at Oregon State University and Western Oregon State College. Follow-up notes were sent at two-week and four-week intervals (Appendix C).

Data Analysis

Completed instruments were sent to Educational Testing Service for scoring. The summary data report included means, standard deviations, and mean differences (Discrepancies), for each of the 20 goal areas and 90 goal statements for the perceived (is) and preferred (should be) responses for the total and for each of the subgroups.

The statistical method chosen for this study was analysis of variance. Popham (1973) indicated that analysis of variance is sufficiently "robust" to yield results that can be meaningfully interpreted even if "fairly significant departures from strict theoretical assumptions may exist" (p. 166). "Analysis of variance was used to determine whether two means differ significantly from each other" (Borg and Gall, p. 377).

One-way analysis of variance was used to compare "should be" means for three different kinds of data:

1. 20 Goal Areas
2. Goal Statements (for any goal area that produced significance at the .05 level)
3. 10 Miscellaneous Statements

The following hypotheses were tested for the 20 goal areas:

H_o : μWOSC = μOSU on academic development

H_o : μWOSC = μOSU on intellectual orientation

H_o : μWOSC = μOSU on individual personal development

H_o : μWOSC = μOSU on humanism/altruism

H_o : μWOSC = μOSU on cultural/aesthetic awareness

H_o : μWOSC = μOSU on traditional religiousness

H_o : μWOSC = μOSU on vocational preparation

H_o : μWOSC = μOSU on advanced training

H_o : μWOSC = μOSU on research

H_o : μWOSC = μOSU on meeting local needs

H_o : μWOSC = μOSU on public service

H_o : μWOSC = μOSU on social egalitarianism

H_o : μWOSC = μOSU on social criticism/activism

H_o : μWOSC = μOSU on freedom

H_o : μWOSC = μOSU on democratic governance

H_o : μWOSC = μOSU on community

H_o : μWOSC = μOSU on intellectual/aesthetic environment

H_o : μWOSC = μOSU on innovation

H_o : μWOSC = μOSU on off-campus learning

H_o : μWOSC = μOSU on accountability/efficiency

The following hypotheses were tested for the 10 miscellaneous goal statements:

H_o : μWOSC = μOSU for statement 12 to insure students who graduate achieve some level of reading/writing/math competency

H_o : μWOSC = μOSU for statement 71 to work for/maintain a large degree of institutional autonomy in relation to government educational agencies

H_o : μWOSC = μOSU for statement 80 to maintain or work for a reputable standing for the college/university in the academic world

H_o : μWOSC = μOSU for statement 82 to carry on broad and vigorous program of extracurricular activities and events for students

H_o : μWOSC = μOSU for statement 84 to reorganize for short, medium, and long-range planning for the total institution

H_o : μWOSC = μOSU for statement 85 to include local citizens in planning college/university programs affecting the local community

H_o : μWOSC = μOSU for statement 86 to excel in intercollegiate athletic competition

H_o : μWOSC = μOSU for statement 88 to create a climate in which systematic evaluation of programs is accepted as institutional way of life

H_o : μWOSC = μOSU for statement 89 to systematically interpret the nature, purpose and work of the institution to citizens off campus

H_o : μWOSC = μOSU for statement 90 to achieve concensus among people on campus about the goals of the institution

Where μWOSC is the mean score for Western Oregon State College faculty on a goal area, μOSU is the mean score for Oregon State University faculty on a goal area.

The F statistic determined if differences were significant at the .05 level.

ANOVA Layout

Source of Variation	Degrees of Freedom	Sum of Squares	Mean of Squares	Computer F	Tabular F
Between groups	1	A	A/2	MS_A/MS_B	3.94
Within error	92	B	B/92		
Total	93	C			

Sample sizes were unequal for this phase of the research. (See Appendix D for the computing procedure for analysis of variances for unequal sample sizes.)

For this study it was assumed that the ideal preferences (i.e., "should be" ratings) of the faculty should transcend more easily the local institution than their assessments of the current condition (i.e., "is" ratings) of the institutions. Therefore, results presented will pertain only to the faculty's ratings of the ideal importance of specific institutional goals. Faculty priorities were determined by ranking the following:

1. Twenty goal areas rank-ordered by "should be" means for each faculty group.
2. Ten goal statements with highest "should be" means for each faculty group.
3. Five priority goal statements for each faculty group.

IV. FINDINGS

The main objectives of this study were to determine if any significant differences existed between OSU faculty's perceptions and WOSC faculty's perceptions of preferred importance of institutional goals, and to determine the priorities both faculties placed upon these goals. In this chapter, the first section compares perceptions on goals, goal statements, and miscellaneous statements using analyses of variance to test for significant differences.

The second section includes a report of prioritized goal areas and goal statements.

Significant Differences

One-way analysis of variance was used to compare "should be" means between WOSC and OSU faculty for three different kinds of data:

1. 20 Goal Areas
2. Goal Statements (for any goal areas that produced significance at .05 level)
3. 10 Miscellaneous Statements. The hypotheses (see Chapter III) all contained a similar phrase: H_o : μWOSC = μOSU.

Where if μWOSC is the mean score for the Western Oregon State College faculty, μOSU is the mean score for the Oregon State University faculty.

When the computed F value generated by the one-way analysis of variance was found to be equal to or greater than the tabular F value at the .05 level of significance, the hypothesis was rejected for the data being tested.

Table 5 shows the computed F values for each of the 20 goal areas. The tabular F to which the computed F was compared was 3.94 at the 0.5 level of significance. The degrees of freedom

TABLE 5. Computed "F" Values for the Differences between Preferred "Should be" Ratings on Goal Areas.

	Goal Areas	WOSC "Should be" Means	OSU "Should be" Means	Computed $F_{1,92}$
1.	Academic development	3.96	3.98	0.02
2.	Intellectual orientation	4.33	4.49	1.51
3.	Individual personal development	4.05	3.88	0.98
4.	Humanism/altruism	3.61	3.57	0.05
5.	Cultural/aesthetic awareness	3.41	3.24	0.91
6.	Traditional religiousness	1.60	1.40	1.57
7.	Vocational preparation	3.84	3.91	0.15
8.	Advanced training	3.66	4.04	4.01*
9.	Research	3.21	3.91	14.22*
10.	Meeting local needs	3.61	3.47	0.57
11.	Public service	3.41	3.47	0.11
12.	Social egalitarianism	3.18	2.99	0.83
13.	Social criticism/activism	3.18	3.18	0.00
14.	Freedom	3.58	3.73	0.55
15.	Democratic governance	3.95	3.85	0.36
16.	Community	4.35	4.18	1.39
17.	Intellectual/aesthetic environment	3.95	3.95	0.00
18.	Innovation	3.70	3.88	0.99
19.	Off-campus learning	2.86	3.01	0.59
20.	Accountability/efficiency	3.69	3.66	0.03

*Significant at the .05 level

Tabular F = 3.94

used in the F table were 1, 92.

The information in Table 5 shows there was no statistically significant difference between the WOSC faculty and the OSU faculty on 18 of the 20 goal areas. A statistically significant difference did occur for the goals Advanced Training and Research.

Further analysis of the goal areas Advanced Training and Research isolated the four statements that made up each of the goal areas. The purpose of Table 6 is to show how the two subgroups perceived each of the four statements that made up the goal area Advanced Training. Table 6 indicates the computed F values for differences between preferred "should be" mean ratings for goal statements. Two of the four statements in this goal area were found to be significant at the .05 level.

