

AN ABSTRACT OF THE THESIS OF

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Title: A STUDY OF PERCEIVED AND PREFERRED RATINGS OF  
INSTITUTIONAL GOALS AND PRIORITY RANKINGS AS  
VIEWED BY FACULTY, STUDENTS, AND ADMINISTRATORS  
AT OREGON STATE UNIVERSITY

Abstract approved: \_\_\_\_\_

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Purpose of the Study

This study was undertaken as a result of an interest in the present and future purposes and functions of higher education. American society and higher education are moving through a period of change. Since each shapes and is shaped by the other, change in either may require a review and perhaps alteration of goals.

The purpose of this investigation was (1) to examine the congruence or dissonance of perceived (is) and preferred (should be) ratings of institutional goals and (2) to determine the priorities placed upon these goals by faculty, students, and administrators at Oregon State University.

### Design of the Study

The Institutional Goals Inventory (Educational Testing Service, 1972) was administered to a stratified proportional sample of 213 randomly selected faculty, students, and administrators. The main content of the IGI consists of 90 goal statements. Eighty are related to 20 goal areas and 10 are miscellaneous. The respondents, using a five-point scale, were asked to evaluate each of the goal statements in two different ways:

1. How important is the goal at this University at the present time?
2. How important should the goal be at this University?

The data analysis included the means, standard deviations, and mean differences for the 20 goal areas and the 90 goal statements for the perceived (is) and preferred (should be) responses for the total sample and for each of the subgroups. Second, independent "t" tests were used to determine if the differences in the respondents perceived and preferred mean ratings of the goal areas were significant at the .05 level. These tests provided the basic tools for determining points of convergence and divergence between faculty, students, and administrators on the 20 goal areas. Congruence (no significant difference) or dissonance (significant difference) was reported for each comparison. Further, by using the

results of the mean value rank orders, conclusions were drawn as to the basic priorities for the University as viewed by the respondents.

### Findings of the Study

In the perceived (is) category, faculty and students showed congruence on 19 of the 20 goal areas. Faculty and administrators were congruent on 15 of the goal areas, and students and administrators were equally divided between congruence and dissonance on the goal areas.

In the preferred (should be) category, faculty-students showed congruence on 14 of the 20 goal areas. Faculty-administrators were congruent on all 20 goals, and students-administrators were congruent on 17 of the goals.

The rankings of goal areas showed that in the perceived (is) category, the respondents ranked Academic Development, Research, and Advanced Training as the goals currently receiving the greatest emphasis. In the preferred (should be) category, the respondents ranked Intellectual Orientation, Community, and Individual Personal Development as the goals which should have high priority on campus.

Further analysis indicated that the four individual goal statements (from the total of 90) with both the highest "should be" mean rankings and the largest "should be" - "is" discrepancy rankings were

from the following goal areas: Individual Personal Development,  
Community, and Democratic Governance.

### Conclusions and Implications of the Study

This study showed that there was a large measure of congruence in the preferred category which indicated a strong convergence of opinion concerning what should be the goals and priorities of the University. Where differences did occur, they were generally differences in terms of the "degree of importance" attached to a given goal area, and did not reflect extreme divergencies. The implications of these findings would tend to suggest that the faculty, students, and administrators want the 20 goal areas (with the exception of "Traditional Religiousness") to have a greater importance on campus.

A Study of Perceived and Preferred Ratings of Institutional  
Goals and Priority Rankings as Viewed by Faculty,  
Students, and Administrators at  
Oregon State University

by

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I INTRODUCTION

Background of the Study

This study was undertaken as a result of an interest in the present and future purposes and functions of higher education. American society and higher education are moving through a period of change. Since each shapes and is shaped by the other, change in either may require a review and perhaps alteration of goals. In this current environment of change, postsecondary education has shifted from elite to mass education. Complicated by demands from outside agencies for accountability and confronted with limited or decreasing financial resources, higher education is burdened with conflict over purposes. Consequently, there appears to be a greater need for more precise articulation of goals and priorities by individual colleges and universities.

Purpose of the Study

The purpose of this investigation was (1) to examine the congruence or dissonance of perceived and preferred ratings of

institutional goals and (2) to determine the priorities placed upon these goals by faculty, students, and administrators at Oregon State University.

### Definition of Terms

For the purposes of this study, terms are defined as follows:

Institutional Goals: These are defined as the 20 goal areas contained in the Institutional Goals Inventory (Educational Testing Service, 1972). Perceived and preferred ratings are operationalized in the Inventory with a response scale labeled "is" and "should be", respectively.

Goal Priorities: Refers to the rank-ordering of responses to goal statements by faculty, students, and administrators at the University.

Faculty: Individuals whose major responsibility is instruction and who have full-time appointments.

Students: Individuals who were full-time undergraduate and graduate students during the spring term of 1974.

Administrators: Individuals whose major responsibility is to direct or manage affairs of the University (see Appendix C).

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

### Need for the Study

The Oregon State University Goals Commission (1970) recommended that, as the University enters its second century, it accept the challenge of constant evaluation of the relevance of University goals and priorities. The Commission stated:

All education should develop a spirit of self-criticism and renewal . . . . That Oregon State University planning and evaluation should be a continual process and not merely an event. As an organization, the University needs to continually raise the question of adaptation to changing conditions and to review the adequacy of its performance. The setting of goals is a dynamic process and is useless unless accompanied by constant evaluation and planning activities. (p. III-1)

Current literature on higher education is replete with invectives of failure, impersonality, bureaucracy, administrative inefficiency, and lack of relevance (Baldrige, 1971; Hodgkinson and Meeth, 1971; Brown, 1972). Student unrest and "new" methods of campus management have been a preoccupation of faculty and administration for most of the past decade. Books, reports and

commissions have proliferated in an attempt to give insight and direction to postsecondary education in the last quarter of the 20th century (Sanford, 1967; Newman, 1971; Penney, 1972; Carnegie, 1973). The following paragraphs offer a rationale for more research on institutional goals and priorities.

Currently, with inflation and increased educational costs, colleges and universities are finding that it is necessary to specify the objectives to which limited resources may be directed. Furthermore, as society becomes more complex, demands continue to be made on institutions to assume new functions and create new programs. The fact is that colleges and universities increasingly will be forced to choose among alternative emphases and priorities. No individual institution can afford the luxury of being all things to all people. Carnegie (1973) elaborates on this point by indicating that:

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 closely, and the sources of money and power and passion less closely. (p. 75)

Therefore, colleges and universities need to become more self-conscious about themselves, more understanding of what they have been and more aware of what they should be in the future. As F. Champion Ward (Niblett, 1970) has noted: "Diverse colleges must be able to articulate their unique goals and priorities in ways

meaningful to their constituencies and other supporters if they are to expect continuation of support necessary for their survival" (p. 120).

Institutions, however, have devoted little scientific attention to the study of their functions. Most colleges and universities have not specified their purposes and goals (Peterson, 1970). One of the reasons, according to Wilson (1965), for the lack of study has been the widespread assumption that, "anything done in the name of higher education must be worthwhile" (p. 32).

Operating on the thesis that goal identification was necessary, the American Council on Education (1967) issued the following statement:

If the academic community is to remain creative and coherent, it must identify the goals common to all of its constituents, it must select goals appropriate to each academic institution, and it must even eliminate some goals. Each of the constituent groups gives different answers to the questions. By examining the various answers to these questions, not only will we arrive at some understanding of the consonances and dissonances in the academic world today, but also we may gain some insight into how to resolve the differences, or, if necessary, to choose among them. Our problem then is not merely one of "competing visions to true purpose"; it involves competing preferences among priorities, means, and the form of governance by which aspirations are considered, articulated, and adopted. (p. 14)

Palola, Lehmann and Blischke (1970) believe that by developing a clear conception of institutional goals, colleges and



universities may be guided in making decisions relative to functions and priorities. This could aid institutions in defending and preserving a degree of autonomy within the framework and control of legislatures and state boards of higher education. Peterson (1970) makes the same point by indicating that, "the campus that presents no plan and gives no evidence of concern about institutional effectiveness runs the risk of soon marching to a new drum, of being told not only what is to be taught, but how and when it is to be taught" (p. 11).

Eurich (1969) stressed that "clarifying goals and establishing priorities among them are the first order of business in managing the future" (p. 79). In their report on the purposes of higher education, the Carnegie Commission (1973) said:

The possibilities of contributions by higher learning to the needs of society change both as higher learning accumulates more knowledge and methodologies, and as society evolves and becomes a more intricate web of activities and relationships. Thus the purposes of higher education as seen from different culture perspectives and as accumulated over the centuries should be reevaluated periodically. (p. 53)

### Significance of the Study

The potential value of this investigation is the determination of goal priorities which may be an aid to the University in decision making, policy formation and future planning. Gross and Grambsch

(1968) said:

By identifying those goals on which there is strong congruence between perceptions and preferences, we will also be isolating significant goals--significant in the implications they have for the condition of the university, the degree of harmony or discord that exists there. (p. 37)

Therefore, this study will provide Oregon State University with a current evaluation of goals and priorities.

#### Limitations of the Study

Respondents were not given the opportunity to add or change goal statements. The study based its findings and conclusions on the responses to the statements contained in the Institutional Goals Inventory.

#### Organization of the Study

The second chapter contains a review of related studies concerning higher education goals and priorities. The procedures of the study, including the sample selection techniques, instrumentation, data collection methodologies and treatment of the data, are discussed in Chapter III. The fourth chapter will contain the statistical analysis of the data. Chapter V contains the summary, conclusions of the study and recommendations for additional research.

## II REVIEW OF RELATED STUDIES

This chapter summarizes eight studies which have focused either exclusively or partially on goal assessment or priority determination in higher education.

1. The work of Gross and Grambsch (1968) stands as the first empirical effort which examined the nature and structure of university goals as they existed in 1964 in the minds of more than 7,000 faculty and administrators at 68 nondenominational Ph.D. granting universities in the country. Their study used an inventory consisting of 47 goal statements. Faculty and administrators were asked to indicate both the present importance of the goals in their institutions (perceived - is) and the importance that they should have in their institutions (preferred - should be). Their inventory used a five-point scale, ranging from 5 (absolutely top importance) to 1 (no importance).

In summarizing their data, Gross and Grambsch rank-ordered the goals pursued at the 68 universities (Table 1). In a discussion of their findings they pointed out that in the "perceived" category, only one item (#6. To train students in methods of scholarship, research, and creative endeavor) related to students; and this item, they contend, is closely associated with the scholarly interests of

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

Perceived goals	Rank	Preferred goals	Rank
Academic freedom	1	Academic freedom	1
Prestige	2	Train students in scholarship-research-creative endeavor	2
Maintain quality of important programs	3	Cultivate students intellect	3
Confidence of contributors	4	Quality in all programs	4
Keeping up-to-date	5	Disseminate new ideas	5
Train students in scholarship-research-creative endeavor	6	Keeping up-to-date	6
Pure research	7	Maintain quality of important programs	7
Quality of all programs	8	Develop student objectivity	8
Favor of validating bodies	9	Protect right of inquiry for students	10
Efficient goal attainment	10		

professors and with the emphasis given to pure research. This scarcity of student-oriented goals in the top group is remarkable, according to them, when one considers that 18 of the 47 goals listed in their inventory referred directly to students (e.g., the student's vocational development, social competence, value system, and quality of interpersonal relationships). Commenting on the lack of student-oriented goals in the "perceived" category, they said, "the current complaint that universities give little attention to the interests of students has considerable basis in fact" (p. 30).

In the "preferred" category, six of the "perceived" goals were again in the top ten with the goal of "training students in scholarship and research" now rated second. Three of the four new goals referred to students and their right of free inquiry. The "preferred" goals, although encompassing more student related statements, still concentrate on academic matters.

According to Gross and Grambsch, a rather large sample of faculty and administrators seemed to feel that the lack of emphasis given to making the student a good citizen and giving them a voice in the government of the university was entirely appropriate. The major concern of the respondents, related to the student's cognitive capacities and development. As Gross and Grambsch concluded, "the renaissance concept of cultivating the whole man is apparently no longer esteemed as an ideal" (p. 33). It should be remembered

that this data was collected in 1964, prior to the vigorous student protest and efforts to participate more fully in university governance.

2. The Bureau of Applied Social Research at Columbia University (Nash, 1968) sent a form containing 64 goal statements to the academic dean of every college in the country. The deans indicated the extent to which their college emphasized each goal. In general, the results demonstrated the fact that different goals existed for different types of institutions, although some goal statements were strongly emphasized universally, e.g., "to improve the quality of instruction," and "to increase the number of books in the library." Through factor analysis, the goals were found to be interrelated in such a way that five broad "goal structures" (factors) could be identified. They were labeled: 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). The significant factor in this research project was that two out of the five goal areas, determined as important by deans in 1968, were related primarily to student-oriented goals.

3. In another multicollge study intended to determine the primary goals of the institution, the Council for the Advancement of Small Colleges conducted an analysis of the institutional goals at 13 member colleges in 1969. All faculty and administrators ranked 25 stated characteristics of graduates (e.g., "competent in both oral and written communications, " "Guided by God's will") in terms of "importance for the graduates of your institution." On the basis of the results, the project staff was able to divide the 13 colleges into four categories: Christ-centered, Intellectual-Social, Personal-Social, and Professional-Vocational (Chickering, 1969).

4. In a study sponsored by the Danforth Foundation (1969), a questionnaire was administered to a 20 percent sample of faculty, 100 students, and all administrators at each of the 13 private liberal arts colleges and the one junior college in the study. Respondents were asked to rate the goal statements in terms of (1) how important each "is" at the respondent's college, and (2) how important the goal "should be" at their college. The results indicated that great emphasis was placed upon teaching and student-oriented activities and that there was a lack of emphasis on research and research-related activities. Second, the study showed that there was significant agreement among administrators, faculty, and students on most matters relating to college goals and governance. In general, the

administrators, faculty, and students in these liberal arts colleges shared common views on many of the desired changes; however, there were some marked differences between perceived goals and preferred goals. An example would be that with data pooled across colleges, the goal "to ensure confidence of contributors" was viewed as the most important existing goal by both faculty and students. As a preferred goal, however, it was ranked 22 and 36 by faculty and students, respectively, in a field of 50 goal statements. And finally, there was general agreement that governance came under the direction of administrators (Peterson, 1970).

5. Martin (1969) concluded from his questionnaire and interview study of "Institutional Character" in eight colleges and universities that generally there was little serious concern about institutional goals. However, he found that there were substantial differences in this regard between newer, innovative colleges and older, more conventional institutions. For example, 73 percent of the faculty respondents at the innovative colleges, compared with 6 percent at the conventional universities in the sample, reported that institutional goals were discussed at length when they considered joining the faculty. Further, the study indicated that 40 percent of the total faculty sample reported that the emphasis in recruiting was clearly on the candidate's experience or prestige in an academic area; only 16 percent reported that institutional goals were



emphasized during the recruiting process. Martin's study also pointed out that entering students were found to know little about their college's philosophy. According to him, some of the reasons for this lack of interest in institutional goals include the following: "pre-occupation with professional guilds among the faculty, pre-occupation with day-to-day problems and pressures, and feelings of futility about ever achieving real closure regarding institutional goals" (p. 7).

6. In the late 1960's, several researchers at Educational Testing Service began developing a technique for institutional goal definition. By 1969, a preliminary Institutional Goals Inventory (see Chapter III for complete discussion) was assembled for use in a study conducted by Uhl (1971) with the cooperation of five colleges. In January 1970, the experimental Institutional Goal Inventory (IGI) was distributed to 1,000 individuals spread across samples of undergraduates, graduates (where applicable), faculty, administrators, trustees and alumni from the five institutions, plus a small cross-section of people in the local community. The instrument consisted of 105 statements covering 18 kinds of goals. Respondents rated each item on a five-point "importance" scale, and each item was rated in terms of both (1) perceptions of the existing goal structure, and (2) what the institution's goals ought to be (i. e., "is" and "should be" responses). In this study

85 percent of the questionnaires were returned. In studying the results Uhl indicated that he was impressed by the large number of goal areas that showed definite convergence; the major exceptions were goals relating to religious emphasis and personal freedom.

A sample of the Uhl results is presented in Figures 1 and 2. Institution A is a church-related university located in South Carolina.

The Figure 1 profiles demonstrate the closeness of the "is"- "should be" goal areas. It is interesting to speculate about what this means. Uhl asks, "Does it mean satisfaction? Does it mean complacency? Does it mean the end of aspiration?" (p. 18)

Figure 2 depicts a predominantly black university in North Carolina.

Of the five institutions in the study, this was the one with the largest discrepancy between the "is" and "should be" profiles. Uhl suggests that this discrepancy could mean that people are dissatisfied; or it could mean that there is a large measure of aspiration.

Uhl in a final statement about the significance of the study said, "it has two end products: (a) identification (statement) of goals, and (b) establishment of priorities among the goals" (p. 30).

7. In 1971, Richard E. Peterson, of Educational Testing Service, undertook a substantial modification of the preliminary Institutional Goals Inventory (IGI) (see Chapter III) and arranged for administration of the revised IGI in April 1971, to a total sample

Figure 1. Institution A: Profiles of "Is" and "Should Be" mean responses, third questionnaire; all constituent groups combined (from Uhl, 1971).

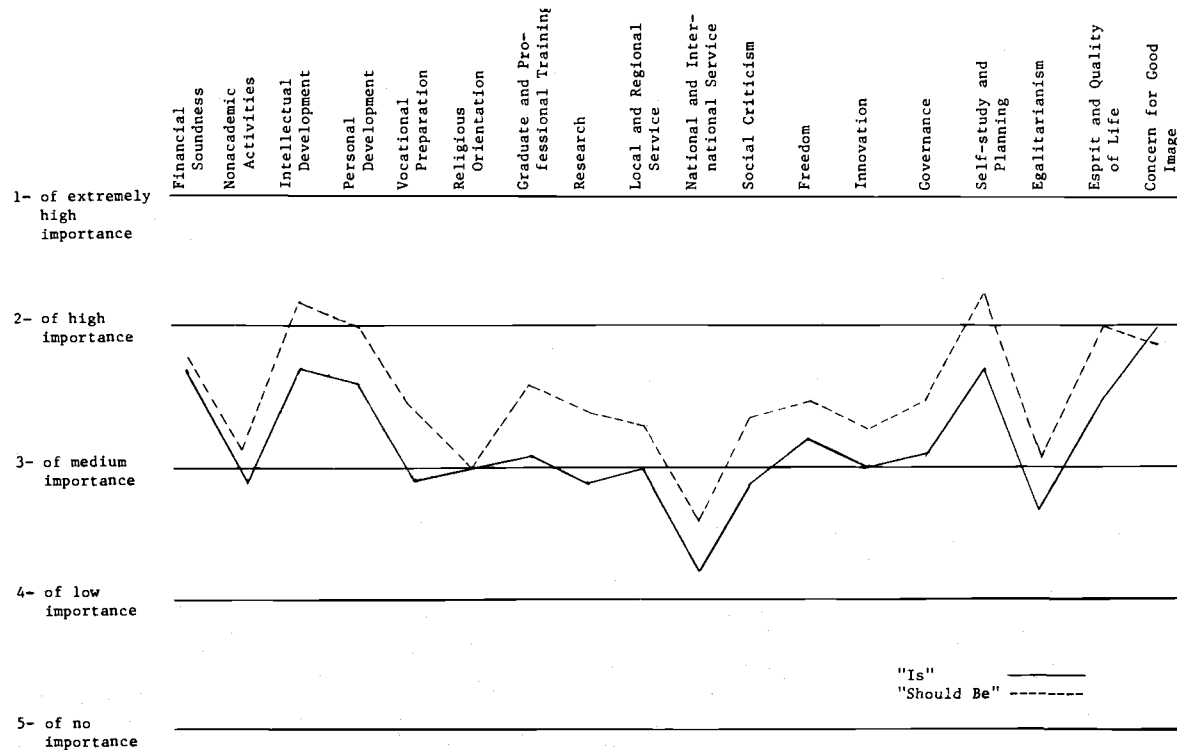
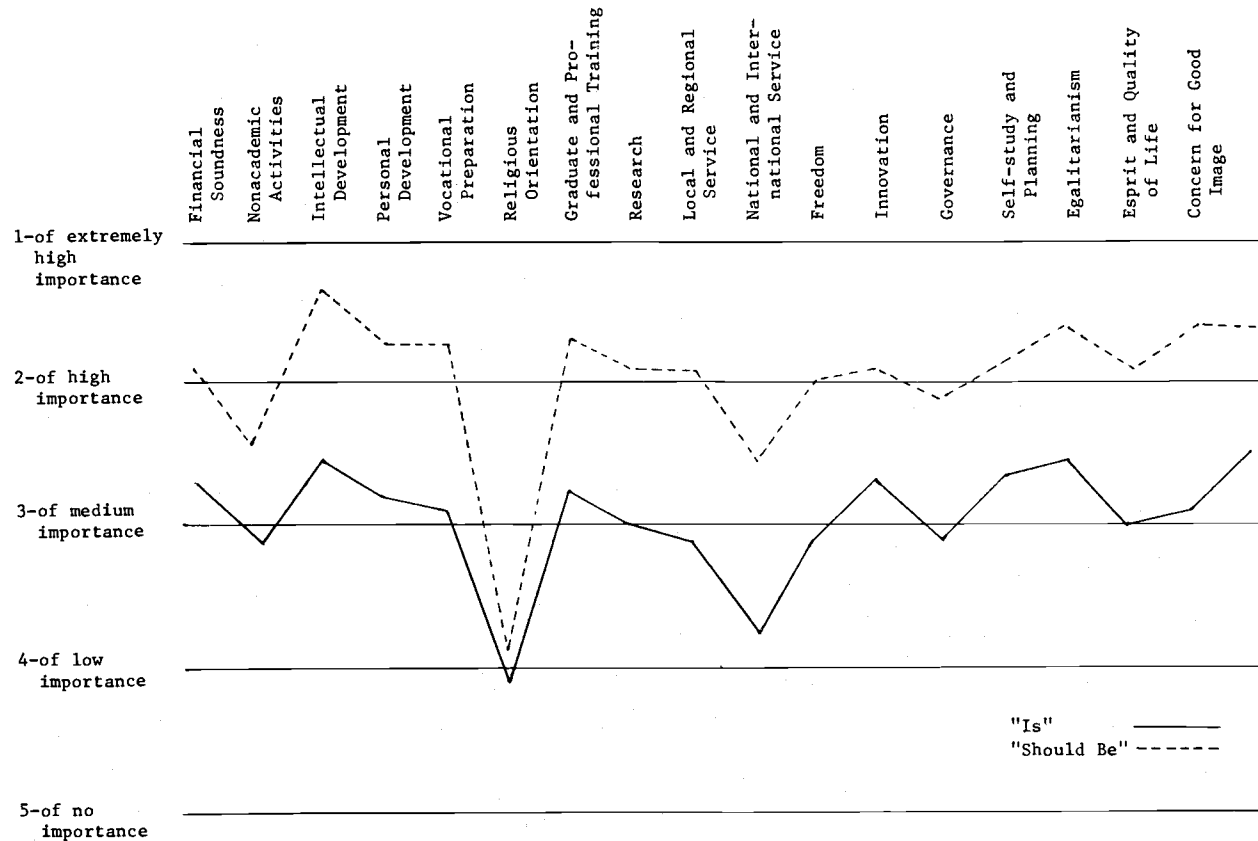


