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ABSTRACT

An Institutional Goals Inventory at Prostburg State College presents respondents with 90 prestructured goal statement guestions and twenty-six locally prepared questions. The 90 goal statement questions compose twenty goal areas, Goals areas are: academic development, intellectual orientation, individual personal development, humanism/altruism, cultural/aesthetic awareness, traditional religiousness, vocational preparation, advanced training, research, meeting local needs, public service, social egalitarianism, social criticism/activism, freedom, democratic governance, community, intellectual aesthetic environment, innovation, off-campus learning, accountability/efficiency. Data on respondents' role on campus, faculty rank, age, and so forth are also recorded. Findings indicate that Frostburg State sees intellectual orientation as the highest priority, is a rather traditional kind of institution, is reluctant to exruess educational outcomes in dollars and cents, and has a need for planning, goal-setting, and articulation of college goals and objectives. Students place much more value on the importance of graduate education than do faculty or administration. (Author/KE)



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INSTITUTIONAL GOALS INVENTORY AT FROSTBURG STATE COLLEGE

(Where We Are and Where We Should Be)

(IR-10-73)

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ERIC

September, 1973

By

Jae W. Choi Director of Institutional Research

and

Paul R. Lyons Director of Graduate Studies

FROSTBURG STATE COLLEGE

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Special acknowledgement is due two-hundred and thirtytwo persons who devoted considerable time and effort to complete the Institutional Goals Inventory questionnaire. Participants at the college were ninety-six faculty members, fifty-eight undergraduate students, twenty-oight graduate students and nineteen administrators. In addition, thirty-one community representatives participated. Without their cooperation, this study could not have been completed.

The writers are particularly indebted to Dr. Nelson P. Guild, President of Frostburg State College, for his encouragement and support for the survey.

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September, 1973

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Jae W. Choi Paul R. Lyons

3

iii

TABLE OF CONTENTS

•

ACKNOWLEDGEMENT

4

ļ

Full Text Provided by EDIC

CHAPTER	Page	
1.	INTRODUCTION	
	Statement of the Problem	
	Furpose of the Study	
	Procedures	
	Definition of Terms Used	
	Delimitations	
II.	GUIDE TO INTERPRETING RESULTS	
	Institutional Goals InventoryWhat Is 8	
	Description of the 20 Goal Areas	
	Outcome Goals	
	Process Goals	
	The Organization of the IGI Results	
	Table and Goal Areas	
	Description of the IGI Results	
	Respondents	
	Goal Area Data for the Total Group	
	Goal Area Discrepancies	
	Goal Area Results: Total and Subgroups	
	Goal Statement Data	
	Goal Statement Discrepancies	
	Local Option Goal Statement	
	Final Words	
III.	RESULTS OF INSTITUTIONAL GOALS INVENTORY	
	Goal Area Summaries - Rank Ordered by "IS,"	
	"SHOULD BE," and "DISCREPANCIES" Means 20	
	Goal Area and Goal Statements	
	Academic Development	
	Goal Statements 1, 4, 5, 9	
	Intellectual Orientation	
	Goal Statements 2, 5, 7, 10	
	Individual/Personal Development	
	Goal Statements 3, 8, 11, 13	
	Humanism/Altruism	
	Goal Statements 14, 17, 20, 23	
	Cultural/Aesthetic Awareness	
	Goal Statements 15, 18, 21, 24	
	Traditional Religiousness	
	Goal Statements 16, 19, 22, 25	

' iv

4

Ş

														1	Page
Vocational Preparation															
Goal Statements 26, 3	30,	36,	38									•			27
Advanced Training	_	_													
Goal Statements 27, 3	31,	32,	41												28
Research															
Goal Statements 28, 3	34,	35,	37	٠	•	٠	٠	•				٠	٠	٠	29
Meeting Local Needs		~~													
Goal Statements 29, 3	33,	39,	40	٠	٠	٠	•	•	٠	٠	٠	٠	٠	٠	30
Public Service		50	~ 4												
Goal Statements 44, 4	+7,	50,	57	٠	٠	٠	۰,	•	٠	٠	٠	٠	٠	٠	31
Social Egalitarianian	E	10	50												
Goal Statements 42, 4		40,	72	٠	٠	٠	*	٠	٠	٠	٠	٠	٠	٠	32
Social Criticism/Activis		10	62												~ ~
Goal Statements 43, 4 Freedom	ŧ0,	47,	22	•	•	•	*	•	•	*	•	*	*	*	33
Goal Statements 54, 5	57	60	63												37
Democratic Governance	.,	ω,	0)	*	•	•	*	•	*	*	•	*	*	*	34
Goal Statements 55, 5	58.	61	61.				:								25
Community	,.,	, ,	~~~	•	•	•	•	•	•	•	•	•	•	•	<i>))</i>
Goal Statements 56, 5	59.	62.	65												26
Intellectual/Aesthetic				•	•	•	•	•	•	•	•	•	•	•	50
Goal Statements 66, 6															37
Innovation	,	,		•	•	-	•	•	-	•	•	•	•	•	
Goal Statements 67, 7	70.	74.	77												38
Off-campus Learning	,		•	-	•	-	-	•	•	-	•	•	•	•	<i>,</i>
Goal Statements 68, 7	72.	75.	78												39
Accountability/Efficience		,	•	-	-	-		-		-	-	-	-	-	
Goal Statements 79, 8	31.	83.	87												40
Miscellaneous Goals															-
Goal Stetements 12, 7	71,	80,	82,												
84, 85, 86, 88, 89, 9															41
Local Goal Statements															•
Graduate Studies 91,	92,	93,	94,	,											
95, 96, 97, 98, 99, 1															43
Local Goal Statements															
Institutional 101, 1	102,	103	3,												
104, 105, 106, 107, 1	108,	109),												
						•				٠	٠	٠		٠	45
Local Option Question			_												_
Graduate and Undergra	adua	te I	Progr	18 1	13	٠	•	•	•	٠	٠	٠	٠	•	47
SUMMARIZED RESULTS AND CONCL	USI	ons	• •	•	•	•	•	•	•	•	٠	•	•	•	51
REFERENCES	•	• •		•	•	•	•	•	•	•	•	٠	٠	•	70

4

IV.

LIST OF

5

v

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When a man does not know what harbor he is making for, no wind is right wind.

Seneca

CHAPTER I

INTRODUCTION

During the past two decades, the expansion in higher education enrollment, programs, and facilities has been extraordinary. It was particularly so in the 1960's in most of the fifty states. However, higher education in America has reached a Foint of watershed. Forecasters generally agree that enrollment increase during the 1970's will be slowing down due to declining birth rates and a decreasing desire to attend college due to unsatisfactory pay-off after graduation. Furthermore, it is valid to assume that the college population in the 1970's will be mixed with new college students; there will be more students from the working classes possessing relatively lower levels of scholastic ability (Cross, 1971).

Antagonism in the colleges and universities reached a peak in 1970 in the wake of campus uphervals following the invasion of Cambodia and the shooting at Kent State University. Public displeasure with institutions of higher learning has been mounting in the recent years. Student radicalism and campus disorder along with other social/political and demographic changes pushed the colleges and universities toward the watershed.

The most important and not stated heretofore are the present economic realities. The cost of goods and services has risen steadily for some years, and more recently the rise has been extremely sharp. Taxpayers become increasingly reluctant to pay for the support of colleges and universities as is the case for public education. Inflation, relatively fewer jobs as well as dissatis-



faction in the market for college graduates, unpredictable economic future, and limited public revenues for the public higher education institutions have been pushing colleges toward a cost squeeze. Byrnes and Tussing call this "The Resource Gap" -- "the difference between available resources and needed resources" (Carnegie Commission on Higher Education, 1971).

College administrators have responded to these new circumstances in many different ways. Examples are various---hiring squeezes, investigations of faculty workload, minimizing equipment purchases, postponing capital outlays, freezing faculty salaries, etc. An emerging reaction to the general fiscal dilemma from a good many state capitals is the concept of effectiveness. The core of this concept at a college or university is that how much of the purposes and objectives of the institution can be achieved by allocating limited public resources, according to some criteria set forth based on interests of all concerned. These factors have caused the colleges and universities to re-define their missions and roles. The issue of new missions and rolee of higher education institutions has been recently much debated.

College and university leaders now face the issue of taking initiative in proposing terms by which effectiveness of the college can be measured. Colleges must organize to plan and justify their performance in relationship to limited financial rescurces. Goals and objectives of all units of the college need to be clearly defined and procedures for evaluating the effectiveness of all programs must be developed. When results of evaluation are prepared, college leaders have to communicate evidence of effectiveness to those who, in the final analysis, decide how the money is to be allocated. This process is also necessary within the college community.

A climate of active support and ready participation is imperative to the success of planning and evaluation. <u>Most critical to a college's planning and</u> evaluation is a consciousness with the college community of the goals of the

ERIC Fulltaxt Provided by ERIC institution. Assessment of institutional effectiveness is most sensibly understood as determination of the extent to which set forth goals are being achieved.

Recently various external forces have pressed educational institutions to evaluate their effectiveness and accountability for their use of fiscal resources. Continuously increasing demands on higher education institutions to assume new functions and programs have forced institutions to choose among alternative emphases and priorities. Instituting some new programs may necessitate cutting back on some existing programs. Then, how can colleges embrace new missions and roles while retaining and improving existing ones? By what criteria should an institution make such decisions?

Statement of the Problem

Needless to emphasize, institutional effectiveness may be best understood in terms of the degree of achievement of accepted institutional goals and program objectives. The college community should be able to articulate the beliefs and aspirations its present constituent groups hold about unique goals for the institution. Goals of any institution must be developed in such ways that are meaningful to all constituencies, supporters, and potential supporters if the institution wants to survive and progress. Goal setting at the public institutions should involve integrating expectations and aspirations of people on the campus together with those of citizens. In addition, taxpayers and educational, industrial, and other organizational leaders should have opportunities to express their interests in the college.

In reference to the discussions given above, several questions are readily conceivable. Specific questions that need to be investigated are provided and follows:

> What are the major goals of the college perceived by constituent groups on and off the campus?

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-3-

- 2. How diversely do constituent groups, on and off the campus, perceive the goals of the college?
- 3. Which goals are considered more important than others, and to what extent do constituent groups agree about the importance of various goals?
- 4. To what extent do constituent groups aspire to accomplish the goals of the college? Or, how much do constituent groups feel dissatisfaction with the current conditions of goal importance?

Purpose of the Study

The concept of an institutional goal is a verbal abstraction. As a conceptual tool it can be enormously useful in deliberating, determining, and evaluating policies and practices of the institution. This study provides bases on which to make rational decisions on hot the college may embrace new missions while retaining and improving existing ones, and on which to establish criteria useful in decision-making.

The purpose of this study, therefore, is to obtain broad information concerning institutional goals, which will serve the following purposes of the institution:

> 1. Agreed-upon concepts of institutional goals would seem to serve as the basic element in a formulation of the institution's philosophy, ideology, and policy. Stated goals would seem to help integrate assumptions, values, and hopes for the institution into a coherent policy which, in turn, provides standards for present and future college operations.

> 2. The agreed-upon goals would be used as decision standards

by all college constituencies.

- 3. The level of importance of institutional goals would seem to provide bases for the outset of the planning process.
- 4. Institutional goals would seem to be valuable in developing the college management information system.
- 5. The information of institutional goals seems to be useful for evaluating the institutional programs objectives.
- 6. The agreed-upon and stated goals would be used in implementing institutional accountability.

Procedures

One of the most important functions of the Office of Institutional Research is to provide objective information and data regarding purposes, objectives, programs, and activities of the college. The Institutional Goals Inventory (IGI), developed by the Educational Testing Service of Princeton, New Jersey, is a new instrument designed to aid institutions in defining institutional goals, establishing priorities among these goals, and providing direction to an institution's present and future planning and management. The IGI is one way of providing a high order of academic statesmanship which will be required, at several levels, to reach goal accommodations reasonably satisfying to all involved. Broad participation in institutional goal setting can be realized through the use of an instrument such as the IGI. One of the most important points here is that various constraints in the planning process must be decided upon through democratic participation.

This IGI instrument was devised on the basis of tested value of the



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Delphi Technique* (Gordon and Ament, 1969; and Helmer, 1966). This form contains both <u>IS</u> and <u>SHOULD</u> <u>BE</u> ratings along a five-point scale; that is, the participants can indicate their perception of how important the goal currently is on the campus and their opinions about how important it should be. The instrument contained ninety prestructured goal statements, twenty locally prepared goal statements, and six items for additional local uses.

The questionnaire was distributed with the College Fresident's letter requesting cooperation of five constituent groups. Recipients were 160 faculty members, 180 undergraduate students, 80 graduate students; 20 administrators, and 100 community representatives.

The students were selected randomly from two populations, graduate and undergraduate (juniors and seniors). Members of administrative staff were chosen from those who are closest to institutional policy formulation. The community representatives are carefully selected with the greatest emphasis on regional education community.

Due to the fact that each constituent group was requested to complete and return the questionnaire at the end of the Spring Semester, the response rate was not as high as anticipated. As shown in Table 1, there were 96 from faculty members, 58 from undergraduate students, 26 from graduate students, 19 from administrators, and 31 from community representatives.

Definition of Terms Used

The words "functions," "purpose," "goals," "objectives," etc. have been repeatedly used in any discussion on higher education management. It would be useful, therefore, to set forth several working definitions and conceptual

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^{*}The Delphi Technique is a tool developed by the Rand Corporation in the early 1950's whereby consensus among diverse constituent groups regarding institutional goals can be reached without any face-to-face contact among its members.

distinctions used in this study.

<u>Functions</u> of a college or university refer to activities of the institution that are functionally related to other social institutions. Such functions usually have evolved over time through trial and error experiments.

Purpose refers to stated conceptions of the missions of the system.

Goals refer to particularly specified ends, outputs, and priorities established for a single college or university. These are institutional goals.

<u>Objectives</u> refer to ends of various component units, programs and services. The distinction between <u>output and support goals</u> is between those that are manifested in a product of some kind (output goals) and those which are the ends of persons (support goels) responsible for the maintenance activities of the organization (Gross, 1968).

Delimitations:

This study deals with ninety prestructured goal statement questions and twenty-six locally prepared questions. The ninety goal statement questions compose twenty goal areas. Each goal area comprises four goal statements.

One limitation of this study is that it did not exhaust locally relevant goal statements with reference to sub-units of the college. Another limitation is that response rates of constituent groups except one were not as high as they might be. A larger sample size of each constituent group would make the results of this study more meaningful. The questionnaire should be administered again, even periodically over a fixed interval of time.

12

-7--

CHAPTER II

GUIDE TO INTERPRETING RESULTS*

The Institutional Goals Inventory-What Is

The Institutional Goals Inventory Form 1, the first operational form of IGI, is the culmination of nearly two and one half years of developmental work, both conceptual and empirical. Two preliminary, experimental versions were constructed and pilot tested. The first of these forms was used in a spring 1970 study at five institutions in the Carolinas and Virginia which involved some 1000 respondents representing all the key constituent groups, including community people residing in the vicinity of each institution (Uhl, 1971). The second, a revised form, was used in a spring 1971 project involving 1300 faculty and students at ten colleges and universities on the west coast (Peterson, 1972a).

Prior to developing item contents for each version of the IGI, including the present one, substantial efforts, involving ETS staff and groups of outside consultants, were devoted to developing a conceptual framework that would underlie the instrument. The general objective was to set down a conceptualization of the important kinds of goals embraced by the total spectrum of American colleges and universities--public universities, independent colleges, two-year colleges, church-related institutions, and so forth. The conceptual framework (and the contents of the Inventory) changed with each new version of the instrument, with the changes meant to reflect important new goal conceptions in American higher education.**

^{*}All descriptions pertaining to GUIDE TO INTERPRETING RESULTS are derived from the documented original IGI Report copy of Frostburg State College. **Revised theoretical frameworks will underly subsequent forms of IGI (Forms 2, 3, etc.) developed in the years ahead.



"The theoretical framework for IGI Form 1 consists of 20 "goal areas," divided into two general categories. The first set of goal areas are conceived as "output," substantive objectives colleges may be seeking to achieve (qualities of graduating students, research emphases, kinds of public service, for example). Goals in the second general category are referred to as "process goals," which are conceived as internal campus objectives---relating, for the most part, to the educational process and campus climate---which may facilitate achievement of the output goals.

Descriptions of the 20 Goal Areas*

The conceptualization on which Form 1 is based consists of the following, outlined in the form of short-hand labels and descriptions of each goal area for the 20 goal areas.

Outcome Goals

<u>Academic Development</u>. This goal has to do with acquisition of general and s ::alized knowledge, preparation of students for advanced scholarly study, an maintenance of high intellectual standards on the campus. (1, 4, 6, 9)**

<u>Intellectual Orientation</u>. This goal area relates to an <u>attitude</u> 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)

<u>Individual Personal Development</u>. 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)

<u>Humaniam/Altruism</u>. This goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral iesues of the time, and concern about the welfare of man generally. (14, 17, 20, 23)

<u>Cultural/Aesthetic Awareness</u>: 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)

*Information included under this heading is directly obtained from the ETS Profile Chart Sheet.

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

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-9-

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

<u>Vocational Preparation</u>. 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)

<u>Research</u>. 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)

<u>Meeting Local Needs</u>. 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)

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

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

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

Process Goals

<u>Freedom</u>. 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 enauring faculty and students the freedom to choose their own life styles. (54, 57, 60, 63)

<u>Democratic Governance</u>. 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)

<u>Community</u>. 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)

<u>Intellectual/Aesthetic Environment</u>. 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)

<u>Innovation</u>. 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)

<u>Off-Campus Learning</u>. 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)

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

The main content of the Inventory consists of 90 goal statements. Eighty are related to the 20 goal areas, four per goal area. The remaining ten statements are miscellaneous---each reflecting a goal judged to be sufficiently important to warrant a single item (only).

1. The first enables use of additional goal statements of particular interest to a given campus; these goals, prepared by the writers, are responded to on page 10

16



-11-

of the instrument, and the tabulations are included in the standard score report.

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2. The second option enables colleges to add up to six additional background information questions (numbered 119 to 124) for special analytic purposes by the college. In the case of Frostburg State College, the writers prepared questions regarding opinions toward present and prospective program offering at both undergraduate and graduate levels.

Owing in part to Uhl's study (Uhl, 1971a, 1971b), there is currently substantial interest in the Delphi technique as a means for achieving consensus regarding institutional goals. In Uhl's study, a standard instrument was administered to the same panel of respondents, with feedback information, including open-ended reasons given for "deviant" ratings, at the time of the second and third administrations.

While ETS can score each successive IGI administration (provide item means and response distributions), ETS does not provide service for summarizing openended comments or for indicating which alternatives were most often responded to. These aspects of an IGI-Delphi project, therefore, would have to be accomplished at the institution.

The Organization of the IGI Results

The general order of presentation of results in this report is listed below. More detailed interpretive information is provided in the following sections.