The development of a strong and comprehensive graduate school, and conducting study in specialized problem areas through research centers/graduate programs were statements that resulted in computed F's that were above the tabular F of 3.94.

Since the "should be" means for the goal area Research were also found to be significantly different, Table 7 compares "should be" means on each of the four statements that comprise this area. All four of the statements were found to be significant at the .05 level.

To further clarify how both faculties rated goal statements in the two areas of Advanced Training and Research, Figure 1 presents a visual profile. WOSC faculty had only one statement with a higher "should be" mean in the two goal areas (Statement #32: To offer graduate programs in such "newer professions as engineering, education, social work"). OSU faculty ranked all "should be" means in Figure 1 to be "of highest importance" (3.50 - 4.49).

Miscellaneous goal statements are the remaining ten in the IGI that each reflect a goal judged to be sufficiently important to warrant a single item rather than grouped under an area. Table 8 lists the statements and computed F values for each statement. A significant difference is noted for Statement #85 (Citizens in planning) and Statement #90 (Goal consensus). Figure 2 illustrates

TABLE 6. Computed "F" Value for Difference between Preferred "Should be" Ratings on Statements - Advanced Training

Goal Area - Advanced Training	WOSC "Should be" Means	OSU "Should be" Means	Computed $F_{1,92}$
Statement #27: To develop what would generally be regarded as a strong and comprehensive graduate school	3.89	4.38	9.89*
Statement #31: To provide training in one or more of the traditional professions such as law and medicine	3.09	3.50	2.76
Statement #32: To offer graduate programs in such "newer" professions as engineering, education, social work	4.18	4.13	.07
Statement #41: To conduct advanced study in specialized problem areas--through research centers/graduate programs	3.47	4.15	16.14*

*Significant at the .05 level

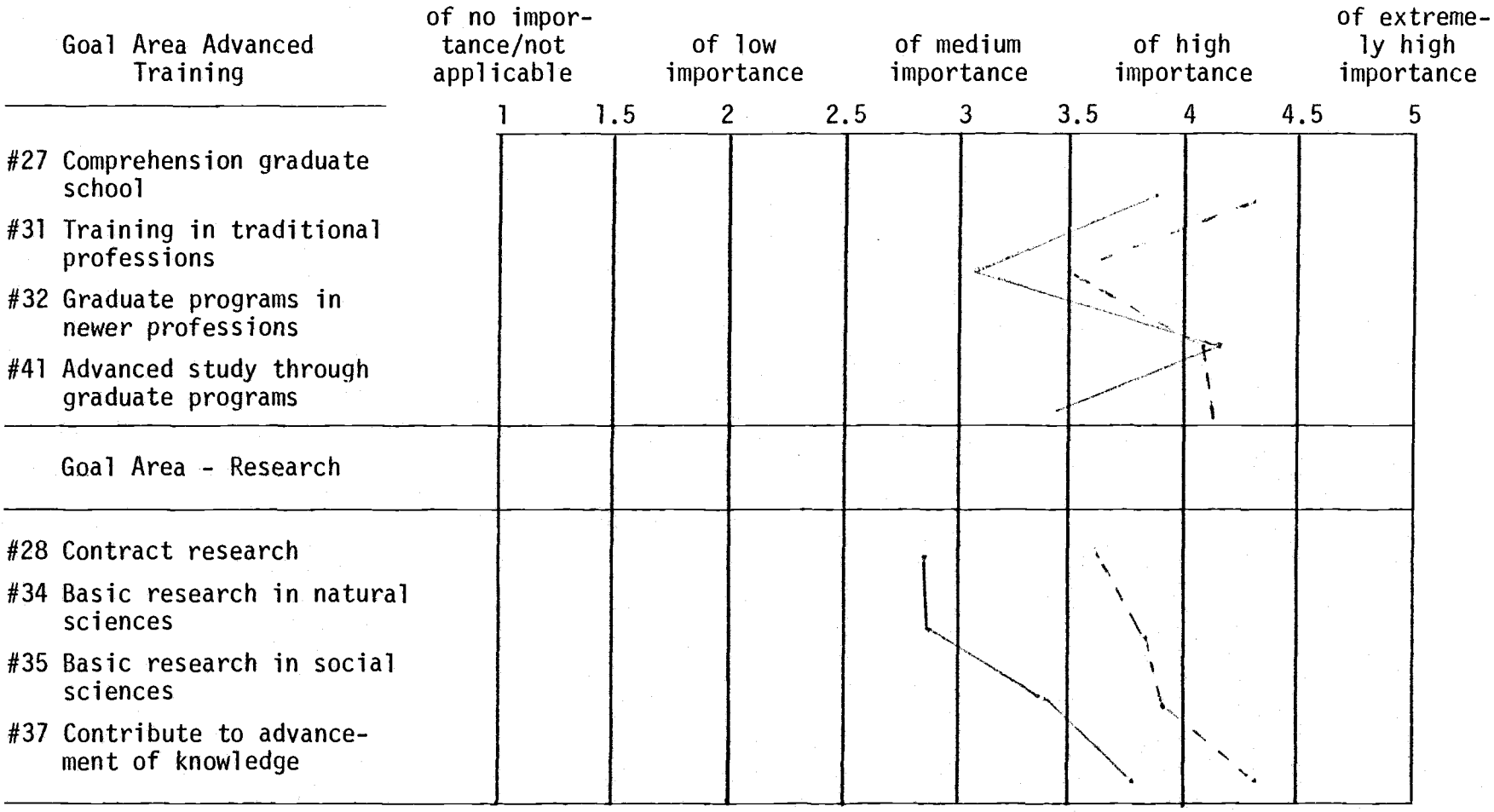
Tabular F = 3.94

TABLE 7. Computed "F" Value for Differences between Preferred "Should be" Ratings on Statements - Research.

Goal Areas - Research	WOSC "Should be" Means	OSU "Should be" Means	Computed $F_{1,92}$
Statement #28: Perform contract research for government, business or industry	2.84	3.65	13.71*
Statement #34: Conduct basic research in natural sciences	2.84	3.79	22.30*
Statement #35: Conduct basic research in social sciences	3.42	3.83	5.91*
Statement #37: To contribute through research, to the general advancement of knowledge	3.73	4.38	17.84*

*Significant at the .05 level

Tabular F = 3.94



Broken line = OSU Ratings
Solid line = WOSC Ratings

FIGURE 1. Profile of "Should be" Ratings on Goal Statements.

TABLE 8. Computed "F" Value for the Differences between Preferred "Should be" Ratings on Miscellaneous Goal Statements.