Figure 2. Institution B: Profiles of "Is" and "Should Be" mean responses, third questionnaire; all constituent groups combined (from Uhl, 1971).



of 688 students, 627 faculty, and all presidents at 10 colleges and universities on the West Coast (Peterson, 1971). The results from this pilot project first give the profiles for all the students and faculty participating in the 10 college study. In general, the "is" profiles of students and faculty are similar. The "should be" results for the two groups, however, are different in several ways: faculty attach greater importance to the academic and intellectual development of students and less importance to the development of student personality and values; students give much greater emphasis to vocational preparation, and attach greater importance to the socially oriented goals (public service, egalitarianism, and social criticism). Therefore, according to Peterson, when the "should be" profiles for the faculty and students at the colleges are lined up together, the potential for conflict between the two constituencies about college goals comes into sharp focus. But if the faculty and students see room for change in their institutions, the presidents, according to the study, "want something akin to a whole new order" (p. 10). The presidents' average "should be"- "is" discrepancy was larger than that of any faculty-student group at any college in this West Coast study. Peterson says, "the presidents yearn for something of an organizational utopia: a genuine community, democratically governed and intellectually exciting, characterized by innovation, evaluation, planning, accountability, and good relations

with off-campus interests" (p. 10).

8. In 1970, the California State Legislature, seeing the need for a broad review of higher education and of the master plan which has guided the development and operation of public higher education in California since 1960, created a Joint Committee on the master plan for higher education. This committee was given a mandate to review any and all facets of California higher education. In 1973 the committee was scheduled to submit a report to the legislature containing a statement of purposes and recommendations relating to the functioning of higher education in California. The committee decided to sponsor a statewide analysis of campus goals and priorities. The rationale for undertaking so large an endeavor is contained in the following three excerpts from Goals For California Higher Education: A Survey of 116 College Communities (Peterson, 1973):

That without a conception of what the system should be seeking to accomplish, no appraisal of the present plan makes any sense, nor likewise do proposed reforms make sense without a prior understanding of what the reforms are intended to achieve. ✓

. . . clear conceptions of system and institutional goals have numerous uses in the day to day work of the various elements of the overall higher education system in the state - in curriculum planning and decisions about new programs, in the budgeting and fiscal allocation processes, in student admissions and placement policies, in faculty recruitment and reward decisions, in the organization, governance, and maintenance

of possibly distinctive environments on each campus, and so forth . . . . It may be argued that no substantive decision on a campus or in a higher office makes sense unless it is made with reference to institutional goals and systems purposes.

The purposes for a state's higher education system . . . cannot be promulgated more or less arbitrarily from above, if the policy-as-purposes are to command respect and allegiance from the people involved in the system. For purposes to be regarded as legitimate, they must be determined through a process that is to some degree participative. In this spirit, the Joint Committee invited all the state's academic communities . . . to include at each one, students, faculty, administrators, governing board members, and local community people - to participate in a cooperative study. (p. IV)

In a discussion of this study Peterson stated, "In a number of ways this has been a milestone study. It is the first instance of an agency responsible for proposing policy for a statewide education system attempting a broad analysis of the beliefs of the people in the system in order to incorporate those beliefs into a policy-as-purposes formulation" (p. IV). As this review of literature has indicated, there have been several multicampus studies of college goals, but this one is the largest in terms of number of institutions (116) and individual respondents (nearly 24, 000). The instrument used in this study to assess both the presently perceived as well as the preferred goals and priorities was the Institutional Goals Inventory (IGI). Educational Testing Service underwrote half the cost of this project because the resulting data were used as norms,

in reliability and validity analyses. It is this instrument that will be used in the present study (see Chapter III).

In summarizing the major result of this study, Peterson indicated that certain goal areas are rated high by most all the constituencies, viz., faculty, students, administrators, governing board members, and community people, in all four segments (University of California, California State University and colleges, community colleges, and private institutions). "Intellectual Orientation" and "Community" are examples of "consensus high importance goals" (p. 159). Other goals were consistently ranked high in one segment but not in others; "Advanced Training" by the University of California constituencies, "Vocational Preparation" in the community colleges, and "Individual Personal Development" in the private colleges, would be examples. On the other hand, there were goals that were consistently near the bottom of the rankings, though these tend to vary considerably by constituent groups. "Traditional Religiousness" (in the public sector), "Social Egalitarianism" (except in the community colleges), "Off-Campus Learning," and "Accountability/Efficiency" are examples.

Another general finding of this study indicated that correlations of the extent of agreement about priorities were higher among the community college and private institution constituencies than they were in the university and state college segments. These



lower correlations among the constituencies in the two public university segments are, according to Peterson, "evidence of conflicts of interests, of constituencies at cross purposes with one another about what goals their campuses should serve" (p. 167). ✓

### Summary

This chapter has discussed the major studies related to the assessment of institutional goals and priorities. The review indicated that, although some goal areas are generally emphasized, different types of colleges stressed goal/priorities unique to those institutions. The review, also, revealed that there appears to be more agreement among the constituencies in private and community colleges than in public universities about purposes and functions.

### III DESIGN OF THE STUDY

This chapter explains the sample and selection methodology, the instrumentation and data collection techniques, and the treatment of the data.

#### Locale of the Study

Oregon State University is located in an urban-agricultural setting in the city of Corvallis (present population is 40, 000) which is 85 miles south of Portland. Students attending the University during the spring term of 1974 (when this study was conducted) came from all 50 states and 44 foreign countries. Seventy percent of the students came from within the state. According to the Registrar's Office, the total student population of 15, 521 included 13, 027 undergraduate students and 2, 494 graduate students.

#### Sample and Selection Methodology

The sample for this study was determined by a stratified proportional technique from randomly-selected faculty, students, and administrators of the University. This technique is supported by Popham (1967) who said: "If the population is composed of certain subgroups (faculty, students, and administrators) which may respond differently to the experimental variables, the researcher

can better represent the population by drawing a stratified sample which represents such subgroups proportionately" (p. 47).

1. Faculty Sample: A computerized random sample was drawn from the faculty data bank. From the breakdown of faculty by school and college, the researcher divided the total number of faculty into the faculty count by school to obtain the percentage and number of faculty needed from each particular school for a total faculty sample of 50. A second computer program was used to select randomly from the first computer list, the faculty members and alternates from each school (Appendices C and H).

2. Student Sample: This sample consisted of a percentage of students registered in each school and college. A random sample of full-time undergraduate and graduate students was drawn from the student data bank. From the numerical breakdown of students obtained from the Registrar's Office, the researcher then divided the total number of students into the student count by school to determine the number of students needed from each school to obtain a minimum sample of 100 students. The total student sample consisted of 153 respondents (Appendices D and H).

3. Administrator Sample: The organization chart in the 1973-74 general catalog was used in determining the administrative sample. The administrative divisions are divided into five general areas (Appendix E). A computer program was used which randomly

selected two administrators (with alternates) from each of the areas for a total sample of ten administrators.

### Instrumentation

The data-gathering instrument for this study was the Institutional Goals Inventory (Educational Testing Service, 1972). The IGI is the culmination of three years of developmental work, both conceptual and empirical (Peterson, 1973). Two experimental versions were constructed and pilot-tested. The first was used in a 1970 study at five institutions in the Carolinas and Virginia, which involved 1,000 respondents representing samples of students, faculty, administrators, trustees, and alumni at each institution (Uhl, 1971). The second (revised) form was used in a 1972 project involving 1,300 faculty, students, and presidents at ten colleges and universities in California (Peterson, 1972).

One justification for the development of the IGI was that prior instrumentation on institutional goals had been either developed for a specific type of institution or developed for a specific group within an institution. According to Peterson (1973), the aim behind the development of each version of the IGI was to " . . . insure that the instrument, insofar as possible, covers the domain of institutional goals for the broad spectrum of American higher education" (p. 28). The general objective was to set down a

conceptualization of the important kinds of goals and issues that colleges are struggling with as they formulate and modify institutional policy and practice.

However, according to Peterson (1972), "The instrument does not tell colleges what to do in order to reach the goals" (p. 1). Instead, it provides a means by which faculty, students, and administrators may contribute their thinking about the desired institutional goals. Then, 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 its present form, the IGI (Appendix A) consists of 20 goal areas. These areas are outlined below in abbreviated form (see Appendix I for a complete description of the goal areas).

1. Academic Development (acquisition of knowledge, academic mastery).
2. Intellectual Orientation (as an attitude, style, commitment to learning).
3. Individual Personal Development (of one's unique human potential).
4. Humanism/Altruism (idealism, social concern).
5. Cultural/Aesthetic Awareness (appreciation, sensitivity to the arts).
6. Traditional Religiousness.
7. Vocational Preparation.

8. Advanced Training (graduate, professional).
9. Research.
10. Meeting Local Needs (community public service).
11. Public Service (to regional, state, national, international agencies).
12. Social Egalitarianism (meeting educational needs of people throughout the social system).
13. Social Criticism/Activism (toward change in American life).
14. Freedom (academic, personal).
15. Democratic Governance (emphasizing structural factors).
16. Community (emphasizing attitudinal factors-- morale, spirit, ethos).
17. Intellectual/Aesthetic Environment (intellectual stimulation, excitement).
18. Innovation.
19. Off-Campus Learning.
20. Accountability/Efficiency.

The main content of the IGI consists of 90 goal statements. Eighty are related to the 20 goal areas, four per goal area. The remaining ten items are individual goal statements. The goal areas with their respective statements are shown in Appendix B.

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. The alternative responses and corresponding point values for each goal statement are:

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

The goal statement means were computed by averaging the responses from each individual in a group and the goal area means were the average of the means for the four goal statements comprising that goal area. These calculations were done for the "is" and "should be" responses.

Educational testing service places strong emphasis on test reliability. The present IGI scales' reliability falls in the .70 to .95 range. Peterson (1972) reported that the intercorrelation of statements in the respective scales is approximately .40 to .70. The objective, according to ETS, was that the four individual statements would be interrelated so that they were sufficiently similar to constitute a scale, while being independent enough of each other so that each statement would yield different information if the user so desired (Peterson, 1973).

### Data Collection Techniques

Two methods were used in the collection of the data. First, the IGI, accompanied by a letter (Appendix F) explaining the overall purpose of the study, was sent to the randomly-selected faculty, administrators, and their alternates. The instruments were numbered so that the stratification and proportional requirements could be met. Follow-up letters (Appendix G) were sent to those faculty and administrators who had not responded after a two-week period (Appendices C and E).

Second, letters (Appendix F) were mailed to those students whose names were generated from the random sample. The students were invited to participate in the study by completing the IGI at a specified time and place (Appendix D).

### Data Treatment

The completed instruments were sent to Educational Testing Service for scoring. The analysis report includes the means, standard deviations, and mean differences for the 20 goal areas and the 90 goal statements for the perceived (is) and preferred (should be) responses for the total sample and for each of the subgroups (Appendix H).



Independent "t" tests (Appendix J) were used to determine if the differences in the faculty, students, and administrators "is"-"should be" mean ratings of the goal areas were significant (dissonance) or not significant (congruence) at the .05 level.

In order to determine the priorities that faculty, students, and administrators placed on the 20 goal areas and individual goal statements, the data were ranked to include:

1. Twenty goal areas rank-ordered by "is" and "should be" means for the total sample and for each of the subgroups.
2. Ten goal statements with the highest "should be" means for the total sample.
3. Ten goal statements with the largest "should be"-"is" discrepancies for the total sample.
4. Four goal statements with both the highest "should be" means and the largest "should be"-"is" discrepancies for the total sample.

#### IV FINDINGS

The primary objectives of this study were to identify the congruence or dissonance in perceived and preferred ratings of goal areas and to determine the priorities faculty, students, and administrators placed upon these goals. The first part of this chapter compares the 20 goal areas in terms of congruence or dissonance between: (1) faculty-students, (2) faculty-administrators, and (3) students-administrators.

The second part of the chapter is concerned with the ranking of the 20 goal areas, both "is" and "should be", for the total sample and for each of the subgroups. Further analysis identifies the ten individual goal statements with the highest "should be" means and the ten individual goal statements with the largest "should be"- "is" discrepancies for the total sample. Finally, the four goal statements with both the highest means and the largest discrepancies are identified. Conclusions and implications will be discussed in Chapter V.

##### Congruence and Dissonance

As stated in Chapter III, congruence (no significant difference) or dissonance (significant difference) was identified for each comparison at the .05 level. Table 2 contains the computed "t" values

for each subgroup mean ratings of the 20 goal areas for both the perceived (is) and preferred (should be) categories (Appendix H).

The data in Table 2 indicate the goal areas on which there was congruence or dissonance between the subgroups. Figure 3 shows that for each of the goal areas, the preferred mean ratings were higher than the perceived ratings for the total sample. The findings on the perceived and preferred ratings will be discussed in the following order: (1) faculty-students, (2) faculty-administrators, and (3) students-administrators.

Faculty-Students: In the perceived (is) category, faculty and students show congruence on 19 of the goal areas. Dissonance was recorded on goal number 20, "Accountability/Efficiency" (Table 2 and Figure 4). In the preferred (should be) category, faculty and students show congruence on 14 of the goal areas. Dissonance was recorded in the following six areas: (1) Academic Development, (2) Intellectual Orientation, (3) Individual Personal Development, (6) Traditional Religiousness, (7) Vocational Preparation, and (12) Social Egalitarianism. Although dissonance was shown in these goal areas, Figure 5 illustrates the similarities of mean ratings in faculty and students attitudes about the relative importance these goal areas should have on the campus.

Table 2. Computed "t" Values for the Differences Between Perceived "Is" and Preferred "Should Be" Mean Ratings of Respondents.

Goal areas	Faculty - Students (N=50) (N=153)				Faculty - Administrators (N=50) (N=10)				Students - Administrators (N=153) (N=10)			
	"Is"		"Should Be"		"Is"		"Should Be"		"Is"		"Should Be"	
	"t"	C-D	"t"	C-D	"t"	C-D	"t"	C-D	"t"	C-D	"t"	C-D
1. Academic Development	1.11	C	2.99**	D	1.11	C	0.66	C	0.55	C	2.09*	D
2. Intellectual Orientation	0.41	C	2.78**	D	2.73**	D	0.32	C	2.61**	D	1.05	C
3. Individual Personal Development	1.13	C	2.11*	D	1.76	C	0.70	C	2.29*	D	0.28	C
4. Humanism/Altruism	1.01	C	0.65	C	0.60	C	0.58	C	1.07	C	0.98	C
5. Cultural/Aesthetic Awareness	0.72	C	1.66	C	0.73	C	1.18	C	1.06	C	0.29	C
6. Traditional Religiousness	1.24	C	3.44**	D	0.39	C	0.94	C	0.21	C	0.63	C
7. Vocational Preparation	0.95	C	3.51**	D	1.37	C	1.72	C	1.81	C	0.20	C
8. Advanced Training	1.23	C	0.78	C	0.94	C	0.19	C	1.68	C	0.63	C
9. Research	1.57	C	1.89	C	1.04	C	1.18	C	1.98*	D	2.09*	D
10. Meeting Local Needs	0.74	C	0.20	C	0.36	C	0.13	C	0.73	C	0.03	C
11. Public Service	0.87	C	0.35	C	2.26*	D	0.69	C	2.66**	D	0.52	C
12. Social Egalitarianism	0.76	C	2.89**	D	1.01	C	0.69	C	0.65	C	0.76	C
13. Social Criticism/Activism	0.49	C	1.15	C	1.33	C	0.11	C	1.09	C	0.72	C
14. Freedom	0.43	C	0.57	C	1.75	C	0.37	C	2.05*	D	0.70	C
15. Democratic Governance	0.99	C	0.44	C	3.12**	D	0.16	C	3.14**	D	0.42	C
16. Community	1.37	C	1.07	C	3.33**	D	0.35	C	3.06**	D	0.90	C
17. Intellectual/Aesthetic Environment	0.91	C	1.69	C	1.92	C	0.69	C	2.51*	D	1.45	C
18. Innovation	0.35	C	0.51	C	1.96*	D	0.13	C	2.11*	D	0.41	C
19. Off-Campus Learning	0.08	C	1.09	C	0.18	C	1.46	C	0.13	C	2.10*	D
20. Accountability/Efficiency	2.01*	D	0.07	C	1.36	C	1.54	C	2.55*	D	1.75	C

C - Congruence

D - Dissonance

\* - Significant at the .05 level.

\*\* - Significant at the .01 level.

Figure 3. Profile of "Is" and "Should Be" mean ratings for total sample (N=213).