TABLE

- 1. <u>Respondents</u>. Response distributions in frequency and percentage by constituent groups.
- 2. <u>Goal Area Summaries</u>. For the total group, goal areas are rank ordered by "IS" means, "SHOULD BE" means, and "DISCRE-YANGIES;" ranked from the highest to the lowest mean and discrepancy scores.

3-22. Goal Areas and Goal Statements. Results for the 20 goal areas;

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"IS" and "SHOULD BE" responses for the total group and, separately, for each of the sub-groups are depicted in figures together with "IS" means, "SHOULD BE" means and "DISCREPANCY" scores. Results for the 4 goal statements belonging to the appropriate goal areas are also provided in the same manner as the goal areas. Tables 3 through 22 cover the first 80 goal statements in the Inventory. The ten goal statements having the highest "SHOULD BE" ratings and the highest "SHOULD BE" - "IS" discrepancies are indicated with asterisk and number signs (*, #). Each table contains the results for one goal area and the four goal statements.

- 23-24. <u>Miscellaneous Goal Statements</u>. Results for the ten miscellanecus goal statements. The format is identical to previous ones.
- 25-28. <u>Local Option Goal Statements</u>. Included are results for the supplementary, locally written goal statements. These are numbered from 91 through 110 in the Inventory. Again, the format is the same as others.
- 29-32. <u>Local Option Questions</u>. Results for the supplementary, locally written questions regarding the choice of program offerings for both graduate and undergraduate levels are presented.

Description of the IGI Results

Respondents.

Data in Table 1 specify the subgroups and the numbers as well as percentages of respondents in each category.

Table	1	
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	Subgroup	<u>Number</u>	Percent	*, *
	Total	232	100	
	Faculty Members	96	42	
	Undergraduate Students	58	25	
	Graduate Students	28	12	
	Administrators	19	8	
	Community Representatives	31	13	
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Goal Area Data for the Total Group.

On page 20 are means for the "IS" and "SHOULD BE" ratings and "DISCREPANCY" scores respectively, based on the total group of respondents. A given goal area mean is simply the average of the means for the four goal statements comprising that goal area. A mean may range from 1.0 (lowest) through 5.0 (highest). There is some probable sample bias for the scores of the total group, because all data for the total group are based on the total respondents.

Goal Area means, as presented in this report, are the basic summary results from the IGI administration. Any given goal area mean can be interpreted within the context of the IGI response for at ("Of Low Importance," "Of Medium importance," etc.) The higher the "IS" goal area mean, the greater the importance the goal <u>it geen</u> as presently having on the campus as compared to the other goals. The higher the "SHOULD BE" mean, the more importance that goal <u>should be</u> regarded in the minds of the respondent group. For example, one may say on the basis of a faculty "SHOULD BE" mean of 2.85 for the research goal area, that "faculty at Frostburg State College generally believe that research Should be of medium importance as an institutional goal." Within the meaning of each goal area, the 20 general goals are meaningfully ranked in terms of judged importance on the basis of goal area mean acores.

One would generally expect smaller mean difference among five constituent groups for the "IS" than for "SHOULD BE" ratings, since the former are perceptions of the present reality while the latter are in the nature of personal opinions about the way things should be.

Goal Area Discrepancies.

Table 2 of the report provides a listing of the 20 goal areas according to the size of the discrepancy scores between the mean "SHOULD BE" score and the

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mean "IS" score. The goal area leading the list is the one having the largest "SHOULD BE" - "IS" discrepancy, or possibly a reverse gap, indicating that, in the view of the respondent group, the goal area is of lesser importance than it currently is. Generally speaking, this listing provides a basis for establishing <u>possible priorities for institutional change</u>; the areas at the top of the listing are ones that the respondent group believes should receive greater emphasis than they are presently receiving.

In interpreting the results on page 20, one must keep in mind the nature of the group of respondents on which these data are based. This group has been referred to as the "total aggregate" (or merely "TOTAL," as shown on the pages of this report); in fact, it is the total batch of completed IGI booklets forwarded to ETS for scoring. The "TOTAL" group, in general, represents a meaningful sample or population.

In general, the magnitude of the gap is an index of the degree of satisfaction with the college's status quo in the view of the constituent group in question; a relatively large discrepancy implies discontent and/or a sense of aspiration toward further accomplishments; relatively_small discrepancies suggest satisfaction, or perhaps the satiation level of aspiration, or complacency.

Goal Area Results: Total and Subgroups.

Goal area data, given on top parts of tables 3 through 21, will ordinarily be the most directly useful portion of the total IGI results. For all goal areas, both "IS" and "SHOULD BE" means and "DISCREPANCY" accres are given, first for the TOTAL and then for the five subgroups. Each goal area comprises one page, in which four goal statements are presented in the same manner as the goal area. Goal areas are in the order given in the Table of Contents of this report.

Goal Statement Data.

Below the goal area on page 21 of this report through page 40 are data for

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 $\mathbf{20}$

-15-

each of the 90 individual goal statements, four of which comprise one goal area. The items are grouped, four per page, by goal area. The way of interpreting these items is the same as the goal area. Tables 23 and 24 have the results for the ten miscellaneous goal statements contained in the IGI, but not included in any of the 20 goal areas.

In order to facilitate comprehension of the data on these pages, each goal statement is shown as it appears in the IGI booklet. For each goal area and goal statement, the titles of subgroups are repeated, especially for visual comparisons. Figures in the center of each goal area and goal statement are prepared in order to easily visualize the comparisons among subgroups.

Goal Statement Discrepancies.

In the extreme right hand column are item discrepancies between the "SHOULD BE" mean and "IS" mean for the item. A plus (+) sign indicates that the "SHOULD BE" mean is greater than the "IS" mean, and a minus (-) sign shows that the "SHOULD BE" mean is smaller than the "IS" mean.

As an additional interpretative aid, the ten goal statements (from the total of 90) having the highest "SHOULD BE" means are indicated with an asterisk (*) to the right of the discrepancy figure. The ten goal statements with the largest "SHOULD BE" - "IS" discrepancies are indicated with a number sign (#). These indicators are given for the total groups only. The purpose is to enable readers to quickly pick out the goals that people who participated in this survey believe should have particular importance, as well as those for which the discrepancy between perceived reality and aspired level is the greatest. The goal statements with both symbols would presumably have critical significance for campus policy; they pinpoint the goals that people not only believe should be of top priority, but also those for which the college, in the minds of respondents, have the furthast to go to accomplish. These goals may



21

-16-

require the most significant policy changes and, perhaps allocation of resources.

Local Option Goal Statements.

Tables 25 through 28 are the results for the 20 supplementary goal statements prepared by the writers. All of the calculations are identical with those for the preceding 90 items in this report.

Generally, the most unambiguous way of interpreting the results of these locally prepared goal statements will be to compare the mean with the means for the IGI items. For example, if there are locally prepared goal statements with "SHOULD BE" means and "SHOULD BE" - "IS" discrepancies similar in magnitude to starred (*, #) items on the previous pages, then these goals should be considered as of similarly critical importance to the college. These items might represent a special personal bias, however.

Final Words.

It should be stressed that the information derived from this IGI report should ordinarily not be taken as, in some cases, the final indications of the college's goals and priorities. Instead, information and data contained in this IGI report should be regarded as one important input into face-to-face deliberations, at any and all levels about the college goals, policy, and philosophy. In that the IGI data afford an opportunity for many people associated with the college to expose their views about the college policies, the results are a kind of basic data that, given the institutional spirit of the time, the college administration should not overlook.

Glear conceptions of institutional goals should have many uses in the effective operation of the college. Goal formulations in a college will be informed by the IGI results largely to the extent that the data are for discussions and deliberations in ways that are intelligible, suggestive, and meaningful. It is needless to emphasize that the College's IGI report will

 $\mathbf{22}$

-17-

be of no use if this document goes no further than someone's shelf or file cabinet for collecting dust.



CHAPTER III

THE RESULTS OF THE INSTITUTIONAL GOALS INVENTORY



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-19-

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GOAL AREA SUMMARIES OF TOTAL GROUP RANK ORDERED BY IS, SHOULD BE, AND DISCREPANCIES MEANS

	15			SHOULD BE			DISCREPANCIES (+) or (-)	
Rank Or <u>de</u> r	Goal Area	Mean*	Rank Order	Goal Area	Mean#	Rank Order	Goal Area	Mee n*
1	Freedom	3.22	1	Intellectual Orientation	4.22	1	Intellectual Orientation	+1.46
2	Acadomic Development	3.16	2	Comunity	4. 18	2	Individual/Personal Development	F1.39
3	Democratic Governance	2.95	3	Individual/Personal Development	4.05	3	Intellectual/Aesthe- tic Environment	+1.31
4	Concunity	2.94	4	Intellectual/Acethe- tic Environment	4.04	4	Community	+1.24
5	Accountability/ Efficiency	2.88	5	Academic Development	3.91	5	Innovation	+1.20
6	Intellectual Orientation	2,76	6	Democratic Governance	3.79	6	Humanism/Altruism	+1.19
7	Intellectual/Aesthe- tic Environment	2.73	7	Innovation	3.79	7	Vocational Proparation	+1.19
8	Individual/Personal Development	2.66	8	Humenis#/Altruiam	3.65	8	Public Service	+1.07
9	Innovation	2.59	9	Freedom	3.65	9	Meeting Local Needs	+1.05
10	Cultural/Aesthetic Awareness	2.57	10	Accountebility/ Efficiency	3.58	••	Off_campus Learning	-1.02
11	lating rocul Needs	2.48	11	Vocational Proparation	3.55	11	advanced Training	+ .96
12	Humanism/Altruism	2.46	12	Meeting Local Needs	3.53	12	Social Criticism/ Activism	+ .96
13	Social Egalitarianism	2,40	13	Cultural/Aesthetic Awarcness	3.35	13	Research	+.93
14	Vocationel Preparation	2.36	14	Public Service	3.34	14	Democratic Governance	+ .84
15	lublic Service	2.27	15	Social Criticism/ Activism	3.19	15	Cultural/Aesthetic Awareness	+ .78
16	Social Criticism/ Activism	2.23	16	Advanced Training	3.13	16	Academic Development	+ .75
17	Advenced Training	2.17	17	Social Egalitarianiam	3.10	17	~' Social Egalitarieniem	+ .70
	Research	2.00	18	Off-campus Learning	3.02	18	Accountability/ Efficiency	+ .7 0
19	Off-campus Learning	2,00	19	Research	2.93	19	Traditional Religiousness	4 .45
20	Truditional Religiousnoss	1.46	20	Traditional Religiouenese	1.91	<u></u> 20	Freedom	+ .43

"Items with the choice of checking one of five categories covoring "Extremely high importance." "High importance," "Medium importance," "Low importance," and "No importance or not applicable" were given 5, 4, 3, 2 and 1 point, respectively.



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ACADEMIC DEVELOPMENT

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Goal Area or		Impor	tance (IS=•	SHOULD B				Mean	
Statement	Group	No or N/A 10 1_0 2	W Med 03_0		High 4_0	Ext. High 5_0	1S	BE (11ser(+)or(-
Academic Development	Totr1			•	•		3.16	3.91	+ .7
Goal Stritements 1,4,6,9	Faculty		l	•	-•		3.08	4.05	+.9
	Undergra Students		i	•	•		3.28	3.85	+ .5
	Graduate			••			3.26	3.6в	÷.4
	Students Admini-		•						
	strators Communit		1	•	+		3.05	3.97	÷.9
	Represen					<u>ĺ</u>	3.19	3.72	+ .5
1. To help students	Total			•		ł	3.64	4.11	+ .4
sequire depth of know- ledge in at least one	Faculty	-		\$			3.61	4.15	÷.;
academic discipline.	Undergra Students			+			3,69	4.18	÷ ./
x	Graduate Students			.			3.63	4.04	+ ,1
	Admini- strators			•		ľ	3.58	4.00	+ .4
	Community	4					3.66	4.00	+.;
	Represent	<u>1</u>		•					
4. To ensure that students accuirs a basic know-	Total				•		3.31	3.87	+ .:
lodge in humanities and		t		\$			3.29	4.06	+.'
sciences.	Undergrad Students			+-+			3.39	3.70	+ .;
	Graduate Stadents	ł		•			3.33	3.44	+.
	Admini- strators					I	3. t6	4.00	+.
	Communit; Ropresen			•	•	Į	3.27	3.84	+.;
	Total	T	•				2,90	3,63	+.
6. To propare students for advanced academic	Faculty		-	· 		Ē	2,80	3.68	+.
work at four-year colleges, graduate/	Undergrad	ġ.					3.03	3.72	4.
professional schools.	Studente Greduate								
+ dan n	Students]		} ● ▶ !			3.08	3.38	ł,
	Admini- strators		• -		•		2.84	7.84	+1.
	Communit Represen		•	; /			2.87	3.39	+.
A The hand show a fac	Total			<u>. </u>			2.80	4.02	+1.
9. To hold students to high standards of intellectual perform-	Faculty	1	•	<u> </u>			2.60	4.31	+1.
auco.	Undergra Students				•		3,02	3.81	+.
ŕ	Graduate			 	•	ļ	3.00	3.85	4,
	Students Admini-				-	İ			
·	strators				-+		2.63	4.05	41,
·····	Communit; Represen	¢					2.97	3.65	+.
				26					

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INTELLECTUAL ORIENTATION

Goal Area or	Į	L	Importanc	<mark>e (IS=●1 SHOU</mark>	LD BB=>)			Morn SHOULD	10-
Statement	Group	¹¹ 9.8r ¹¹ /A	Low 2,0	Medium <u>3.0</u>	High 4.0	Ext. High 5.0	IS	BE	Discre (+)or(
	Total			•			2.76	4.22	+1.46
Intellectual Orientation Goal Statements 2,5,7,10	Faculty		-	•	•	,	2.67	4.39	+1,72
	Undergrad Students			• <u> </u>			2.70	4.14	+1.44
``	Graduate Students	ĺ		<u></u>	>		2, 89_	4.14	- 1.25
	Admini- strators			•	+		2,67	4.04	+1.37
	Community Represent			•	>		3,09	4.00	+ .91
2. To truin students in	Total						3.01	4.24	+1.2
 To train students in methods of scholarly inquiry, scientific 	Faculty						2.95	4.40	+1.4
research, and problem solving.	Undergrad Students			•			2.89	4.19	+1.3
	Graduate Studente			¢			3.04	4.15	+1.1
	Admini- strators]		•		· .	2.89	3+84	+ .9
	Community			•	<u> </u>		3.47	<i>k.</i> 13	+,€
· · · · · · · · · ·	Total	<u> </u>		•	•		2.65	4.30	+1.6
5. To increase the desire and ability of students to undertake self-	Faculty			•	>		2,50	4.36	11.8
directed learning.	Undergrad Students			•	>	_	2.70	4.31	+1.6
	Gruduate Students]		•			2.81	4.41	41 . 6
	Admini- strators	ļ		•	>]	2.42	4.21	+1.7
	Gommunity Represent			•			3.03	4.03	+1.0
7. To ievelop students'	Total			•	>		2.86	٨.17	+1.3
 To ievelop students' obility to synthesize knowledge from a 	Faculty			• 1			2.78	4.43	+1.6
writty of sources.	Undergrad Students			•	>		2,81	4.09	+1 . 2
	Gradua te Students			•	>	į	3,00	2,93	4.0
	Admini- etrators			•	>		2.89	·4.11	+1.2
	Community Represent		· Ser	•	<u>→</u>		3.03	3.77	+.7
	Total	I		•			2.53	4.17	+1.6
1). To instill in students a life-long commitment to learning.	Faculty			•	;	•	2.47	4.39	41.9
co maranga	Under grad Studen ts			•	>		2.40	98،2	÷1.5
	Graduate Students			•	>		2.70	4.07	+1.3
	Admini- st-stors			•			2.47	4.00	+1.5
	Community Represent			•			2,83	4.06	+1.2
		L		-22- 27	, .	t	!		

Table 5 INDIVIDUAL PERSONAL DEVELOPMENT

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<u> </u>	r		Importanc	• (IS=●; SHO	ULD BE=>)		-		
Goal Area or Statement	Group	Noor N/A 1_0	Low 2_0	Medium 3.0	High - 4.0	Ext.High	IS	SHOULD BE	Discrep. (+)or(-)
Individual Porsonal	lotal	[•		[2.66	4.05	+1.39
Development.	Faculty						2.75	4.04	+1.29
Goal Statements 3,8,11,13	Undergrad Students		4				2.43	4.15	+1.72
	Graduate Students			• +			2.51	3.89	+1.38
~	Admini- etrators			•			2.47	4, 25	+1.78
· · · ·	Community Represent			•			3.05	3.89	+ 84
3. To help students	fotal.		· · ·	•		1	2.87	4.26	+1.39*/
3. To belp students identify their own personal goals and	Faculty				 →		3.03	4.20	+1.17
develop means of achieving them.	Undergrad Students			• • • • • • • • • • • • • • • • • • •	>		2.65	4.34	+1.69
	Graduate Students			•	>		2.70	4.30	+1.60
	Admini- strators			•			2.47	4.47	+2.00
	Community Represent			•			3.17	4.13	+ .96
	Fotal			• +	>		2.62	4.07	+1.45#
8. To help students develop a sense of self-worth, self-	Faculty			•	•		2.71	4.03	+1.32
confidence and a capacity for impact	Undergrad Students		•		>		2.32	4.12	+1.80
on events.	Graduate Students			<u> </u>			2.59	4.07	+1.48
	Admini- strators		•	•			2.47	4.37	+1.90
<u> </u>	Community Represent			·	<u> </u>		07، ۲	3.93	+ .86
`	Total			•			2.59	4.01	+1.42#
11. To help students acrieve deeper levels of self-understanding.	Faculty		•,	•	>		2.67	4.11	-1.44
	Undergrad Students	l.		• • • •	·		2.46	4.18	+1 .7 2
	Criduate Studente		٠	<u> </u>	→		2.31	4.63	+1.32
	Admini- strators			•	>		2.42	4.11	+1.69
	Communi ty Represent				<u>→</u>		2.97	3.65	+ .68
	Totel			• :			2.54	3.84	+1.30
13. To help students be open, honest and trusting in their	Faculty			•	 >		2.57	3.80	+1.23
relationships with othors.	Undergrad Students		•		>		2,30	3,97	+1.67
	Graduate Students	}		•	*	:	2.44	3.56	+1,12
ſ	Admini- stratc.s			•			2.53	4.05	. +1,52
l C	Community Represent			 			3.00	3.87	+ .87
				-23- 2	8	•			