	Statements	WOSC "Should be"	OSU "Should be"	Computed F
#12	To insure that students who graduate achieve some level of reading/writing/math competency	4.24	4.38	0.54
#71	To work for/maintain a large degree of institutional autonomy in relation to governmental education agencies	3.20	2.96	1.09
#80	To maintain or work for a reputable standing for the college/university in the academic world	4.31	4.17	0.76
#82	To carry on broad and vigorous programs of extra-curricular activities and events for students	3.62	3.38	2.25
#84	To be organized for short-, medium-, and long-range planning for the total institution	4.11	3.90	2.14
#85	To include local citizens in planning college/university programs affecting local community	3.76	3.29	8.26*
#86	To excel in intercollegiate athletic competition	2.67	2.50	0.81
#88	To create a climate in which systematic evaluation of programs is accepted as institutional way of life	3.80	3.79	0.12
#89	To systematically interpret the nature, purpose and work in the institution to citizens	3.91	3.85	0.12
#90	To achieve consensus among people on campus about goals of the institution	3.87	3.38	6.83*

*Significant at the .05 level

Tabular F = 3.94

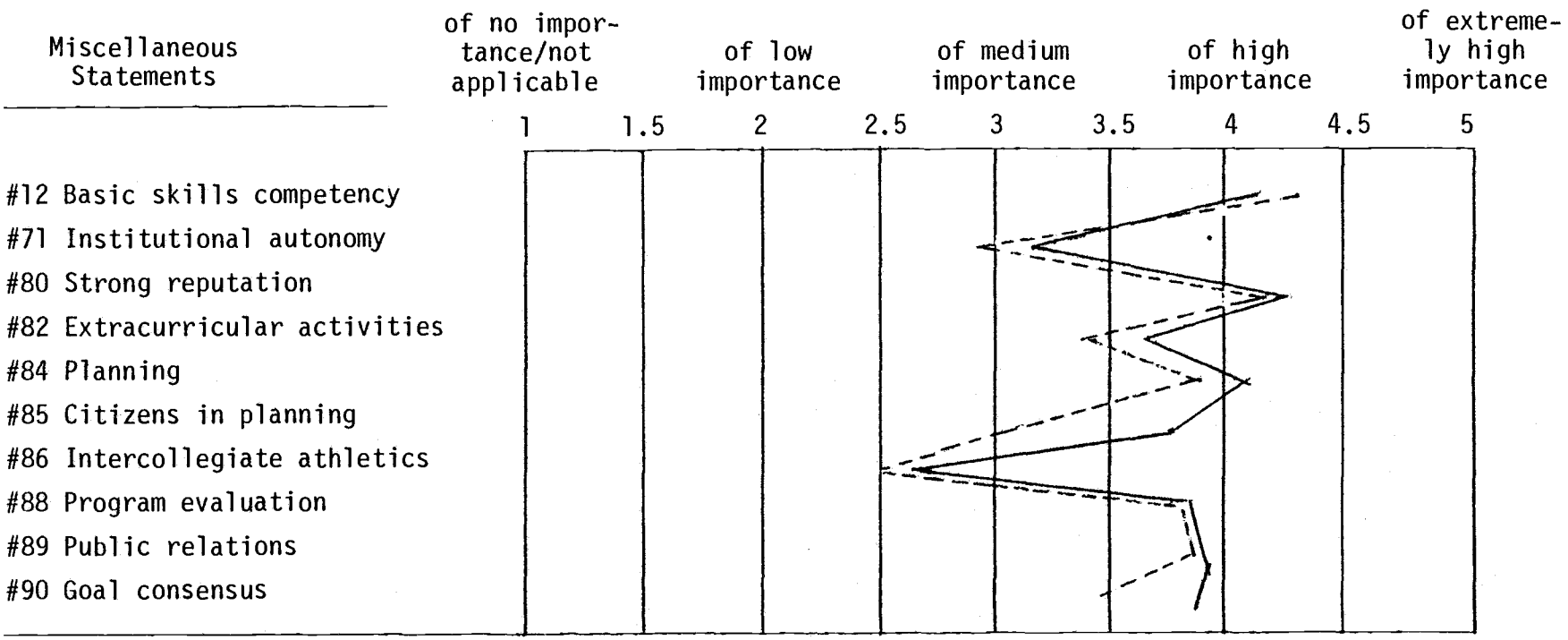


FIGURE 2. Profile of "Should be" Ratings of Miscellaneous Goal Statements.

that WOSC faculty placed "high importance" on Statement #85 and Statement #90; whereas, OSU faculty indicated the same statements to be "of medium importance."

Also in Figure 2, nine statements have "should be" means that are higher for WOSC faculty than for OSU faculty. Five statements are rated "of medium importance" (2.50 - 3.49) by OSU faculty while WOSC faculty rated two statements "of medium importance." The remaining statements for each faculty are rated "of high importance" (3.50 - 4.49).

Rank-Orders

The second part of this study was designed to identify goal priorities for each faculty group. Preferred goal area rankings and preferred goal statements are in this section.

Table 9 illustrates the rank order "should be" means for both subgroups. OSU faculty ranked Intellectual Orientation, Community and Advanced Training as 1, 2, and 3. WOSC faculty ranked Community, Intellectual Orientation and Individual Personal Development as the top three goals. Both faculties ranked Academic Development as fourth and Intellectual/Aesthetic Environment as fifth.

To help interpret Table 9, a visual profile in Figure 3 shows that 12 of the goals were held to be "of high importance" (means ranged from 3.50 - 4.49) for both WOSC faculty and OSU faculty. Only Traditional Religiousness was considered "low in importance" (1.50 - 2.49) by WOSC faculty and "of no importance" by OSU faculty.

After prioritizing goal areas, goal statements were rank ordered. Analyzing goal statements further identified goal specifics that have a high priority for the two faculties. Ninety goal statements were reviewed to determine the ten goal statements with the highest "should be" means for each faculty group.

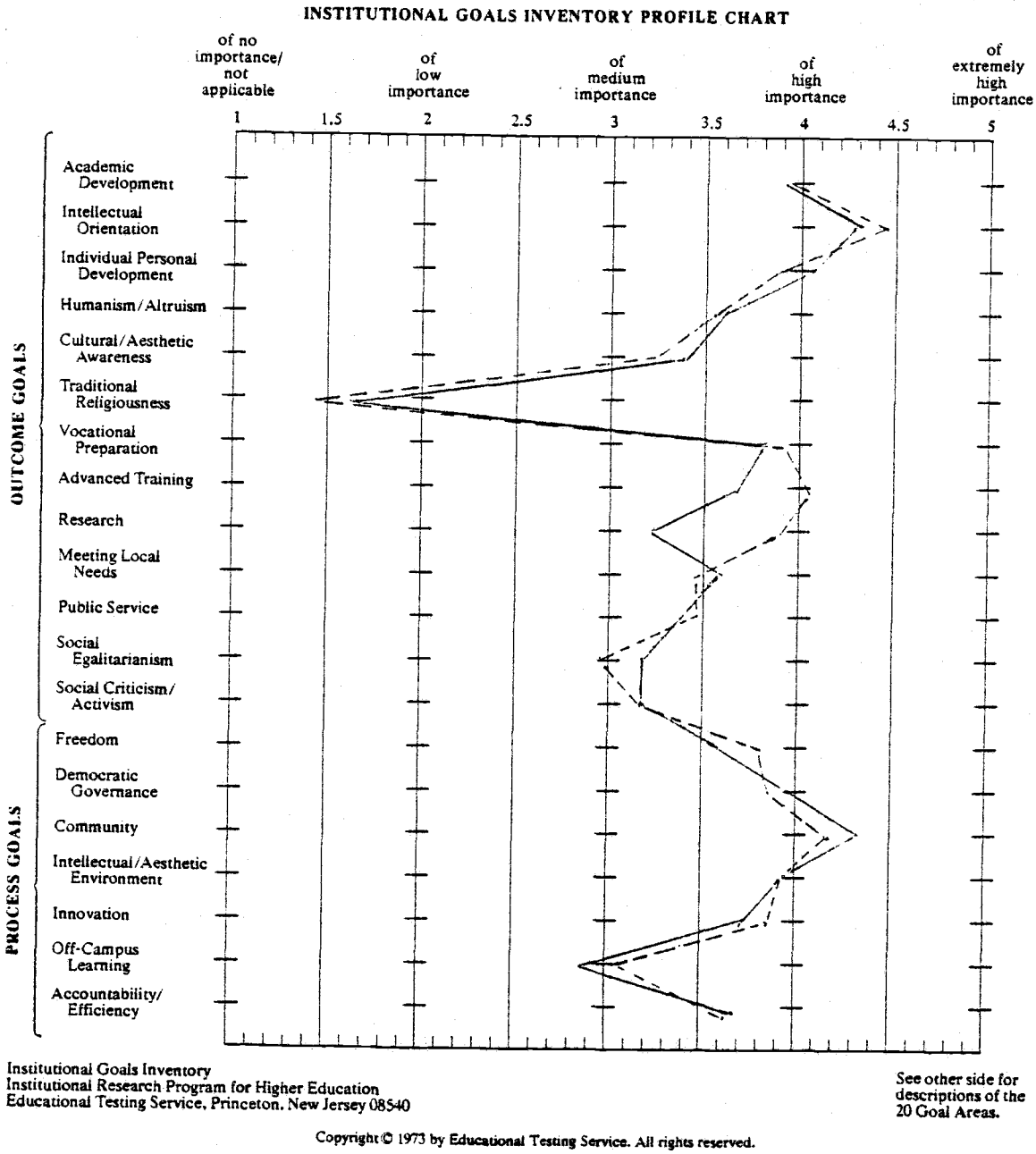
Abbreviated goal statements, "should be" means and goal areas are listed in priority order for both subgroups in Table 10. Intellectual Orientation goal statements have "high importance" for both