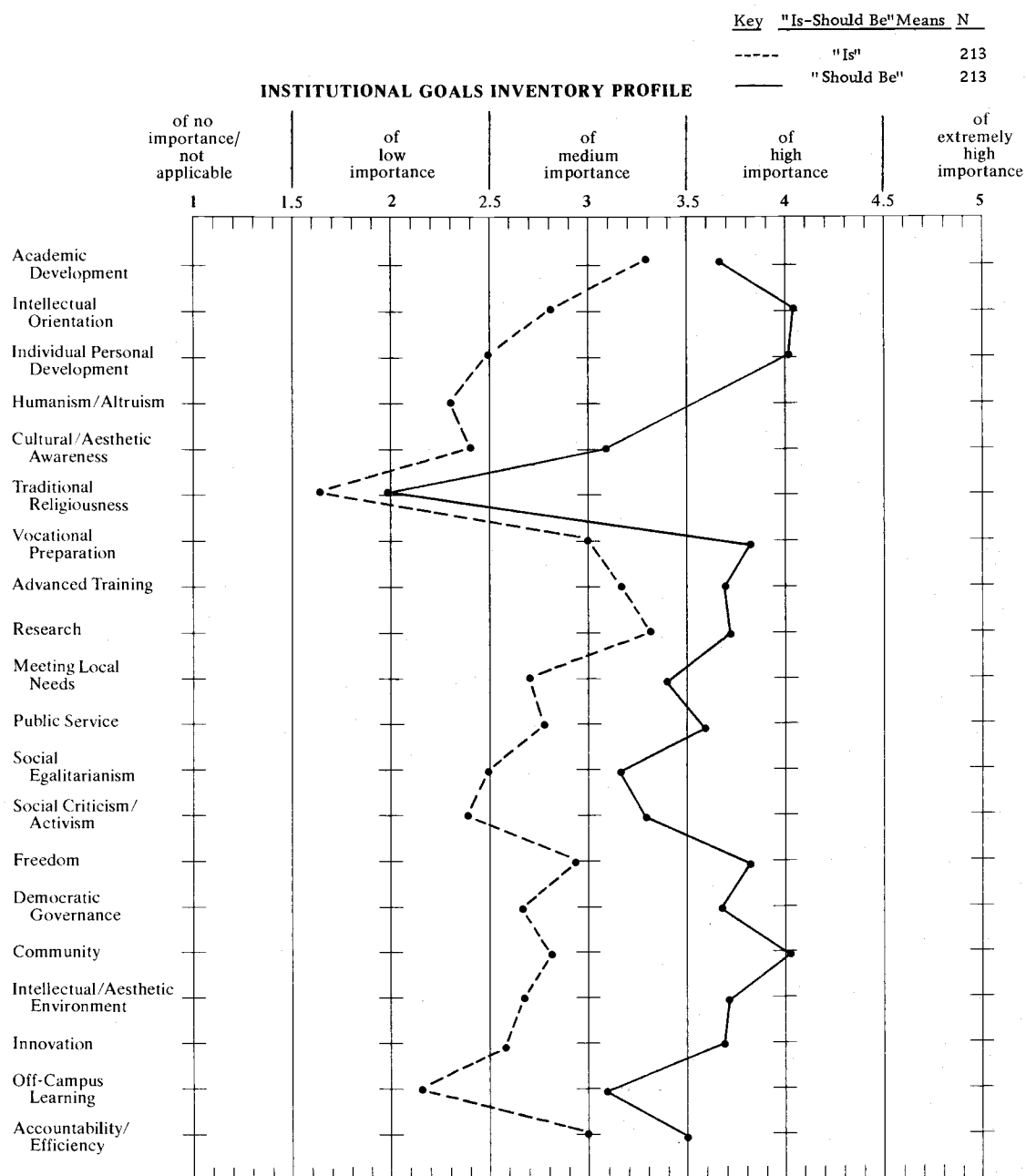


Figure 4. Profile of "Is" mean ratings for faculty-students-administrators.

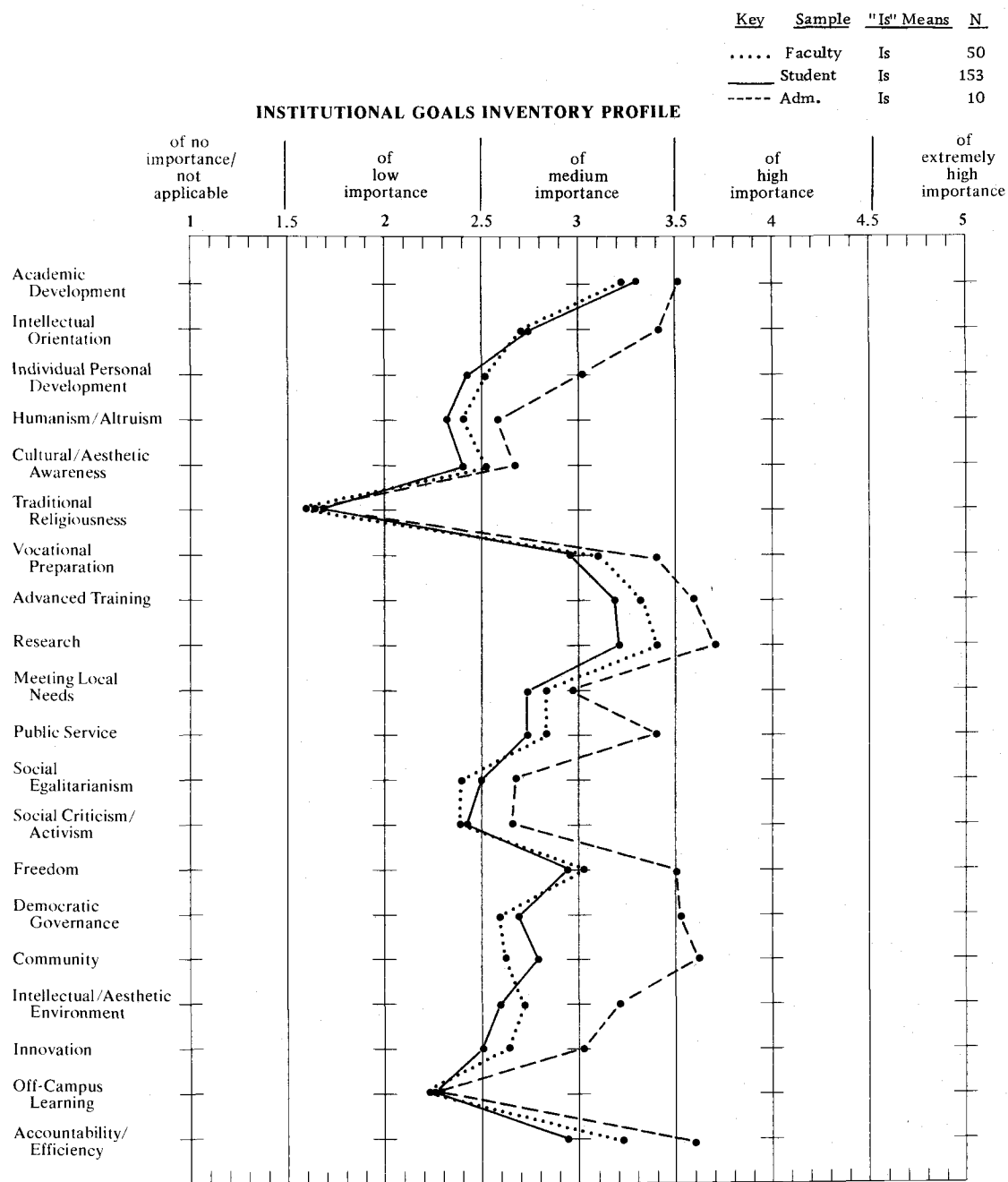
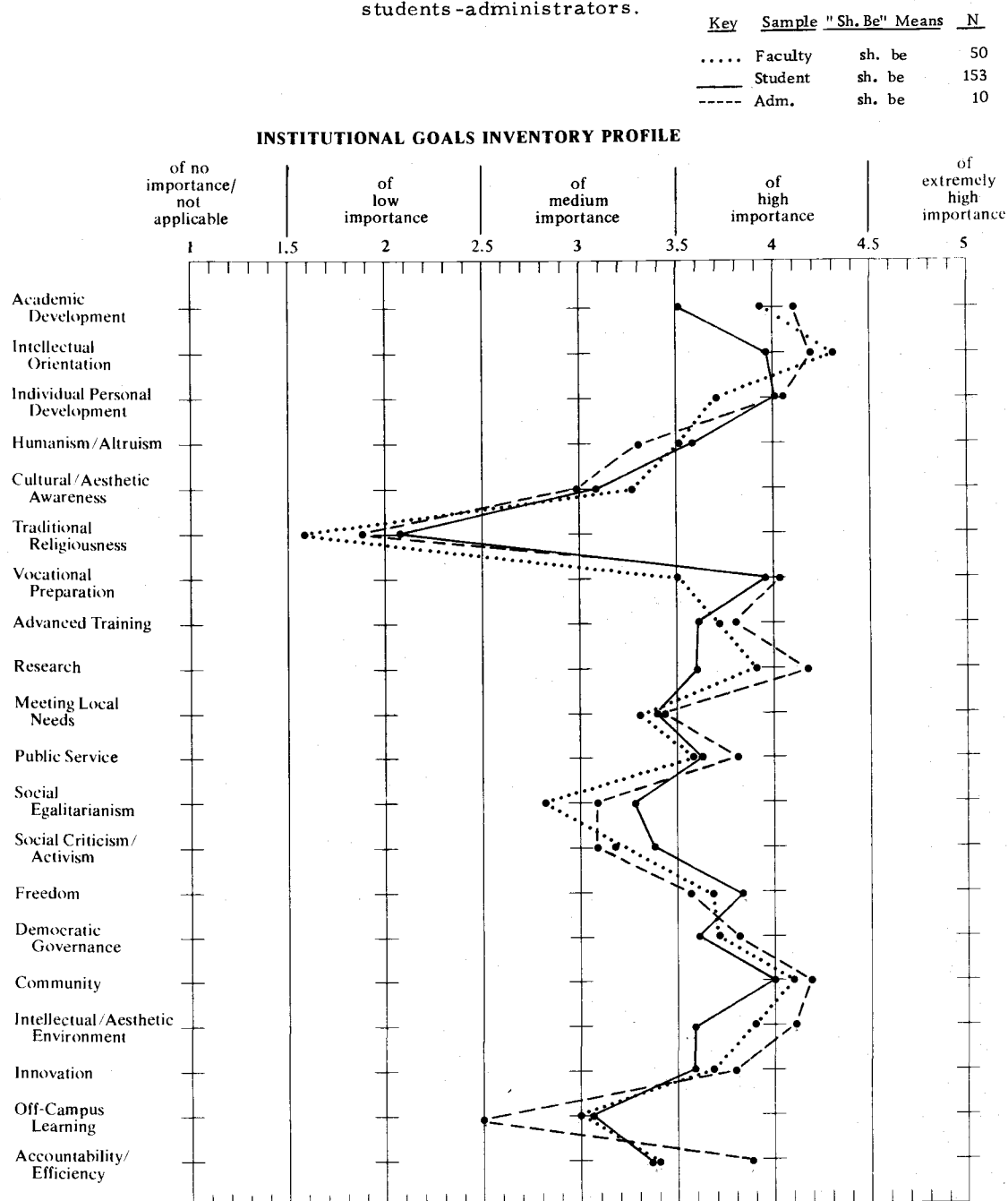


Figure 5. Profile of "Should Be" mean ratings for faculty-students-administrators.



Faculty-Administrators: In the perceived (is) category, congruence was shown on 15 of the goal areas. Dissonance was recorded in five areas: (2) Intellectual Orientation, (11) Public Service, (15) Democratic Governance, (16) Community, and (18) Innovation (Table 2 and Figure 4). In the preferred (should be) category, faculty and administrators recorded congruence on all 20 goal areas (Table 2 and Figure 5).

Students-Administrators: In the perceived (is) category, students and administrators are equally divided between congruence and dissonance on the 20 goal areas (Table 2 and Figure 4). In the preferred (should be) category, dissonance was recorded in three areas: (1) Academic Development, (9) Research, and (19) Off-Campus Learning (Table 2 and Figure 5).

### Rank-Orders

This study was also designed to identify goal priorities. The rankings of goal areas and goal statements as viewed by the respondents are contained in this section.

Table 3 shows the rank-ordering of the 20 goal areas by "is" means, "should be" means, and discrepancies for the total sample. In the perceived (is) category, Academic Development is perceived to be the goal most emphasized by the University at this time, with Research and Advanced Training ranked second and third,



Table 3. Goal Areas Rank Ordered by Perceived "Is" Means, Preferred "Should Be" Means, and Discrepancies for Total Sample (N=213).

Goal area	"Is" mean	Rank	Goal area	"Should be" mean	Rank	Goal area	"Is" mean	"Should be" mean	Dis- crepancy	Rank
Academic Development	3.33	1	Intellectual Orientation	4.07	1.5	Ind. Personal Development	2.50	4.00	+1.50	1
Research	3.32	2	Community	4.07	1.5	Intellectual Orientation	2.80	4.07	+1.27	2
Advanced Training	3.27	3	Ind. Personal Development	4.00	3	Humanism/Altruism	2.36	3.63	+1.27	3
Accountability/Efficiency	3.05	4	Vocational Preparation	3.87	4	Community	2.85	4.07	+1.22	4
Vocational Preparation	3.04	5	Freedom	3.79	5	Innovation	2.61	3.71	+1.10	5
Freedom	2.99	6	Intellectual/Aesthetic Environment	3.76	6	Intellectual/Aesthetic Environment	2.76	3.7	+1.06	6
Community	2.85	7	Research	3.73	7	Democratic Governance	2.76	3.71	+0.95	7
Intellectual Orientation	2.80	8	Advanced Training	3.72	8	Social Criticism/Activism	2.46	3.36	+0.90	8.5
Public Service	2.79	9	Democratic Governance	3.71	9.5	Off-Campus Learning	2.22	3.12	+0.90	8.5
Meeting Local Needs	2.78	10	Innovation	3.71	9.5	Public Service	2.79	3.64	+0.55	10
Democratic Governance	2.76	11	Academic Development	3.67	11	Vocational Preparation	3.04	3.87	+0.83	11
Intellectual/Aesthetic Environment	2.70	12	Public Service	3.64	12	Freedom	2.99	3.79	+0.80	12
Innovation	2.61	13	Humanism/Altruism	3.63	13	Cultural/Aesthetic Awareness	2.46	3.19	+0.73	13
Social Egalitarianism	2.55	14	Accountability/Efficiency	3.50	14	Social Egalitarianism	2.55	3.23	+0.68	14
Individual Personal Development	2.50	15	Meeting Local Needs	3.42	15	Meeting Local Needs	2.78	3.42	+0.64	15
Cultural Aesthetic Awareness	2.46	16.5	Social Criticism/ Activism	3.36	16	Advanced Training	3.27	3.72	+0.45	16.5
Social Criticism/Activism	2.46	16.5	Social Egalitarianism	3.23	17	Accountability/Efficiency	3.05	3.50	+0.45	16.5
Humanism/Altruism	2.36	18	Cultural Aesthetic Awareness	3.19	18	Research	3.32	3.73	+0.41	17
Off-Campus Learning	2.22	19	Off-Campus Learning	3.12	19	Academic Development	3.33	3.67	+0.34	19
Traditional Religiousness	1.69	20	Traditional Religiousness	2.00	20	Traditional Religiousness	1.69	2.00	+0.31	20

respectively. In the preferred (should be) category, Intellectual Orientation, in the opinion of the respondents, is the goal that should have the greatest importance on the campus, with Community and Individual Personal Development ranked second and third, respectively.

In addition, Table 3 presents a listing of the goal areas according to the size of the discrepancy or gap between the mean "should be" rating and the mean "is" rating. The goal area heading the list is the one having the largest "should be"-"is" discrepancy. This ranking indicates priorities for possible institutional change; the goal areas at the top of the discrepancy ranking are those that the respondents believe should not only receive greater emphasis but indicate goals which the University has the furthest to go to achieve. According to the respondents, these goal areas are: Individual Personal Development, Intellectual Orientation, and Humanism/Altruism.

Whereas Table 3 rank-ordered the goal areas means for the total sample, Table 4 gives a rank-ordering for "should be" ratings for the three subgroups and total sample. This analysis compares the faculty, students, and administrators rankings of the goal areas in terms of how each believes the priorities "should be" on campus. For example, the goal area Academic Development was ranked third by faculty, thirteenth by students, fifth by administrators, and

Table 4. Goal Area Preferred "Should Be" Ranking for Each Subgroup.

Goal areas	Faculty (N=50)		Students (N=153)		Administrators (N=10)		Total sample (N=213)	
	"Should be"	Rank	"Should be"	Rank	"Should be"	Rank	"Should be"	Rank
1. Academic Development	3.94	3	3.56	13	4.10	5	3.67	11
2. Intellectual Orientation	4.33	1	3.98	3.5	4.25	1	4.07	1.5
3. Individual Personal Development	3.77	7	4.08	1	4.00	7	4.00	3
4. Humanism/Altruism	3.56	12	3.67	10	3.35	15	3.63	13
5. Cultural/Aesthetic Awareness	3.39	15.5	3.14	19	3.05	18	3.19	18
6. Traditional Religiousness	1.62	20	2.13	20	1.90	20	2.00	20
7. Vocational Preparation	3.52	13	3.98	3.5	4.03	6	3.87	4
8. Advanced Training	3.79	6	3.69	7	3.85	9	3.72	8
9. Research	3.91	5	3.65	11.5	4.23	3	3.73	7
10. Meeting Local Needs	3.39	15.5	3.42	15	3.43	14	3.42	15
11. Public Service	3.60	11	3.65	11.5	3.80	11	3.64	12
12. Social Egalitarianism	2.87	19	3.36	17	3.10	17	3.23	17
13. Social Criticism/Activism	3.22	17	3.41	16	3.18	16	3.36	16
14. Freedom	3.73	10	3.82	5	3.60	13	3.79	5
15. Democratic Governance	3.75	9	3.69	7	3.80	11	3.71	9.5
16. Community	4.16	2	4.03	2	4.25	2	4.07	1.5
17. Intellectual Aesthetic Environment	3.92	4	3.68	9	4.10	4	3.76	6
18. Innovation	3.76	8	3.69	7	3.80	11	3.71	9.5
19. Off-Campus Learning	3.01	18	3.19	18	2.50	19	3.12	19
20. Accountability/Efficiency	3.48	14	3.47	14	3.95	8	3.50	14

eleventh by the combined constituencies. Further interpretation of Table 4 indicates that the goal areas Intellectual Orientation, Community, and Individual Personal Development, which were ranked as the top three by the total sample, were ranked by faculty, 1, 2, 7 - by students, 3.5, 2, 1, - and by administrators, 1, 2, 7.

Tables 5-7 and Figures 6-8 illustrate the "is"-"should be" plus the discrepancy for the goal area rankings for each subgroup. These tables demonstrate another strategy for using the data in determining priorities. The tables contain the "is"-"should be" means and the size of the discrepancy between "is" and "should be" ratings. This data gives consideration to both what people want the University to accomplish (the "should be" ratings) and how far the University has to go to get there (the "should be"-"is" discrepancy).

First, these tables indicate the rank-orderings for each subgroup in terms of "is" means in order to consider how the various constituencies view current institutional priorities as specified by the IGI. Second, rankings according to "should be" means give insights into what each constituent group believes the priorities "should be". To facilitate understanding of the tables, the goal area means for each subgroup were plotted on profile sheets for visual comparison. Third, these tables illustrate the discrepancies between "should be" and "is" means of each goal area for each

Table 5. Goal Areas Rank Ordered by "Is" Means, "Should Be" Means, and Discrepancies for Faculty: N=50.

Goal areas	"Is"	"Should be"	Dis- crepancy	"Should be" plus discrepancy sum	"Is" rank order	"Should be" rank order	Dis- crepancy rank order	"Should be" plus discrepancy rank order
1. Academic Development	3.22	3.94	.72	4.66	4	3	12.5	8
2. Intellectual Orientation	2.73	4.33	1.60	5.93	10	1	1	1
3. Ind. Personal Development	2.58	3.77	1.19	4.96	14	7	3	4
4. Humanism/Altruism	2.45	3.56	1.11	4.67	17	12	7	7
5. Cultural/Aesthetic Awareness	2.52	3.39	.87	4.26	15	15.5	8	12
6. Traditional Religiousness	1.58	1.62	.04	1.66	20	20	20	20
7. Vocational Preparation	3.11	3.52	.41	3.93	5	13	17.5	15.5
8. Advanced Training	3.37	3.79	.42	4.21	2	6	16	13
9. Research	3.46	3.91	.45	4.36	1	5	15	10
10. Meeting Local Needs	2.85	3.39	.54	3.93	7.5	15.5	14	15.5
11. Public Service	2.85	3.60	.75	4.35	7.5	11	11	11
12. Social Egalitarianism	2.46	2.87	.41	3.28	16	19	17.5	19
13. Social Criticism/Activism	2.40	3.22	.82	4.04	18	17	9	14
14. Freedom	3.01	3.73	.72	4.45	6	10	12.5	9
15. Democratic Governance	2.62	3.75	1.13	4.88	12.5	9	6	6
16. Community	2.68	4.16	1.48	5.64	11	2	2	2
17. Intellectual/Aesthetic Environment	2.75	3.92	1.17	5.09	9	4	4	3
18. Innovation	2.62	3.76	1.14	4.90	12.5	8	5	5
19. Off-Campus Learning	2.21	3.01	.80	3.81	19	18	10	17
20. Accountability/Efficiency	3.23	3.48	.25	3.73	3	14	19	18

Figure 6. Profile of "Is"-"Should Be" mean ratings for faculty (N=50).