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HUMANISM/ALTRUISM

Goal Area or				tance (19=0	; SHO	ULD BE			Mean SHOULD	1.01
Statement	Group	No or N/A 1_0	Low _2_0	Medius 3_0		High 4_0	Ext.High 5_0	IS	BE	Discrep (+)or(-)
Hurnnism/Altruism	Total			• • • •			i i	2.46	3.65	+1.19
Goal Statements 14,17,20,23	Faculty			•			1	2,50	3.65	+1.15
	Undergrad Students		•	<u> </u>		•		2,28	3.85	+1.57
	Graduate Studente			•				2.41	3.58	+1,17
	Admini- strators	•,		•	•			2.41	3.39	+ .98
	Community Represent			•	→	_		2.77	3.49	+ .72
	Total			• +		+	Í	2.67	3.89	+1.22
 14. To encourage students to become conscious of the important moral 	Faculty			• ;-				2.71	4.03	+1.32
issues of our time.	Undergrad Students			•		•		2.1.7	3.81	+1.34
	Graduate Students			•		•		2.70	3.85	+1.15
	Admini- strators			•				2.63	3.56	+ .93
	Community Represent			: جبہ		►	· •	2.87	3.84	+ .97
	Total	1				→	L	2.71	3.94	+1.23
17. To help students understand and respect prople, from diverse		ļ		•				2.75	3.99	+1.24
backgrounds and cultures.	Undergrad Students			•		→		2.56	4.02	+1.46
	Greduate Students			•		►		2.65	? . ⁰₽	+1.23
	Admini_ strators	Ì		•		Þ		2.58	3.79	+1.21
	Community Represen				;	•		2.97	3.81	+ .84
r	Tota1	Ι	•		,			-2,10	3.19	+1.09
20. To encourage students to become committed to working for world	Faculty	ļ						2.0,	3 . 09	+1.05
peace.	Undergrad Students		•					1.98	60ء ت	+1.62
	Graduate Students		•					1.92	3.08	+1.16
	Admini- strators]	•					2.16	3.00	+.84
	Community Represent							2.63	2.97	+ .34
ľ	Total	1		•				2.38	3+58	+1.20
23. To encourage students to muke concern for the welfare of mankind	Faculty			•				2.49	3.51	+1.02
a control part of their lives.	Undergrad Students	1	•	<u> </u>				2.11	3.98	+1.87
	Graduate Students			• <u> </u>				2.35	. 3.50	+1.15
	Admini- strators		I	•;•	•			2.26	3.21	+.9
0	Community Represent			•	►			2.63	3.35	+ .72
RIC	Turkle sadu	<u> </u>		-24-	29	i		¥ <u>—</u>		

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Full Text Provided

CULTURAL/AESTHETIO AVARENESS

<u> </u>		Impo	tance (IS	=•: SHO	ULD BB	<u> </u>	M	oan	. <u>.</u>
Goal Area or Statement	Group	No or 11/1	Low 2,0	Hediu 3.0	a Hitch	Ext.High 5_0		SHOULD BE	Discrep (+)or(_
	Total	ſ		•	<u>→</u>	<u> </u>	2.57	3.35	+ .78
<u>Cultural/Aesthetic</u> <u>Awareness</u> Goal Statements 15,18,21,24	Faculty			<u>ا</u>	→		2.57	3.50	+ .93
	Undergrad Students			•	→		2.51	3 .35	+ .84
	Graduate Students			•+			2.62	3.14	+ .52
	Admini- strators			•	→		2.58	3 . 35	+ .77
	Community Represent			•			2.61	3.10	+ .49
	Totel						2.57	3.59	+1.02
15. To increase students sensitivity to and	Faculty						2.52	3.84	+1.32
appreciation of various forms of artistic expression.	Undergrad						2.40	3.53	+1.13
···•	Students Graduate		•		•				
	Students Admini-			*	*		2.88	3.27	+ .39
	strators			• 1	→		2.63	3.47	+ .84
; ;	Community Represent			•	<u>*</u>		2.70	3.35	+ .65
18. To require students to	Total					<u> </u>	2.94	3.49	+ .55
complete some course work in the humanities	Faculty			•			3.05	3.72	+ .67
or arts.	Undergrad Students			•+•			2.77	3.20	+ .43
	Graduate Students			-	→ ·		2.92	3,35	+ .43
	Admini- strators			-			3.00	3.84	+ .84
	Community Represent		<u></u>	•	<u> </u>		2.86	3.23	1.37
21. To encourage students	Total			••	Þ		2.49	3,19	+ .70
artistic expression, e.g., in musio, paind-	Faculty			•	*		2.52	3.28	+ .76
ing, film making.	Undergrad Students			•	→	Ì	2.57	3.42	+ .85
	Graduate Students		•				2.23	2.92	1.69
	Admini- strators		+				2.28	2.94	+ .66
	Community Represent			•••	•		2.60	2,90	4.30
	Total	<u> </u>	•			1	2.28	3.14	+ .86
24. To acquaint students with artistic and literary expression	Faculty		+		•		´•20	3.18	+ .98
in non-western countries.	Undergrad Students	S.	•		►		2.28	a.25	+ .97
	Graduate Students		•			·	2.42	3.04	1.62
	Admini strators		•	i•	•		5.42	°.16	1.74
	Community Represent		+-		_		2.30	2.94	+ .64
				-25-	30				

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		·	Importance			·		Mean	
Goal Area or Statemont	Group	lo or 1.0	N/K Low 2,0	Medium 3.0	High 4 0	Ect.High	IS	Should Be	Discrey (+)or(-
Traditional Religiousnese	Total		* *				1.46	1.91	+ .45
	Faculty		•••			ļ	1.40	1.64	+ .24
	Undergrad Students		←+				1.52	2.29	+ .77
	Graduate Students						1.54	2.13	4.59
	Admini- strators	ļ	8 -p				1.33	1.63	+ .30
	Community Represent		€ }				1.56	2.01	+ .45
	Total	T					1.46	1.80	+ .34
16. Te educate students in a particular religious			••	8			1.44	1.64	÷.20
heritage.	Undergrad Students		.				1.53	2.09	+ .56
	Graduate Students		* *				1.52	1.92	+ .40
	Admini- strators		••				1.22	1.42	+ .20
]	strators Community Represent		←→	İ	-		1.50	1.90	i .4(
	Total	<u>н </u>	<u> </u>	<u></u>			/ *		+ .3
19. To help students become aware of the	Faculty		**				1.38	1.75 1.47	+ . 1
rotentialities of a fuli-time religious vocation.	Undørgrad Students		**				1.46	2.13	+ .6
	Graduate Studente		••				1.35	1.92	+ .5
	Admini-	·					1.32	1.47	+.1
	strators Community Represent		•				1.50	1.90	+ .4
	Total	1 T	•			L	1.55	2.00	+ .4
22. To develop students	Faculty						1.46	1.70	+ .2
and defend a theologi- col position.	Undergrad Students		•				1.62	:.52	+ .9
	Graduate		- · ·			<i>,</i>	1.76	r . 46	÷.7
	Studente Admini- strators		• •				1.37	1.58	+ .2
	Community Represent		**				1.63	1.84	+ .2
L	Total	1 T				l	1.47	2.09	+ .6
25. To help students	Facul ty		6				1.41	1.76	+.3
develop a dedication to serving God in every day life.	Undergrad Students		• · ·				1.47	2.42	+.9
	Graduate		• - •				1.54	2.23	4.6
	Studenta Admini		•				1.42	2.05	÷.6
1	strators Community		• •				1.60	2.39	+.7
<u>C</u>	Represent	<u>i</u>	•+		1	_	1.00		т • 1
				-26- 31	L				

Table	9
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Goal Area or				(IS= +; SHO				l'ean_	
Statement	Group	No or N/A <u>1+0 </u>	Lov 2.0	· Nodium 3.0	High	Ext.High	IS	SECULD BE	Discrep (+)or (-
Vocational Preparation	Total		•		*		2.36	3.55	+1, 19
Goal Statements 26,30,36,	Faculty		٠			/	2.36	3.22	+ ,86
36	Undergrad Students		←		_→	•	2.20	3,79	+1.59
	Graduate Students			•	<u> </u>		2.1.2	3.77	÷1.35
	Admini- strutors		\$				2.17	3.87	+1.70
	Community Represent			•			2.71	3.75	+1.04
	Total			•			2.76	3.76	+1.00
26. To provide students an opportunity for	Faculty			•	•		2,86	3.37	+ .51
training in specific careers-accounting, nursing, etc.	Undergrad Students			•			2.49	3.93	+1.4
	Graduate Students				>,		2.93	4.00	+1.0
	idmini- strators			•		•	2.53	A.37	+1.8
· · ·	Community Represent	_		-	+		2.97	4.00	+1.0
	lotal		÷	<u>.</u>			2.33	3.84	+1.5
30. To develop educa- tional programs gaared to new and	Faculty		•-		→		2.23	٦.53	÷1.3
emerging career fields.	Undergrad Students		•		+		2.26	4.12	+1.8
	Graduate Students			•			2.56	4.07	+1.5
	àdrini- strators		.		*		2.11	4.71	+2.1
	Corrunity Represent			•			2.73	3.84	41.1
	Total	•		;			1.79	3.01	+1.2
36. To ; rowide retraining opportunities for individuals whose job	Faculty		•	→			1.73	2.60	+ •6
skills are out of date	Undergrad Students		•				1.64	3.36	41.1
	Grnduate Students		•				1.77	3.35	+1.;
	Admini- strators		•			:	1.74	2.89	+1 .1
	Community Represent				*		2.31	3.43	- +1.1
	Tota1			•	→	•	2.54	3.60	+1.(
38. To assist students in deciding upon a vocational career.	Faculty		•	•	•		2.61	3 .37	÷.,
I POWER TOTAL CONSTR	Undergrad Students			•	>		2.41	3.75	+1.)
	Graduate Students			•			2.42	3.65	+1.:
	Admini- strators		•				2.32	4.00	47.0
9 IC	Community Represent			•			2,83	× .74	1.0
		-		-27-	32				

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Table 10 advanced training

		1	Importance	(15= •) SHO	ULD BE= Þ)			Mean	
Goel Area or Statement	Group	NU OF N/A 1_0	Low 2_0	Medium 3_0	High <u>4_0</u>	Ext. Nigh <u>5_</u> 0	15	SHOULD BE	Macrep (+)or(-)
Advanced Training	Total		+				2.17	3.13	+ .%
Goal Statements 27, 31,	Faculty		•			Į	2.10	2,88	+ .78
32, 41	Undergrad Students		•				2.16	3.47	+1.31
	Graduate Students		•			ч.	2.47	3.66	+1.19
	Admini- strators		•	▶			2.03	2.73	+ .70
	Cormunity Represent		•				2.27	3.06	+ .79
	Total						2.36	3.21	+ .85
27. To develop what would generally be regarded	Faculty		.				2.12	2.84	+ .72
As a strong and com- prehensive graduate school.	Undergrad Studentø		٠		*		2.37	3.61	+1.24
	Graduate Students			•			3.07	4.11	+1.04
	Admini- strators		•+				2.26	2.47	+ .21
	Community Represent						2.50	3.29	+ .79
	Total		•				2.07	2.99	+ .92
31. To provide training in one or core of the	Faculty		•	→ !			2.12	2.82	+ .70
traditional profes- sions such as law and modicine.	Undergrad Students		٠				1.91	3.32	+1.41
	Graduate Students		•-				2.31	3.15	+ .84
·	Admini- strators		.	→			1.89	2.68	+ .79
	Community Represent		•	_→			2.13	2.97	+ .84
<u></u>	Total						2.34	3.39	+1.05
32. To offer graduate programs in such	Faculty		•	_			2.37	3,06	+ .69
"nower" professions as engineering, education, social work.	Undergrad Students		•				2.40	3.72	+1.32
	Graduate Students		٠		→	į	2.35	4.00	+1.65
	Admini. strators	[]	.				2.16	3.21	+1.05
	Community		•-				2.27	3.32	+1.05
	Total		•				1.93	2.93	+1.00
41. To conduct advanced study in specialized	Faculty		•	· i			1.80	2.78	+ .98
problem areas-through research conters/ graduate programs	Undergrad Students		•				1.95	3.22	+1.27
	Graduate Students						2.15	3.36	+1,21
	Admini- strators			►			1.79	2.56	s .77
ł	Communit) Rapresent			→			2.17	2.68	+ . 51
		-		-28	33		+	<u> </u>	

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Table 11 RESEARCH

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Gool Area or		h		:e (IS=•); S					
Statement	Group	No or N/A	Lmu ↓ 2⊾0	Medium 3.0	High 4.0	Ext.High 5.0	IS	BS	Discre (+)or
	Total	<u> </u>	•	-•i			2.00	2 .93	+ .93
<u>Resonrch</u> Gonl Statements 28, 34,	Facul ty		•	+			1.88	2.85	+ .97
35, 37	Undergrad Students		. •				2.12	1.88 2.93 1.88 2.85 2.12 3.26 2.13 3.06 1.98 2.64 2.02 2.60 1.51 2.17 1.60 2.31 1.51 2.17 1.67 .63 1.42 2.05 1.70 2.06 2.14 3.00 2.02 3.64 2.03 3.92 2.14 3.00 2.00 2.93 1.42 2.05 1.70 2.06 2.14 3.00 2.00 2.99 2.38 3.32 2.10 2.68 2.11 2.58 2.10 2.68 2.11 2.58 2.12 3.15 1.99 3.02 2.41 3.43 2.19 3.88 2.33 2.75 2.03 3.25 2.03 <td>+1.14</td>	+1.14
	Graduate Students		•				2 . 13	3.06	+ .93
	Admini- strators						1.98	2,64	+ .6
	Community Represent		· ••				2.02	2.60	+ .5
	Total	•					1.60	2.31	+.7
28. To perform contract research for govern-	Faculty	•					1.51	2.17	+.6
ment, business, or industry.	Undergrad Studente		+				1.67	۰ . 63	+.9
	Graduate Studente.		⊷→				1.81	2.58	+.7
٠	Admini- strators	● ●	+				1.42	2.05	+.6
	Commity Represent	,	••••• •				1.70	2.06	+.3
	Totel	Ţ	•			F	2.14	3.00	+ .8
34. To conduct basic re- search in the natural	Faculty		•	→		r)	2,00	2,00	+.9
sciences.	Undergrad Students		←				2.38	3.32	+ .9
	Graduate Students		•				2.23	3.04	8 . +
	Admini- strators		• •				2.11	2,58	+ .4
	Community Represent		••	<u> </u>			2.10	2.68	+ .5
	Total		•				2.17	3.15	+ .9
35. To conduct basic research in the social sciences.	Faculty		♦				1.99	3.02	+1.0
	Undergrad Students		←				2.41	3.43	+1.0
	Graduate Students		•—				2.19	3.38	÷1.1
	Admini- strators		•			ļ	2.33	2.75	+.6
	Community Represent		•	→:			2.13	2,90	4.7
	Tota1	1					2.08	3.25	+1.1
37. To contribute, through research, to the	Faculty		•					3.23	+1.2
general advancement of knowledge.	Undergrad Students				•		2.02	3.66	+1.6
	Graduate Students		•				2.31	3.23	÷ .9
	Admini- strators					1	2.05	3.00	+.9
	Community Represent		•	-			2.17	2.74	+.5

Table 12

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MEETING LOCAL NEEDS

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Goel Area or Statement	Group	Import No or N/A 1.0	ance (IS= Low 2_0	●: SHOUL Hedium 3_0	D_BB≕►) High 4_0	Ert. Bigh		Mean SHOULD BE	Discrep
	Total		•		+		2.48	3.53	+1.05
<u>Meeting Local Needs</u> Goal Statements 29, 33,	Faculty		٠		→		2.47	3.54	+1.07
39, 40	Undergrad Students		•	-			2.47	3.38	+ .91
	Graduate Students		•		→		2.52	3.77	+1.25
	Admini- strators		•				2,29	3.79	+1.50
	Community Represent			•	►		2.64	3.44	+ . 80
	Totel			• + -	>	- 1	2.58	3.80	÷1,22
29. To provide continuing educational opportuni- ties for local area	Faculty		•	<u> </u>	>		2.34	3.76	+1.42
adultson part-time besis.	Undergrad Students			•	>		2.81	3.72	+ .91
· · · · · · · · · · · · · · · · · · ·	Gradua te Students			•	>		2.92	4.15	+1.23
-	Admini- strators		•		>	-	2.42	3.89	+1.47
	Community Represent			•	→		2.70	3.71	+1.01
	Total			•			2.77	3.98	+1.21
33. To serve as a cultural center in the communi- ty served by the	Faculty			•	>		2.73	4.17	+1.44
campus.	Undergrad Students			•	>		2,89	3.75	+ .86
	Graduate Students			•		-	2.65	4.04	+1.39
	Admini- strators		+	<u>i</u>	· ···		2.42	4.11	+1.69
	Community Represent			•	→		3.00	3.68	+ .68
	Total		•				2.21	2.95	+ .74
39. To provide trained manyower for local- area business.	Faculty		•				2.35	2.87	+ .52
area business, industry, and govern- rent.	Undorgrad Students		•	•			1.89	2.65	+ .76
	Graduate Students		•		Þ		2.23	3.38	41.15
	Admini- strators		•				2.16	3.21	41.05
L	Community Represent		•				2.37	3.19	+ .82
	Total				F		2.36	3.40	+1.04
40. To fucilitate involve- rent of students in neighborhood and	Faculty		•				2.45	3.34	+ .89
compunity-service activities.	Undergrad Students		•		Þ		2.27	3.39	+1.12
	Gradua te Studen ts		•		+		2.27	3.50	+1.23
	Admini- strators		•				2.16	3.95	+1.79
	Communit; Ropresent						2.50	`3.19	+ .69
W ERC	-	.		-30-	35		.		