TABLE 9. Rank Order of "Should be" Goals for Subgroups.

Goals	WOSC Rank	WOSC Means	OSU Rank	OSU Means
Academic development	4	3.96	4	3.98
Intellectual orientation	2	4.33	1	4.49
Individual personal development	3	4.05	8	3.88
Humanism/altruism	11	3.61	13	3.57
Cultural/aesthetic awareness	14	3.41	16	3.24
Traditional religiousness	20	1.60	20	1.40
Vocational preparation	7	3.84	6	3.91
Advanced training	10	3.66	3	4.04
Research	17	3.21	7	3.91
Meeting local needs	12	3.61	15	3.47
Public service	15	3.41	14	3.47
Social egalitarianism	18	3.18	19	2.99
Social criticism/activism	16	3.18	17	3.18
Freedom	13	3.58	11	3.73
Democratic governance	5	3.95	10	3.85
Community	1	4.35	2	4.13
Intellectual/aesthetic environment	6	3.95	5	3.95
Innovation	8	3.70	9	3.88
Off-campus learning	19	2.86	19	3.01
Accountability/efficiency	9	3.69	12	3.66

PROFILE FOR "Should be" Means

Broken line = OSU
Solid line = WOSC



Institutional Goals Inventory
Institutional Research Program for Higher Education
Educational Testing Service, Princeton, New Jersey 08540

See other side for descriptions of the 20 Goal Areas.

FIGURE 3. Profile for "Should Be" Means.

TABLE 10. Ten Goal Statements with Highest "Should Be" Means.

WOSC				OSU			
Statements		Mean	Goal Area	Statements		Mean	Goal Area
#10	Instill in students life-long learning commitments	4.53	Intellectual Orientation	#10	Instill in students life-long learning commitments	4.60	Intellectual Orientation
#65	Maintain climate of mutual trust/respect	4.49	Community	# 7	Develop student's ability to synthesize knowledge	4.52	Intellectual Orientation
#59	Maintain climate of open communication	4.36	Community	# 2	Train students in scholarly research, inquiry, problem solving	4.44	Intellectual Orientation
#76	Create intellectually exciting institution	4.36	Intellectual Aesthetic Environment	#76	Create intellectually exciting institution	4.42	Intellectual Aesthetic Environment
# 5	Increase student's ability for self-directed learning	4.32	Intellectual Orientation	# 5	Increase student's ability for self-directed learning	4.40	Intellectual Orientation
# 8	Help students develop a sense of self-worth/self-confidence	4.29	Individual Personal Development	#12	Insure students who graduate competent in basic skills	4.38	Miscellaneous
# 7	Develop student's ability to synthesize knowledge	4.27	Intellectual Orientation	#37	Contribute through research to advancement of knowledge	4.38	Research
#56	Maintain faculty commitment to institution to career	4.27	Freedom	#65	Maintain climate of mutual trust/respect	4.37	Community
#12	Insure students who graduate in basic skills	4.24	Miscellaneous	#30	Develop educational programs geared to new/emerging careers	4.23	Vocational Preparation
# 2	Train students in scholarly research, inquiry, problem solving	4.20	Intellectual Orientation	# 9	Hold students to high standards of intellectual performance	4.21	Academic Development

faculties, but WOSC faculty have ranked Statement #65 (Maintain Climate of Mutual respect) and Statement #49 (Maintain Climate of Open Communication) from the goal area Community as number 2 and 3, respectively, in their top "should be" goal statements.

The last items to be rank-ordered for this study were discrepancy scores. Discrepancies are the differences between how respondents rated "is" means and "should be" means. This gap between means indicates possible priorities for change. The larger the discrepancy the greater emphasis faculty believe should be placed on the goal.

In Table 11 are the discrepancy scores and rank order of scores for both groups on each of the 20 goal areas. When interpreting these figures, it should be remembered they represent the difference between what is and what should be. For example, OSU faculty had a discrepancy score of 1.52 on Intellectual Orientation. WOSC faculty had a score of 1.12. The difference between what is and what should be is not perceived to be as large for WOSC faculty as it is for OSU faculty on this goal. Therefore, the size of the gap is an indicator of the degree of satisfaction with the institutional status quo.

The rank ordering of the ten highest discrepancy scores for goal areas can also be compared in Table 12. The largest discrepancy score for WOSC is Community (1.21) followed by Intellectual Orientation (1.12) and Humanism/Altruism (1.03) as number 2 and 3. For OSU Intellectual Orientation (1.52) is the largest discrepancy score, then Community (1.29) and Innovation (1.28).

As an additional interpretative aid, Table 12 identifies the goal statements with the highest discrepancy scores for each subgroup. The highest score for WOSC faculty was on Goal Statement #59 (1.34) as compared to OSU faculty on Goal Statement #10 (1.73). The latter faculty viewed the gap between what is and what should be to be largest for Statement #10. In addition, Table 12 shows higher discrepancy scores for OSU faculty than for WOSC faculty. In other words, OSU faculty perceive a larger gap between what is and what should be in their institution than does WOSC faculty.

TABLE 11. Rank-order of Discrepancy Scores for "Should be" Goals.