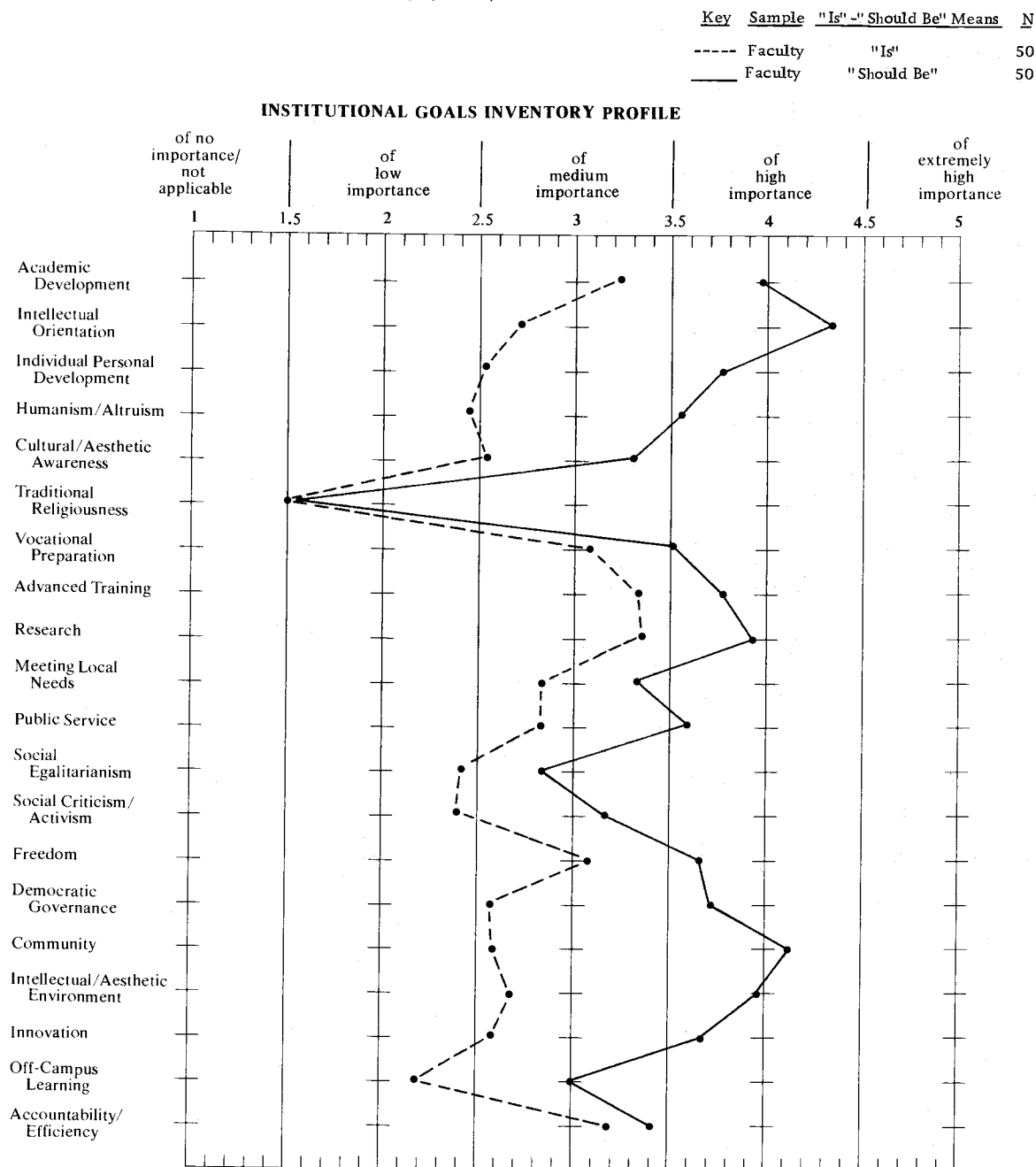


Table 6. Goal Areas Rank Ordered by "Is" Means, "Should Be" Means, and Discrepancies for Students: N=153.

Goal areas	"Is"	"Should be"	Dis- crepancy	"Should be" plus discrepancy sum	"Is" rank order	"Should be" rank order	Dis- crepancy rank order	"Should be" plus discrepancy rank order
1. Academic Development	3.36	3.56	.20	3.76	1	13	20	19
2. Intellectual Orientation	2.78	3.98	1.20	5.18	8	3.5	3	3
3. Individual Personal Develop- ment	2.43	4.08	1.65	5.78	16.5	1	1	1
4. Humanism/Altruism	2.32	3.67	1.35	5.02	18	10	2	4
5. Cultural/Aesthetic Aware- ness	2.43	3.14	.71	3.85	16.5	19	14	18
6. Traditional Religiousness	1.73	2.13	.40	2.53	20	20	19	20
7. Vocational Preparation	2.99	3.98	.99	4.97	4	3.5	7	5
8. Advanced Training	3.21	3.69	.48	4.17	3	7	17	12
9. Research	3.24	3.65	.41	4.06	2	11.5	18	16
10. Meeting Local Needs	2.75	3.42	.67	4.09	9.5	15	15	15
11. Public Service	2.74	3.65	.91	4.56	11	11.5	11	10
12. Social Egalitarianism	2.56	3.36	.80	4.16	14	17	13	13.5
13. Social Criticism/Activism	2.46	3.41	.95	4.36	15	16	9	11
14. Freedom	2.95	3.82	.87	4.69	6	5	12	8
15. Democratic Governance	2.75	3.69	.94	4.63	9.5	7	10	9
16. Community	2.86	4.03	1.17	5.20	7	2	4	2
17. Intellectual/Aesthetic Environment	2.64	3.68	1.04	4.72	12	9	6	7
18. Innovation	2.58	3.69	1.11	4.80	13	7	5	6
19. Off-Campus Learning	2.22	3.19	.97	4.16	19	18	8	13.5
20. Accountability/Efficiency	2.96	3.47	.51	3.98	5	14	16	17

Figure 7. Profile of "Is"-"Should Be" mean ratings for students (N=153).

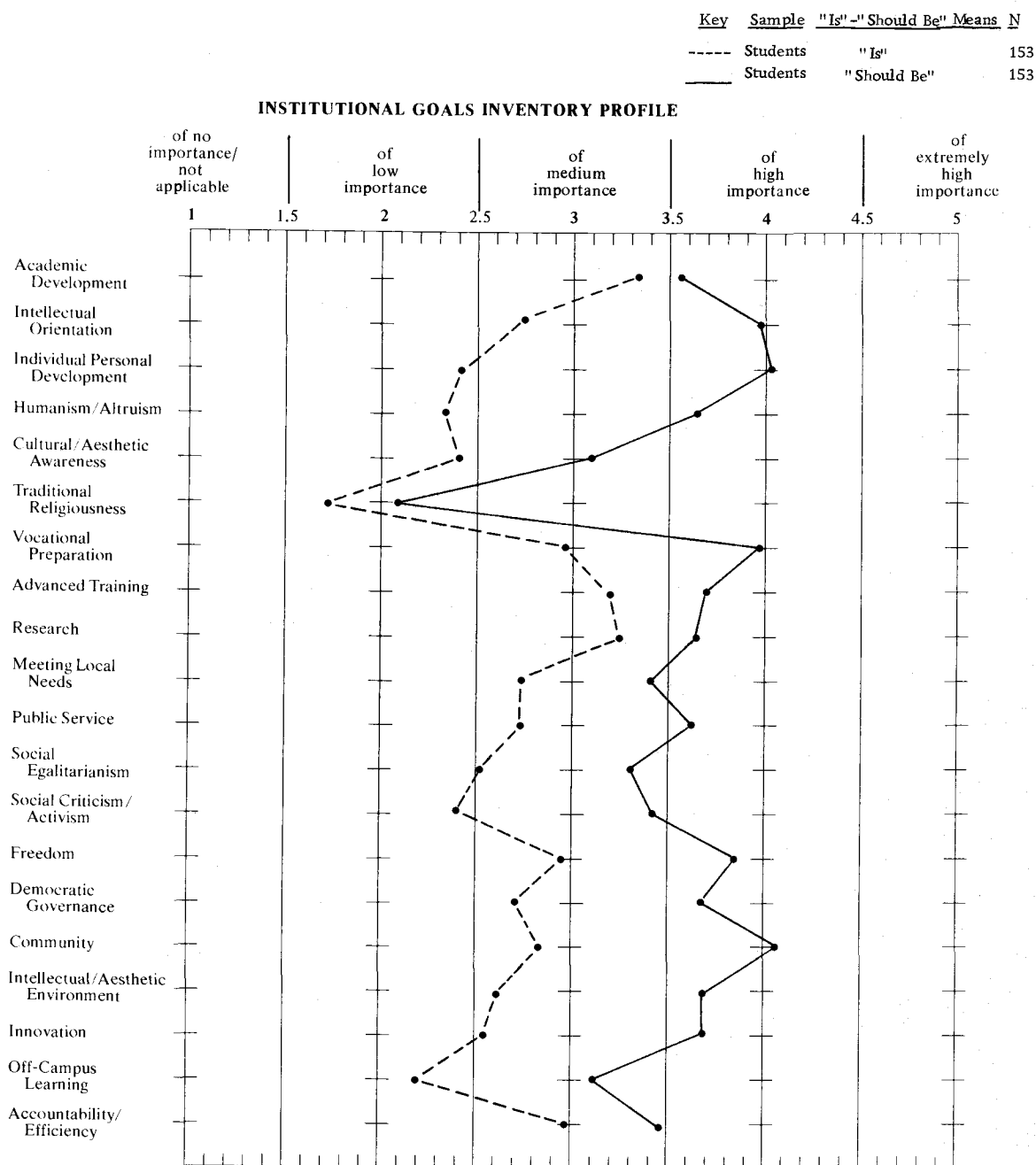




Table 7. Goal Areas Rank Ordered by "Is" Means, and "Should Be" Means, and Discrepancies for Administrators: N=10.

Goal areas	"Is"	"Should be"	Dis- crepancy	"Should be" plus discrepancy sum	"Is" rank order	"Should be" rank order	Dis- crepancy rank order	"Should be" plus discrepancy rank order
1. Academic Development	3.50	4.10	.60	4.70	7	5	6.5	5
2. Intellectual Orientation	3.43	4.25	.82	5.07	9.5	1	3	1
3. Individual Personal Development	3.05	4.00	.95	4.95	13	7	1	2.5
4. Humanism/Altruism	2.60	3.35	.75	4.10	18	15	4	11
5. Cultural/Aesthetic Awareness	2.70	3.05	.35	3.40	17	18	14	18
6. Traditional Religiousness	1.68	1.90	.22	2.12	20	20	18	20
7. Vocational Preparation	3.45	4.03	.58	4.61	8	6	8	7
8. Advanced Training	3.65	3.85	.20	4.05	2.5	9	19	12.5
9. Research	3.78	4.23	.45	4.68	1	3	10.5	6
10. Meeting Local Needs	2.95	3.43	.48	3.91	14	14	9	14
11. Public Service	3.43	3.80	.37	4.17	9.5	11	12.5	10
12. Social Egalitarianism	2.73	3.10	.37	3.47	15.5	17	12.5	17
13. Social Criticism/Activism	2.73	3.18	.45	3.63	15.5	16	10.5	16
14. Freedom	3.53	3.60	.07	3.67	6	13	20	15
15. Democratic Governance	3.55	3.80	.25	4.05	5	11	16.5	12.5
16. Community	3.65	4.25	.60	4.85	2.5	2	6.5	4
17. Intellectual/Aesthetic Environment	3.25	4.10	.85	4.95	11	4	2	2.5
18. Innovation	3.08	3.80	.72	4.52	12	11	5	8
19. Off-Campus Learning	2.25	2.50	.25	2.75	19	19	16.5	19
20. Accountability/Efficiency	3.63	3.95	.32	4.27	4	8	15	9

Figure 8. Profile of "Is"-"Should Be" mean ratings for administrators (N=10).

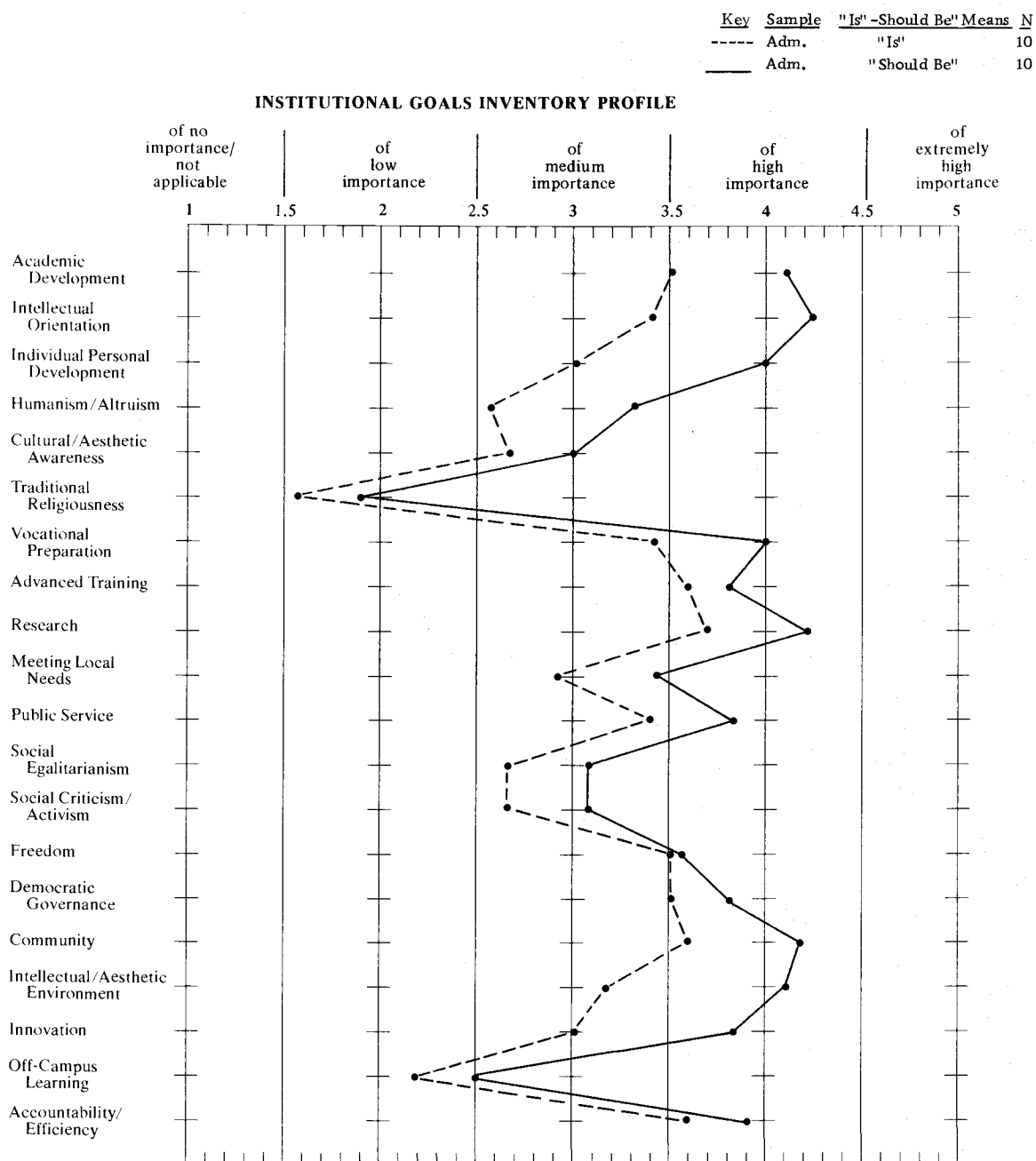


Table 8. Ten Goal Statements (From the Total of 90) With Highest "Should Be" Means - Total Sample (N=213).

Rank	Statement	Mean	Goal areas	Rank
1	(3) To help students identify their own personal goals and develop means of achieving them.	4.24	Individual Personal Development	3
2	(65) To maintain a climate of mutual trust and respect among students-faculty-administrators.	4.23	Community	1.5
3	(26) To provide students an opportunity for training in specific careers, e. g., accounting, engineering, nursing.	4.22	Vocational Preparation	4
4	(2) To train students in methods of scholarly inquiry, scientific research, and problem solving.	4.19	Intellectual Orientation	1.5
5	(7) To develop students' ability to synthesize knowledge from a variety of sources.	4.15	Intellectual Orientation	1.5
6.5	(1) To help students acquire depth of knowledge in at least one academic discipline.	4.11	Academic development	11
6.5	(64) To assure that everyone may participate--be represented in making decisions affecting them.	4.11	Democratic Governance	9.5
8	(37) To contribute, through research, to the general advancement of knowledge.	4.08	Research	7
9	(62) To maintain a campus climate in which differences of opinion can be aired openly and amicably.	4.07	Community	1.5
10	(59) To maintain climate of open-candid communication throughout the organizational structure.	4.05	Community	1.5

subgroup. The discrepancies can readily be compared for the subgroups on a given goal area. For example, with regard to the first goal area Academic Development, the discrepancy for the faculty is larger (.72) than for the students (.20), with the administrators in between (.60). In general, the magnitude of the gap is an index of the degree of satisfaction with the institutional status quo in the view of the constituent group in question.

As an additional interpretative aid, Table 8 identifies the ten goal statements (from the total of 90) for the total sample having the highest "should be" means. The purpose of this listing is to enable Oregon State University to identify those goal statements (at a higher level of specificity than implied by the 20 goal areas) that faculty, students, and administrators believe should have a high priority (Appendix H).

Table 9 indicates the ten goal statements (from the total of 90) for the total sample with the largest "should be"-"is" discrepancies. The purpose of this table is to focus on those statements for which the discrepancy between the perceived (is) and the preferred (should be) is the largest (Appendix H).

Table 10 specifies the four goal statements with both the highest "should be" means and the largest "should be"-"is" discrepancies. They isolate those goal statements that the constituencies not only believe should be of top priority, but also those statements for which

Table 9. Ten Goal Statements (From the Total of 90) With Largest "Should Be" -"Is" Discrepancies - Total Sample (N=213).

Rank	Statement	Discrepancy	Goal area	Dis-crepancy rank
1	(13) To help students be open, honest, and trusting in their relationships with others.	1.57	Individual Personal Development	1
2	(8) To help students develop a sense of self-worth/self-confidence and a capacity for impact on events.	1.52	Individual Personal Development	1
3	(3) To help students identify their own personal goals and develop means of achieving them.	1.51	Individual Personal Development	1
4	(5) To increase the desire and ability of students to undertake self-directed learning.	1.49	Intellectual Orientation	2
5	(11) To help students achieve deeper levels of self-understanding.	1.42	Individual Personal Development	1
6	(65) To maintain a climate of mutual trust and respect among students-faculty-administrators.	1.41	Community	4
7	(17) To help students understand and respect people from diverse backgrounds and cultures.	1.39	Humanism/Altruism	3
8	(10) To instill in students a lifelong commitment to learning.	1.38	Intellectual Orientation	2
9	(59) To maintain climate of open-candid communication throughout the organizational structure.	1.34	Community	4
10	(65) To assure that everyone may participate--be represented in making decisions affecting them.	1.32	Democratic Governance	7

Table 10. Four Goal Statements (From the Total of 90) With Both Highest "Should Be" Means and Largest "Should Be"-"Is" Discrepancies - Total Sample (N=213).

Statement	"Is" mean	"Should be" mean	Discrepancy	Goal area	"Should be" rank	Discrepancy rank
(3) To help students identify their own personal goals and develop means of achieving them.	2.73	4.24	1.51	Individual Personal Development	3	1
(65) To maintain a climate of mutual trust and respect among students-faculty-administrators.	2.82	4.23	1.41	Community	1.5	4
(64) To assure that every one may participate--be represented in making decisions affecting them.	2.79	4.11	1.32	Democratic Governance	9.5	7
(59) To maintain climate of open-candid communication throughout the organizational structure.	2.71	4.05	1.34	Community	1.5	4

the greatest change should occur. These four goal statements should be useful to the University in the task of priority-setting because they not only indicate areas which are perceived to be of the most importance but also, those areas where the University has failed the most, in the opinion of the respondents (Appendix H).

## V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

The purpose of this investigation was (1) to examine the congruence or dissonance in perceived (is) and preferred (should be) ratings of institutional goals and (2) to determine the priorities placed on these goals by faculty, students, and administrators at Oregon State University.

The IGI was administered to a stratified proportional sample of 213 randomly selected faculty, students, and administrators (Appendices C, D, and E).

The main content of the IGI consists of 90 goal statements. Eighty are related to the 20 goal areas, four per goal area. The remaining ten items are individual goal statements (Appendices A and B).

The respondents were asked to evaluate each of the goal statements in two different ways:

1. How important is the goal at this University at the present time?
2. How important should the goal be at this University?

Respondents indicated their evaluation on a five-point scale:



<u>Response choice for goal statements</u>	<u>Point value</u>
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

The respondent characteristics, as delineated in Appendices C, D, E, and H, indicate a highly representative sample. The response ratio obtained from faculty, students, and administrators indicates that the findings presented in this study can be generalized to those populations.

The data analysis includes the means, standard deviations, and mean differences for the 20 goal areas and the 90 goal statements for the perceived (is) and the preferred (should be) responses for the total sample and for each of the subgroups (Appendix H). Based on the point values shown above, the following ranges were established to aid in interpreting mean values (Figures 3, 4, and 5):

<u>Mean value</u>	<u>Interpretation</u>
$\leq$ - 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
$\geq$ - 4.50	of extremely high importance

Second, independent "t" tests (Appendix J) were used to determine if the differences in the respondents perceived and preferred mean ratings of the goal areas were significant at the .05

level. These tests provided the data necessary for determining congruence or dissonance between faculty, students, and administrators on the 20 goal areas (Table 2). Congruence (no significant difference) or dissonance (significant difference) was reported for each comparison. Further, by ranking the total areas and goal statements on their mean values, the basic priorities, as viewed by the respondents, were identified for the University (Tables 3-10).