Table 13 PUBLIC SERVICE

		Incortance	(IS= : SHOULD	B 2=≯).			Mean	
tical Area or Statement	Group	no or N/A Low 1.0 2.0	Meditum 3,0	High 40	Ext.High 50	IS	SHOULD BE	Discre (+)or(
	Total	•				2.27	3 .3 4	+1.0
<u>Aublic Service</u> Goel Statements 44, 47,	Faculty	· •				2.30	3.27	+.9
50, 51	Undergrad Students	•-				2.16	3.55	+1.3
	Graduate Students	•				:.22	3.39	+1.
1	Admini- strators	•-				2.16	3.43	11.
	Community Represent		•		_	2.48	3.10	+.
	Total					2.22	3.41	+1.
44. To help those in dis- edvantaged communities	Faculty		• • •		Ì	2.38	3.29	+.
get knowledge useful in improving communi-	Undergrad Students	•		•		2.02	3.64	+1.
ties.	Graquate Students	•				1.85	3.59	+1.
	Admini- strators	•				2.00	3.44	+1.
	Community Represent		•			2.55	3, 19	+ .
	Total	► • • • • • • • • • • • • • • • • • • •			1	2.01	3.12	+1
47. To work with govern- mental egendies in	Faculty	•			2	2.03	3.12	ł1
designing new social and environmental programs.	Undergrad Students	•				1.86	3.40	+1
broßtamps	Graduate Students	•				1.92	?.00	+1
,	Admini- strators	•	<u> </u>			2.28	3.22	+
	Community Represent		→			2.17	÷. 59	+
	Total	•			-	2.24	3.14	+
50. To focus resources of the institution on the solution of	Faculty	•				2.19	3.00	+
major social and environmental problems.	Undergrad Students	+				2.20	3.52	+1
	Graduate Students		• •			2.48	3.42	+
	Admini- strators	•				2.17	2.84	+
	Communit; Represent					2.28	2.83	.+
[Total	1	•	+	· · · ·	2.61	3.71	+1
51. To be responsive to regional and mation-	Faculty		•	•		2.61	3.68	+,
al priorities when considering new	Undergrad Students		•	•		2.58	3.64	+1
educational programs.	Graduate Students		•			2.64	₹.54	+
1	Admini- strators	•				2.21	4.21	+2
 	Communit Represent		¢	-		2.93	3, 79	+
	.	• <u>. </u>	-31-	36		1		

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2ccial Scaltorings Total 2.40 3.10 +.7 2ccial Statements 4.2; 4.5; Noulty Undergred 2.40 2.40 2.40 Statements 4.2; 4.5; Undergred Statements 2.51 3.57 +1.0 2.40 2.20 3.22 +1.0 2.40 2.42 2.92 3.22 +1.0 2.51 3.57 +1.0 2.42 2.92 3.24 +.6 4.5. To provide solucations in the strateore Community Total 2.42 2.92 +.5 4.5. To nove to be intain of and develop mention and develop mentaly Total 2.40	Goal Area or Statemont	Group	I No or N/A 1.0	Low 2 0	(IS=• ; SHOUL Medium 3.0	D BB=>) High 40	Ert.High	IS	SHOULD BE	Discre
Coal Statements 42, 45, 46, 52 Piculty Piculty Piculty Addition Statements Conductor Statements 2,40 2,42 2,51 3,57 41.0 Addition Statements Conductor Statements 2,14 3,07 4.0 Addition Statements Conductor Conductor 2,14 3,07 4.0 Statements Conductor Statements Conductor 2,06 1.7.7 4.6 Statements Conductor Statements Conductor 2,00 1.2 2.00 1.2 Statements Conductor Statements Conductor 2.00 1.2 2.00 1.2 Addition Conductor Statements Conductor 2.00 1.0 2.6 3.55 4.0				•						+ .70
46, 52 Undergrad Students Additi- students Graduate Students Additi- strators Graduate Students 42, To provide educational reprinting relevant in America. Total Students 42, To provide educational reprinting relevant in America. Total Students 43, To provide educational reprinting relevant in America. Total Students 44, To provide educational reprinting relevant in America. Total Students 45, To norm to /mining educational sepri- enters for all educted Students Total Represent 45, To norm to /mining educational sepri- enters for all educted Students Total Represent 46, To offor developmental in there etails prograds in there etails prograds it holds etills for data to students Total Represent 46. To offor developmental in there etails prograds it there etails prograds it there etails prograds it there etails prograds it there etails for data to students Total Represent 52. To provide education- aling of there in there etails for data prograds it there etails for data to students Total Represent Total Represent 52. To provide education- al tangoortings childning, writing, retainer, miner etail indiane. Total Represent Total Represent Total Represent 52. To provide education- al tangoortings childning, writing, retainer, miner etails in hold etails Total Represent Total Represent		Faculty		•-				2.40	2.82	+ .42
Studente Adini- adini- ditiviere 2.33 3.14 4.67 2.33 3.14 4.67 2.33 3.14 4.67 2.33 3.14 4.67 2.33 3.14 4.67 2.33 3.14 4.67 2.33 3.14 4.67 2.33 3.14 4.67 2.33 3.14 4.67 2.42 2.92 4.5 2.42 2.92 4.5 2.44 3.07 4.67 3.04 4.67 3.02 4.77 4.70 and man- stators 2.05 2.69 4.67 2.05 2.69 4.67 2.60 2.69 4.67 4.57 To more to /maintain and device for all a ditted 4.67 7.04 2.68 7.57 4.6 2.62 3.55 4.67 2.62 3.55 4.67 additi- encres for all a ditted 5.16 2.62 3.55 4.6 2.62 3.55 4.6 2.77 4.6 2.77 4.6	48, 52			•				2.51	3.57	+1.06
42. To provide educational restarce 7.041 2.42 2.92 4.5 42. To provide educational intervents of women in Amorica. Freulty 2.14 3.07 4.6 42. To provide educational intervents of women in Amorica. Freulty 2.04 7.73 4.6 42. To provide educational intervents of women in Amorica. Freulty 2.04 7.73 4.6 5. To move to Amointain on and develop mentingful education and develop mentingful education and develop mentingful education and intervents of Community Represent 2.60 2.69 4.2 45. To move to Amointain on and develop mentingful education appet-term in addited Total 2.68 7.57 4.6 46. To offor developmental restarce Total Fealty 2.73 3.30 4.5 47. To this propriet Total Fealty 2.73 3.30 5.7 48. To offor developmental restarce Community Restarce 2.73 3.30 5.7 48. To offor developmental restarce Total Fealty 2.73 3.30 5.7 48. To offor developmental restarce Commutity Fealty 2.73 3.30 5.7 48. To offor developmental restarce Commutity Fealty 2.73 3.30 5.7 48. To offor developmental restarce Students <td></td> <td></td> <td></td> <td>•</td> <td></td> <td></td> <td></td> <td>2,20</td> <td>3.22</td> <td>+1.02</td>				•				2,20	3 .2 2	+1.02
Represent 2.44 2.72 4.72 42. cropride evaluational intervets of wording intervets of wording in Amorica. Total Pacuity Undergrad Students 2.04 7.73 4.6 42. cropride evaluations in Amorica. Pacuity Pacuity Undergrad Students Undergrad Students 2.04 7.73 4.6 43. cropride evaluations in Amorica. Oraduate Students Dudergrad Students 2.04 7.73 4.6 44. cropride evaluations in Amorica. Oraduate Students Dudergrad Students 2.00 2.03 2.89 4.2 45. To news to/maintain open antification open antification develop mentifyful educational experi- ence for all a duitted. Total 2.40 7.57 4.6 45. To offor devalopmental/ resting to the students Total 2.40 7.57 4.6 46. To offor devalopmental/ resting to the students Total 2.69 3.39 4.7 47. To provide education- net station/. Total 2.69 3.39 4.7 48. To offor devalopmental/ resting to resting to the students 2.69 3.39 4.7 48. To offor devalopmental/ resting to resting to resti				•				2.33	3.14	+ . 81
42. To provide educational experimense relevants Preuity Preuity 1 Amorica Undergrad Students 1 Amorica Undergrad Students 44. To orfor downlowental device writing intersects of upon strators Total 45. To nove to /maintain open antificient device previation intersection open antificient device previation intersection entersection Total 45. To nove to /maintain open antificient device previation intersection entersection Total 7 Total in amorica Foculty 46. To offer developmental in the dotting in ersect of Block; Chiefer to students Total 47. To provide education- al experiments (Chiefer developmental intersection, writing, chiefer to Students Total 48. To offer developmental in the dotting in the dotting in the dotting in the dotting intersect of Block; Chiefer to Students Total 48. To offer developmental in the dotting in the dotting intersect of Block; Chiefer to Students Total 52. To provide education- relevant to evolving intersect of Block; Chiefer to Students Total for the strators 52. To provide education- relevant to evolving intersect of Block; Chiefer to Students Total for the strators 52. To provide education- relevant to evolving intersect of Block; Chiefer to Students Total for the strators Tota		Community Represent		•	_			2.42	2.92	+ .50
experiences relevant is the evolving intarcets of women in Amorica. Faculty below relevant intercets of women intercets of women intercets addinia- students Faculty intercets intercets addinia- students Image: Students intercets addinia- students Image: Students addinia- students		Total		•		_	1	2.14	3.07	+ .92
In Amorica. Ondergrads Students In Amorica. Students Students Students Students Students Admini- strators Community 2.00 2.89 45. To nove to/mintain open admini- dewational experi- ences for all a dmitted Total 2.01 Columnity 2.02 2.03 2.03 2.00 2.04 3.03 45. To nove to/mintain open admini- dewational experi- ences for all a dmitted Total 2.03 2.00 2.04 3.00 2.05 2.81 2.06 3.93 2.07 3.00 2.08 2.23 2.09 2.23 2.00 2.77 2.01 Total Recentry Recentry Recentry	experiences relevant to the evolving	Faculty		•	→			2.04	:.73	+ .6
Studenta Admini- stratora 2.05 2.89 +.8 45. To rove to/mininian open ndifferions and device meres for alls dmitted Students Total 2.40 2.90 +.5 45. To rove to/mininian open ndifferions and device meres for alls dmitted Students Total 2.48 7.57 +.0 45. To rove to/mining/Li educational apprica- ences for alls dmitted Total 2.48 7.57 +.0 2.62 3.55 +.9 2.23 3.00 +.7 Admini- strators Creduate 2.23 3.00 +.7 Community	4	Undergrad Students		•				2.18	3.63	+1.4
45. To more to facintal open adminsions and develop serificad ences for all admitted Total Faculty 2.50 7.93 4.4 45. To more to facintal open adminsions and develop serificad educators and develop serificad admitted Total Faculty 2.40 3.90 4.5 45. To more to facintal open adminsions and develop serificad educators for all admitted Total Faculty 2.48 7.57 4.0 46. To offer developmental restain funds Total Faculty 7.14 57 4.4 48. To offer developmental in baci skills in baci skills in baci skills in baci skills in their skills in their skills in their skills in their skills in their skills in baci skills in their skills in				•				2.04	3.32	+1.2
45. To rove to facintain open adminations and develop seriningful educational coperi- ences for all admitted Students Total Faculty 2.40 3.90 +.5 45. To rove to facintain open adminations and develop seriningful educational coperi- ences for all admitted Students Total Faculty 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.48 7.57 +.0 2.43 3.00 +.7 7.06 95 +.0 2.44 .57 +.0 2.69 3.39 +.7 46. To offor developmental/ rescaling, writing, interestills Total Faculty 2.73 3.00 +.5 52. To provide education- rel exportences relucent to evolving interests of Blocks, Channon, american Indiana. Total Faculty 2.47 3.12 +.6		strators		•	>			2.05	2.89	3. +
45. To reve to facinizin observe for nultifications and develop menningful educational experi- ences for all a dutted Students Creduite Students Admini- strators Community Feculty 2.48 7.57 +.0 2.48 7.57 +.0 2.62 3.55 +.9 2.23 3.00 +.7 2.69 3.39 +.7 48. To offer developmental/ restrators Community Total 2.69 3.39 +.7 48. To offer developmental/ restrators fin basic skills (reading, writing, ratheratics). Total 2.69 3.39 +.7 52. To provide education- nl experiances relevant to evolving inbaresto of Blocks, Chionos, discican Indiana. Total 2.37 3.04 +.6 52. To provide education- nl experiances relevant to evolving inbaresto of Blocks, Chionos, discican Indiana. Total 2.37 3.04 +.6 52. To provide education- nl experiances relevant to evolving inbaresto of Blocks, Chionos, discican Indiana. Total 2.37 3.04 +.6 52. To provide education- strators Community Chionos, discican Indiana. Total 2.37 3.04 +.6 52. To provide education- strators Community Chionos, discican Indiana. Code to Students 2.42 3.22 +.6		Community Represent			•••			2.50	:.93	+ .4
open addiations and dewalps mentions profi- ences for all a dmitted. Faculty 2.48 7.57 4.0 dewalps mentions and dewalps mentions are diversed ences for all a dmitted. Undergrad Students 2.48 7.57 4.0 dewalps mentions are diversed of the admitted. Creatuate Curients 2.62 3.55 +.9 2.23 3.00 +.7 7.06 7.95 +.8 2.61 7.14 57 +.4 2.62 3.39 +.7 4 48. To offer developmentalls in back skills (rending, writing, mathematics). Total 2.69 3.39 +.7 48. To offer developmentalls (rending, writing, mathematics). Undergrad Students Total 2.69 3.39 +.7 52. To provide education- rel experiences relevent to evolving interests of Blecks, Obliance, american Indians. Total 2.37 3.04 +.6 52. To provide education- rel experiences relevent to evolving interests of Blecks, Obliance, american Indians. Total 2.37 3.04 +.6 52. To provide education- rel experiences relevent to evolving interests of Blecks, Obliance, american Indians. Total 2.37 3.04 +.6 52. To provide education- rel experiences		Total		•					2.90	+ .5
ences for all a dmitted. Creduate Creduate Creduate Creduate Creduate Creduate Creduate Creduate Creduate Community Admini- strators Community Total Faculty Students Creduate Students Students Creduate Students Students Creduate Creduate Students Creduate Creduate Students Creduate Creduate Students Creduate Cre	open admissions and	Faculty					1		î .5 7	+.0
Stutents Admini-strators Admini-strators Community Strators Community Community Facily Admini-strators Community As. To offor developmental/ reredial programs Total In basic skills Facely In basic skills Undergrad In basic skills Undergrad Students Students Admini- strators Students Admini- strators Total S2. To provide education- nl experiences relevant to evolving interest of Blacks, Chicanos, silerican Indians. Total S2. To provide education- nl experiences relevant to evolving interest of Blacks, Chicanos, silerican Indians. Total S2. To provide education- nl experiences relevant to evolving interest of Blacks, Chicanos, silerican Indians. Total S2. To provide education- nl experiences relevant to evolving interest of Blacks, Chicanos, silerican Indians. Total Students Students Admini- strators Community Community Community Community Community Community Community Community Community Community Community <td></td> <td></td> <td></td> <td></td> <td>•</td> <td></td> <td></td> <td>2.62</td> <td>3.55</td> <td>+ .9</td>					•			2.62	3.55	+ .9
strators Strators Community Person 48. To offor developmental reretial programs in basic skills irreding, writing, rathematics). Total Faculty Paculty Undergrad Students Students Students Graduate Students Students Community Admini- strators Total S2. To provide education- nl experiences relevant to evolving interests of Blocks, Chiannos, American Indians. Total S2. To provide education- nl experiences relevant to evolving interests of Blocks, Chiannos, American Indians. Total S2. To provide education- nl experiences relevant to evolving interests of Blocks, Chiannos, American Indians. Total S2. To provide education- nl experiences relevant to evolving interests of Blocks, Chiannos, American Indians. Total S2. To provide education- nl experiences relevant to evolving interests of Blocks, Creduate Total S2. To provide education- nl experiences relevant to evolving interests of Blocks, Admini- stratore Total S2. To provide education- nl experiences relevant to evolving interests of Blocks, Admini- stratore Total S2. To provide education- nl experiences relevant to evolving interests of Blocks, Admini- stratore Total S2. To provide education- nlexperiences				•			l	2.23	3.00	÷.7
As. To offer developmental recall programs in bale skills (reading, writing, cathematics). Total 2.69 3.39 4.7 Value Faculty Faculty 2.73 3.30 4.5 In bale skills (reading, writing, cathematics). Undergrad 2.81 3.42 4.6 Students Greduate 2.78 3.42 4.6 Students Admini-strators 2.67 3.53 4.6 S2. To provide education-al experiences relevant to evolving interests of Blecks, Chicanos, American Indians. Total 2.37 3.04 4.6 S2. To provide education-al experiences of Blecks, Chicanos, American Indians. Total 2.37 3.04 4.6 S2. To provide education-al experiences of Blecks, Chicanos, American Indians. Total 2.37 3.04 4.6 S2. To provide education-al experiences of Blecks, Chicanos, American Indians. Total 2.37 3.04 4.6 S2. To provide education-al experiences Greduate 2.37 3.04 4.6 S2. To provide education-al experiences Greduate 2.44 3.67 4.5 S2. To provide education-al experiences Greduate 2.42 3.32 4.6<		strators		•			4	≎₊06	r . 95	+.8
48. To offer developmental revelopmental		Represent		.				2.14	r.57	+ .4
rereinin programs in basic skills (reading, writing, mathematics). Faculty 2.73 3.30 +.5 Undergrad Students Undergrad Students 2.81 2.43 +.6 2.24 3.44 +1.2 Admini- strators Community Admini- strators Community 2.77 3.30 +.5 52. To provide education- al experiences relevant to evolving interests of Blocks, Chiennos, American Indians. Total 2.37 3.04 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chiennos, American Indians. Total 2.37 3.04 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chiennos, American Indians. Total 2.37 3.04 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chiennos, American Indians. Total 2.37 3.04 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chiennos, American Indians. Total 2.37 3.02 4.6 52. Community Undergrad Students 5.2 3.12 4.6 52. Community Community 2.42 3.32 4.5		Total			•	-		2,69	3.39	4.7
(reading, writing, rathematics). Undergrad Students Graduate Students Graduate Students Admini-strators 2.81 S2. To provide education-al experiences relevant to evolving interests of Blacks, Chicanos, American Indianas. Total 52. To provide education-al experiences relevant to evolving interests of Blacks, Chicanos, American Indianas. Total S2. To provide education-al experiences relevant to evolving interests of Blacks, Chicanos, American Indianas. Total S2. To provide education-al experiences relevant to evolving interests of Blacks, Chicanos, American Indianas. Total Students Caraduate Students Community Consumity Students Graduate Students Students Graduate Students Students Graduate Students Students Graduate Students Admini-strators Graduate Students Admini-strators Graduate Students Admini-strators Graduate Students Students	reredial programs	Faculty			•			2.73	3.30	+.5
Students Admini- strators 2.78 3.42 4.6 Admini- strators Community Represent 2.78 3.42 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Total 2.37 3.94 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Total 2.37 3.94 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Total 2.37 3.94 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Total 2.37 3.94 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Total 2.35 7.71 + .3 52. Convanity Cradue to Students Admini- strators Convanity 2.42 3.32 + .6 2.36 2.66 + .3 2.36 2.66 + .3	(reading, writing,	Undergrad Students			•	-		2.81	43، د	+ .6
strators 2.67 3.53 +.8 52. To provide education- al experiences relevant to evolving interests of Blacks, Chicanos, American Indians. Total 2.37 3.94 4.6 52. To provide education- al experiences relevant to evolving interests of Blacks, Chicanos, American Indians. Total 2.35 7.71 +.3 52. To provide education- al experiences relevant to evolving interests of Blacks, Chicanos, American Indians. Total 2.35 2.71 +.3 52. To provide education- al experiences relevant to evolving interests of Blacks, Chicanos, American Indians. Total 2.35 2.71 +.3 52. To provide education- al experiences relevant to evolving interests of Blacks, Chicanos, American Indians. Total 2.35 2.71 +.3 52. Community Community Community Community 2.44 3.67 +1.4 52. Community Community Community Community 2.42 3.32 +.5				•			ł	2.24	3.44	+1.2
Represent 2.37 3.04 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Total 2.37 3.04 4.6 52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Total 2.35 7.71 4.3 52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Total 2.35 7.71 4.3 52. To provide education- al experiences Students 2.44 3.67 41.4 52. Craduate Students Graduate Students 2.42 3.32 4.5 2.42 3.32 4.5 2.42 3.32 4.5 2.42 3.32 4.5 2.46 4.5		strators			•			2.78	3.42	4.6
52. To provide education- al experiences relevant to evolving interests of Blocks, Chicanos, American Indians. Faculty 2.35 7.71 4.3 2.44 3.67 41.4 2.29 3.12 4.6 Students 2.42 3.32 4.5 Convanity Convanity 2.36 2.66					•			2.67	3.53	+ .8
al experiences Faculty relevant to evolving Undergrad interests of Blocks, Undergrad Chicanos, American Students Indians. Graduate Students 2.44 Admini- strators Convanity 2.36 2.42 3.32 4.40 2.42 3.32 4.55	52. To provide education-	Total		+			T	2.37	3.04	1.6
interests of Blacks, Chicanos, American Indians. Graduate Students Admini- strators Community Undergrad Students Admini- strators Community	al experiences relevant to evolving			•	→		ļ	2.35	^ .7 1	+ .3
Graduate 2.29 3.12 +.8 Students Admini- 2.42 3.32 +.9 strators	interests of Blacks, Chicanos, American			•	<u> </u>	•	Ĩ	l		+1.2
strators Communit	10101000			•				1		
				٠				2.42		
	1			•	→			2.36	2.66	+ .;