Goals	WOSC Rank	WOSC Scores	OSU Rank	OSU Scores
Academic development	18	.43	11	.75
Intellectual orientation	2	1.12	1	1.52
Individual personal development	10	.79	7	1.02
Humanism/altruism	3	1.03	5	1.11
Cultural/aesthetic awareness	19	.52	13	.72
Traditional religiousness	20	.14	20	.05
Vocational preparation	11	.79	9	.91
Advanced training	13	.68	12	.73
Research	8	.83	19	.52
Meeting local needs	12	.69	17	.58
Public service	9	.80	10	.80
Social egalitarianism	15	.62	15	.62
Social criticism/activism	14	.67	14	.72
Freedom	16	.47	16	.62
Democratic governance	5	.95	8	.98
Community	1	1.21	2	1.29
Intellectual/aesthetic environment	7	.92	4	1.11
Innovation	4	1.00	3	1.28
Off-campus learning	6	.94	6	1.03
Accountability/efficiency	17	.44	18	.58

TABLE 12. Ten Goal Statements with Highest Discrepancy Scores.

WOSC				OSU			
	Statements	Score	Goal Area		Statements	Score	Goal Area
#59	Maintain climate of open communication	1.34	Community	#10	Instill in students life-long learning commitments	1.73	Intellectual Orientation
#17	Help students understand/ respect people from other backgrounds cultures	1.31	Humanism/ Altruism	# 5	Increase student's ability for self-directed learning	1.63	Intellectual Orientation
#64	Assure everyone may participate/be responsible in decision making	1.29	Democratic Governance	#17	Help students understand/ respect people from other backgrounds cultures	1.55	Humanism/ altruism
#65	Maintain climate of mutual trust/respect	1.29	Community	# 7	Develop students' ability to synthesize knowledge	1.52	Intellectual Orientation
#77	Create procedures so curricular instructional innovations may be initiated	1.29	Innovation	#76	Create intellectually, exciting institution	1.48	Intellectual Aesthetic Environment
#62	Maintain campus climate where differences can be aired openly and amicably	1.29	Community	#59	Maintain climate of open communication	1.45	Community
#10	Instill in students life-long learning commitments	1.26	Intellectual Orientation	# 9	Hold students to high standards of intellectual performance	1.42	Academic Development
# 5	Increase students' ability for self-directed learning	1.16	Intellectual Orientation	# 56	Maintain faculty commitment to institution and to career	1.42	Freedom
#37	Contribute through research to advancement of knowledge	1.15	Research	#12	Insure students who graduate competent in basic skills	1.38	Miscellaneous
#76	Create intellectually exciting institution	1.14	Intellectual Aesthetic Environment	#67	Build campus climate where continuous educational innovation accepted as way of life	1.35	Innovation

Table 13 illustrates what the two faculties see as the five goal statements that hold top priorities for their own institutions. Goal statements with the highest discrepancy scores and highest "should be" means determine what each faculty identifies as highest in priority and also where the greatest change must still occur. In Table 13, both faculties rated three of the same goal statements (#10, #76, #5) as having high priority for their respective institution.

Summary

This goal assessment was directed to the faculties in the academic discipline of education at a university and a small four-year state college that had recently merged into one school of education. As indicated by the review of literature and further supported by this study, there was a strong congruence in preferred institutional goals between the two faculty groups.

The literature has shown that there is a difference between institutions when goals are rank ordered. In this study, differences were apparent when the goal area of Research was ranked 7 by OSU and 17 by WOSC. OSU ranked Advanced Training as 3 while WOSC ranked it 10. However, this study has noted strong similarities between the university faculty and the small college faculty on rank order of goals. Three goals (Intellectual Orientation, Community and Academic Development) are ranked by both institutions as their top five goals.

Further support for the similarity between the institutions is shown by the ranking of the five goal statements that hold top priorities for each institution. Three statements are common to both institutions in their top five rankings (see Table 13). In this study the similarities between two different institutions appear more pronounced than do the differences.

TABLE 13. Five Priority Goal Statements.

WOSC		"Should be" Means	Discrepancy Score	OSU		"Should be" Means	Discrepancy Score
Statements				Statements			
#10	Instill in students lifelong learning commitments	4.53	1.26	#10	Instill in students lifelong learning commitments	4.60	1.73
#65	Maintain climate of mutual trust/ respect	4.49	1.29	# 7	Develop students' ability to synthesize knowledge	4.52	1.52
#59	Maintain climate of open communication	4.36	1.34	#76	Create intellectually exciting institution	4.42	1.48
#76	Create intellectually exciting institution	4.36	1.14	# 5	Increase students' ability for self-directed learning	4.40	1.63
# 5	Increase students' ability for self-directed learning	4.32	1.29	# 9	Hold students to high standards of intellectual performance	4.21	1.42

V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this study was to assess and analyze the preferred importance of institutional goals as perceived by education faculty at OSU and compare those perceptions with those of education faculty at WOSC.

The IGI was administered to education faculty at OSU and WOSC and random sampling yielded a representation of 80 percent of OSU faculty and 80 percent of WOSC faculty.

The IGI consists of 90 goal statements, each to be rated as to its perceived importance at the institution both as it "is" and as it "should be." Eighty of the statements are clustered, four apiece, into 20 goal areas. The remaining 10 statements are individual goal statements.

Each of the goal statements is rated on a scale of importance:

Response Choice for Goal Statements	Point Value
of no importance or not applicable	1.0
of low importance	2.0
of medium importance	3.0
of high importance	4.0
of extremely high importance	5.0

Analysis of data followed three procedures in this study. First, Education Testing Service provided means, standard deviations, and mean differences (discrepancies) for each rating group on each goal statement and each goal area. Ranges for mean values (Figs. 1, 2, 3) are based on point values shown above:

Mean Value	Interpretation
⩽ 1.49	of no importance or not applicable
1.50 - 2.49	of low importance
2.50 - 3.49	of medium importance
3.50 - 4.49	of high importance
⩾ 4.50	of extremely high importance

To determine if differences existed between the two faculty groups on preferred goal areas and preferred goal statements, analysis of variance was used to test for significance at the .05 level (see Tables 5-8).

Goal areas and goal statements were ranked to determine the faculty's ratings of the ideal importance of specific institutional goals (Tables 9-13). Examination of data provided identification of priorities for the OSU-WOSC School of Education.

Conclusions

There were no statistically significant differences found between WOSC and OSU faculty on 18 of the 20 preferred goal areas (see Table 5). On the goal areas of Advanced Training and Research significant statistical differences did occur. OSU faculty had higher "should be" means for both goal statements. In other words, OSU faculty viewed these two goals as more important that did the WOSC faculty.

However, even though significant statistical differences were found on two goals, this does not mean the OSU and WOSC faculty may be in conflict over the goals' importance. For example, when the four goal statements that comprised the goal area Advanced Training were analyzed (Table 6) only two statements were found to be significantly different (Statement #27: develop a strong, comprehensive graduate school; Statement #41: conduct advanced study in problem areas through research centers/graduate programs). However, when comparing "should be" means on goal statements (Fig. 1),

WOSC faculty had the highest means (4.18) for Statement #32 (offer graduate programs in newer professions, i.e., engineering education), and on Statement #27 the WOSC means of 3.89 was in the range "of highest importance." In conclusion, significant statistical differences may exist about Advanced Training, but both faculties have emphasized its importance as well.

There was also a significant statistical difference in the goal area of Research. OSU had higher "should be" means in this area. Since OSU is a strong research-based institution (Commission on University Goals, 1970), it is interesting to note that the OSU education faculty allotted a 3.91 "should be" mean to this area (see Table 5).