### Conclusions and Implications

Based on the findings presented in Chapter IV, the conclusions are summarized in this section. First, the discussion will analyze the congruence or dissonance between each subgroup on the 20 goal areas. Second, the rank ordering of goal areas and goal statements are discussed.

#### A. Congruence and Dissonance

1. Perceived vs. Preferred: Although the data showed that the perceived mean ratings for the total sample were below those for the preferred ratings (Figure 3), faculty, students, and administrators showed a large degree of congruence in their respective perceived and preferred ratings of the 20 goal areas (Figures 4 and 5). For example, out of 120 possible combinations (Table 2), only 25 comparisons between groups were large enough to record a

significant difference (dissonance). The importance of this finding indicates that the subgroups in the campus community are in more agreement on the IGI goals than might have been expected in terms of what the University is currently doing and what they believe the University should be doing (Figures 4 and 5).

2. Perceived Category: Faculty and students' ratings showed congruence on 19 of the perceived goal areas. Faculty and administrators' ratings are congruent on 15 of the 20 goal areas and students and administrators' ratings are equally divided between congruence and dissonance on the goal areas. These data indicate that out of 60 possible combinations in the perceived category, there were 44 comparisons between faculty, students, and administrators that did not show a significant difference in their mean ratings of the goal areas. Therefore, it is possible to conclude that there is general congruence on how the respondents currently view these goal areas (Table 2).

3. Preferred Category: Faculty and students show congruence on 14 of the preferred goal areas. Faculty and administrators were congruent on all 20 goals, and students and administrators were congruent on 17 of the goal areas. Again, out of 60 possible combinations in the preferred category, there were 51 comparisons between faculty, students, and administrators that did not show a significant difference (dissonance) in their mean ratings of the 20

goal areas. These data also support the conclusion that there is general congruence on what the respondents believe the goals should be on campus (Table 2).

In summarizing the above findings, the reader should be reminded that when dissonance (a significant difference) existed, it did not indicate that there was conflict or disagreement in terms of the "relative importance" of a goal area (Figures 4 and 5). An example of this can be seen in goal area six, Traditional Religiousness. Although a significant difference (dissonance) was recorded between the faculty-students preferred rating of this goal, it is evident from Figure 5 that both groups believe that the goal of Traditional Religiousness should be of "low importance" at the University. Goal area number one, Academic Development, would be another example where dissonance was recorded between the preferred ratings of both faculty-students and students-administrators. However, as Figure 5 indicates, all subgroups were of the opinion that Academic Development should be of "high importance" on campus.

Therefore, although there was a significant difference (dissonance) in the perceived-preferred ratings of the total sample on the 20 goal areas, the data illustrate that the subgroups show a large degree of congruence (similarity), in terms of "relative importance," in their ratings of the perceived and preferred goals for the

University (Figures 4 and 5). Thus, the faculty, students, and administrators want these 20 goal areas (with the exception of Traditional Religiousness) to have greater importance on campus.

#### B. Rank Orders

In the perceived category, the 213 respondents agreed that the University is currently placing greatest emphasis on Academic Development, Research, and Advanced Training among the 20 goal areas. Traditional Religiousness and Off-Campus Learning are perceived to be the goal areas of least importance currently at the University (Table 3). The fact that no single goal area is perceived by the respondents to be of more than "medium importance" (means of 2.50-3.49) to the University is interesting (Figure 3). These data may reflect a sense of ambiguity concerning the major thrusts of the University. Or, they may indicate a sense of concern about the University "trying to do too much with too little." Regardless of how one interprets this particular finding, it is clear that members of the University community perceive something less than "high" or "extremely high" importance being placed on any of the 20 goal areas. This would indicate that the respondents want the goals and priorities of the University reordered (Figure 3 and Table 3).

The preferred category provided evidence as to what should be (in the opinion of the respondents) the goals of the University. Thus,

Intellectual Orientation was seen by the 213 respondents to be the goal area which should be of the highest importance to the University at this time, with Community and Individual Personal Development ranked second and third, respectively (Table 3).

In the discrepancy rank order, (those goal areas with the largest gap between the is means and the should be means), the total sample ranked Individual Personal Development, Intellectual Orientation, and Humanism/Altruism as the top three goal areas with the largest discrepancies (Table 3). This listing suggests possible priorities for institutional change; the areas at the top of the list are ones that the IGI respondents believe should receive greater emphasis than they are presently receiving.

The ranking of the ten goal statements from the total of the 90 statements contained in the IGI, isolate individual goal statements at a higher level of specificity than implied in the broad goal areas. Table 8 indicated the ten statements with the highest should be means for the total sample. Table 9 listed the ten statements with the largest should be-is discrepancy, and Table 10 isolated the four statements with both the highest should be means and the largest should be-is discrepancies. These individual statements should have significance for the University. Not only do they focus on specific goals the respondents believe should have greater importance on campus, but they could be used in deliberations on policy

changes and allocation of resources.

Since the miscellaneous goal statements are not a part of the 20 goal areas and since none of the statements appeared in the "should be" or "discrepancy" top ten goal statements, they were judged to be of minimal importance by the respondents. Therefore, no attempts were made to analyze them in this study. However, their mean "is"-"should be" scores are presented in Appendix H.

In summary, this study has indicated that there is a large degree of congruence in the preferred category which indicates a strong convergence of opinion concerning what should be the goals and priorities of the University (Table 2). As previously stated, where dissonance does occur, it does not indicate that there was disagreement in terms of the "relative importance" of a goal area (Figure 5).

In determining goal priorities from this study, three basic points are important. First, the preferred mean ratings of a particular goal area or goal statement indicate the amount of importance which the respondents feel should be attached to the goal. Thus, all goal areas and/or statements with "should be" means in the "high importance" (means of 3.50 - 4.49) range deserve close attention in the decisions on the future mission of the University (Tables 3 and 8). Second, the fact that the University is constrained by limited resources and state mandates necessitates a

ranking of the goals to determine the relative importance of each as perceived by the University community. Such a ranking permits one to distinguish more finely within the "highly important" category noted above. Finally, and for the purpose of setting priorities, the University should evaluate the absolute differences (discrepancies) between the perceived and preferred mean ratings of a particular goal area or goal statement. Such an evaluation indicates the magnitude of the gap between what is and what should be. A relatively large discrepancy implies discontent and/or a sense of aspiration toward new accomplishments; relatively low discrepancies suggest satisfaction, or perhaps complacency and the end of aspiration. Consequently, a comparison of the gaps across goal areas and goal statements indicates possible priorities for institutional change by revealing those areas where the greatest change should occur (Tables 3, 9, and 10).

A major determinant of the future mission of the University is the beliefs and values of its faculty, students, and administrators. The researcher is aware that beliefs and values are difficult to define and measure. Nevertheless, exclusion of values from major decisions about mission places undue emphasis on data which are quantifiable and more easily manipulated. It is not enough that values simply be "allowed to intrude" in decision making during the process of analyzing and interpreting quantifiable data. Rather, values



themselves should be systematically and consciously assessed as major determinants of desirable goals and priorities. Therefore, the values, opinions, and attitudes held by the University community with regard to goals and priorities have been systematically surveyed, analyzed, and reported in this study.

As stated in Chapter III, the IGI does not tell institutions how to reach the goals. Instead, the IGI provides a means by which the faculty, students, and administrators may contribute their thinking about the desired institutional goals. The results of this thinking can provide the University with a basis for rational deliberations toward articulation of goals and priorities. Educational Testing Service suggests several ways in which institutional goals may be put to use on the campus:

1. As fundamentals of policy.
2. As general decision guides.
3. In planning.
4. In management information systems.
5. In institutional evaluation.
6. In implementing accountability (Peterson, 1971, p. 14).

Now, it is incumbent upon those most directly involved in the direction and planning of Oregon State University to devote the time and attention required to review the results of this study and to determine their further implications.

### Recommendations

1. Special consideration should be given to those goal areas and goal statements listed in Tables 8, 9, and 10 for the purpose of improving the atmosphere and morale of the University community.

2. Although the ten miscellaneous goal statements did not appear in the priority rankings of the individual goal statements, they should be scrutinized for their implications to the University.

3. The findings of this study should be considered by the schools, colleges, and departments across campus as fundamental information in deliberations about their roles and functions within the University. Further, it would be useful to replicate this type of study to determine if goals and priorities differ between the various schools and colleges of the University.

4. Ideally, the process of defining goals should be participative, drawing not only on the ideas and belief of the academic community, but also the opinions and attitudes of citizens and their representatives. Therefore, an investigation of this type could be enlarged to include state board members, legislators, and community people to determine what various groups of people off the campus believe about the goals and priorities of the University.

5. This study should be replicated by the University every three to five years to assess the current congruence/dissonance and determine goal/priority rankings of the campus community.

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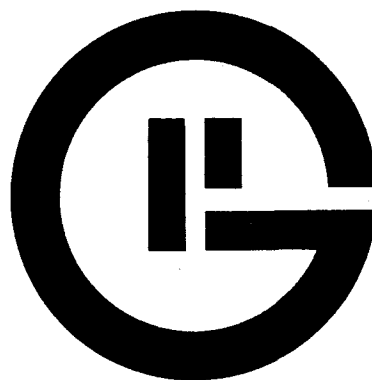
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## APPENDICES

## APPENDIX A

## INSTITUTIONAL GOALS INVENTORY

(Form 1)



## To the respondent:

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

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

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

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

page two

DIRECTIONS

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

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

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

EXAMPLES

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

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

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

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

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

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

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

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

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

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



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

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

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

<p>page seven</p> <p>Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u>.</p>		<div> of no importance or not applicable </div> <div> of low importance </div> <div> of medium importance </div> <div> of high importance </div> <div> of extremely high importance </div>				
53. to be engaged, as an institution, in working for basic changes in American society...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
59. to maintain a climate in which communication throughout the organizational structure is open and candid...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
60. to place no restrictions on off-campus political activities by faculty or students...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
61. to decentralize decision making on the campus to the greatest extent possible...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	should be	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

<p>page eight</p> <p>Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u>.</p>						
		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69.	to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70.	to experiment with different methods of evaluating and grading student performance...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73.	to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75.	to award the bachelor's and/or associate degree for supervised study done <u>away</u> from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76.	to create an institution known widely as an intellectually exciting and stimulating place...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.	to create procedures by which curricular or instructional innovations may be readily initiated...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>page nine</p> <p>Please respond to these goal statements by blackening one oval after <u>is</u> and one after <u>should be</u>.</p>		<p>of no importance, or not applicable</p> <p>of low importance</p> <p>of medium importance</p> <p>of high importance</p> <p>of extremely high importance</p>					
79.	to apply cost criteria in deciding among alternative academic and non-academic programs...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81.	to regularly provide evidence that the institution is actually achieving its stated goals...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82.	to carry on a broad and vigorous program of extracurricular activities and events for students...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83.	to be concerned about the <u>efficiency</u> with which college operations are conducted...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85.	to include local citizens in planning college programs that will affect the local community...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86.	to excel in intercollegiate athletic competition...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87.	to be <u>accountable</u> to funding sources for the effectiveness of college programs...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90.	to achieve consensus among people on the campus about the goals of the institution...	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>• If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.</p> <p>• If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.</p>							

page ten

**ADDITIONAL GOAL STATEMENTS**  
(Local Option)

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

<div>of no importance, or not applicable</div> <div>of low importance</div> <div>of medium importance</div> <div>of high importance</div> <div>of extremely high importance</div>						<div>of no importance, or not applicable</div> <div>of low importance</div> <div>of medium importance</div> <div>of high importance</div> <div>of extremely high importance</div>							
91.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	101.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	102.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	103.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	104.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	105.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	106.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	107.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	108.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	109.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	110.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Go on to last page.

page eleven

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

111. Mark the one that best describes your role.

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

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

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

113. Faculty: indicate academic rank.

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

114. Faculty: indicate current teaching arrangement.

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

115. All respondents: indicate age at last birthday.

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

116. Students: indicate class in college.

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

117. Students: indicate current enrollment status.

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

118. SUBGROUPS—one response only.

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

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

#### SUPPLEMENTARY INFORMATION QUESTIONS.

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

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

THANK YOU

## APPENDIX B

IGI GOAL STATEMENTS GROUPED ACCORDING  
GOAL AREAAcademic Development

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

Intellectual Orientation

2. to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...
5. to increase the desire and ability of students to undertake self-directed learning...
7. to develop students' ability to synthesize knowledge from a variety of sources...
10. to instill in students a life-long commitment to learning...

Individual Personal Development

3. to help students identify their own personal goals and develop means of achieving them...
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...



11. to help students achieve deeper levels of self-understanding...
13. to help students be open, honest, and trusting in their relationships with others...

#### Humanism/Altruism

14. to encourage students to become conscious of the important moral issues of our time...
17. to help students understand and respect people from diverse backgrounds and cultures...
20. to encourage students to become committed to working for world peace...
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...

#### Cultural/Aesthetic Awareness

15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...
18. to require students to complete some course work in the humanities or arts...
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...
24. to acquaint students with forms of artistic or literary expression in non-Western countries...

#### Traditional Religiousness

16. to educate students in a particular religious heritage...
19. to help students become aware of the potentialities of a full-time religious vocation...
22. to develop students' ability to understand and defend a theological position...

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

#### Vocational Preparation

26. to provide opportunities for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing...
30. to develop educational programs geared to new and emerging career fields...
36. to provide retraining opportunities for individuals whose job skills have become out of date...
38. to assist students in deciding upon a vocational career...

#### Advanced Training

27. to develop what would generally be regarded as a strong and comprehensive graduate school...
31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...
32. to offer graduate programs in such "newer" professions as engineering, education and social work...
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...

#### Research

28. to perform contract research for government, business, or industry...
34. to conduct basic research in the natural sciences...
35. to conduct basic research in the social sciences...
37. to contribute, through research, to the general advancement of knowledge...

### Meeting Local Needs

- 29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...
- 33. to serve as a cultural center in the community served by the campus...
- 39. to provide trained manpower for local-area business, industry, and government...
- 40. to facilitate involvement of students in neighborhood and community-service activities...

### Public Service

- 44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...
- 47. to work with governmental agencies in designing new social and environmental programs...
- 50. to focus resources of the institution on the solution of major social and environmental problems...
- 51. to be responsive to regional and national priorities when considering new educational programs for the institution...

### Social Egalitarianism

- 42. to provide educational experiences relevant to the evolving interests of women in America...
- 45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...
- 48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...
- 52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...

### Social Criticism/Activism

- 43. to provide critical evaluation of prevailing practices and values in American society...
- 46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...
- 49. to help students learn how to bring about change in American society...
- 53. to be engaged, as an institution, in working for basic changes in American society...

### Freedom

- 54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...
- 57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...
- 60. to place no restrictions on off-campus political activities by faculty or students...
- 63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...

### Democratic Governance

- 55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...
- 58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...
- 61. to decentralize decision making on the campus to the greatest extent possible...
- 64. To assure individuals the opportunity to participate or be represented in making any decisions that affect them...

### Community

- 56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...
- 59. to maintain a climate in which communication throughout the organizational structure is open and candid...
- 62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...
- 65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...

### Intellectual/Aesthetic Environment

- 66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...
- 69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...
- 73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...
- 76. to create an institution known widely as an intellectually exciting and stimulating place...

### Innovation

- 67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...
- 70. to experiment with different methods of evaluating and grading student performance...
- 74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...
- 77. to create procedures by which curricular or instruction innovations may be readily initiated...

### Off-Campus Learning

- 68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc....
- 72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...
- 75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e. g., in extension or tutorial centers, by correspondence, or through field work...
- 78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...

### Accountability/Efficiency

- 79. to apply cost criteria in deciding among alternative academic and non-academic programs...
- 81. to regularly provide evidence that the institution is actually achieving its stated goals...
- 83. to be concerned about the efficiency with which college operations are conducted...
- 87. to be accountable to funding sources for the effectiveness of college programs...

### Miscellaneous

- 12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...
- 71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...
- 80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...

- 82. to carry on a broad and vigorous program of extracurricular activities and events for students...
- 84. to be organized for continuous short-, medium-, and long-range planning for the total institution.
- 85. to include local citizens in planning college programs that will affect the local community...
- 86. to excel in intercollegiate athletic competition...
- 88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...
- 89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...
- 90. to achieve consensus among people on the campus about the goals of the institution...

## APPENDIX C

FACULTY SAMPLE

School/College	# of Faculty in each School	% of Faculty in each School	# of Faculty Needed for Sample	# of Faculty Obtained	% of Faculty from each School
Liberal Arts	210	24	12	10	20
Science	204	22	11	9	18
Agriculture	110	12	6	6	12
Business/Tech.	46	4	2	2	4
Education	69	8	4	5	10
Engineering	84	10	5	6	12
Forestry	35	4	2	3	6
Health/Phys. Ed.	51	6	3	3	6
Home Ec.	39	4	2	3	6
Oceanography	31	4	2	2	4
Pharmacy	18	2	1	1	2
	897	100	50	50	100

Statistical breakdown obtained from the Office of Budgets and Personnel, Oregon State University, 1974.



## APPENDIX D

STUDENT SAMPLE

School/College	# of Students in each School	% of Students in each School	# of Students needed for Sample	# of Students Obtained	% of Students from each School
Liberal Arts	2,682	18	18	23	15
Science	3,041	21	21	29	19
Agriculture	1,329	9	9	11	7
Business/Tech.	1,826	12	12	22	14
Education	1,284	9	9	20	13
Engineering	1,787	12	12	20	13
Forestry	912	6	6	5	3
Home Ec.	994	7	7	13	8
Oceanography	98	1	1	1	1
Pharmacy	448	3	3	7	5
Health/Phys. Ed.	375	2	2	2	2
	14,776	100	100	153	100

83 - Exploratory Studies Program

662 - Unclassified

15,521

Statistical breakdown obtained from the Registrar's Office, Oregon State University, 1974.

## APPENDIX E

The organization chart in the 1973-74 University general catalog outlines five administrative areas:

PRINCIPAL ADMINISTRATIVE OFFICES

SCHOOL, COLLEGE, AND DIVISION HEADS

INSTRUCTIONAL SERVICES

STUDENT SERVICES

GENERAL INSTITUTIONAL SERVICES

Two administrators were randomly selected from each area. All questionnaires were completed.

## APPENDIX F

OREGON STATE UNIVERSITY  
School of Education  
Corvallis, Oregon 97331

Dear Faculty Member:

I have received approval and support from the Office of Research and Graduate Studies and my doctoral committee to do a thesis study of goals and priorities as viewed by faculty, students, and administrators of Oregon State University. This study will be done under the guidance of Dr. Edwin L. Anderson, my major professor.

You and 49 other Oregon State University faculty have been selected by a random process to participate in a survey necessary for the completion of this research program. This study will explore the reactions of faculty, students, and administrators relative to perceived and preferred Oregon State University goals and priorities.

Obviously, the cooperation of all 50 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.

The results of this study will contribute to an understanding of the congruence or dissonance between perceived and preferred goals and priorities as viewed by the constituents of Oregon State University.

Your assistance in this survey is appreciated, and we wish to thank you in advance for your help. If possible, please return the questionnaire via campus mail by May 30, 1974.

Sincerely,

/s/ Bill Taylor  
Education Hall 317  
Extension #1317

/s/ Edwin L. Anderson  
Assistant Professor, Education  
Extension #3648

OREGON STATE UNIVERSITY  
School of Education  
Corvallis, Oregon 97331

Dear Student:

You and 99 other Oregon State University students have been randomly selected to help in an important research program. This research will explore reactions of students relative to goals and priorities of Oregon State University.

Obviously, the cooperation of all 100 students is needed for the success of this project. Your part in the study will only require the completion of an anonymous questionnaire (approximately 20 minutes time). I think you will find the project interesting.

The results of this study will contribute greatly to the understanding of institutional goals and priorities as viewed by students of Oregon State University.

Please come to the Memorial Union, Room 213 B, on Tuesday, May 21 or Wednesday, May 22, anytime between 8:00 am to 4:00 pm to fill out the questionnaire.

Your assistance in this survey is appreciated, and we wish to thank you in advance for your help.

Sincerely,

/s/ Bill Taylor  
Education - Rm. 317  
Extension #1317

The results of this project is of interest to this office, and we need your participation for the completion of the study.

/s/ Bob Kingzett  
President  
ASOSU

/s/ John Gartland  
Past President  
ASOSU

OREGON STATE UNIVERSITY  
School of Education  
Corvallis, Oregon 97331

Dear Administrator:

I have received approval and support from the Office of Research and Graduate Studies and my doctoral committee to do a thesis study of goals and priorities as viewed by administrators, faculty, and students of Oregon State University. This study will be done under the guidance of Dr. Edwin L. Anderson, my major professor.