Table 15 SOCIAL CRITICISM/ACTIVISM

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Gol Area or			Importance		HOULD BE-	2		lieun	
Jtatement ·	Group	No or 17/4 1_0	Low 2.0	Hedium 1.0	High	Zxt. liigh 5.0	IS	SHOULD PS	Discre
Social Criticism/Activism	Total		•			T	2.23	3.19	+ .96
Gon1 Statements 43, 46,	Feculty		•				2.24	3.13	+ .89
49, 53	Undergrad Students	1	.				2. 18	3.54	+1.36
•	Graduate Students		←			l	2.19	3.17	÷.98
	Admini- strators		•— <u> </u>				2.13	3.03	+ .90
	Community Represent	<u> </u>	.	•	_	ļ	2.38	2,82	+ .44
	Total		•		<u> </u>		2.52	3.58	+1.06
43. To provide critical evaluation of prevail- ing practices and	Faculty		•		•		2.60	3.60	+1.00
values in American society.	Undergrad Students		•		→	-	2.41	3.77	+1.36
	Cradua te Students		€		►		2.50	3.65	+1.15
	Admini- strators		•	<u>i</u> >			2.32	3.39	+1.0%
	Community Represent			•			2.66	3.23	+ . 5%
46. To servo as source	Total		•			1	2.11	3.11	+1.0
of idens for changing social institutions	Faculty		•				2.08	3.14	÷1.0
judged unjust/defective	Undergrad Students		•				2.04	3.39	+1.3
	Graduate Students		•				2.17	3.17	+1.0
	Admini. strators		•	•			2,06	2.79	+.7
·	Community Represent			.			2.37	2.66	+ .2
	Total						2.32	3.36	+1.0
49. To help students learn	Facu) ty	<u>^</u>	· •	;		-	2.32	3.23	+.9
how to bring about chunge in .merican society.	Undergrad Students	1	←	4 · ·	→		2.31	3.74	+1.4
	Ornduate Students		•	· · · · · · · · · · · · · · · · · · ·			2.17	3.28	+1.1
~	Admini. strators		•				2,17	3.26	+1.0
	Community Represent	•	•			-	2. 53	7.14	÷.6
	Total		•	•	_		1.96	?. 71	+ ,7
53. To be engated, as an institution, in working for basic	Faculty	· ·	• •	i			1.94	2.55	+.6
changes in American society.	Undergrad Students	4	.				1.98	" . 26	+1.2
	Cradia to Students		••				1.92	:.58	+.6
	Admini_ atrators			► :			2,00	2.68	+.6
	Communit: Represen			:			1.97	P.27	+.3
		<u> </u>		-33-	38	<u>4</u>			

Tab1+ 16

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FREEDOM

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Goal Area or			Importance	(IS=0; SHOU				Keen	
Statement	Group	No or N/A 1_0	Low 2_0	Med:1um 3_0_	Righ 4.0	Ext.High 5.0	IS	SHOULD PE	Discr (4)or
	Total			· · · · ·	▶		3.22	3.65	+.4
Freedom	Faculty						3.43	3.85	+.4
Goal Statements 54, 57, 60, 63	Undergrad Studente			•			3.17	3,92	+.7
	Graduate Students						2.97	3.36	+.3
	Admini- strators				,		3.20	7.58	+ .:
	Community Ropresent			•	_		2.87	£.82	(
	Total		,	•	-		3.32	3.82	+ .
	Faculty		. •	•			3.45	3.95	+.
with controversial	Undergrad Students			•			3.36	4.04	+.(
	Graduate Students			e•			3,04	3.54	+.
	Admini- strators			•			3.32	4.00	+.
	Communi ty Represent			•			3.10	3.19	+.
	Total					Ţ	3.12	3.48	+.
57. To ensure faculty/ students freedom to choose own lifestyle	Faculty			•	Þ		3.29	7.58	+.
(living arr., personal	Undergrad Students			•	>		3.14	3.86	+.
	Uraduate Students			← →			3.04	3.41	+.
	Admini- strators			•			3.00	3.32	+.
	Community Represent			•			2.70	≎.6 8	
	Total	Γ		+++	-		3.12	3.41	+.
60. To place no restrict- ions on off-campus political activities	Faculty			•	+		3.35	3.70	+.
by faculty or students.	Undergrad Students			•	→		3.14	3.77	+.
	Grnduate Students			▶]			2.80	2.81	+.
	Admini. strators			++			3.16	3.32	+.
	Community Represent			•			2.57	2.40	
	Total						3.31	3.88	+.
63. To protect right of faculty to present	Faculty .	ľ			•		3.62	4.18	+,
unpopular or contro- versial ideas in the clasaroom.	Underg rad Students			•	>		3.05	4.00	÷.
Carcolle	Graduate Students				*		3.00	3.69	+.
· · · ·	Admini- strators	ŀ		•			3.32	3.68	+.
	Community Represent]		* 5			3.13	3.00	

Table 17 DEMOCRATIC GOVERNANCE

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[<u> </u>		Importan	ce (IS=●; S	HOULD BE	>		lisan	
5011 Area or Statement	Group	No or N/A	Low 2,0	Fiedlun 3.0	81gh 4_0	Ext.High <u>5</u> 0	IS	RE	Discrep.
	Total				→	I	2.95	3.79	+ .84
Democratic Governance	Faculty	l		-			3.21	3.88	+ .67
Goel Statements 55, 58, 61, 64	Undergrad Students	ł		•		ł	2.68	4.07	+1.39
*	Graduate Students			•	•		2.73	3.63	+ .90
	Admini- strators			•			3.09	3.83	* .74
	Community Represent			•		•	2.80	3.10	+ .30
[Tot#1					Ī	3.02	3.96	+ .94
55. To croate saystem of campus governance	Faculty			÷		•	3.29	4.02	+ .73
genuinely responsive to concerns of all on campus.	Undergrad Students			•			2.63	4.21	+1.58
,	Graduate Students			•	→		2.64	3.73	+1.09
	Admini- strators			•			3.42	4.16	+ .74
	Community Represent						2.97	3.42	+ .45
	Total			i •			3.14	3.86	+ .72
58. To levelop arrange- rents for student/ faculty adminis. to	Faculty			•			3.38	3.92	+ .54
be significantly involved in campus	Undergrad Students	4		•			2.95	4.07	+1.12
covernment.	Gradua te Studente						3.00	3.70	+ .70
	Admini- strators			•	>		3.21	4.00	+ .79
[Community Represent			•			2,83	3.30	+ .47
	Tota1		-				2.70	3.28	+.58
61. To decentralize decision making on the campus to the	Faculty			; •••••			2.96	3.37	+ .41
greetest extent	Undergrad Students	i .	1	•	+		2.52	3.69	+1. 17
	Graduate Students		¢				2.40	3.15	+.75
	Admini- strators			• • • •			2.79	3.37	+.58
	Communita Represen		40				2.45	2.27	18
	Total	I					2.96	4.06	+1.10
64. To ensure that every- one may participate/ be represented in	Faculty			•			3.19	2.19	+1.00
making decisions affecting them.	Undergrad Students			€			2.61	4.33	+1.72
	Greduate Students			•	>		2.88	3.92	+1.04
	Admini- strators	ļ					2.95	3.79	+ .84
	Communit Represen			\$\$			2.93	²./,2	+ .49
Ly ERIC				-35-	40	•			

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ERI

COMMUNITY

Owner of the second s				Importance	(TS=0 : SH	OULD E	ī	i —	Menn	_
Commative Construction of Sec. 59, Sec. 65 Prouity 3.10 4.32 41.32 Sec. 65 Existence Students 2.73 4.15 +1.42 Sec. 65 Existence 2.73 4.03 +1.30 Sec. 65 Existence 2.73 4.03 +1.30 Sec. 70 For Sec. 10.05 Existence 2.75 4.06 +1.30 Sec. 70 For Sec. 10.05 Existence 2.75 4.06 +1.30 Sec. 70 For Sec. 10.05 Existence 2.75 4.06 +1.31 Sec. 70 For Sec. 10.05 Existence 2.77 4.13 +1.22 Sec. 70 For Sec. 10.05 Existence 2.77 4.06 +1.31 Sec. 70 For Sec. 10.05 Existence 2.77 4.19 +1.22 Sec. 70 For Sec. 10.05 Existence Existence 2.67 3.92 +1.25 Sec. 70 For Sec. 10.05 Existence Existence 2.67 3.92 +1.25 Sec. 70 For Sec. 10.05 Existence Existence 2.66 4.16		Group	No or N/A	Low	Medium	High		IS		Discrep (+)or(-
Gal Statements 26, 59, 62, 65 Reculy undergread Statement addents 3.10 4.32 4.32 62, 65 Statement 26, 59, addents 2.73 4.15 47.42 Statement 26, 59, addents Addents 2.73 4.03 41.30 Statement 27, 50 Addents 2.73 4.03 41.30 Statement 20, 2016 of State and to goale of State statution is a strong as cheap computed Reculy the company to goale of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State Statement 20, 2016 of State State State State State 2.67 2.92 4.16 41.32 59. To mitto is allargt sof Our driving state structure. Total Bepresent 2.60 4.16 41.42 100 of State State State Total State 2.66 4.16 41.42 2.00 reliatin a strong State State 2.66 4.16 41.42 2.00 reliatin a strong State State 2.66 4.16 41.42 2.00 reliatin a strate or structure. State 3.00 3.07 4.24		Total				+		2.94	4.18	+1.24
 52, 55 Indergrad Students Students /ul>		Faculty		•				3.10	4.32	+1.22
Students 2.88 4.18 +1.30 Activity 2.78 4.18 +1.30 7.03 3.92 4.19 56. To mail vini climate whore facility count- and to goals of in- atticition is a streed in a crear continue. Total 2.75 4.06 57. To mail vini climate whore facility count- and to goals of in- atticition is a streed in a crear continue. Total 2.67 3.92 +1.25 58. To mail vini climate or crear continue. Students 2.67 1.92 +1.25 59. To mail vini climate to the trackow community Total 2.90 4.18 +1.28 59. To mail vini climate to the trackow community Total 2.90 4.18 +1.28 59. To mail vini climate to the trackow the trackow community Total 2.90 4.18 +1.28 50. To mail vini climate structure. Total 2.95 4.26 +1.41 50. To mail vini climate climate in which difficures of optime with the structure Total 2.95 4.26 +1.28 62. To maintain a compute climate in which difficures of optime with the trad opping which a structure Total 3.16 4.11 +.97 62. To mainthin a climate monetal structure	62, 65				•			2.73	4.15	+1.42
Strators 3.03 3.92 4.19 55. To mituin climes Facily 2.75 4.06 41.33 as crear conditions Students 2.67 3.92 4.19 55. To mituin climes Really compating 2.77 4.04 41.31 as crear conditions Students 2.67 3.92 4.14 55. To mituin climes Compating 2.67 3.92 4.25 56. To mituin climes Students 2.67 1.06 41.63 57. To mituin climes of opinor with compation Facily 2.77 1.16 41.63 59. To mituin climes of opinor with compation Facily 3.09 4.36 41.27 59. To mituin climes of opinor with compation Facily 1.06 41.64 41.64 50. To mituin climes of opinor Facily 1.06 41.64 41.64 50. To mituin climes of opinor Students 2.52 3.96 41.64 50. To mituin a comput Students 2.52 3.96 41.64 51. To mituin a comput Students 2.52 3.96 41.64 62. To mituin a comput Total Faculty 3.03 3.77 -74 Admiti- Students Students					•			2.73	4,03	+1.30
Community 3.03 3.92 4.19 36. To mit told all the active and to the active					.			2.88	4.18	+1.30
55. To militain a cleate where faculty coefficients as streng findergrad students as streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad students as a streng findergrad streng findergrad streng students as a streng findergrad streng findergrad streng		Community			•		,	3.03	3.92	4 .19
56. To with with allaste of simestimational sectors of the sector		_						2.75	4.08	+1,53
sent to goals of in- stitution is as strong the carear coordinant. Undergred Students 2.70 2.04 41.34 2.677 3.92 41.25 2.677 3.92 41.25 2.677 3.92 41.25 2.677 3.92 41.25 2.677 3.92 41.25 2.677 2.90 4.18 41.25 2.70 2.67 3.92 41.25 2.677 2.90 4.18 41.63 2.677 2.90 4.18 41.25 2.68 4.16 41.44 2.90 4.18 41.27 3.09 4.36 41.27 2.68 4.16 41.44 2.95 4.26 41.31 Students 2.95 4.26 Mainti- strutors 2.95 4.26 2.95 4.26 41.31 3.00 3.77 4.74 4.101 5.10 1.00 101mits in edication 7.16 4.13 2.95 4.22 41.31 2.96 1.1		Faculty	,						•	
Craduate Students Craduate Students 2.67 3.92 41.25 Admini- stratores Community Bayresent 2.53 4.16 41.63 2.77 2.19 41.32 2.67 3.92 4.16 2.67 2.93 4.16 2.67 2.90 4.18 2.67 2.90 4.18 2.67 3.92 41.25 2.67 2.90 4.18 2.67 2.90 4.18 2.67 3.09 4.36 3.09 4.36 41.27 2.68 4.16 41.48 3.09 4.36 41.27 2.68 4.16 41.48 2.95 4.26 41.31 3.03 3.77 4.26 4.10 50 11.1 62. To reintain a commute climite in which difference of opinion cru basied openion cru	ment to goals of in- stitution is as strong							2.70	4.04	+1.34
59. To mainty in climate of community Represent Total 2.99 4.18 41.29 59. To mainty in climate of community discommuted is undergrad structure. Total 2.90 4.18 41.29 59. To mainty in climate of commuted is undergrad structure. Total 2.90 4.18 41.29 59. To mainty in climate of commuted is undergrad structure. Total 2.90 4.18 41.27 50. To mainty in climate of commute is undergrad structure. Undergrad structure. 2.68 4.16 41.48 50. To mainty in climate in which difference of opinfor or be alred openly and antenbly. Total 3.00 3.77 +.74 52. To mainty in climate in which difference of opinfor or be alred openly and antenbly. Total 3.16 4.13 +.97 65. To maintuin a climate or commute students Students 3.10 3.61 +.51 65. To maintain a climate or climate of nature students Total 3.10 3.61 +.51 65. To maintain a climate or climate or climate students Students 3.10 3.61 +.51 65. To maintain a climate or climate or climate students Students 3.10 3.61 +.51 65. To maintain a clima	as career commitment.	Graduate			•	•		2.67	3.92	+1.25
Bepresent 2.67 2.19 11.32 59. To mintrin climate of pon/Gamidid commutes Faculty 3.09 4.36 41.27 100 throughout the organizational structure. Undergrad Students 3.09 4.36 41.27 2.68 4.16 +1.48 2.52 3.96 +1.44 2.55 4.26 4.16 +1.48 2.55 4.26 4.16 +1.48 2.55 4.26 41.31 2.95 4.26 4.00 throughout the organizational structure. Community Represent 3.03 3.77 +.74 62. To mintain a campus climate in which differences of opinion or the aired opening which differences of opinion or the aired opening students 3.16 4.13 +.97% 62. To mintain a climate for aired opening which differences of opinion or the aired opening students 3.03 3.77 +.74 62. To mintain a climate for aired opening students A.13 +.97% 3.43 4.22 +.131 62. To mintain a climate for aired opening students Faculty 0.43 +.28 +.26 +.131 65. To mintain a climate of expect shows the students A.10 52 +.132					•			2.53	4.16	+1.63
 59. To minitish climate of oppin/outlid commitish commutish commuti					•			2.87	4.19	11.32
 59. To minitish climate of oppin/outlid commitish commutish commuti		Total			4			2.90	4,18	+1.28*
organizational structure. Undergrad Students Gruduate Students 2.68 4.16 41.48 4 Admini- structors Gruduate Students 2.52 3.96 41.44 62. To reintain a compus climite in which difforence: of opinion ern baired opsily and anicably. Total Faculty 3.03 3.77 +.74 62. To reintain a compus climite in which difforence: of opinion ern baired opsily and anicably. Total Faculty 3.03 3.77 +.74 65. To reintain a climite of mutual trust and respect 2.cog students faculty/administrators Total Faculty 3.26 4.05 +.79 65. To reintain a climite of mutual trust and respect 2.cog students faculty/administrators Total Faculty 2.93 4.32 41.31 65. To reintain a climite of mutual trust and respect 2.cog students faculty/administrators Total Faculty 2.93 4.32 41.32 65. To reintain a climite of mutual trust and respect 2.cog students Studenta 2.93 4.32 41.45 65. To reintain a climite of mutual trust and respect 2.cog students 2.96 4.19 +.51 65. To reintain a climite of mutual trust and respect 2.cog students 2.96 4.19 +.52 65. To reintain a climite of mutual trust and respect 2.cog students	opon/candid communica-	1								
62. To reintain a campus climits in which difforence of opinion ern be aired openly end amicelly. Total 3.16 4.13 +.74 62. To reintain a campus climits in which difforence of opinion ern be aired openly end amicelly. Total 3.16 4.13 +.97 62. To reintain a campus climits in which difforence of opinion ern be aired openly end amicelly. Total 3.16 4.13 +.97 62. To reintain a climate students Total 5.00 Foculty 3.43 4.28 +.85 65. To meintain a climate of mutual trust and respect 2rong students/ faculty/ndministrators Total 3.10 3.61 +.51 65. To meintain a climate of mutual trust and respect 2rong students/ faculty/ndministrators Total 2.99 4.32 41.39 65. To meintain a climate of mutual trust and respect 2rong students/ faculty/ndministrators Total 2.63 /.19 +1.25 8.114 Students 2.96 4.19 +1.23 -1.45 9.279 4.32 11.47 -1.45 -1.44 65. To meintain a climate of mutual trust and respect 2rong students/ faculty/ndministrators -1.26 -1.45 -1.45 9.313 4.10 +.97 -1.45 -1.45 <	organizational				•		:	2.68	4.16	+1.48
62. To reintain a campus climate in which differences of opinion crube aired openly red anionbly. Total Faculty 3.03 3.77 +.74 62. To reintain a campus climate in which differences of opinion crube aired openly red anionbly. Total Faculty 3.16 4.13 +.97* 62. To reintain a campus climate in which differences of opinion crube aired openly red anionbly. Total Faculty 3.16 4.13 +.97* 65. To meintain a climate of natual trust and respect group students faculty/ndwinistratore. Total Faculty 3.26 4.05 +.79 65. To meintain a climate of natual trust and respect group students faculty/ndwinistratore. Total Faculty 3.07 4.52 +1.39 65. To meintain a climate of natual trust and respect group students faculty/ndwinistratore. Total Faculty 3.07 4.52 +1.45 65. To meintain a climate of natual trust and respect group students faculty/ndwinistratore. Total Faculty 3.07 4.52 +1.45 65. To meintain a climate of matual trust and respect group students faculty/ndwinistratore. Total Faculty 3.07 4.52 +1.45 7.99 4.26 11.47 3.13 4.10 +.97	56140 60167	Graduate	ļ		•	>		2.52	3.96	+1.44
Represent 3.03 3.14 4.13 +.97 62. To maintain a campus climate in which differences of opinion cun be aired openly and anicably. Total Faculty Undergrad Students 3.16 4.13 +.97 3.43 4.28 +.85 2.89 4.22 +1.33 2.76 4.04 +1.28 3.10 3.61 +.51 Students 3.10 3.61 +.51 65. To meintain a climate of matual trust and recycet 2mong students Total 3.07 4.52 +1.45 65. To meintain a climate Students Faculty								2.95	4.26	41.31
62. To reintain a campus climate in which difforences of opinion cun be aired openly and amicably. Faculty 3.43 4.28 +.85 9.43 4.22 +1.33 2.89 4.22 +1.33 9.40 4.04 +1.28 2.76 4.04 +1.28 9.26 4.05 +.79 3.10 3.61 +.51 9.76 9.402 +1.39 3.10 3.61 +.51 9.76 4.02 +1.39 3.10 3.61 +.51 9.77 4.52 +1.45 3.07 4.52 +1.45 9.77 4.52 +1.45 3.07 4.52 +1.45 9.77 4.52 +1.45 3.07 4.52 +1.45 9.77 4.52 +1.45 3.07 4.52 +1.45 9.78 8 tudents 4.19 +1.56 3.07 4.52 +1.45 9.79 A.26 11.47 3.79 4.26 +1.47 9.79 A.26 11.47 3.13 4.10 +.97								3.03	3.77	+ .74
62. To reintain a campus climate in which difforences of opinion cun be aired openly and amicably. Faculty 3.43 4.28 +.85 9.43 4.22 +1.33 2.89 4.22 +1.33 9.40 4.04 +1.28 2.76 4.04 +1.28 9.26 4.05 +.79 3.10 3.61 +.51 9.76 9.402 +1.39 3.10 3.61 +.51 9.76 4.02 +1.39 3.10 3.61 +.51 9.77 4.52 +1.45 3.07 4.52 +1.45 9.77 4.52 +1.45 3.07 4.52 +1.45 9.77 4.52 +1.45 3.07 4.52 +1.45 9.77 4.52 +1.45 3.07 4.52 +1.45 9.78 8 tudents 4.19 +1.56 3.07 4.52 +1.45 9.79 A.26 11.47 3.79 4.26 +1.47 9.79 A.26 11.47 3.13 4.10 +.97		Total	1			>	_	3,16	4.13	+ .97*
cun be aired openly and amionbly. Undergrad Students Graduate Students Graduate Students Admini- strators Community Represent 2.69 4.22 41.33 65. To meintain a clirate of mutual trust and respect among students/ faculty/administrators. Total 2.93 4.32 41.39 65. To meintain a clirate of mutual trust and respect among students/ faculty/administrators. Total 2.93 4.32 41.39 65. To meintain a clirate of mutual trust and respect among students/ faculty/administrators. Undergrad Students 3.07 4.52 41.45 2.96 A.19 41.23 2.96 A.19 41.23 2.96 A.19 41.23 2.96 A.19 41.23 2.97 A.26 11.47 2.79 A.26 11.47	climate in which	Faculty				←>				
Graduate Students 2.76 4.04 +1.28 Admini- strators 3.26 4.05 +.79 3.10 3.61 +.51 Bernssent 3.07 4.52 +1.45 65. To meintain a climate of mutual trust and respect 2mong students/ faculty/administrators. Total 2.93 4.32 +1.39 65. To meintain a climate of mutual trust and respect 2mong students/ faculty/administrators. Undergrad Students 2.63 /.19 +1.56 2.96 4.19 +1.23 2.96 4.19 +1.23 2.79 4.26 11.47 2.79 4.32 +1.47	can be aired openly				•	>		2.89	4.22	+1.33
Admini- strators Community Represent 3.26 4.05 +.79 3.10 3.61 +.51 65. To maintain a climate of matural trust and respect among students/ faculty/ndministrators. Total 2.93 4.32 +1.39 65. To maintain a climate of matural trust and respect among students/ faculty/ndministrators. Total 2.93 4.32 +1.45 2.63 /.19 +1.56 2.63 /.19 +1.56 2.96 A.19 +1.23 2.96 4.19 +1.23 Admini- stratore Community 3.13 4.10 +.97					•	→		2.76	4.04	+1.28
Community Represent 3.10 3.61 ±.51 65. To meintain a climate of mutual trust and respect arong students/ faculty/administrators. Total 2.93 4.32 #1.39 65. To meintain a climate of mutual trust and respect arong students/ faculty/administrators. Faculty 3.07 4.52 #1.45 2.63 1.19 #1.56 2.63 1.19 #1.23 Conducts Students Admini- strators 2.79 4.36 #1.47 3.13 4.10 ±.97 3.13 4.10 ±.97		Admini.			•			3.26	4.05	+ .79
65. To meintain a climate of matual trust and respect among students/ faculty/administrators. Undergrad Students Admini- strators Community 3.07 4.52 ±1.45 2.63 7.19 ±1.56 2.96 4.19 ±1.23 2.79 4.26 ±1.47 3.13 4.10 ± .97		Communit			—			3.10	3.61	+ .51
65. To meintain a climate of matual trust and respect among students/ faculty/administrators. Undergrad Students Admini- strators Community 3.07 4.52 ±1.45 2.63 7.19 ±1.56 2.96 4.19 ±1.23 2.79 4.26 ±1.47 3.13 4.10 ± .97			 1		+			2.93	4.32	+1.39
faculty/ndministrators. Undergrad Students 2.63 1.19 +1.56 Graduate Students 2.96 4.19 +1.23 Admini- strators 2.79 2.26 11.47 Students 3.13 4.10 +.97	of partual trust and			•			*			+1.45
Graduats 2.96 4.19 +1.23 Students 2.79 2.26 11.47 strators 3.13 4.10 +.97	respect among students, faculty/administrators.	Undergra			مىلىمە			2.63	7.19	+1.56
Admini- strators Community 3.13 4.10 + .97		Graduate						2,96	4.19	+1,23
Community 3.13 4.10 + .97		Admini-			•			2.79	1.26	11.47
		Communit			•			3.13	4.10	+ .97