Isolating the goal statements for the Research area revealed a significant statistical difference existed between OSU and WOSC on all four statements (Table 7). WOSC faculty did indicate that Statement #37 (Contribute through research to general advancement of knowledge) was "of high importance" as the "should be" mean was 3.73 (Fig. 1). The remaining three statements in this area were ranked by WOSC "of medium importance." OSU ranked all four goal statements "of high importance" in the Research area. The difference in institutions is most pronounced in the area of research.

Miscellaneous goal statements were also compared between OSU and WOSC faculties, and statistical differences were found for two statements. WOSC faculty had higher "should be" means for Statement #85 (Citizens in planning) and Statement #90 (Goal consensus) (see Table 8). For both of these goals OSU indicated means "of medium importance" (Fig. 2). The incongruencies that exist between these two statements have implication for the OSU-WOSC School of Education and the new organization should take time to identify those issues that underlie these statements.

The rank ordering of preferred goals provided evidence of what the faculty saw as goals for their institutions. WOSC ranked Community as the most important goal. Intellectual Orientation and Individual Personal Development were number 2 and 3 for WOSC, with Community and Advanced Training number 2 and 3 for OSU.

An overall view of the 20 goal areas (see Fig. 3) showed (1) only one goal, Traditional Religiousness, was rated of no importance, or low importance by both WOSC and OSU, (2) both the highest mean (4.49) on Intellectual Orientation and the lowest mean (1.40) on Traditional Religiousness were recorded for OSU, (3) the majority of preferred means for both institutions were in the range of high importance (3.5 - 4.49).

In order to be more precise in identifying goals, the ten highest preferred goal statements for WOSC and OSU are listed in Table 10. Statement #10 (instill in student's life-long learning commitment) was rated highest in importance for both WOSC and OSU faculty. Seven similar goals statements appear in WOSC and OSU's listing of most important preferred statements. The two institutions have strong similarities as this ranking has shown.

Table 11 rank ordered the discrepancy scores for both groups. The discrepancy, or gap, between what is and what should be reveals to an institution what goals its constituents regard as needing more emphasis than they presently receive. WOSC faculty ranked the largest discrepancy (1.21) for Community, followed by the goal Intellectual Orientation (1.12) and Humanism/Altruism (1.03). OSU ranked Intellectual Orientation (1.52), Community (1.29), and Innovation (1.28) as goals with the highest discrepancies.

The ten goal statements with highest discrepancy scores are ranked for both groups in Table 12. OSU faculty had ten discrepancy scores for goal statements that were higher than any of the WOSC discrepancy scores. The high discrepancy scores indicated that the OSU faculty perceived a much wider gap in their institution between what the goals are at present and what the goals should be. At WOSC the faculty have also identified discrepancies between goals that exist and goals that should be. Yet, the WOSC faculty saw a smaller gap at their institution between goals.

Table 13 lists the five priority goal statements for OSU and WOSC. These statements have the highest discrepancy and "should be" mean scores for each institution. Thus, they represent

significance for the new OSU-WOSC School of Education. Not only are these top priority goal statements, they also indicate possible directions in achieving policy changes.

In reviewing the results of this study, there was general agreement between WOSC and OSU faculty on preferred goals. When comparing the rankings of perceived goals between WOSC and OSU faculty, 16 of the 20 goals did not differ by more than five places. Statistically significant differences were found in the goal areas of Advanced Training and Research. However, the "should be" means for Advanced Training identified both faculty groups as ranking the goal high in importance (Fig. 1). For the goal area Research, differences existed about how to perform and conduct research, yet both WOSC and OSU faculty placed high importance on the reason for research (Fig. 1).

When different institutions with different populations were surveyed by Gross and Grambsch in 1971, and Peterson in 1973, it was reported that both surveys produced very similar results. This study has also shown that the education faculty of a small public state college and the education faculty of a large university whose campuses are in geographically close proximity have rated the goals of their institutions very similarly.

The five priority goal statements (Table 13) as ranked by WOSC and OSU faculty should identify those priorities both faculties have emphasized to be of critical significance to their respective institutions. If an effective merger of the OSU-WOSC School of Education is to occur, these goals statements could be an important contribution in any deliberations about goals, policy, and philosophy for the new organization.

It was established in Chapter I that higher educational organizations should have identified goals which are put in the order of priority. These goals may not be easy to achieve or easily quantifiable, but they can serve as guides in decision making.

The IGI was designed to be useful to institutions concerned with defining and sharpening their objectives. As Peterson (1970) has written:

> . . . goals may serve as the basic element in a formulation of the institution's policy, philosophy, or ideology. Stated goals help tie together assumptions, values, and hopes for the institution into a coherent policy that then provides standards and guides for present and future . . . decisions and actions (p. 4).

With the help of the IGI this study has identified the goals that the education faculties of OSU and WOSC have pinpointed for their respective institutions. It remains in the hands of those who are most involved in the implementation and planning of the new OSU-WOSC School of Education to use the results of this study as one reference point in the planning and future of the merged OSU-WOSC School of Education.

Recommendations for Immediate Action

On May 30, 1972, the faculty of the School of Education at OSU accepted a set of working papers that had been prepared by a Commission to consider the missions of the School of Education. These papers were

> to establish a direction that would be basic to writing criteria, both current and future, . . . define what the School wishes to accomplish, and make it much easier for constituents to understand programs and aims . . . should be a working paper that is continually reviewed and revised (Directions, 1972).

Therefore, a newly merged School of Education should take the time to review and revise their goals for future direction. The results of this study, the Commission's papers, similar papers from WOSC, and additional information that is available should be used to set new directions for the OSU-WOSC School of Education.

The results of this goal study should not be allowed to reside in the file drawer of an obscure office; rather, this goal study

could be used to serve a variety of purposes:

1. Identified goals and goal priorities should be useful in the internal guidance of the new OSU-WOSC School of Education.
2. Ranked goals should be carefully considered for use in the decision-making processes in the new organization.
3. Miscellaneous goal statements should be discussed and studied to determine underlying issues that could affect planning, policies, and priorities for the new OSU-WOSC School of Education.
4. Faculty of both institutions should be appraised of their similarities and differences to improve morale and atmosphere for the merged school of education.
5. Specific measurable objectives could be developed for the newly merged school of education using the goal study as a source of information.
6. Specific measurable objectives for separate departments in the newly merged school of education could be developed using the goal study as a source of information.

If the latter two suggestions are decided on as possible courses of action, then the Delphi technique is recommended by researchers and planners to encourage convergence of opinions about goals (Lenning and Micek, 1976; Pratt and Leichard, 1983; Peterson and Uhl, 1977; Romney and Micek, 1977; Uhl, 1978).

Recommendations for Further Study

1. This study should be replicated in three to five years to test the effect of change. If it is true that "the effect of change has been to blur the distinction between various types of institutions" (Pace, 1974, p. 2), then future studies should show stronger similarities in the two faculties' responses than the present study.

2. A replication of this study should include broader constituencies such as students, administrators, trustees, community members, and faculty.

3. Additional goal studies should use factor analysis to determine how the variables of age, sex, and academic rank are correlated to goal choices.

4. This study should be repeated and the faculty should be addressed as the unified faculty of the OSU-WOSC School of Education. Comparisons could be made between the present study with two separate faculties in two different institutions and a merged and/or combined faculty.

5. The idea that teaching and research are mutually reinforcing is increasingly being questioned. Since this study has revealed a statistical difference in the goal area of research between the faculty of OSU and the faculty of WOSC, further research should examine and evaluate the role of teaching and/or research in the OSU-WOSC School of Education.