You and nine other Oregon State University administrators have been selected by a random process to participate in a survey necessary for the completion of this research program. This study will explore the reactions of administrators, faculty, and students relative to perceived and preferred Oregon State University goals and priorities.

Obviously, the cooperation of all 10 administrators 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.

The results of this study will contribute to an understanding of the congruence or dissonance between perceived and preferred goals and priorities as viewed by the constituents of Oregon State University.

Your assistance in this survey is appreciated, and we wish to thank you in advance for your help. If possible, please return the questionnaire via campus mail by May 22, 1974.

Sincerely,

/s/ Bill Taylor  
Education Hall 317  
Extension #1317

/s/ Edwin L. Anderson  
Assistant Professor, Education  
Extension #3648

Survey Approved: /s/ Milosh Popovich, Dean of Administration

## APPENDIX G

OREGON STATE UNIVERSITY  
School of Education  
Corvallis, Oregon 97331  
June 4, 1974

Dear Faculty Member:

Recently I sent you, via campus mail, a questionnaire dealing with goals and priorities of Oregon State University as viewed by a randomly selected group of faculty. I realize this is a busy time for you, but I need your help to complete my stratification criterion and data gathering. I would deeply appreciate your help by the completion and return of the questionnaire.

Thank you,

/s/ Bill Taylor  
Education Hall 317  
Extension #1317

/s/ Edwin L. Anderson  
Assistant Professor  
Education Hall 412  
Extension #3648

OREGON STATE UNIVERSITY  
School of Education  
Corvallis, Oregon 97331  
June 4, 1974

Dear Administrator:

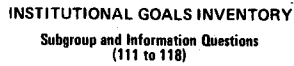
Recently I sent you, via campus mail, a questionnaire dealing with goals and priorities of Oregon State University as viewed by a randomly selected group of faculty. I realize this is a busy time for you, but I need your help to complete my stratification criterion and data gathering. I would deeply appreciate your help by the completion and return of the questionnaire.

Thank you,

/s/ Bill Taylor  
Education Hall 317  
Extension #1317

/s/ Edwin L. Anderson  
Assistant Professor  
Education Hall 412  
Extension #3648

## 100



**PAGE**

AGE - ALL RESPONDENTS							STUDENTS - CLASS IN COLLEGE								STUDENTS - ENROLLMENT STATUS						
Under 20	20 to 29	30 to 39	40 to 49	50 to 59	60 or over	OMITS	Freshman	Sophomony	Juniors	Seniors	Graduate	Other	OMITS	Full-time Day	Part-time Day	Evening	Summer	Off-Campus	W.C. Corps	Other	OMITS
19	49	9	15	6	3		17	17	15	13	9		28	71							28
	6	18	48	16	12								99								99
26	66	7	1				24	24	21	18	13			99	1						
			60	40									99								99





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IS											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					GOAL AREA SUMMARIES RANK ORDERED BY "IS" MEANS TOTAL GROUP													DISCREPANCY + OR -
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5														
.79	3.33							1 ACADEMIC DEVELOPMENT													+ .34
.88	3.32							2 RESEARCH													+ .41
.83	3.27							3 ADVANCED TRAINING													+ .45
.84	3.05							4 ACCOUNTABILITY/EFFICIENCY													+ .45
.78	3.04							5 VOCATIONAL PREPARATION													+ .83
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					SHOULD BE													DISCREPANCY + OR -
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5														
.87	2.99							6 FREEDOM													+ .80
.83	2.85							7 COMMUNITY													+1.22
.77	2.80							8 INTELLECTUAL ORIENTATION													+1.27
.80	2.79							9 PUBLIC SERVICE													+ .85
.83	2.78							10 MEETING LOCAL NEEDS													+ .64
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					SHOULD BE													DISCREPANCY + OR -
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5														
.83	2.76							11 DEMOCRATIC GOVERNANCE													+ .95
.76	2.70							12 INTELLECT./AESTHETIC ENVIRON													+1.06
.72	2.61							13 INNOVATION													+1.10
.81	2.55							14 SOCIAL EGALITARIANISM													+ .68
.83	2.50							15 INDIVID. PERSONAL DEVELOPMNT													+1.50
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					SHOULD BE													DISCREPANCY + OR -
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5														
.77	2.46							16 CULTURAL/AESTHETIC AWARENESS													+ .73
.76	2.46							17 SOCIAL CRITICISM/ACTIVISM													+ .90
.79	2.36							18 HUMANISM/ALTRUISM													+1.27
.72	2.22							19 OFF-CAMPUS LEARNING													+ .90
.75	1.69							20 TRADITIONAL RELIGIOUSNESS													+ .31



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IS											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					GOAL AREA SUMMARIES													
			NO N/A	LOW	MED.	HIGH	EXT. HIGH	RANK ORDER BY "SHOULD BE" MEANS													
											N	%	NO N/A	LOW	MED.	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
	2.80								1	INTELLECTUAL ORIENTATION								4.07	.79	+1.27	
	2.85								2	COMMUNITY								4.07	.75	+1.22	
	2.50								3	INDIVID. PERSONAL DEVELOPMNT								4.00	.91	+1.50	
	3.04								4	VOCATIONAL PREPARATION								3.87	.83	+ .83	
	2.99								5	FREEDOM								3.79	.99	+ .80	

IS											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					GOAL AREA SUMMARIES													
			NO N/A	LOW	MED.	HIGH	EXT. HIGH	RANK ORDER BY "SHOULD BE" MEANS													
											N	%	NO N/A	LOW	MED.	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
	2.70								6	INTELLECT./AESTHETIC ENVIRON								3.76	.87	+1.06	
	3.32								7	RESEARCH								3.73	.86	+ .41	
	3.27								8	ADVANCED TRAINING								3.72	.81	+ .45	
	2.76								9	DEMOCRATIC GOVERNANCE								3.71	.83	+ .95	
	2.61								10	INNOVATION								3.71	.86	+1.10	

IS											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					GOAL AREA SUMMARIES													
			NO N/A	LOW	MED.	HIGH	EXT. HIGH	RANK ORDER BY "SHOULD BE" MEANS													
											N	%	NO N/A	LOW	MED.	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
	3.33								11	ACADEMIC DEVELOPMENT								3.67	.80	+ .34	
	2.79								12	PUBLIC SERVICE								3.64	.88	+ .85	
	2.36								13	HUMANISM/ALTRUISM								3.63	1.04	+1.27	
	3.05								14	ACCOUNTABILITY/EFFICIENCY								3.50	.86	+ .45	
	2.78								15	MEETING LOCAL NEEDS								3.42	.94	+ .64	

IS											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					GOAL AREA SUMMARIES													
			NO N/A	LOW	MED.	HIGH	EXT. HIGH	RANK ORDER BY "SHOULD BE" MEANS													
											N	%	NO N/A	LOW	MED.	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
	2.46								16	SOCIAL CRITICISM/ACTIVISM								3.36	1.02	+ .90	
	2.55								17	SOCIAL EGALITARIANISM								3.23	1.07	+ .68	
	2.46								18	CULTURAL/AESTHETIC AWARENESS								3.19	.93	+ .73	
	2.22								19	OFF-CAMPUS LEARNING								3.12	1.03	+ .90	
	1.69								20	TRADITIONAL RELIGIOUSNESS								2.00	1.08	+ .31	

FA-388010



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IS										SHOULD BE									
GOAL AREA: ACADEMIC DEVELOPMENT										GOAL STATEMENTS 1,4,6,9									
STANDARD DEVIATION	MEAN	OMITS	NO N/A	LOW	MED	HIGH	EXT. HIGH			N	%	NO N/A	LOW	MED	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION
			1	2	3	4	5					1	2	3	4	5			DISCREPANCY OR
.79	3.33		1	14	42	35	8			213	100		8	33	42	17		3.67	.80 + .34
.73	3.22		2	20	42	29	8	1	FACULTY	50	23		5	25	43	28		3.94	.71 + .72
.79	3.36		1	13	42	37	7	2	STUDENT	153	72	1	9	35	42	12		3.56	.80 + .20
.72	3.50			8	50	28	15	3	ADMINISTRATOR	10	5			25	40	35		4.10	.62 + .60
GOAL AREA: INTELLECTUAL ORIENTATION										GOAL STATEMENTS 2,5,7,10									
			3	35	44	16	2			213	100		3	17	47	32		4.07	.79 +1.27
.73	2.73		3	39	44	13	2	1	FACULTY	50	23		2	12	39	48		4.33	.72 +1.60
.76	2.78		3	35	44	16	2	2	STUDENT	153	72		4	19	50	26		3.98	.79 +1.20
.79	3.43			13	48	25	15	3	ADMINISTRATOR	10	5		3	13	43	43		4.25	.75 + .82
GOAL AREA: INDIVIDUAL PERSONAL DEVELOPMENT										GOAL STATEMENTS 3,8,11,13									
			9	46	35	9	2			213	100	2	4	22	38	34		4.00	.91 +1.50
.76	2.58		6	43	42	10	1	1	FACULTY	50	23	3	6	29	36	27		3.77	.97 +1.19
.63	2.43		10	48	32	8	2	2	STUDENT	153	72	1	3	19	39	37		4.08	.88 +1.65
.82	3.05			25	55	10	10	3	ADMINISTRATOR	10	5		3	30	33	35		4.00	.82 + .95
GOAL AREA: HUMANISM/ALTRUISM										GOAL STATEMENTS 14,17,20,23									
			12	48	32	7	1			213	100	4	11	25	39	21		3.63	1.04 +1.27
.74	2.45		9	47	37	8	1	1	FACULTY	50	23	6	13	24	36	22		3.56	1.10 +1.11
.81	2.32		14	49	30	7	1	2	STUDENT	153	72	3	10	25	40	22		3.67	1.01 +1.35
.61	2.60		5	40	45	10		3	ADMINISTRATOR	10	5	5	15	30	40	10		3.35	.73 + .75

N. JBR/10





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IS										GOAL AREA: RESEARCH										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE					EXT. HIGH	GOAL STATEMENTS 28,34,35,37	N	%	NO OF N/A	IMPORTANCE					EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR						
				LOW	MED.	HIGH	2	3						4	2	3	4	5											
.88	3.32			2	17	38	33	10		TOTAL	213	100	1	8	27	44	20		3.73	.86	+	.41							
.91	3.46			3	17	26	39	15	1	FACULTY	50	23	2	3	27	41	28		3.91	.80	+	.45							
.84	3.24			2	16	43	31	7	2	STUDENT	153	72	1	9	29	45	16		3.65	.86	+	.41							
.79	3.78				18	23	25	35	3	ADMINISTRATOR	10	5		5	10	43	43		4.23	.69	+	.45							

IS										GOAL AREA: MEETING LOCAL NEEDS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE					EXT. HIGH	GOAL STATEMENTS 29,33,39,40	N	%	NO OF N/A	IMPORTANCE					EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR						
				LOW	MED.	HIGH	2	3						4	5	2	3	4						5					
.83	2.78			4	35	42	16	3		TOTAL	213	100	2	14	36	34	13		3.42	.94	+	.64							
.79	2.85			1	38	40	20	2	1	FACULTY	50	23	1	20	33	35	13		3.39	.89	+	.54							
.64	2.75			5	35	43	14	3	2	STUDENT	153	72	3	12	37	34	13		3.42	.95	+	.67							
.75	2.95				35	38	25	3	3	ADMINISTRATOR	10	5		20	30	38	13		3.43	.89	+	.48							

IS										GOAL AREA: PUBLIC SERVICE										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE					EXT. HIGH	GOAL STATEMENTS 44,47,50,51	N	%	NO OF N/A	IMPORTANCE					EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR						
				LOW	MED.	HIGH	2	3						4	5	2	3	4						5					
.80	2.79			4	33	46	15	2		TOTAL	213	100	2	7	30	47	14		3.64	.88	+	.85							
.72	2.85			3	30	49	19	1	1	FACULTY	50	23	2	9	30	48	12		3.60	.86	+	.75							
.79	2.74			5	35	45	14	2	2	STUDENT	153	72	2	7	29	47	15		3.65	.89	+	.91							
.85	3.43				13	48	25	15	3	ADMINISTRATOR	10	5		3	30	53	15		3.80	.67	+	.37							

IS										GOAL AREA: SOCIAL EGALITARIANISM										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE					EXT. HIGH	GOAL STATEMENTS 42,45,48,52	N	%	NO OF N/A	IMPORTANCE					EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR						
				LOW	MED.	HIGH	2	3						4	5	2	3	4						5					
.81	2.55			6	45	37	10	1		TOTAL	213	100	7	17	35	29	12		3.23	1.07	+	.68							
.78	2.46			9	48	34	11		1	FACULTY	50	23	11	26	34	25	5		2.87	.98	+	.41							
.81	2.56			6	45	38	10	1	2	STUDENT	153	72	5	14	34	31	15		3.36	1.06	+	.80							
.75	2.73			5	38	40	15	3	3	ADMINISTRATOR	10	5	5	20	43	25	8		3.10	.83	+	.37							

CV 38519



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IS											SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT HIGH 5			N	%	NO N/A 1	IMPORTANCE				EXT HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4								LOW 2	MED. 3	HIGH 4						
GOAL AREA: SOCIAL CRITICISM/ ACTIVISM GOAL STATEMENTS 43,46,49,53																						
.76	2.46		8	46	38	7	1				213	100	6	13	33	36	13		3.36	1.02	+ .90	
.70	2.40		10	47	38	6			1	FACULTY	50	23	10	17	27	33	13		3.22	1.10	+ .82	
.76	2.46		8	47	38	7	1	2		STUDENT	153	72	5	11	34	37	13		3.41	.98	+ .95	
.79	2.73		5	38	40	15	3	3		ADMINISTRATOR	10	5	3	25	33	33	8		3.18	.88	+ .45	
IS											SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT HIGH 5			N	%	NO N/A 1	IMPORTANCE				EXT HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4								LOW 2	MED. 3	HIGH 4						
GOAL AREA: FREEDOM GOAL STATEMENTS 54,57,60,63																						
.87	2.99		3	25	45	22	4			TOTAL	213	100	2	8	26	37	27		3.79	.99	+ .80	
.83	3.01		2	26	46	23	4	1		FACULTY	50	23	4	8	30	32	28		3.73	1.01	+ .72	
.86	2.95		3	26	45	22	3	2		STUDENT	153	72	2	7	25	39	27		3.82	.96	+ .87	
.99	3.53		5	10	33	33	20	3		ADMINISTRATOR	10	5	5	13	25	33	25		3.60	1.01	+ .07	
IS											SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT HIGH 5			N	%	NO N/A 1	IMPORTANCE				EXT HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4								LOW 2	MED. 3	HIGH 4						
GOAL AREA: DEMOCRATIC GOVERNANCE GOAL STATEMENTS 55,58,61,64																						
.83	2.76		4	38	40	16	2			TOTAL	213	100	1	8	29	44	19		3.71	.83	+ .95	
.87	2.62		6	49	25	20	2	1		FACULTY	50	23	1	9	27	42	22		3.75	.89	+1.13	
.78	2.75		3	36	45	14	1	2		STUDENT	153	72	1	7	30	44	17		3.69	.81	+ .94	
.80	3.55		10	43	30	18	3			ADMINISTRATOR	10	5		8	25	48	20		3.80	.80	+ .25	
IS											SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT HIGH 5			N	%	NO N/A 1	IMPORTANCE				EXT HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4								LOW 2	MED. 3	HIGH 4						
GOAL AREA: COMMUNITY GOAL STATEMENTS 56,59,62,65																						
.83	2.85		2	33	46	15	4			TOTAL	213	100		2	18	50	30		4.07	.75	+1.22	
.85	2.68		3	47	35	12	4	1		FACULTY	50	23		1	19	45	36		4.16	.73	+1.48	
.79	2.86		2	30	50	15	3	2		STUDENT	153	72		2	19	51	27		4.03	.75	+1.17	
.79	3.65			8	38	38	18	3		ADMINISTRATOR	10	5		5	8	45	43		4.25	.78	+ .60	

15L 288413



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IS										SHOULD BE															
STANDARD DEVIATION	MEAN	OMITS	NO OF A	IMPORTANCE					GOAL AREA: INTELLECTUAL/ AESTHETIC ENVIRONMENT	N	%	NO OF A	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY - ON				
				LOW	MED.	HIGH	EXT-HIGH	1					2	3	4	5									
									GOAL STATEMENTS 66,69,73,76																
.76	2.70		3	40	43	13	1		TOTAL	213	100	1	7	27	44	21		3.76	.87	+1.06					
.74	2.75		2	39	44	15	1	1	FACULTY	50	23	1	4	25	45	26		3.92	.78	+1.17					
.74	2.64		4	41	43	11	1	2	STUDENT	153	72	2	8	29	42	19		3.68	.90	+1.04					
.82	3.25			20	43	30	8	3	ADMINISTRATOR	10	5			15	60	25		4.10	.58	+ .85					

IS										SHOULD BE									
				IMPORTANCE				GOAL AREA: INNOVATION				IMPORTANCE							
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	LOW	MED.	HIGH	EXT. HIGH		N	%	NO OF N/A	LOW	MED.	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCRIMINABILITY
			1	2	3	4	5				1	2	3	4	5				COEFF.
								GOAL STATEMENTS 67,70,74,77											
.72	2.61		4	41	46	8	1	TOTAL	213	100	1	6	32	42	18		3.71	.86	+1.10
.65	2.62		2	42	49	8	1	FACULTY	50	23	1	7	32	37	24		3.76	.90	+1.14
.72	2.58		4	42	45	8	1	STUDENT	153	72	1	6	33	44	16		3.69	.83	+1.11
.81	3.08			25	53	13	10	ADMINISTRATOR	10	5		8	30	38	25		3.80	.82	+ .72

IS										GOAL AREA: OFF-CAMPUS LEARNING										SHOULD BE									
			IMPORTANCE													IMPORTANCE													
STANDARD DEVIATION	MEAN	OMITS	NO N/A	LOW	MED	HIGH	EXT. HIGH						N	%	NO N/A	LOW	MED	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR						
			1	2	3	4	5								1	2	3	4	5										
GOAL STATEMENTS 68,72,75,78																													
			TOTAL																										
62	2.22		15	52	28	4		TOTAL					213	100	8	22	32	27	11		3.12	1.03	+ .90						
63	2.21	1	13	57	27	4		1 FACULTY					50	23	9	26	33	21	12	1	3.01	1.02	+ .80						
73	2.22		15	51	29	4		2 STUDENT					153	72	7	19	32	30	11		3.19	1.01	+ .97						
80	2.25		23	43	25	8	3	3 ADMINISTRATOR					10	5	18	40	25	10	8		2.50	.94	+ .25						

IS										GOAL AREA: ACCOUNTABILITY/ EFFICIENCY										SHOULD BE														
STANDARD DEVIATION		MEAN	OMITS	NO N/A	IMPORTANCE			EXT. HIGH			GOAL STATEMENTS 79,81,83,87										N		%	NO N/A	IMPORTANCE			EXT. HIGH			OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				1	LOW 2	MED. 3	HIGH 4		5													1	LOW 2	MED. 3	HIGH 4		5							
.84		3.05		3	21	50	21	5		TOTAL										213	100	2	11	35	38	13			3.50	.86	+	.45		
.87		3.23		1	20	45	26	9	1	FACULTY										50	23	2	15	31	38	15			3.48	.91	+	.25		
.81		2.96		3	22	52	19	3	2	STUDENT										153	72	2	11	38	38	12			3.47	.85	+	.51		
.71		3.63			3	48	35	15	3	ADMINISTRATOR										10	5		5	20	50	25			3.95	.69	+	.32		





INSTITUTIONAL GOALS INVENTORY  
ACADEMIC DEVELOPMENT

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IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE				EXT. HIGH 5		N	%	NO OF N/A	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4							LOW 2	MED. 3	HIGH 4						
1 TO HELP STUDENTS ACQUIRE DEPTH OF KNOWLEDGE IN AT LEAST ONE ACADEMIC DISCIPLINE																					
.71	3.88			4	21	59	16		TOTAL	213	100		2	12	57	28		4.11	.70	+ .23*	
.66	4.08			2	12	62	24	1	FACULTY	50	23			8	54	38		4.30	.61	+ .22	
.71	3.80			5	24	59	12	2	STUDENT	153	72		3	14	60	23		4.03	.70	+ .23	
.75	4.20				20	40	40	3	ADMINISTRATOR	10	5			10	30	60		4.50	.67	+ .30	