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INTELLECTIAL/AESTHETIC ENVIRONMENT

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Goal Area or				IS=•; SHOULT		ł	-	608 D.	174
Statement	Group	No or 11/A	Low 2,0	Medium 3.0	<u> </u>	Ext.High	<u> 15</u>	SHOULD BE	Disci (+)oi
	Total						2.73	4.04	+1.3
<u>Intellactual/aosthetic</u> <u>Brviroument</u>	friculty			• 			2.76	4.20	+1.4
Gorl Statements 66, 69, 73, 76	Undergrad Students			•			2.66	3.95	+1.2
	Craduate Students			•			2.81	4.04	+1.2
	Admini- strators			•			2.55	3.99	+1./
	Community Represent				•		2.86	3.73	+ ,1
	Total		•		-		2.41	3.80	+1.
66. To crente a climate in which students	Faculty					•	2.41	4.13	+1.4
spend much free time in intellectual/ cu_tural activities.	Undergrad Students		۔ م		•		2.29	3.64	+1.
	Graduate Students			~ <u>`</u>			2.48	3.46	+.
	Admini- strators		•-		-		2.26	3.79	+1,
	Community			•			2.72	3.37	+.
	Total			•			2.80	4.07	+1.
69. To create a climate where students and feculty easily and	Faculty				+	ŕ	2.95	4.12	+1 ;
informilly discuss ideas and interests.	Undergrad Students			•			2.61	4.05	+1.
	Grnduate Students						2.92	4.23	+1.
	Admini- strators		(1			2.42	4.00	+1.
	Community Represent			•			2.90	3.87	+.
	Total			•			3.16	4.08	+.
73. To sponsor each year a rich progrem of cultural events,	Faculty Undergrad				>	i	3.09	4.72	+1.
e.g. lectures, concerts, art exhibits.	Students	1		•			3.23	4.02	+.
ex110115.	Graduate Students			•	>		3, 12	4.13	+1.
	Admini- strators			•	>		3.28	4.06	+.
<u>. </u>	Culonumit; Ropresent			•			3.23	۶ , 77	+ .
	Total	<u> </u>		•			2.55	4.19	+1.
76. To create an insti- tution known widely	Ficulty	}		•			0.60	4.33	41.
as intellectually exciting and stimulating places	Undergrad Students			•			°• . 50	1.09	+1 .
	Oraduate Students			•	•	-	2.72	7.36	±1,
	Admini- strutors		€ ,	i			2.22	L . 11	+1.
	1			1					

Table 20 INHOVATION

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for1 Area	or	110 0	Impo: r N/A	rtance Low	(IS=●; M	SHOULD B		Ext. High	15	Nenn SHOULD	Discre
Stritemen		1.0		2.0		3.0	出 <u>的</u> 4.0	Ect.High 5.0		BE] (+)or (-
•	Total				•		•		2.59	3.79	+1.20
Innovetion	Faculty	1			+	 	►		2.64	3.74	+1,10
Goal Statene 74, 77	nts 07, 70, Undergi Student	10			•		-		2.49	3.92.	+1.4
	Graduat Student				←	+	→		2.51	3 . 28	+1.3
	Admini- strato				•				2.38	2.06	+1.6
	Gozmun Représ	ty				+		•	2.83	3,45	+ .6
	Total	1.					+		2.68	3.86	+1.1
timous	where con- Faculty educational				•	<u>_</u>	->		2.67	3.90	+1.2
innovati accepted tutional	on is ns insti- way of life.	ad P			•	<u> </u>	►		÷.62	3.73	-11-
	Gredua Studen	5			.		→ ,		2.64	3. 88	+1.
	Admini- strato	•			•		>		2.47	4.21	+1.
	Gommun: Represe	ty at				•	+		3.00	3.76	+.
70, To expend differen	Total riment with it methods Facult				•		•		2.60 2.77	3.66 3.51	+1.
of evalu	student Underg	ad			•				2.36	4.09	+1.
for torus	ince. Studen Gradua Studen				- 	<u> </u>	•		2.56	1.73	41.
	Admini strato				•	<u> </u>			2.39	3.89	+1.
	Commun Repres	ŧv			.				2.73	3.13	+.
	Total				•	T	•		2.52	3.70	+1.
individ	w ways of Facult unlized				•				2.48	3.56	+1,
as tuto	tion such Underg rights, flexi- Studen eduling, etc.	5			•				2.61	3.01	41.
	Gradua Studen	5			` — —				2.35	3.90	+1,
	Admini strato Commun	B .			•		-		",22 0,60	3.94	-11.
	Repres	n			•	<u>+</u> →			2,80	3.40	+
	Total		•		.	1			2.56	3.93	+1.3
ro thit and ins	te procedures curricular Facult tructional				•				2.63	3.99	+1.3
innovst readily	ions may be Underg initiated. Studen				•				2.39	3.94	+1.5
	Gradua Studer	3			.		>		2.50	3.96	
	Admini strate			•	•				2.42	4.18	*+1.7
	Company Reproc				•				2.79	3.52	+.7

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Iable 21 OFT-CAMPUS LEARNING

Coal Area or	Ţ			(15=0; SI	iould Be=>)			Mean	
	Group	No or N/A	Low 7 20	Hedium 3_0	High E	ct. High 5_0	IS	SHOULD BE	Discrep. (+)or(-)
	Total		9				2.00	3.02	+1.02
Off-enwous Learning Goal Statements 68, 72,	Faculty		••				2.01	2.70	+ .69
75, 78	Undergrad Students	U.	•				1.93	3,58	+1.65
	Graduate Students		.				1.95	3.09	+1.14
	Admini- strators	1	.				2.06	۰ . 17	+1.11
	Community Represent		~	ĺ		1	2,15	÷ , 76	+ .61
	JTotal	<u> </u>		<u> </u>	,	í	2.31	3.56	+1.25
68. To encourage students to spend time off	1		-				2.42	3.36	+ .94
campais (study abroad, VISTA) for academic	Undergrad	2	•				2.11	3.97	+1.86
credit.	Students Graduate	:	•				2.23	3.69	+1.46
	Students		•	* * **	*				
	Admini- strators]	•	<u> </u>	*		2.32	3.72	+1.40
	Communit Represen		••••				2.45	3.14	+ .69
72. To participate in	Total.		•				2.15	3.29	+1.14
nctwork of colleges sc students, by plan	Faculty		•	-			3.24	2 .9 E	+ .74
my study on Several compuses.	Undergrad Students		¢		→		2.04	3.84	+1.60
	Greduate Students		•				2.00	3.54	+1.54
	Admini_ strators		.				2.33	3 . 37	+1.04
	Communit		•	•			2.07	a . 90	+ .83
	Total		•	•			1.92	2,90	+ .98
75. To award the BA/AA degree for supervisor	d Faculty	ł					1.76	(.37	+ .61
study away from compus-extension correspondence.	Undergra Students		6		,		1.98	3,60	+1.62
	Graduate		· •				2,08	7.24	+1.16
	Admini-		·				1.84	:.94	+1.10
	strators Communit Represen	8	•	•			2.17	2.87	+ .70
	Total	······································	•	1	_		1.64	2.32	+ .68
78. To fue rd some PA/AA	Freulty	.	_				1.60	2.08	+ .48
destrees solely on by size of performence on an accept ble	Undergree Students	4				I	1.58	2.93	+1.35
exarination.	Graduate			1			1.50	1.88	1.38
	Students		-				1		
х — — — — — — — — — — — — — — — — — — —	Admini- strutors		••				1.74	c.63	+ .89
	Communit Represent		**	<u> </u>			1.90	2.13	+ .23
				-?	44		_		

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Goal Area or	0 m ž. m	No or N/A	LOW	S= • 1 SHOULD F	Be b) High	Ext.High		Fean Should	Discret
Stutement	Group Total	1.0	2.0	3.0	10	<u>50</u>	IS	BE	(1)or(-)
Account ability/Efficiency		ł				[2.88	3.58	+ .70
Goal Statements 79, 81,	Faculty						3.02.	3.50	+ .48
83, 87	Undergrad Students			••	•	1	2.67	3.60	+ .93
	Graduate		•	•			2.86	3.51	+ .65
	Students Admini-			•	→		2.71	3, 82	+1, 11
	strators Community					*	2.96	3.68	+ .72
r	Represent. Total	<u> </u>				1			
79. To hoply cost criteria in deciding among							2.95	2.84	11
alternative academic and non-academic	faculty Undergrad				•		3.20	2. 59	61
programs.	Students		×.	•••			2.68	3.05	+ •37
	Graduate Students		•	*			2.75	2.64	11
	Admini- strators			•			2.89	3.05	+ .16
	Community Represent			•••			2.90	3.23	+ • 33
	Total			•			2.66	3.93	+1.27
Si. To regularly provide evidence that the	Faculty			•+			2.73	4.04	+1.31
institution is actually achieving its stated gonlg.	Undergrad Students			•	-+		2.47	3.75	+1.28
	Graduate Students			•			2.72	3,28	+1.16
	Admini- strators	}		•			2.32	4.16	+1,8 4
	Community Represent				>		2.97	3,84	+ . 87
	Total	Γ		•			2.80	4.03	+1+23
83. To be concerned about the officiency with	Faculty			•			2.74	3.97	+1.23
which college opera- tions 'r. Conducted.	Undergrad Students			• 			2.71	4.07	+1.36
	Graduate			•			3.04	3,96	+,92
	Students Admini-			•	+	-	2.63	4.21	+1.58
, ,	strators Community Represent			•			3.03	4.07	+1.04
	Total	ι Γ			•		3.11	3.51	+ .40
27. To is accountable to funding sources for	Faculty						3.42	3,39	03
the effectiveness of college programs.	Under grad Students			• • • • •			2.82	3, 52	+ ,70
	Graduate		•		•		2.92	3.56	+ .64
	Admini- strators				 >		3.00	3.84	+ .84
0	Community Represent				►		2,93	3.60	+ .67
	Twent opdit	1	,	-40-	45		<u>u</u>		15. F 1

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Inble 23

MISGELLANEOUS GOALS

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[Goal Area or Statement	Group	No or N/A	Dortance (IS Low 2.0	= O : SHOULI Medium 3.0	BE=>) Righ	Ext.High	15	Mean SHOOLD BE	Disnrep (+)or(-
Ī		Total	[3.03	4.07	+1.04
ł	12. To ensure that students who graduate achieve	Faculty			- +			2.86	4.22	+1.36
	some level of reading/ writing/math competency.	Undergrad Students			•			3.19	3.88	+ .69
		Graduate Students				-		3.04	3.59	+ .55
		Admini- strators						3.11	4.26	+1.15
		Community Represent			•			3.23	4.23	+1.00
· [Total	<u> </u>			<u> </u>		2.47	3.45	+ .98
-	71. To work for/maintain a large degree of	Faculty		•		•		2.49	7.75	+1.26
	institutional autonomy in relation to governmental educa-	Undergrad Students		•				2.29	3, 38	+1.09
	tional agencies.	Gradua te Studen ts	ļ	•				2.71	2.96	+ .25
		Admini strators		•	+++++++++++++++++++++++++++++++++++++++			2.17	3.61	+1 . 44
ĺ		Corrunity Represent				·		2.73	3.03	+ .30
[Total						3.23	4.01	+ .78
	80. To maintain or work for a reputable standing for the	Faculty			•	>		3.17	4.12	+.95
	institution within the academic world.	Undergra Students			-			3.32	3,86	+ .54
		Gradua to Students			-			3.35	4.15	+ .80
		Admini- strators	1		•			2.89	4.21	+1.32
Į		Communit Represent			-	•		3.37	3.71	+ .34
ſ		Total	1					3.12	3.74	+ .62
	 82. To carry on a broad and vigorous program of extra-curricular 	Faculty	}			•		3.23	3.67	• + .44
	activities and events for students.	Undergrad Students			÷			2.98	2.05	+1.07
		Graduate Students			• •			2.92	3.37	+ .45
		Admini- strators			•	►	j	3.11	3.74	+ .63
l		Communit Represen	k		••	•		3.23	3,65	+ .42
Ī		Total	<u> </u>		•		-	2.99	4.06	÷1.07
	84. To be organized for short, redium, and	Faculty						2.93	4.04	+1.11
	long-range planning for the total insti- tution.	Undergr <i>i</i> c Students			•			3.09	%. 05	+ .96
		Gradum te Students			. [•			3.13	3,96	+ .83
		Admini- atrators		•	<u> </u>			2.39	4.21	÷1, E2
	~	Communit Represen			-			3.23	4.10	+ .87
REAL Provided by ERD			·		-41-	16				