6. A longitudinal survey focusing on goals should be conducted to study the changes in goal orientations and/or priorities for the OSU-WOSC School of Education.

BIBLIOGRAPHY

Baird, L. "The Practical Utility of Measures of College Environment." Review of Educational Research. 44. No. 3. (Summer, 1974):307-329.

Barzun, J. The American University, How It Runs Where It Is Going. New York, Evanston, London: Harper and Row, Publishers. 1968.

Beem, E. A. "Casting Off the Shadow of Pogo U. The University of Southern Maine is Becoming a Good School." Maine Times. September 10, 1982, 2-4.

Borg, W. and M. Gall. Educational Research. Broadway, New York: Longman, Inc. 1983.

Bosco, P. J. "An Institutional Goal Study of Selected Universities and Community Leaders." Ph.D. dissertation. University of Nebraska. 1982.

Brubacher, J. S. and W. S. Rudy. Higher Education in Transition, An American History: 1636-1956. New York: Harper & Row. 1958.

Brothers, C. F. "Reading Future of Higher Education: An Exceedingly Hazardous Task." Journal of Cooperative Education. Vol. XVIII. No. 3. (Summer, 1982):9-20.

Bushnell, D. S. Organizing for Change: New Priorities for Community Colleges. New York: McGraw-Hill. 1973.

Butler, D. G. "The Institutional Goals Use Survey: An Examination of Use and Impact of Institutional Self-study Information in Community Colleges and Universities." Ed.D. dissertation. University of California. 1980.

Carnegie Commission on Higher Education. The Purposes and Performance of Higher Education in the United States: Approaching the Year 2000. Hightstown, N.J.: McGraw-Hill, 1973.

Chickering, A. W. Education and Identity. San Francisco: Joseey-Bass. 1969.

Cohen, J. Statistical Power Analysis for the Behavioral Sciences. New York: Academic Press. 1969.

Commission on University Goals. Report to the President of Oregon State University. Corvallis, Oregon. 1970.

Conner, P. E. Organizations: Theory and Design. Chicago, Illinois: Science Research Associates, Inc. 1980.

Conrad, C. "University Goals." Journal of Higher Education. Vol. XIV. No. 7 (October, 1974):504-516.

Courtney, W. School of Education, Oregon State University. Spring 1983.

Cross, K. P. "What Do You Know about the Goals of Community Colleges?" Community and Junior College Journal. Vol. 44. (April, 1974):6-11.

Danforth News and Notes. St. Louis, Mo.: Danforth Foundation. November, 1969. In R. E. Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals. Washington, D.C.: ERIC Clearinghouse on Education. No. 5. 1970.

Directions. Commission to Consider the Mission of the School of Education. Oregon State University, Corvallis, Oregon. 1972.

Etizoni, A. Modern Organizations. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1964.

Fenske, H. "Setting Institutional Goals and Objectives." In Jedamus and Peterson et al. Improving Academic Management. San Francisco, Washington, London: Jossey-Bass Publishers. 1980.

Fincher, C. "Importance of Criteria for Institutional Goals." New Directions for Institutional Research: Using Goals in Research and Planning. 19(1978):1-5.

Flaherty, V. "Institutional Goals of Fordham University as Perceived by University Constituencies." Ed.D. dissertation. Fordham University. 1978.

Freeman, J. E. "Comprehensive Planning in Higher Education." New Directions: Managing Turbulence and Change. (August, 1977): 33-52.

Gazette-Times. Corvallis, Oregon. November 15, 1982, 1.

Gleazer, E. J. Project Focus: A Forecast Study of Community Colleges. New York: McGraw-Hill. 1973.

Gross, E. and Grambsch, V. University Goals and Academic Power. Washington, D.C.: American Council on Education. 1968.

Gross, E. and Grambsch, V. Changes in University Organization: 1964-1971. New York: McGraw-Hill. 1974.

Guzzetta, D. J. "Education's Quiet Revolution: Changes and Challenges." Change. 14. (September, 1982):10-11+.

Hall, R. H. "Contemporary Organizational Theory and Higher Education: A Mismatch." New Directions for Higher Education. No. 35. (1981):41-49.

Iowa State Agricultural College. Fourth Biennial Report of Board of Trustees. Des Moines: G. W. Edwards. 1871. In J. S. Brubacher and W. S. Rudy. Higher Education in Transition, An American History: 1636-1957. New York: Harper & Row. 1958.

Karr, P. J. "Confronting Enrollment Declines: Facing our Fears, The Changes and the Future." College Student Journal. 14. No. 3. (Fall, 1980):206-207.

Kerr, C. "Key Issues for Higher Education in the 1980s." New Directions for Higher Education. No. 28 (1979):1-11.

Kotter, P. and P. E. Murphy. "Strategic Planning for Higher Education." Journal of Higher Education. 52. No. 5 (1981):470-489.

Lenning, O. T. and Micek, S. S. "Defining and Communicating Institutional Mission/Role/Scope and Priorities: The Needs of Different Types of Postsecondary Institutions." Bethesda, Md. ERIC Document Reproduction Service. ED 119 787. April 21, 1976.

Li, J. C. R. Statistical Inferences. Ann Arbor, Michigan: Edwards Brothers, Inc. 1964.

March, J. G. and Simon, H. A. Organizations. New York: John Wiley & Sons, Inc. 1958.

Martin, W. B. Conformity: Standards and Changes in Higher Education. San Francisco: Jossey-Bass. 1969.

McMahon, J. "An Organizational Analysis of Structural Characteristics during the Merger of Two Higher Education Organizations." Unpublished manuscript. Oregon State University. Corvallis, Oregon. 1983.

Miller, R. I. The Assessment of College Performance. A Handbook of Techniques and Measures for Institutional Self-evaluation. San Francisco: Jossey-Bass. 1979.

Morison, S. E. Three Centuries of Harvard. Cambridge: Harvard University Press. 1936. In J. S. Brubacher and W. S. Rudy. Higher Education in Transition, An American History: 1636-1956. New York: Harper & Row. 1958.

Nash, P. "The Goals of Higher Education: An Empirical Assessment." Mimeographed paper. Columbia University: Bureau of Applied Social Research. 1968. In R. E. Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals. Washington, D.C.: ERIC Clearinghouse on Education. No. 5. 1970.

Niehbuhr, H., Jr. "An Alternative to Decline: Strengthening the Human Learning System." Change. 14 (November/December 1982): 16-21.

Pace, C. R. Demise of Diversity. A Comparative Profile of Eight Types of Institutions. Berkeley, California: Carnegie Commission on Higher Education. 1974.

_____. Measuring Outcome of College. San Francisco, Washington, London: Jossey-Bass Publishers. 1979.

Perrow, C. Organizational Analysis: A Sociological View. Belmont, California: Wadsworth Publishing Company, Inc. 1970.

Peterson, R. E. The Crisis of Purpose: Definition and Uses of Institutional Goals. Washington, D.C.: ERIC Clearinghouse on Education. No. 5. 1970.

_____. College Goals and the Challenge of Effectiveness. Princeton, N.J.: Educational Testing Service. 1971.

_____. Goals for California Higher Education: A Survey of 116 Academic Communities. Prepared for the Joint Committee on the Master Plan for Higher Education. Berkeley: Educational Testing Service and the California State Legislature. 1973.

_____. "The Institutional Goals Inventory in Contemporary Context." New Directions for Institutional Research: Using Goals and Research in Planning. 19(1978):32-47.