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE				EXT. HIGH 5		N	%	NO OF N/A	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4							LOW 2	MED. 3	HIGH 4						
4 TO ENSURE THAT STDTS ACQUIRE A BASIC KNOWLEDGE IN HUMANITIES & THE SOCIAL & NATURAL SCIENCES																					
.81	3.16			2	16	51	26	5	TOTAL	213	100		5	24	43	17		3.71	.83	+ .55	
.86	2.98			4	20	56	14	6	1 FACULTY	50	23		2	24	44	30		4.02	.79	+1.04	
.79	3.22			1	14	50	30	5	2 STUDENT	153	72	1	7	38	43	12		3.59	.80	+ .37	
.70	3.10				20	50	30		3 ADMINISTRATOR	10	5			30	30	40		4.10	.83	+1.00	

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE				EXT. HIGH 5		N	%	NO OF N/A	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4							LOW 2	MED. 3	HIGH 4						
6 TO PREPARE STUDENTS FOR ADVANCED ACADEMIC WORK AT FOUR-YR COLLEGES GRADUATE/PROF SCHOOLS																					
.75	3.25			14	53	28	5		TOTAL	213	100		13	54	28	6		3.26	.75	+ .01	
.70	3.16			16	54	28	2	1 FACULTY	50	23			12	58	28	2		3.20	.66	+ .04	
.77	3.26			14	52	28	6	2 STUDENT	153	72			14	52	27	7		3.27	.79	+ .01	
.67	3.50				60	30	10	3 ADMINISTRATOR	10	5				60	40			3.40	.49	- .10	

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE				EXT. HIGH 5		N	%	NO OF N/A	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4							LOW 2	MED. 3	HIGH 4						
9 TO HOLD STUDENTS TO HIGH STANDARDS OF INTELLECTUAL PERFORMANCE																					
.87	3.05			3	23	44	26	4	TOTAL	213	100	1	11	30	41	17		3.61	.94	+ .56	
.71	2.66			2	42	44	12		1 FACULTY	50	23			4	10	46	40		4.22	.78	+1.56
.89	3.16			3	18	42	32	5	2 STUDENT	153	72	2	14	39	38	8		3.36	.88	+ .20	
.75	3.20				10	70	10	10	3 ADMINISTRATOR	10	5				60	40		4.40	.49	+1.20	



INSTITUTIONAL GOALS INVENTORY  
INTELLECTUAL ORIENTATION

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IS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					MEAN	STANDARD DEVIATION	DISCREPANCY	UP	DOWN
			NO. OF N/A	LOW	MED.	HIGH	EXT. HIGH			NO. OF N/A	LOW	MED.	HIGH	EXT. HIGH					
			1	2	3	4	5			1	2	3	4	5					
2 TO TRAIN STUDENTS IN METHODS OF SCHOLARLY INQUIRY, SCIENTIFIC RESEARCH, AND PROBLEM SOLVING																			
.81	3.20		18	49	27	6		213	100	3	12	48	37		4.19	.75	+	.99*	
.78	3.22		16	52	26	6	1	50	23	6	34	60			4.54	.61	+	1.32	
.78	3.13		1	20	49	27	3	153	72	4	14	54	28		4.07	.76	+	.94	
.83	4.10		30	30	40	3		10	5	20	20	60			4.40	.80	+	.30	
TOTAL																			
1 FACULTY																			
2 STUDENT																			
3 ADMINISTRATOR																			
5 TO INCREASE THE DESIRE AND ABILITY OF STUDENTS TO UNDERTAKE SELF-DIRECTED LEARNING																			
.72	2.54		4	46	41	8		213	100	3	20	48	29		4.03	.78	+	1.49 #	
.64	2.48		4	48	44	4	1	50	23	2	14	40	44		4.26	.77	+	1.78	
.72	2.53		5	47	39	9	2	153	72	3	23	51	24		3.95	.75	+	1.42	
.83	3.10		20	60	10	10	3	10	5	10	10	40	40		4.10	.94	+	1.00	
TOTAL																			
1 FACULTY																			
2 STUDENT																			
3 ADMINISTRATOR																			
7 TO DEVELOP STUDENTS' ABILITY TO SYNTHESIZE KNOWLEDGE FROM A VARIETY OF SOURCES																			
.73	2.92		28	52	18	1		213	100	1	14	54	31		4.15	.68	+	1.23*	
.82	2.74		2	42	38	16	2	50	23	10	48	42			4.32	.65	+	1.58	
.68	2.95		25	57	17	1	2	153	72	1	15	56	27	1	4.09	.68	+	1.14	
.66	3.40		10	40	50	3		10	5	10	60	30			4.20	.60	+	.80	
TOTAL																			
1 FACULTY																			
2 STUDENT																			
3 ADMINISTRATOR																			
10 TO INSTILL IN STUDENTS A LIFE-LONG COMMITMENT TO LEARNING																			
.83	2.53		7	47	35	9	2	213	100	1	7	23	37	32	3.91	.97	+	1.38 #	
.67	2.48		4	50	40	6	1	50	23	4	18	32	46		4.20	.87	+	1.72	
.86	2.50		8	48	31	10	2	153	72	2	8	26	37	27	3.79	.99	+	1.29	
.83	3.10		20	60	10	10	3	10	5	10	50	40			4.30	.64	+	1.20	
TOTAL																			
1 FACULTY																			
2 STUDENT																			
3 ADMINISTRATOR																			

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**INSTITUTIONAL GOALS INVENTORY**  
INDIVID. PERSONAL DEVELOPMENT

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IS											SHOULD BE																		
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					3 TO HELP STUDENTS IDENTIFY THEIR OWN PERSONAL GOALS AND DEVELOP MEANS OF ACHIEVING THEM											N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR
			NO N/A	LOW	MED	HIGH	EXT. HIGH	NO N/A	LOW	MED	HIGH	EXT. HIGH																	
.86	2.73		3	41	41	10	5	TOTAL					213	100		2	16	37	44		4.24	.79	+1.51*						
.79	2.76			42	44	10	4	1 FACULTY					50	23		2	18	48	32		4.10	.75	+1.34						
.86	2.66	1	4	43	39	10	4	2 STUDENT					153	72		2	16	33	48	1	4.28	.81	+1.62						
.81	3.50			70	10	20	3	ADMINISTRATOR					10	5		10	50	40		4.30	.64	+ .80							

IS											SHOULD BE																		
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					8 TO HELP STITS DEVELOP A SENSE OF SELF-WORTH/SELF-CONFIDENCE & A CAPACITY FOR IMPACT ON EVENTS											N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR
			NO N/A	LOW	MED	HIGH	EXT. HIGH	NO N/A	LOW	MED	HIGH	EXT. HIGH																	
.82	2.51		7	48	34	10	1	TOTAL					213	100	1	4	22	38	36		4.03	.91	+1.52 #						
.78	2.70		4	38	42	16		1 FACULTY					50	23	2	8	24	38	28		3.82	.99	+1.12						
.80	2.41		8	52	30	8	1	2 STUDENT					153	72	1	3	20	39	37		4.08	.87	+1.67						
.89	3.00			30	50	10	10	3 ADMINISTRATOR					10	5		30	20	50		4.20	.87	+1.20							

IS											SHOULD BE																		
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					11 TO HELP STUDENTS ACHIEVE DEEPER LEVELS OF SELF-UNDERSTANDING											N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR
			NO N/A	LOW	MED	HIGH	EXT. HIGH	NO N/A	LOW	MED	HIGH	EXT. HIGH																	
.76	2.46		6	52	33	9		TOTAL					213	100	1	5	27	41	27		3.88	.89	+1.42 #						
.67	2.50		6	42	48	4		1 FACULTY					50	23	2	8	42	30	18		3.54	.94	+1.04						
.78	2.42		7	56	27	10	1	2 STUDENT					153	72	1	4	20	46	29		3.99	.84	+1.57						
.70	2.90			30	50	20		3 ADMINISTRATOR					10	5		50	20	30		3.80	.87	+ .90							

IS											SHOULD BE																		
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					13 TO HELP STUDENTS BE OPEN, HONEST, AND TRUSTING IN THEIR RELATIONSHIPS WITH OTHERS											N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR
			NO N/A	LOW	MED	HIGH	EXT. HIGH	NO N/A	LOW	MED	HIGH	EXT. HIGH																	
.87	2.30		18	42	33	6	1	TOTAL					213	100	5	3	23	38	31		3.87	1.04	+1.57 #						
.79	2.36		12	48	32	8		1 FACULTY					50	23	8	6	30	28	28		3.62	1.18	+1.26						
.88	2.24		22	40	32	6	1	2 STUDENT					153	72	4	2	21	41	33		3.96	.98	+1.72						
.87	2.80			40	50		10	3 ADMINISTRATOR					10	5		10	30	40	20		3.70	.90	+ .90						







INSTITUTIONAL GOALS INVENTORY  
TRADITIONAL RELIGIOUSNESS

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IS													SHOULD BE																		
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					16 TO EDUCATE STUDENTS IN A PARTICULAR RELIGIOUS HERITAGE													N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
			NO N/A	LOW	MED.	HIGH	EXT. HIGH	NO N/A	LOW	MED.	HIGH	EXT. HIGH																			
.76	1.74		44	39	15	1		TOTAL													213	100	45	30	17	7	2		1.92	1.02	+ .18
.80	1.62		56	28	14	2		1 FACULTY													50	23	56	30	8	6			1.64	.87	+ .02
.75	1.78		41	42	16	1		2 STUDENT													153	72	41	29	21	7	2		2.00	1.04	+ .22
.64	1.70		40	50	10			3 ADMINISTRATOR													10	5	40	40	10		10		2.00	1.18	+ .30

IS													SHOULD BE																		
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					19 TO HELP STUDENTS BECOME AWARE OF THE POTENTIALITIES OF A FULL-TIME RELIGIOUS VOCATION													N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
			NO N/A	LOW	MED.	HIGH	EXT. HIGH	NO N/A	LOW	MED.	HIGH	EXT. HIGH																			
.65	1.55		53	40	7			TOTAL													213	100	51	28	16	4	1		1.76	.93	+ .21
.67	1.52		58	32	10			1 FACULTY													50	23	64	28	8				1.44	.64	- .08
.64	1.56		52	42	6	1		2 STUDENT													153	72	47	27	18	6	1		1.87	.99	+ .31
.64	1.70		40	50	10			3 ADMINISTRATOR													10	5	50	30	20				1.70	.78	

IS													SHOULD BE																		
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					22 TO DEVELOP STUDENTS' ABILITY TO UNDERSTAND AND DEFEND A THEOLOGICAL POSITION													N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
			NO N/A	LOW	MED.	HIGH	EXT. HIGH	NO N/A	LOW	MED.	HIGH	EXT. HIGH																			
.79	1.87		33	52	11	4		TOTAL													213	100	31	28	29	9	3		2.25	1.08	+ .38
.72	1.58		54	36	8	2		1 FACULTY													50	23	54	32	12	2			1.62	.77	+ .04
.80	1.98		26	56	13	5	1	2 STUDENT													153	72	24	25	35	12	4		2.48	1.10	+ .50
.46	1.70		30	70				3 ADMINISTRATOR													10	5	30	50	20				1.90	.70	+ .20

IS													SHOULD BE																			
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					25 TO HELP STUDENTS DEVELOP A DEDICATION TO SERVING GOD IN EVERYDAY LIFE													N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -	
			NO N/A	LOW	MED.	HIGH	EXT. HIGH	NO N/A	LOW	MED.	HIGH	EXT. HIGH																				
.79	1.61		54	35	9		1	TOTAL													213	100	49	22	11	10	8		2.06	1.31	+ .45	
.82	1.60		56	32	10		2	1 FACULTY													50	23	60	18	10	8	4			1.78	1.15	+ .18
.78	1.61		52	37	8	1	1	2 STUDENT													153	72	44	24	12	10	9		2.16	1.33	+ .55	
.80	1.60		60	20	20		3	ADMINISTRATOR													10	5	60	10	10	10	10			2.00	1.41	+ .40





INSTITUTIONAL GOALS INVENTORY  
ADVANCED TRAINING

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IS												SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5				N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4									LOW 2	MED. 3	HIGH 4						
27 TO DEVELOP WHAT WOULD GENERALLY BE REGARDED AS A STRONG & COMPREHENSIVE GRADUATE SCHOOL																							
.82	3.38		1	12	42	38		7				213	100		5	28	48	19			3.79	.82	+ .41
.90	3.54			16	26	46		12	1			50	23		4	20	42	34			4.06	.83	+ .52
.77	3.30		1	10	50	34		5	2			153	72	1	5	31	51	12			3.69	.78	+ .39
.58	3.80			20		60		20	3			10	5		10	20	30	40			4.00	1.00	+ .20
TOTAL																							
FACULTY																							
STUDENT																							
ADMINISTRATOR																							

IS												SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5				N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4									LOW 2	MED. 3	HIGH 4						
31 TO PROVIDE TRAINING IN ONE OR MORE OF THE TRADITIONAL PROFESSIONS SUCH AS LAW & MEDICINE																							
.94	3.13		6	16	39	34		4				213	100	5	8	32	49	7			3.44	.92	+ .31
1.03	3.06		12	12	36	38		2	1			50	23	10	4	28	54	4			3.38	1.00	+ .32
.85	3.17		3	18	42	34		3	2			153	72	2	8	35	48	7			3.49	.82	+ .32
1.51	2.90		30	10	20	20		20	3			10	5	30	10	10	30	20			3.00	1.55	+ .10
TOTAL																							
FACULTY																							
STUDENT																							
ADMINISTRATOR																							

IS												SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5				N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4									LOW 2	MED. 3	HIGH 4						
32 TO OFFER GRAD. PROGRAMS IN SUCH "NEWER" PROFESSIONS AS ENGINEERING, EDUCATION, SOCIAL WORK																							
.81	3.32		1	13	46	34		7				213	100		3	23	56	17			3.87	.72	+ .55
.73	3.50			8	40	46		6	1			50	23		6	30	50	14			3.72	.78	+ .22
.81	3.22		1	15	49	29		5	2			153	72		2	23	59	16			3.90	.68	+ .68
.77	4.00			30	40	30		3				10	5		10		50	40			4.20	.87	+ .20
TOTAL																							
FACULTY																							
STUDENT																							
ADMINISTRATOR																							

IS												SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5				N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -
				LOW 2	MED. 3	HIGH 4									LOW 2	MED. 3	HIGH 4						
41 TO CONDUCT ADVANCED STUDY IN SPECIALIZED PROBLEM AREAS- THRU RESEARCH CENTERS/GRAD. PROGRAMS																							
.75	3.23			13	54	27		5				213	100	1	4	29	49	17			3.77	.80	+ .54
.66	3.38			6	54	36		4	1			50	23		4	22	44	30			4.00	.82	+ .62
.74	3.13		1	16	56	24		3	2			153	72	1	4	32	52	11			3.67	.77	+ .54
.83	3.90			40	30	30		3				10	5			20	40	40			4.20	.75	+ .30
TOTAL																							
FACULTY																							
STUDENT																							
ADMINISTRATOR																							




**INSTITUTIONAL GOALS INVENTORY  
RESEARCH**

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IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE				EXT. HIGH 5	28 TO PERFORM CONTRACT RESEARCH FOR GOVERNMENT, BUSINESS, OR INDUSTRY	N	%	NO OF N/A	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY FOR
				LOW 2	MED. 3	HIGH 4	LOW 2						MED. 3	HIGH 4							
.95	3.35		3	15	37	36	10	TOTAL	213	100	3	15	41	33	7		3.26	.90	-	.09	
.83	3.70		2	4	30	50	14	1 FACULTY	50	23	2	6	54	36	2		3.30	.70	-	.40	
.94	3.20		3	19	40	31	7	2 STUDENT	153	72	3	18	39	31	8		3.22	.94	+	.02	
.94	3.90			10	20	40	30	3 ADMINISTRATOR	10	5		20	10	50	20		3.70	1.00	-	.20	

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE				EXT. HIGH 5	34 TO CONDUCT BASIC RESEARCH IN THE NATURAL SCIENCES	N	%	NO OF N/A	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY FOR
				LOW 2	MED. 3	HIGH 4	LOW 2						MED. 3	HIGH 4							
.86	3.62		1	8	33	43	15	TOTAL	213	100	1	5	19	52	23		3.92	.83	+	.30	
.93	3.88		2	8	14	52	24	1 FACULTY	50	23	2	2	6	52	38		4.22	.81	+	.34	
.79	3.49		1	8	41	42	8	2 STUDENT	153	72	1	6	24	54	16		3.78	.80	+	.29	
.80	4.40				20	20	60	3 ADMINISTRATOR	10	5			10	30	60		4.50	.67	+	.10	

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE				EXT. HIGH 5	35 TO CONDUCT BASIC RESEARCH IN THE SOCIAL SCIENCES	N	%	NO OF N/A	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY FOR
				LOW 2	MED. 3	HIGH 4	LOW 2						MED. 3	HIGH 4							
.85	2.76		4	36	42	15	2	TOTAL	213	100	1	7	31	44	17		3.68	.88	+	.92	
1.00	2.64		6	50	24	14	6	1 FACULTY	50	23	2	4	28	36	30		3.88	.95	+1.24		
.80	2.82		4	30	48	17	1	2 STUDENT	153	72	1	8	33	45	12		3.59	.86	+	.77	
.50	2.50			50	50			3 ADMINISTRATOR	10	5			20	60	20		4.00	.63	+1.50		

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	IMPORTANCE				EXT. HIGH 5	37 TO CONTRIBUTE, THROUGH RESEARCH, TO THE GENERAL ADVANCEMENT OF KNOWLEDGE	N	%	NO OF N/A	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY FOR
				LOW 2	MED. 3	HIGH 4	LOW 2						MED. 3	HIGH 4							
.85	3.54		1	8	41	37	14	TOTAL	213	100		3	17	46	33		4.08	.81	+	.54*	
.89	3.62		2	6	36	40	16	1 FACULTY	50	23			18	40	42		4.24	.74	+	.62	
.81	3.47		1	8	46	35	10	2 STUDENT	153	72	1	4	18	50	27		3.99	.82	+	.52	
.90	4.30			10		40	50	3 ADMINISTRATOR	10	5			30	70			4.70	.46	+	.40	



INSTITUTIONAL GOALS INVENTORY  
MEETING LOCAL NEEDS

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IS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	NO OF N/A	IMPORTANCE					MEAN	STANDARD DEVIATION	DISCREPANCY	OR
			NO OF N/A	LOW	MED.	HIGH	EXT. HIGH				NO OF N/A	LOW	MED.	HIGH	EXT. HIGH				
			1	2	3	4	5				1	2	3	4	5				
29 TO PROVIDE CONTINUING EDUCATIONAL OPPORTUNITIES FOR LOCAL AREA ADULTS--ON PART-TIME BASIS																			
.81	2.72		3	39	43	13	2	TOTAL	213	100	1	10	30	44	15	3.61	.89	+	.89
.77	2.74			44	40	14	2	1 FACULTY	50	23		14	24	44	18	3.66	.93	+	.92
.81	2.70		5	37	45	12	2	2 STUDENT	153	72	1	7	34	44	14	3.61	.86	+	.91
1.04	2.90			50	20	20	10	3 ADMINISTRATOR	10	5		40		50	10	3.30	1.10	+	.40
33 TO SERVE AS A CULTURAL CENTER IN THE COMMUNITY SERVED BY THE CAMPLS																			
.84	3.00		2	26	47	21	4	TOTAL	213	100	2	7	33	37	22	3.69	.96	+	.69
.82	3.08			26	44	26	4	1 FACULTY	50	23		4	32	44	20	3.80	.80	+	.72
.87	2.95		3	27	46	19	5	2 STUDENT	153	72	3	8	33	35	22	3.63	1.01	+	.68
.46	3.30				70	30		3 ADMINISTRATOR	10	5			40	30	30	3.90	.83	+	.60
39 TO PROVIDE TRAINED MANPOWER FOR LOCAL-AREA BUSINESS INDUSTRY, AND GOVERNMENT																			
.86	2.92		4	27	46	20	3	TOTAL	213	100	4	23	34	29	9	3.15	1.01	+	.23
.81	2.98		2	26	46	24	2	1 FACULTY	50	23	2	34	34	22	8	3.00	.98	+	.02
.88	2.88		5	27	47	17	4	2 STUDENT	153	72	5	20	35	31	9	3.18	1.03	+	.30
.83	3.10			30	30	40		3 ADMINISTRATOR	10	5		20	30	40	10	3.40	.92	+	.30
40 TO FACILITATE INVOLVEMENT OF STUDENTS IN NEIGHBORHOOD AND COMMUNITY-SERVICE ACTIVITIES																			
.78	2.49		7	49	33	10		TOTAL	213	100	2	16	47	27	8	3.22	.88	+	.73
.78	2.58		2	54	28	16		1 FACULTY	50	23		26	42	28	4	3.10	.83	+	.52
.79	2.46		8	47	35	8	1	2 STUDENT	153	72	3	12	48	27	9	3.26	.91	+	.80
.67	2.50			60	30	10		3 ADMINISTRATOR	10	5		20	50	30		3.10	.70	+	.60