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MISCELLANEOUS GOALS (Continued)

	Goal area or		No or N/A		IS=•: Si dium	HOULD BE-) Ext.High		Mean SHOULD	Discre
Ľ	Stritement	_	No or N/A 1_0		0	40	5.0	_ IS	BE	(+)or(-
ł	85. To include local	Total		•				2.50	3.50	+1.00
	citizens in planning college programs	Faculty		•				2,60	3.56	+.96
	that will affect the local community.	Undergrad Students		•	++			2.36	3.32	+.96
		Graduste Students		•	-			2.31	3.26	+ .95
		Admini- strators		-	•	•		2.21	3.68	+1.47
L		Community Represent		•	<u> </u>	*		2.79	3.77	+ .98
ſ		Total			ei		1	2.97	- 2,66	3
	86 To excel in inter-	Faculty			ļ			2.99	2.49	5
	collegiate stiletic competition.	Undergrad Students			40			3.29	3.11	1
	•	Graduate Students		·				2.77	° . 19	5
		Admini- strators		•	<u> </u>			2.84	3.11	۲ . 2
	* _	Community Represent		٠			·	2.55	2.50	0
Ē		Total	 			<u> </u>	1	2.76	3.69	+ .9
	88. To create a climate in which systematic	Faculty			••			2.91	59. ت	+ .6
	evaluation of programs is accepted as insti- tution's way of life.	Undergrad Students		•		+		2,56	3.79	+1.2
ľ		Graduate Students		•	++			2.69	3.56	¥. ۲
		Admini- strators		•		+		2.32	4.05	+1.7
L		Community Represent		•	<u> </u>	► .		3.00	3.70	÷.7
ſ		Total	<u> </u>		++			2.53	3.46	+ .9
	89. To systematically interpret the nature,	Freulty		*				2.59	3.50	+.9
	rurpose, and work of the institution to citizens off campus.	Undergrad Students		· •	+>			2.44	3.21	+ -7
ŕ	VERTHULL ARE PURITUGE	Graduate Studonta		•	+++			2.42	3.42	+1.(
		Admini- strators		•——		→		2.22	3.83	+1.6
	-	Community Represent				•		2.79	3.60	₹.
Ē		Total	[<u>الم</u>	ļ			2.52	3.57	+1.(
	90. To achieve consensus among people on	Facul ty		•	÷			2.61	3.44	+ .8
	corns about the gorls of the insti- tution.	Undergrad Students	ł	•	<u> </u>			2.44	3.81	+1.3
ł	-	Graduate		.				2.42	3.41	÷.,
		Admini-		•		<u> </u>		2.32	4.21	+1.1
		strators Community		•		4	7	2.59	3.23	+ .(
		Represent			-42-			L		

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LOCAL OFFICE QUESTION: COAL STATEMENT GRADUATE STUDIES

Itstement Group Tig minute Kill Kil			Importa		SHOULD E		Ľ		Mean	
91, To hyw representation prediate program. 100, hyw representation metargrad Students 100, hyw representation prediate program. 100, hyw representation program. 10	Gorl Area or Statement	Group	No or N/A I			fiigh <u>4.0</u>	Ext.High 50	IS	SHOULD	Discrep. (4)or(-
public ording for its graduite program. paculty theorem 2.46 3.62 41 2.66 3.65 4 2.50 3.68 41 2.66 3.77 4 2.66 3.77 4 92. To offer /suter of Supressid Toolky experiant Toolky experiant Toolky experiant 2.53 3.69 41 92. To offer /suter of Supressid Toolky experiant Toolky experiant Toolky experiant Toolky experiant 2.55 4.09 3.64 41 92. To offer /suter of Supressid Toolky experiant Toolky experiant Toolky experiant Toolky expressid 2.55 4.09 44 92. To offar e grouter diversity of matter diversity of matter diversity of matter expressent Total Total 2.77 3.63 44 93. To offar e grouter diversity of matter diversity of matter expressent Total Total 2.64 3.77 41 94. To ank to minimize expressent Total Total 2.67 41 4.21 4.22 4.22 4.22 4.22 4.22 4.22 4.24 4.21 4.24 4.21 4.24 4.21 4.24		Total		•	-	•		2.59	3.82	· +1.23
Students 2.90 3.60 1 Students 2.96 3.65 4 Admini- strators 2.96 3.65 4 2.70 3.68 4 2.80 3.68 4 2.80 3.68 4 2.80 3.68 4 2.80 3.68 4 2.80 3.69 4 2.80 3.69 4 2.80 3.69 4 2.63 3.69 4 2.64 3.77 4 2.65 4.09 3.64 2.64 3.77 4 2.70 4.07 4 2.64 3.77 4 2.70 4.07 4 2.70 4.07 4 2.70 4.07 4 2.70 4.07 4 2.70 4.07 4 2.70 4.07 4 2.70 4.07 4 2.70 4.07 4 2.70 4.07 4 2.70 4.07 4 2.71 4.07 4 2.71 4.07 4 2.72 3.63 4<	public funding for its	Faculty		•		→		2.48	3.82	. +1.34
Students Students standards 2.47 92. To offer Master of Zdue tion (4.21.) depresent 2.47 92. To offer Master of Zdue tion (4.21.) depresent Total 92. To offer Master of Zdue tion (4.21.) depresent Total 93. To offer a granter tion and opoils detect tion and opoils detect Total 94. To offer a granter diversity of masters Total 95. To offer a granter diversity of masters Total 94. To orge to zininize off-cappur profiles Total 95. To offer a granter diversity of masters Total 96. To offer a granter diversity of masters Total 97. To offer a granter diversity of masters Total 98. To offer a granter diversity of masters Total 99. To offer a granter diversity of masters Total 91. To sock to zinimize off-capput zinimize fordante Total 92. To offer a granter diversity of masters Total 94. To sock to zinimize off-capput zinimize for any containting commuty Total 95. To devote a greater granter of resources to granter Total 95. To devote a greater granter to resources to granter Total 95. To devote a greater granter Total 95. To d				•	+	→		2.50	3.88	+1 . 38 ·
strators 2.86 3.77 4 92. To offer Huster of Bhaw Mon (M.S.) Gegree program is has serve oblished educa- tion and special educa- tion. Total Roulty Margued Sudents 2.63 3.64 41 92. To offer Agree program is has serve oblished educa- tion. Total Roulty Margued Sudents 2.64 41 92. To offer a green Total Almini- Erstors Total Proubly 2.64 41 92. To offer a green Total Broutots Total Proubly 2.64 41 93. To offer a green Total Proubly Total Proubly 2.27 3.83 41 94. To sock to minize program offerings. Total Foulty Total Prouble 2.63 2.62 2.41 94. To sock to minize program offerings. Total Foulty Total Foulty 2.63 2.62 2.64 2.65 95. To tavote a greater grubuste program. Total Foulty Total Foulty 2.62 2.46 2.43 1.17 95. To tavote a greater grubuste program. Total Foulty Total Foulty 2.43 1.13 2.43 2.43 1.13 95. To tavote a greater grubuste program. Total Foulty Total Foulty 2.43 2.41 2.33 </td <td></td> <td></td> <td></td> <td></td> <td></td> <td>→</td> <td></td> <td>2.96</td> <td>3.85</td> <td>+ .89</td>						→		2.96	3.85	+ .89
92. To offer Master of Shuekton (M. 21.) degree program in new erry childhood educa- tion and special education tion. Total Faculty Undergrad Students Total Faculty Undergrad Students 2.55 3.63 44 92. To offer Agreet and Ag				•	<u> </u>	►		2.47	3.68	+1.21
92. To offor Master of Shoulty (Margue) Proulty (Margue) 2.49 3.64 41 serie program in me in the manufactor of the margue istudents		Community Represent			•	<u>+</u>		2.86	3.79	÷ .93
Shawtion (M. ZL-) george program in new spotfallities such as tion and spotfal educes tion. Foculty Undergrad Students Foculty Undergrad Students 2.49 3.64 41 2.49 3.64 41 2.56 4.09 41 2.70 4.07 41 2.70 4.07 41 2.70 4.07 41 2.70 4.07 41 2.70 4.07 41 2.70 4.07 41 2.70 4.07 41 2.71 4.07 41 2.71 4.07 41 2.71 4.07 41 2.72 3.63 41 2.73 4.07 41 2.74 7.63 41 2.75 4.07 41 4.71 41 41 41 4.71 41 41 41 92. To offer a creater students Students 41 421 92. To offer a creater students Students 41 421 92. To tal procean Total	00 Fe offer thuter of	Total			-	+		2.53	3.83	+1.30
specialities auch as entry childrond educa- tion and special educa- tion. and special educa- tio	Educetion (M. Ed.)	Faculty	ľ	•	<u> </u>	b -		2.49	3.64	+1.15
iion. Greatmate Students 2.70 4.07 41 2.16 3.69 41 2.16 3.69 41 2.16 3.69 41 2.16 3.69 41 2.27 3.63 41 2.264 3.71 41 92. To offar a greater diversity of naster's degree provemes (e.g. environmental studies, budents Total 93. To offar a greater budents Undergreat Students 2.27 94. Yo s-sk to minimize off-campus profes Total 2.63 94. Yo s-sk to minimize grogram offerings. Total 2.63 94. Yo s-sk to minimize off-campus profus te grogram offerings. Total 2.63 95. To devote a greater students Total 2.62 95. To devote a greater grownait Total 2.62 95. To devote a greater students Total 2.63 95. To devote a greater grownait Total 2.63 95. To devote a greater grownait Total 2.63 95. To devote a greater grownait Total 2.65 95. To devote a greater grownait Total 2.65 95. To devote a g	specialities such as eerly childhood educa-	Undergrud Students		←				2.56	4.09	+1.53
92. To offer a grenter diversity of matters Total 93. To offer a grenter diversity of matters Total 94. Yo snak to minimize off-campur products Total 94. Yo snak to minimize off-campur products Total 95. To devote a grenter stare of resources to gruduate program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a grenter structure for the program. Total 95. To devote a				•-				2.70	4.07	+1.37
Represent Represent 99. To offer a greator diversity of naster's degree process (e.g. environerstal students Students Students fotal Faculty 91. To offer a greator diversity of naster's degree process (e.g. environerstal students Students fotal Faculty 92. To offer a greator strators Indergreat Students 94. To srok to minimize off-canyor product groups offerings. Total Faculty 94. To srok to minimize off-canyor product groups of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator stare of resources to groups to greator fotal Faculty 95. To devote a greator stare of resources to groups to greator stare of resources to groups to greator fotal Faculty 95. To devote a greator stare of resources to groups to greator stare of resources to groups to greator fotal Faculty 95. To devote a greator stare of resources to groups to greator fotal Faculty 95. To devote a greator stare of resources to groups to greator fotal Faculty 95. To devote a greator stare of resources to groups to greator fotal Faculty 95. To devote a greator groups to greator fotal Faculty 95. To devote a greator groups to greator fotal Faculty	2		Ì	•	<u> </u>		•	2.16	3.89	+1.73
93. To offer a greater diversity of master's degree process (e.g. anvironmental studies, huranitics, social scionos). Fnoulty 2.16 3.55 41 2.33 4.36 42 2.41 4.21 42.16 3.55 41 2.33 4.36 42 42.16 3.55 41 2.41 4.21 42.16 3.22 41 42.21 42 2.41 4.21 42.16 3.22 41 42.21 42 94. Yo srok to minimize off-camput privinte program offerings. Total 7 7 2.63 2.62 - 94. Yo srok to minimize off-camput privinte program offerings. Total 7 8 2.63 2.62 - 95. To devote a greater share of resources to grivinate program. Total 7 2.62 7.17 - 95. To devote a greater share of resources to grivinate program. Total 7 2.43 3.13 4 95. To devote a greater share of resources to grivinate program. Total 7 2.43 3.13 4 95. To devote a greater share of resources to grivinate program. Total 7 2.43 <td< td=""><td>·</td><td>Cermunity Represent</td><td></td><td></td><td><u> </u></td><td>≁</td><td></td><td>2.64</td><td>3.71</td><td>+1.07</td></td<>	·	Cermunity Represent			<u> </u>	≁		2.64	3.71	+1.07
diversity of master's degree prorems (e.g. environmental studies, huranities, social scionces). Undergred Students Admini- strators Community Represent Undergred Students 2.16 3.22 4. 2.33 4.36 4. 2.33 4.36 4. 2.41 4.21 4. 2.41 4.21 4. 2.41 4.21 4. 2.41 4.21 4. 2.41 4.21 4. 2.41 4.21 4. 2.41 4.221 4. 2.43 4. 3.75 4. 4. 2.63 2.62 4. 2.63 2.62 4. 2.58 2.78 4. 2.69 2.46 - 2.58 2.78 4. 2.69 2.46 - 2.69 2.46 - 2.69 2.46 - 2.62 4. 2.69 2.46 - 2.62		Total		•		+		2.27	3.83	+1.56
environmental studies, huranitics, social scionosol. Undergrad Students 1 2.33 4.36 4. 2.41 4.21 4. 2.43 4. 2.44 3.22 4. 4. 2.64 3.75 4. 2.64 3.75 4. 2.63 2.62 - 2. 58 2.76 + 2. 58 2.76 + 2. 58 2.76 + 2. 58 2.76 + 2. 69 2.46 - 2. 717 - 2. 52 7. 717 - 2. 53 3. 51 4 2.53 3. 51 4 2.53 3. 51 4 2. 65 4.00 4 4. 54 4. 54 4. 54 4 4. 54 4. 54 4. 54 4 4. 54	diversity of master's	Faculty	ļ	•——		• .		2.16	3.55	+1.39
94. Yo srok to minimize off-campun products Total 94. Yo srok to minimize off-campun products Total 94. Yo srok to minimize off-campun products Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resources to gruduate programo. Total 95. To devote a greater share of resou	environmental studies, humanities, social			•	+		~	2.33	4.36	+2.03
94. Yo sak to minimize off-campor products program offerings. Total Faculty Pace 2.63 2.62 - 94. Yo sak to minimize off-campor products program offerings. Total Faculty Pace 144 2.63 2.62 - 94. Yo sak to minimize off-campor products program offerings. Total Faculty Pace 144 2.63 2.62 - 95. To devote a greater share of resources to gruduate programs. Total 2.63 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total 2.53 3.42 +	ecionoes).			•	1			2.41	4.21	+1.80
Represent 2.63 2.62 - 94. To srok to minimize off-campur priduate program offerings. Total Faculty 2.58 2.78 + 94. To srok to minimize off-campur priduate program offerings. Total 2.63 2.62 + 95. To devote a greater share of resources to gruduate programs. Total 2.63 2.64 - 95. To devote a greater share of resources to gruduate programs. Total 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total 2.53 3.42 +	· ·		•				:	1.84	3.22	+1.38
94. To saysk to minimize off-campur priducte program offerings. Faculty 2.58 2.76 + 95. To devote a greater share of resources to gruduate programs. Gradute Students • 2.69 2.46 - 95. To devote a greater share of resources to gruduate programs. Total • 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total • 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total • 2.43 3.13 + 95. To devote a greater share of resources to gruduate programs. Total • • 2.65 4.00 +		Convenit: Represent		·	<u> </u>	+		2.64	3.75	+1.11
off-campus products Faculty undergrad Undergrad Students Graduate Admini- Students Admini- Students Admini- Students Students Students Admini- Students Students Students Admini- Students Students Students <t< td=""><td>At the sector to standard as</td><td>Total</td><td></td><td>•</td><td></td><td></td><td></td><td>2.63</td><td>2.62</td><td>01</td></t<>	At the sector to standard as	Total		•				2.63	2.62	01
Undergrad Students 2.46 2.62 + Graduate Students 4 2.69 2.46 - Admini- strators 2.94 2.74 - Community Represent 2.82 7.17 - 95. To devote a greater stare of resources to grubuate programs. Total - 2.43 3.13 95. To devote a greater stare of resources to grubuate programs. Total - 2.33 7.81 95. To devote a greater stare of resources to grubuate programs. Total - - 2.43 3.13 95. To devote a greater stare of resources to grubuate programs. Total - - 2.53 3.42 95. To devote a greater stare of resources to grubuate programs. Total - - - - 95. To devote a greater stare of resources to grubuate programs. Total - - - - 95. To devote a greater stare of resources to grubuate programs. Total - - - - 95. To devote a greater stare of resources to grubuate programs. - - - - - 95. To devote a greater - - <	off-campus pruduate	Faculty		•>				2.58	2.78	+ .20
Students Admini- strators Admini- strators 2.94 Community Represent 2.82 95. To devote a greater share of resources to gruduate programs. Total Vidergrad Students 2.53 0.53 3.42 0.55 4.00	program offerings.			•				2.46	2.62	+ -16
95. To devote a greater share of resources to gruduate programs. Total 2.82 7.17 - 95. To devote a greater share of resources to gruduate programs. Total 2.33 7.81 + 95. To devote a greater share of resources to gruduate programs. Total 2.33 7.81 + 95. To devote a greater share of resources to gruduate programs. Total 2.53 3.42 + 95. To devote a greater share of resources to gruduate programs. Undergrad 2.53 3.42 +				*•				2.69	2.46	23
Community Represent 2.82 7.17 95. To devote a greater share of resources to gruduate programs. Total Undergrad Students 2.53 3.42 Craduate 2.65 4.00					H			2.94	2.74	20
95. To devote a greater share of resources to graduate programs. Faculty 2.33 ?.81 + Undergrad Students 0.53 3.42 + 2.55 4.00 +		Communit		<u> </u>				2.82	°. 17	65
share of resources to gruluate programs. Undergrad Students Graduate	<u> </u>	Total	1		-			2.43	3.13	+ .70
Undergrad Studonts Graduate 2.65 4.00 +	share of resources to	Faculty							?81	+ .48
				•	+-			2.53	3.42	+ .89
Sudents		Gradua te Studenta	l :	+				2.65	4.00	+1.35
Admini- strutors • 2.21 2.78 +				0				2.21	2.78	+ .5%
ERIC Community Represent 48 2.50 3.03 +	ÎC				-	48		2.30	3.03	+ .53

-43-

LOCAL OPTION QUESTION: GOAL STATEMENT GRADUATE STUDIES

(Continued)