Peterson, R. E. and Uhl, N. P. Formulating College and University Goals: A Guide for Using the IGI. Princeton, New Jersey: Educational Testing Service. 1977.

Peterson, R. E. and Uhl, N. P. IGI Comparative Data. Princeton, N.J.: Educational Testing Service. 1979.

Popham, W. and K. Sirotnik. Educational Statistics. New York, San Francisco, Evanston, London: Harper & Row, Publishers. 1973.

Pratt, L. K. and Reichard, D. R. "Assessing Institutional Goals." New Directions for Institutional Research: Using Research for Strategic Planning. No. 37 (March, 1983).

Richman, B. M. and Farmer, R. N. Leadership, Goals and Power in Higher Education. San Francisco, Washington, London: Jossey-Bass Publishers. 1974.

Riesman, D. "The Collision Course of Higher Education." The Journal of College Student Personnel. 10. (November, 1969): 363-369.

Romney, L. C. and Bogen, G. K. "Assessing Institutional Goals: Proceed with Caution." New Directions for Institutional Research: Using Goals in Research and Planning. 19(1978):17-30.

Romney, L. and Micek, S. S. "Translating Goals into Measurable Objectives: Research Studies and Practical Procedures." Bethesda, Md. ERIC Document Reporduction Service. ED 140 688. May 10, 1977.

Rugg, E. A.; Warren, Timothy Lynn and Carpenter, Evelyn L. "Faculty Orientations toward Institutional Goals. A Broken Front with Implications for Planned Change." Research in Higher Education. 15. No. 2 (1981):161-173.

Selznick, P. Leadership in Administration: A Sociological Interpretation. Evanston, Illinois: Row, Peterson, and Company. 1957.

Skully, M. "Carnegie Panel Says Enrollment Declines will Create a New Academic Revolution." The Chronicle of Higher Education. I. (January 28, 1980):11.

Smart, J. C. "Institutional Goal and Congruence: A Study of Student, Faculty, and Administrator Preferences." Research in Higher Education. 3(1975):285-297.

Taylor, W. "A Study of Perceived and Preferred Ratings of Institutional Goals and Priority Rankings as Viewed by Faculty, Students, and Administrators at Oregon State University." Ph.D. dissertation. Oregon State University. 1975.

Thorp, L. "Perceptions of Institutional Goals at a Liberal Arts Branch of University of Minnesota Compared with Those at a Nearby State University." Ed.D. dissertation. Indiana University. 1979.

Uhl, N. P. "A Case Study of Goals-Oriented Research." New Directions for Institutional Research: Using Goals and Research in Planning. 19(1978):61-77.

Uhl, N. P. Identifying College Goals: Encouraging Convergence of Opinion through the Delphi Technique. Durham, N.C.: National Laboratory for Higher Education. 1971.

APPENDICES

APPENDIX A

Descriptions of the 20 Goal Areas in the Institutional Goals Inventory

OUTCOME GOALS

Academic Development—this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1,4,6,9)*

Intellectual Orientation—this goal area 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. (2,5,7,10)

Individual Personal Development—this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3,8,11,13)

Humanism/Altruism—this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about *the welfare of man generally*. (14,17,20,23)

Cultural/Aesthetic Awareness—this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15,18,21,24)

Traditional Religiousness—this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental—in short, *traditional* rather than "secular" or "modern." (16,19,22,25)

Vocational Preparation—this goal area 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. (26,30,36,38)

Advanced Training—this goal area 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. (27,31,32,41)

Research—this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28,34,35,37)

Meeting Local Needs—this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29,33,39,40)

Public Service—this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (44,47,50,51)

Social Egalitarianism—this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills. (42,45,48,52)

Social Criticism/Activism—this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society. (43,46,49,53)

PROCESS GOALS

Freedom—this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles. (54,57,60,63)

Democratic Governance—this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance: opportunity for individuals to participate in all decisions affecting them: and governance that is genuinely responsive to the concerns of everyone at the institution. (55,58,61,64)

Community—this goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. (56,59,62,65)

Intellectual/Aesthetic Environment—this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. (66,69,73,76)

Innovation—this goal area is defined as a climate in which continuous innovation is an accepted way of life: it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (67,70,74,77)

Off-Campus Learning—this goal area includes time away from the campus in travel, work-study, VISTA work, etc.: study on several campuses during undergraduate programs: awarding degrees for supervised study off the campus: awarding degrees entirely on the basis of performance on an examination. (68,72,75,78)

Accountability/Efficiency—this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (79,81,83,87)

*The numbers in parentheses are the four Goal Statements that make up each Goal Area.

Miscellaneous goal statements not included in goal areas (12, 71, 80, 82, 84, 85, 86, 88, 89, 90)

APPENDIX B

Dear Faculty Member:

I have received approval and support from my doctoral committee to do a thesis study that will compare the goals and priorities of Oregon State University and Western Oregon State College as viewed by the education faculty at each institution.

The results of this study will contribute to an understanding of the similarities or differences between goals and priorities of each institution as viewed by faculty at each institution. Because of the newly merged OSU-WOSC School of Education this study could also have implications for future faculty and program development and financial planning.

All faculty members that have a 1.0 FTE with their insitution, any portion of that FTE in the school of education, are being asked to participate in a survey necessary for the completion of this research program. The study will explore the reactions of faculty at OSU and faculty at WOSC relative to the perceived and preferred goals and priorities at each institution.

To meet my sample size criteria I must receive <u>at least</u> 45 completed surveys from each institution. Obviously, the cooperation of all faculty is needed for the success of this project. Your part in the study will only require the completion of an anonymous questionnaire (approximately 30 minutes time). I think you will find the survey interesting.

Your assistance in this survey is appreciated and thank you in advance for your help. If possible, please return the questionnaire via campus shuttle by June 1, 1983.

Sincerely,

Bonnie Johnson
Education Hall-OSU
Extension #3648

Frank Cross
Professor, Education
Extension #3648

APPENDIX C

I NEED YOUR HELP!!

Can you take the time in your busy schedule to respond to the institutional goals survey I left with you? Tie this string on your finger to serve as a gentle reminder. Thank you.

BONNIE JOHNSON ED. HALL--OSU Ex. 3648

Dear Faculty Member,

I wish to thank all of you who have returned the Institutional Goals Inventory. If you have not yet returned the survey, I hope you can be a lifesaver and return it at this time.

Most Appreciatively Yours,

BONNIE JOHNSON ED. HALL--OSU Ex. 3648

APPENDIX D

Computing Procedure of Analysis of Variance for Unequal Sample Size (Li, 1964).

$$T_1 = n * \bar{y}_i$$

$$\frac{T_i^2}{n} = \bar{y}_i * \bar{y}_i * n \qquad \text{preliminary calculations}$$

$$\Sigma y^2 = (s)^2(n-1) + \frac{T_i^2}{n}$$

Analysis of Variance

Source of Variation	Sum of Squares	d.f.	Mean Square	7
Between Groups	$\frac{T_1^2}{n_1} + \frac{T_2^2}{n_2} - \frac{(T_1+T_2)^2}{(n_1+n_2)}$	1	$SS_B/1$	MS_B/MS_W
Within Groups	by subtraction	92	$SS_W/92$	-
Total	$\Sigma y^2 - \frac{(T_1+T_2)^2}{(n_1+n_2)}$			