INSTITUTIONAL GOALS INVENTORY  
SOCIAL EGALITARIANISM

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IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					EXT. HIGH	5	42 TO PROVIDE EDUCATIONAL EXPERIENCES RELEVANT TO THE EVOLVING INTERESTS OF WOMEN IN AMERICA	N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR
			NO. N/A	LOW	MED.	HIGH	NO. N/A						LOW	MED.	HIGH						
.73	2.55		4	46	42	8		1		TOTAL	213	100	3	11	41	34	10		3.37	.93	+ .82
.67	2.56		2	48	42	8		1		1 FACULTY	50	23		20	40	34	6		3.26	.84	+ .70
.75	2.52		5	47	40	7		1		2 STUDENT	153	72	5	9	41	34	12		3.39	.96	+ .87
.54	3.10			10	70	20		3		3 ADMINISTRATOR	10	5			50	40	10		3.60	.66	+ .50

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					EXT. HIGH	5	45 TO MOVE TO/MAINTAIN OPEN ADMISSIONS & DEVELOP MEANINGFUL EDUC. EXPERIENCE FOR ALL ADMITD	N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR
			NO. N/A	LOW	MED.	HIGH	NO. N/A						LOW	MED.	HIGH						
.86	2.54		9	42	37	11		1		TOTAL	213	100	10	21	24	27	17		3.20	1.24	+ .66
.88	2.32		16	48	24	12		1		1 FACULTY	50	23	20	32	20	22	6		2.62	1.20	+ .30
.82	2.63		6	40	41	12		1		2 STUDENT	153	72	7	18	25	29	22		3.42	1.19	+ .79
1.11	2.40		20	40	30			10		3 ADMINISTRATOR	10	5	20	20	40	10	10		2.70	1.19	+ .30

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					EXT. HIGH	5	48 TO OFFER DEVELOPMENTAL/RE-MEDIAL PROGRAMS IN BASIC SKILLS (READING, WRITING, MATHEMATICS)	N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR
			NO. N/A	LOW	MED.	HIGH	NO. N/A						LOW	MED.	HIGH						
.84	2.47		8	49	30	11		1		TOTAL	213	100	10	23	32	25	10		3.01	1.13	+ .54
.81	2.32		14	48	30	8		1		1 FACULTY	50	23	20	36	30	12	2		2.40	1.00	+ .08
.85	2.53		7	48	31	12		1		2 STUDENT	153	72	8	16	34	29	13		3.24	1.11	+ .71
.64	2.30			80	10	10		3		3 ADMINISTRATOR	10	5		60	20	20			2.60	.80	+ .30

IS										SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					EXT. HIGH	5	52 TO PROVIDE EDUC. EXPERIENCES RELEVANT TO EVOLVING INTERESTS OF BLACKS, CHICANOS, AMER INDIANS	N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR
			NO. N/A	LOW	MED.	HIGH	NO. N/A						LOW	MED.	HIGH						
.79	2.62		4	44	39	11		1		TOTAL	213	100	3	14	41	30	12		3.35	.96	+ .73
.74	2.64		2	46	38	14		1		1 FACULTY	50	23	4	14	46	30	6		3.20	.89	+ .56
.81	2.58		5	45	39	9		2		2 STUDENT	153	72	3	14	39	30	14		3.39	.99	+ .81
.70	3.10			20	50	30		3		3 ADMINISTRATOR	10	5			60	30	10		3.50	.67	+ .40









## INSTITUTIONAL GOALS INVENTORY

### COMMUNITY

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IS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR	
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5					
.82	2.83		2	33	49	12	4	TOTAL	213	100		4	25	45	26	3.93	.82 +1.10		
.75	2.58		2	52	32	14	1	FACULTY	50	23		4	28	42	26	3.90	.83 +1.32		
.79	2.88		2	27	56	10	5	2 STUDENT	153	72		4	25	46	25	3.93	.81 +1.05		
1.10	3.30			30	30	20	20	3 ADMINISTRATOR	10	5		10	10	40	40	4.10	.94 + .80		

IS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR	
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5					
.78	2.71		3	38	46	10	2	TOTAL	213	100	1	1	16	55	27	4.05	.75 +1.34**		
.81	2.48		4	58	26	10	2	1 FACULTY	50	23			14	52	34	4.20	.66 +1.72		
.74	2.73		3	35	52	9	2	2 STUDENT	153	72	1	1	18	56	24	3.99	.76 +1.26		
.67	3.50				60	30	10	3 ADMINISTRATOR	10	5		10		50	40	4.20	.87 + .70		

IS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR	
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5					
.84	3.05		2	23	48	22	5	TOTAL	213	100		1	20	51	28	4.07	.72 +1.02*		
.94	2.96		4	26	48	14	8	1 FACULTY	50	23			18	48	34	4.16	.70 +1.20		
.78	3.02		1	24	49	24	2	2 STUDENT	153	72		1	21	52	25	4.02	.72 +1.00		
.83	3.90				40	30	30	3 ADMINISTRATOR	10	5			10	50	40	4.30	.64 + .40		

IS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY OR	
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5					
.88	2.82		3	36	41	16	4	TOTAL	213	100			13	47	38	4.23	.72 +1.41**		
.90	2.68		2	50	32	10	6	1 FACULTY	50	23			14	36	50	4.36	.71 +1.68		
.84	2.79		4	33	45	15	3	2 STUDENT	153	72	1	1	13	52	34	4.18	.72 +1.39		
.54	3.90				20	70	10	3 ADMINISTRATOR	10	5			10	40	50	4.40	.66 + .50		

LN 388510







INSTITUTIONAL GOALS INVENTORY  
INNOVATION

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				LOW 2	MED. 3	HIGH 4								LOW 2	MED. 3	HIGH 4						
											67 TO BUILD CAMPUS CLIMATE WHERE CONTINUOUS EDUCATNL INNOVATION IS ACCEPTED AS INST WAY OF LIFE											
.72	2.63		3	42	45	9	1				TOTAL	213	100	2	8	31	43	15		3.61	.92	+ .98
.67	2.58			52	38	10					1 FACULTY	50	23		2	30	42	26		3.92	.80	+1.34
.73	2.63		4	40	46	9	1				2 STUDENT	153	72	3	10	33	43	10		3.47	.93	+ .84
.83	2.90			30	60		10				3 ADMINISTRATOR	10	5			20	50	30		4.10	.70	+1.20
IS											SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5			N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR
				LOW 2	MED. 3	HIGH 4								LOW 2	MED. 3	HIGH 4						
											70 TO EXPERIMENT WITH DIFFERENT METHODS OF EVALUATING AND GRADING STUDENT PERFORMANCE											
.73	2.55		4	46	43	6	1				TOTAL	213	100		9	31	35	25		3.75	.95	+1.20
.67	2.56		4	42	48	6					1 FACULTY	50	23	2	16	36	18	28		3.54	1.12	+ .98
.72	2.52		5	47	42	5	1				2 STUDENT	153	72		5	29	41	25		3.85	.85	+1.33
1.00	3.00			40	30	20	10				3 ADMINISTRATOR	10	5		30	30	30	10		3.20	.98	+ .20
IS											SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5			N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR
				LOW 2	MED. 3	HIGH 4								LOW 2	MED. 3	HIGH 4						
											74 TO EXPERMNT WITH NEW WAYS OF INDIVIDUALIZED INSTRUCTION SUCH AS TUTORIALS,FLEXIBLE SCHED,ETC											
.69	2.64		3	39	48	9					TOTAL	213	100		7	31	45	17		3.71	.84	+1.07
.62	2.64		2	38	54	6					1 FACULTY	50	23	2	8	32	38	20		3.66	.95	+1.02
.71	2.63		3	41	46	10					2 STUDENT	153	72		7	31	48	15		3.71	.80	+1.08
.60	2.80			30	60	10					3 ADMINISTRATOR	10	5			40	30	30		3.90	.83	+1.10
IS											SHOULD BE											
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5			N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR
				LOW 2	MED. 3	HIGH 4								LOW 2	MED. 3	HIGH 4						
											77 TO CREATE PROCEDURES SO THAT CURRICULAR & INSTRUCTIONNL INNO- VATIONS MAY BE READILY INITIATED											
.74	2.63		5	37	50	7	1				TOTAL	213	100		2	36	46	17		3.77	.74	+1.14
.65	2.68		2	36	54	8					1 FACULTY	50	23		2	28	48	22		3.90	.75	+1.22
.72	2.56		6	40	48	6	1				2 STUDENT	153	72		2	39	45	14		3.72	.73	+1.16
.80	3.60				60	20	20				3 ADMINISTRATOR	10	5			30	40	30		4.00	.77	+ .40





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IS										79 TO APPLY COST CRITERIA IN DECIDING AMONG ALTERNATIVE ACADEMIC AND NON-ACADEMIC PROGRAMS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5		N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -								
				LOW 2	MED. 3	HIGH 4	LOW 2						MED. 3	HIGH 4															
.92	3.12			5	16	47	26	6	TOTAL	213	100	4	21	50	21	3		2.98	.85	- .14									
.91	3.36			2	14	40	34	10	1 FACULTY	50	23	4	32	36	26	2		2.90	.90	- .46									
.90	3.01			6	18	48	24	4	2 STUDENT	153	72	5	18	55	18	4		2.99	.84	- .02									
.90	3.60				60	20	20	3	ADMINISTRATOR	10	5		10	50	40			3.30	.64	- .30									

IS										81 TO REGULARLY PROVIDE EVIDENCE THAT THE INSTITUTION IS ACTUALLY ACHIEVING ITS STATED GOALS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5		N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -								
				LOW 2	MED. 3	HIGH 4	LOW 2						MED. 3	HIGH 4															
.85	2.84			3	33	46	15	4	TOTAL	213	100		10	33	42	15		3.61	.87	+ .77									
.87	2.92				36	42	16	6	1 FACULTY	50	23		8	26	42	24		3.82	.89	+ .90									
.84	2.79			4	33	45	15	3	2 STUDENT	153	72	1	10	37	42	10		3.51	.84	+ .72									
.75	3.20				10	70	10	10	3 ADMINISTRATOR	10	5		10	10	50	30		4.00	.89	+ .80									

IS										83 TO BE CONCERNED ABOUT THE EFFICIENCY WITH WHICH COLLEGE OPERATIONS ARE CONDUCTED										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5		N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -								
				LOW 2	MED. 3	HIGH 4	LOW 2						MED. 3	HIGH 4															
.80	3.07			1	20	53	22	4	TOTAL	213	100		5	25	47	23		3.88	.81	+ .81									
.84	3.26				18	46	28	8	1 FACULTY	50	23		6	30	44	20		3.78	.83	+ .52									
.76	2.97			2	22	56	18	3	2 STUDENT	153	72		5	24	49	22		3.89	.80	+ .92									
.64	3.70					40	50	10	3 ADMINISTRATOR	10	5			20	40	40		4.20	.75	+ .50									

IS										87 TO BE ACCOUNTABLE TO FUNDING SOURCES FOR THE EFFECTIVENESS OF COLLEGE PROGRAMS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO N/A 1	IMPORTANCE				EXT. HIGH 5		N	%	NO N/A 1	IMPORTANCE				EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -								
				LOW 2	MED. 3	HIGH 4	LOW 2						MED. 3	HIGH 4															
.79	3.18			1	14	56	23	6	TOTAL	213	100	3	10	32	43	13		3.53	.93	+ .35									
.84	3.36				12	52	24	12	1 FACULTY	50	23	4	14	30	40	12		3.42	1.00	+ .06									
.74	3.07			2	15	60	20	3	2 STUDENT	153	72	3	9	35	42	12		3.51	.91	+ .44									
.63	4.00					20	60	20	3 ADMINISTRATOR	10	5				70	30		4.30	.46	+ .30									



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IS										12 TO ENSURE THAT STUDENTS WHO GRADUATE ACHIEVE SOME LEVEL OF READING/WRITING/MATH COMPETENCY										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	LOW	MED	HIGH	EXT. HIGH			N	%	NO OF N/A	LOW	MED	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY FOR									
.93	3.22		3	18	43	28	8			213	100	6	21	42	31			3.97	.88	+ .75									
.88	2.90		6	24	46	22	2	1	FACULTY	50	23	2	4	12	42	40		4.14	.92	+1.24									
.94	3.31		2	16	42	29	11	2	STUDENT	153	72		7	24	42	27		3.90	.88	+ .59									
.66	3.40		10	40	50		3	ADMINISTRATOR		10	5		20	50	30		4.10	.70	+ .70										
IS										71 TO WORK FOR/MAINTAIN A LARGE DEGREE OF INST. AUTONOMY IN RELATION TO GOV'T. ED. AGENCIES										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	LOW	MED	HIGH	EXT. HIGH			N	%	NO OF N/A	LOW	MED	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY FOR									
.70	2.60		4	38	51	5	1			213	100	2	21	43	24	10		3.19	.94	+ .59									
.67	2.50		4	48	42	6		1	FACULTY	50	23		20	32	34	14		3.42	.96	+ .92									
.67	2.63		4	35	55	5	1	2	STUDENT	153	72	3	22	46	21	8		3.10	.93	+ .47									
1.02	2.60		10	40	40		10	3	ADMINISTRATOR		10	5	10	50	30	10		3.40	.80	+ .80									
IS										80 TO MAINTAIN OR WORK FOR A REPUTABLE STANDING FOR THE INST. WITHIN THE ACADEMIC WORLD										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	LOW	MED	HIGH	EXT. HIGH			N	%	NO OF N/A	LOW	MED	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY FOR									
.83	3.38		1	12	42	38	8			213	100		5	25	45	24		3.87	.85	+ .49									
.80	2.96		2	26	48	22	2	1	FACULTY	50	23		2	18	54	26		4.04	.72	+1.08									
.79	3.49		1	8	41	42	8	2	STUDENT	153	72	1	7	29	43	20		3.76	.87	+ .27									
.70	3.90				30	50	20	3	ADMINISTRATOR		10	5			30	70		4.70	.46	+ .80									
IS										82 TO CARRY ON BROAD AND VIGOROUS PROGRAM OF EXTRA-CURRICULAR ACTIVITIES & EVENTS FOR STUDENTS										SHOULD BE									
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	LOW	MED	HIGH	EXT. HIGH			N	%	NO OF N/A	LOW	MED	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY FOR									
.76	3.24		1	13	50	32	4			213	100		6	30	50	14		3.71	.79	+ .47									
.65	3.18			14	54	32		1	FACULTY	50	23		8	48	34	10		3.46	.78	+ .28									
.78	3.22		1	14	50	31	4	2	STUDENT	153	72	1	5	25	54	15		3.78	.77	+ .56									
.70	3.90				30	50	20	3	ADMINISTRATOR		10	5	10	10	60	20		3.90	.83										



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IS											84 TO BE ORGANIZED FOR SHORT, MEDIUM, AND LONG-RANGE PLANNING FOR THE TOTAL INSTITUTION											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR														
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5																		
.76	3.11			17	58	19	5	TOTAL	213	100		3	34	42	21	3.80	.80	+	.69													
.88	3.10			24	52	14	10	1 FACULTY	50	23		4	32	42	22	3.82	.82	+	.72													
.69	3.10		1	14	61	21	3	2 STUDENT	153	72		3	37	42	18	3.75	.79	+	.65													
1.08	3.20			30	40	10	20	3 ADMINISTRATOR	10	5		10	40	50		4.40	.66	+	1.20													

IS											85 TO INCLUDE LOCAL CITIZENS IN PLANNING COLLEGE PROGRAMS THAT WILL AFFECT THE LOCAL COMMUNITY											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR														
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5																		
.77	2.58			6	41	43	9	1 TOTAL	213	100		3	16	42	34	5	3.22	.88	+	.64												
.75	2.52			8	40	44	8	1 FACULTY	50	23		6	16	42	30	6	3.14	.96	+	.62												
.75	2.58			5	41	44	8	1 2 STUDENT	153	72		2	16	42	35	4	3.23	.84	+	.65												
1.04	2.90			50	20	20	10	3 ADMINISTRATOR	10	5		20	30	30	20		3.50	1.02	+	.60												

IS											86 TO EXCEL IN INTERCOLLEGIATE ATHLETIC COMPETITION											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR														
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5																		
.89	3.72			8	29	43	19	TOTAL	213	100		15	29	33	17	6	2.69	1.09	-	1.03												
.87	3.72			10	26	46	18	1 FACULTY	50	23		12	46	38	4		2.34	.74	-	1.38												
.89	3.71		1	8	31	41	20	2 STUDENT	153	72		17	24	31	21	7	2.78	1.17	-	.93												
.87	3.80			10	20	50	20	3 ADMINISTRATOR	10	5		30	30	30	10		3.20	.98	-	.60												

IS											88 TO CREATE A CLIMATE IN WHICH SYSTEMATIC EVALUATION OF PRGRMS IS ACCEPTED AS INST WAY OF LIFE											SHOULD BE										
STANDARD DEVIATION	MEAN	OMITS	IMPORTANCE					N	%	IMPORTANCE					OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR														
			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5			NO N/A 1	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5																		
.77	2.84			1	34	48	15	2 TOTAL	213	100		1	11	30	45	14	3.60	.89	+	.76												
.86	2.76			2	42	38	14	4 1 FACULTY	50	23		4	10	28	40	18	3.58	1.02	+	.82												
.71	2.83			1	32	52	14	1 2 STUDENT	153	72			12	31	46	11	3.56	.84	+	.73												
.90	3.30			20	40	30	10	3 ADMINISTRATOR	10	5			10	60	30		4.20	.60	+	.90												



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IS										SHOULD BE										
IMPORTANCE										IMPORTANCE										
STANDARD DEVIATION	MEAN	OMITS	NO OF N/A	LOW	MED.	HIGH	EXT. HIGH			N	%	NO OF N/A	LOW	MED.	HIGH	EXT. HIGH	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY - OR
			1	2	3	4	5					1	2	3	4	5				
89 TO SYSTEMATICALLY INTERPRET THE NATURE, PURPOSE, & WORK OF THE INST TO CITIZENS OFF CAMPUS																				
.77	2.92		1	29	50	18	2	TOTAL		213	100	4	11	45	32	8		3.28	.91	+ .36
.78	3.22			18	46	32	4	1	FACULTY	50	23	4	2	42	38	14		3.56	.90	+ .34
.66	2.74		1	34	55	9	1	2	STUDENT	153	72	5	14	49	28	4		3.12	.87	+ .38
.40	4.20					80	20	3	ADMINISTRATOR	10	5				70	30		4.30	.46	+ .10

IS										90 TO ACHIEVE CONSENSUS AMONG PEOPLE ON CAMPUS ABOUT THE GOALS OF THE INSTITUTION	SHOULD BE											
IMPORTANCE									IMPORTANCE													
STANDARD DEVIATION	MEAN	OMITS	NO N/A	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5		N		%	NO N/A	LOW 2	MED. 3	HIGH 4	EXT. HIGH 5	OMITS	MEAN	STANDARD DEVIATION	DISCREPANCY + OR -		
.75	2.55			5	45	40	9		TOTAL	213	100	5	16	33	37	9		3.28	1.00	+ .73		
.78	2.48		10	40	42	8			1 FACULTY	50	23	6	8	42	34	10		3.34	.97	+ .86		
.71	2.52		4	48	40	7	1		2 STUDENT	153	72	5	19	31	38	7		3.23	1.01	+ .71		
.78	3.30			20	30	50			3 ADMINISTRATOR	10	5		10	30	30	30		3.80	.98	+ .50		

[illegible][illegible]

## APPENDIX I

## Descriptions of the 20 Goal Areas in the Institutional Goals Inventory

**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 Religionsness**—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)

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

**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)

**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)

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



## APPENDIX J

INDEPENDENT "t" TESTS

The "t" test has several slightly different formulas:

$$t = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Separate Variance "t" Model

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left( \frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \right) \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Pooled Variance "t" Model

where

t = the value by which the statistical significance of the mean difference will be judged

$\bar{X}_1$  = the mean of group 1

$\bar{X}_2$  = the mean of group 2

$S_1^2$  = the variance of group 1

$S_2^2$  = the variance of group 2

$N_1$  = the number of subjects in group 1

$N_2$  = the number of subjects in group 2.

Before a particular "t" model is selected, the homogeneity of the two population variances should be checked. This is accomplished by a statistical technique known as the F ratio in which the larger sample variance is divided by the smaller one. The resulting quantity is known as F and is interpreted for statistical significance from a table of F. All population variances were checked in this study at the .05 level. Goal area number six, "Traditional Religiousness" (Faculty-Student "should be") was the only goal in which the variances were not homogeneous. Therefore, the Separate Variance "t" formula was used in the comparison of the mean ratings for this situation. The Pooled Variance "t" formula was used for the remainder of the comparisons.

#### Critical "t" Values

<u>Comparisons</u>	<u>dF</u>	<u>.05</u>	<u>.01</u>
Faculty-Students	201	1.960	2.576
Faculty-Administrators	58	2.002	2.664
Students-Administrators	161	1.960	2.576