				-	cinosa /		-		TE	iteen	· · ·
Goal Area or Statement	Group	No o 1.0	r N/X	Lou 2,0	nortence He 3	(IS=● dium _0	<u>t SHOULD E</u> High 4 ₄ 0	Ect.Hg 5,0	b IS	SHOULD	Discrep (+)or(-)
	Total	<u> </u>			•				3.30	2.75	- .55
96. To maintain graduate programs primarily in	Faculty				+				3.40	2.74	66
the areas of education and canagement.	Undergra Students				-				3.25	2.60	65
	Graduate Students	.				•			3, 35	3.16	19
	Admini-				-				3.32	2.63	59
	Community Represent				-				3.00	?.79	21
	Total	Г							7.91	3.22	+ .31
97. To accept the reputa- tion of the graduate	Faculty				•	•			2.85	3.14	+ .29
program as one of being of sufficient quality.	Undergrad Students			•	•				2.91	3.35	+ .44
	Craduate Students					; •	•		2.96	3.61	+ .65
	Admini- strators	{			٠				2.89	2.79	10
	Community Represent					•			3.04	3.11	+.07
	Total	1				·[2.24	2,93	+ .69
98. To permit students who do not hold a	Faculty			•			,	•	2.22	2.65	+ .43
baccalaureate degree and who ars not en- rolled in a graduate	Undergrad Students				•	<u> </u>	+		2.42	3.69	+1.27
degree program to tske graduate course for credit.	Graduate Students	}		•	;	•			2.00	2.96	+ .96
010010	Admini- strators				*				2.39	2.68	+ .29
	Community Represent			•-	→				2.15	2,55	+.40
	Total	1			•	÷			2.78	3,88	+1.10
99. To seek to communicate the image of the	Faculty								2.86		+ .98
collage as one of a multi-purpose insti- tution.	Undergrad Students				+	<u> </u>	-		2.75	·.9t	+1.16
	Graduate Students	ļ			•				2.81	4.04	+1.23
x,	Admini- strators				•				2.50	4.00	41.50
	Community								2.71	3,69	+ .98
	Total	Г			,	1			2.25	3,72	+1.47
100. To seek to enter cooperative arrange-	Faculty					_	-		2.17	3.43	+1,26
ments with other colleges in offering	Undergra			•					2.39		+1.74
graduate programs of study.	Students	ł			•	<u> </u>			2.32		+1.79
	Graduate Students				•	<u> </u>	+				
	Admini- strators	}		•	<u> </u>	+			1.72		+1.60
·	Communit Represent				•		→	49	2.50	3.76	+1.26
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LOCAL OPTION QUESTION: GOAL STATEMENT INSTITUTIONAL

· · · ·			Τm		(19=0+	SHOULD BE=	<u>></u>			Mean	
Goel Area or Statement	Group	No 07		Low 2,0		ium H	igh E	act.High	18	SHOULD	Discrep (+)or(-)
	Total						<u>.</u>		2.79	3.75	+ .96
101. To get satisfactory feedback from most of professors as to	Faculty				•				2.80	3.70	+ .90
students a cademic progress.	Undergrad Students				•				2.70	3.75	+1.05
	Craduate Students				•	•	•	ļ	2 .9 2	3.96	+1.04
	Admini- strators				•				2.58	3.78	÷1.20
	Community Represent	ł			-	••			3.00	3.69	+ . 69
102. To adequately receive	Total					••			3.04	3.78	+ .74
educational, vocation- al and porsonal	Faculty								3.08	3.63	+ .55
counseling services from the Counseling Center.	Undergrad Students					••			3.04	3.93	+ .89
opilier .	Gradue to Students	2			•		•		2.81	3.92	+1.11
· ·	Admini- strators	ļ				•			3.16	3.78	+ .62
	Communit: Represent		•			••	4.		3.07	3.86	+ .79
	Total				+			Ĩ	2.57	3.39	+ •85
103. To provide dynamic special instructional	Faculty				•	►			2.57	3.21	+ .64
services to most of students (e.g., tutorial services).	Undergrad Students				•			ļ	2.71	3.73	+1.02
tutorial services).	Graduate Students				•		-		2.54	3.50	+ .96
	Admini- strators	1		•					2.39	3,56	+1 .1 7
	Communit Represent				•	•			2.44	3.15	+ .71
104. To supply enough	Total	Ι						1	2,93	4.26	+1.33
volumes of instruc- tion-related books	Faculty					•			3.12	4.40	+1.28
in Frampton Library.	Undergra Students				•	i 			2.65	4.29	+1.64
	Graduate Students								2.96	4.37	+1.41
	Admini- strators				•	 _	►		2.89	4+06	+1,17
	Cormun1 t Represent				•	<u>-</u> >			2.85	3.74	+ .89
105 E 60 61	Total	Ι					•		2.94	3.96	+1.0 2
105. To offer financial aids to a greater number of students.	Faculty				1	 			2.99	3.92	+ .93
number of seatanes.	Underg ra Students	ŧ			.	i I	-		2.73	4.20	+1.47
	Graduate Students					∲			2.96	3.85	+ .89
	Admini- strators					•			3.06	4.06	+1.00
C	Community Represen					••	Ę	50	3.15	3.66	+ .51
EV ERIC					-45	-					

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LOCAL OPTION QUESTION: GOAL STATEMENT INSTITUTIONAL (Continued)

			(Contin				-		_
Goal Area or			tence (IS=			B C B C C C C C C C C C C	ļ	Mean	<u> </u>
Statement	Croup	No or N/A 1.0	Low 2 _0	Nedium 3_0	High 4_0	Ext.High 5.0	IS	SHOULD BE	Discre
	Total			•			2.66	4.05	+1.39
106. To have classroom experience under	Feculty			•			2.77	3.90	+1.13
innovative and exciting teaching methods.	Undergrad Students		•				2.41	4,20	+1.79
	Graduate Students						2.72	4,20	+1.48
	Admini strators						2.42	4.32.	~ +1.9
	Community Represent			•			2.89	3.93	+1.0
	Total	· · · · ·					2.72	4.19	+1.4
107. To help students become aware of	Faculty						2.90	4.13	+1.2
their educational potentialities.	Undergrad Students			•		·	2.45	4.27	+1.8
	Graduate Students			•			2.65	4.15	+1.5
	admini strators					-	2.1,2	4.42	+2.0
	Community Represent			-	<u>~}</u>		2.89	4.11	+1.2
	Total						23.0	2.93	+1.0
108. To offer diversified baccalaureate	Faculty		Ŧ				3.02	3.85	+ .8
programs.	Undergrad Students			•			2.78	4.20	+1.3
	Graduate			•			2.56	3.67	+1.1
	Admini strators			•			2.56	4.76	+1.7
	Community Represent			÷			2.96	3.68	+ .7
	Total		· · · · · · · · · · · · · · · · · · ·	•			1 . 59		+1.0
109. To manage student residence halls with	Faculty						2.57 2.55	3.59 3.60	+1.0
more meaningful educational as well as social experiences.	Undergrad Students						2.54	3.84	. +1•3
as poter existrations	Graduate Students			•	•		2.52	3.26	+ .7
	Admini ntrators			•	>	:	2.74	3. 23	+1.0
	Community Represent	1		•	•		2.63	3.21	+.;
	Tota1			-			2.61	2.79	· + .1
110. To adopt a widely open admissions	Faculty						2.68	2.62	(
policy.	Undergrad Students			•			2.72	3,15	+ .4
	Greduate Students		•	*			· 2 .48	2.89	+ ./
	Admini		-				2.26	2.79	+.:
	Community Represent		-	•	51	L	2.54	2,54	(
	HOLY OPHIC	l		-46-	,		ц <u> </u>		t)

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CONCENTRATIONS WHICH SHOULD BE OFFERED UNDER THE M.ED. DEGREE PROGRAM (Item 119)

Area	<u>Sequential_Rank</u>	Actual Rank	<u>Weighted Rank</u>
Special Education	1	1	34.1
Vocational Education	2	2	14.0
Early Childhood Education	3	3	13.8
Business Education	4	4	11.2
Remedial Education	5	5	8 . 1
Guidance and Counseling Physical Educ [®] tion English	6	7	5•9
Music	7	9	3.4
Speech Correction	8	10	0,5

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Table	30
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CONCENTRATIONS WHICH SHOULD BE OFFERED UNDER THE M.S. DEGREE PROGRAM (Item 120)							
Area	Sequential Rank	Actual Rank	Weighted Rank				
General Menagement	1	1	24.8				
Public School Management	2	2	22.8				
Hospital Administration	3	3	13.7				
Small Business Management	4	4	» 12 . 8				
Personnel Management	5	5	11.7				
Higher Education Management	6	6	7.0				
Government Administration	7	7	3.4				
Production Management	8	8 ·	1:5				
International Business	9	9	1.4				
Financial Management	10	10	1.0				
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	Degree Program	Sequential Rank	Actual Rank	Weighted Rank
	Environmental Studies	1	1	21.4
	Computer Science/Data Processing	· 2	2	18.7
	Guidance and Counseling	3	3	17.1
54	Social Work	. 4	4	16.5
4	Biology	5	5	11.0
	Folitical Science	6	6	3.8
•	History	7	7	3.5
	Modern Foreign Language Music	8	8.5	3.0
	Physical Science	9	10	2.0

MASTER OF ARTS OR MASTER OF SCIENCE DEGREE PROGRAM THE COLLEGE SHOULD OFFER (Item 121)



54

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RANKING OF CURRENT AND PROSPECTIVE UNDERGRADUATE MAJOR FIELDS BY TOTAL SAMPLE* (Items 122, 123 and 124)

Major	Sequential Rank	Actual Rank	Weighted 'Rank
Environmental Studies	1	1	11.3
Special Education	2	2	8.6
Business Administration	3	3	8.1
Computer Science	· 4	4	7.8
Recreational Education	· 5	5 ·	- 7.5
iuman Services	6	6	6.4
liberal Studies Philosophy	7.	7.5	3.6
sychology	8	9 [.]	3.2
athematics	9	10	3.0
Msiness Education	10	11	2.7
conosics English	1 1	12•5	2.6
usic and Music Education Physics	12	14.5	2•5
rt and Art Education hild Education lealth and Physical Education lociology	13	17.5	2.2
Communications General Science Physical Science	14	21	1.9
Chemistry Speech and Drama	15	23 •5 ·	1.8
Social Science	16	" " 25	1.6
Elementary Education	17	26	1.5
leology listory	18	27.5	1.0
french	19	29	0.5
Spanish	20	30	0.4

The table above represents the composite responses of the five sub-groups to items 122, 123 and 124 of the I.G.I. questionnaire. Faculty, undergraduate and graduate students, staff and community representatives were asked to indicate which among thirty major fields of study should be offered at the college.

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-50-

CHAPTER IV

SUMMARIZED RESULTS AND CONCLUSIONS

Table 2: Goal Area Summaries of Total Group

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According to the size of means and discrepancy scores, goal areas are rankordered from the highest in each column. The idea on Table 2 was to look at the "IS" column first. This column spells out what the top five goal areas are, as renked by means. As far as "what is" is concerned, this tells us what are the most as well as the least prevalent goal areas on the campus. The least five prevalent goals on the list begins with Social Criticism/Activism. Then, to mention the first five on the "SHOULD BE" list as compared with the first five on the "IS" list, and the last five on the "SHOULD BE" list as compared with the last five on the "IS" list, note the discrepancy between "what is" and "what should be" because the overlap is very evident with the latter five goal areas in each column. However, the same overlap does not exist with the top five goal areas in each of the two lists ("IS" and "SHOULD BE").

In the "IS" category, the top five goal areas from the highest are Freedom, Academic Development, Democratic Governance, Community, and Accountability/ Efficiency. If we compare these to "SHOULD BE" and "DISCREPANCY" rankings, the rankings of these top five goal areas currently given the most important priority by the College community do not show the same rank-orders in each column. For instance, Freedom, in the "IS" column, perceived the most important goal areas by the College community, is now falling to ninth from the top of twenty goal areas. In the "DISCREPANCY" column, Freedom is the last, which would seem to indicate that the amount of freedom given to the college community now is highly satisfactory. It is approaching the Constrained form, as far as a feeling of freedom exists on the campus and what people think should exist. The evidence is that those two elements are very close together.

-51-

If we look at the "DISCREPANCY" column, the top largest discrepancy scores fall in the goal area of Intellectual Orientation with +1.46. This means that the college should strive further to put more effort into the area of Intellectual Orientation. This is followed by Individual/Fersonal Development, Intellectual/Aesthetic Environment, Community, Innovation, and so on. All of these are the top five goal areas with the largest discrepancy scores in order of rank. There are two identical discrepancy scores in categories of Humanism/Altruism and Vocational Preparation with +1.19. These could be regarded as important as Innovation. However, Freedom, Traditional Religiousness, Accountability/ Efficiency, Social Egalitarianism, and Academic Development are already receiving sufficient emphasis by the college community in *erms of what they should be.

This represents perception on the part of all those individuals, based on a summing of responses to individual items falling within these different goal areas. It needs, however, to be pointed out that these means are based on the total sample which is comprised, to a large extent, of faculty. These results are pretty much affected by the magnitude of the subgroup size. Faculty membera comprising 41 percent of the total sample would affect that much proportion of opinions and perceptions into "SHOULD BE" and "IS" goal areas, as compared to administrators (8%) and graduate students (12%). The total picture is not s.rictly based on a stratified proportional sampling. It is somehow biased. However, as a total, it reveals much relevant information which would provide basis for the college planning and, further, for the establishment of goal priorities in the future.

Table 3: Academic Development

Both faculty and administrators have the lowest "IS" means and the greatest "SHOULD BE" means. Yet all constituent groups have "IS" means above 3.0 (medium importance) for the goal area. Student groups do not demonstrate much in the way of discrepancy scores in this goal area, whereas faculty and admin-

> -52-57

istrators provide the greatest discrepancy soores. This evidence would seem to imply that these two constituent groups are manifesting their aspiration toward a higher level of Academic Development.

This Table presents about the same pictures across the board for four goal statements. One point needs to be emphasized that goal statement 1, "To help students acquire depth of knowledge in at least one academic discipline," has one of the ten highest "SHOULD BE" means of all goal statements for the total group. Goal statement 9, "To hold students to high standards of intellectual performance," is regarded, in the eyes of the faculty, not so important currently, but should be treated as a high priority goal statement.

Table 4: Intellectual Orientation

Ranges of two discrepancy scores are among the ten largest of all in this table. Ranges and variability of all goal statements for all subgroups are substantially larger than other tables throughout all goal statements. In general, all constituent groups are moderately satisfied with the priorities currently given to intellectual orientation of goal area. However, there is a still further distance we should reach to come up to the expecting or aspiring level of achievement on this campus. If we look at the picture here, the "IS" means are about the level of medium importance across the board. However, the "SHOULD BE" means are all very high-mostly above 4.0. Great significance is given this trea which comprises four goal statements as shown in this table. Needless to emphasize, intellectual orientation is generally regarded as the top priority goal area as reflected in the opinions of all respondent groups. The distance we have to go forward to reach the level we aspire is the largest of twenty goal areas, or of minety goal statements. The greatest discrepancies from "IS" to "SHOULD BE" are shown in the items in the goal area of Intellectual Orientation. Aliast all discrepancies for all constituencies across all four goal statements are ranging from at least 1.0 to 1.5 for the goal area.

-53-

asterisks indicate that the "SHOULD BE" means for the total group for those four goal statements are among the highest ten "SHOULD BE" means, and two goal statements received the number signs which indicate that those are among the ten highest discrepancy scores. It should be pointed out that this table is very eignificant and different from others, which requires more concentrated attention to this area.

One might be able to interpret the responses to goal statements 5 and 10 as a very strongly perceived need to more fully motivate the student. Goal statement 5 reade, "To increase the desire and ability of students to undertake self-directed learning," and goal statement 10 reads, "To instill in students a lifelong commitment to learning." Both of these statements, in our judgment, are related to student motivation as well as student willingness to achieve higher levels of self-understanding and aspiration, as far as their learning and intellectual development are concerned.

Table 5: Individual Personal Development

This table presents a resembling pattern to the preceding one.

One possible bias that might have been identified here is in responses from the community representatives which, across the board, yield a very similar response pattern, which is positive in nature. The other sub-groupe also yield a very similar pattern which is different from that of the community representatives. Individual goal statements, for the most part, on the "IS" dimension are seen at around 2.5 (in that general violnity), whereas the "SHOULD BE" means are up around 4.1 or 4.2. Very large discrepancies are also found as in the case of Table 4. Goal statements 3, 8 and 11 have discrepancy scores that are among the top ten largest discrepancies for all goal statements. In addition, goal statement 3, "To help students identify their own personal goals and develop means of achieving them," has one of the highest ten "SHOULD BE" means. This item, on

> -54-59

the surface, is closely related to some items in Table 4.

Table 6: Humanism/Altruism

Goal statement responses within constituencies are very homogeneous from one goal statement to another. There is no general pattern for the entire set of the four goal statements. However, within the particular statement, five subgroups responded in a very similar manner per each statement. One exception to this is that the undergraduate students in each case perceived the greatest need for change, that is, their discrepancy scores, across the board, per goal statement, are the greatest. Results here indicate that they feel that college goals of Humanism/Altruism, in terms of encouraging students to become conscious of important moral issues and things of that sort, need to be emphasized greater, obviously in the undergraduate program.

The undergraduate students are more concerned about the welfare of mankind or world peace than other constituent groups. Most of the "IS" means are falling somewhere between low or medium importance. However, two goal statements 14 and 17, are receiving slightly higher priority than the other two. Discrepancies across the board are somewhere from 1.0 to 1.4, on the average. This table doesn't reveal striking perceptions or aspirations. Even if the discrepancies indicated here are more than a moderate amount of score size, constituent groups would seem to be satisfied if a little more effort is given to this area in order to reach the aspired level of goals.

Table 7: Cultural/Aesthetic Awareness.

This table doesn't reveal much to discuss except the point that all of the constituent groups are, in general, satisfied with "what is" as to this goal area; and they do not express too much of a desire to achieve or expand the level of goal achievement in the future. With moderate emphasis on this goal area, everybody in the college community would be satisfied.



-55-60

Table 8: Traditional Religiousness

This particular goal area evidently is not regarded as part of the function of a state-supported institution. Generally, the religiousness is exemplified by goal statements 16, 19, 22, and 25. All of them reveal very low "IS" means, hovering about 1.5 and "SHOULD BE" means not slightly greater than that in the main, hovering about 2.0, slightly above and slightly lower than 2.0 (low importance). All of these indicate that this particular goal area is seen as one of having very low importance for Frostburg State College, and one that should receive low importance, given the mission of the institution.

Table 9: Vocational Preparation

Goal statement 36, which reads, "To provide retraining opportunities for individuals whose job skills are out of date," is regarded as having very low importance as well. But, with the exception of that particular item, the other three items show considerable discrepancy scores across each of the constituent groups in each of those three goal statements. Administrators consistently have the highest discrepancy scores in each of those three goal statements, and undergraduate students have the second highest discrepancy scores in each of the same three goal statements. This indicates that vocational preparation is not what it should be at Frostburg State College. A great deal more emphasis should be placed on the goal of awareness for "Vocational Preparation." On the other hand, the faculty subgroup has the lowest discrepancy score on each of those three items, indicating that the faculty does not regard "Vocational Preparation" as an important goal as do the undergraduate students or administrators. This peculiar pattern of responses between two subgroups is consistent for all goal statements contained in this table. Looking at the goal area for Vocational Preparation, which is the top part of the table, the picture, in general, depicts the variancies and espirations of constituencies in this area. The "SHOULD BE" mean of faculty is slightly above the medium

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importance, whereas all other four constituent groups are approaching high importance levele.

Table 10: Advanced Training

One thing that can be discerned from both the goal area summary and goal statements here is that the administrative staff generally tend to regard advanced training, that is, the provision and/or development of graduate and/or professional-level programs at the College, as being of generally low importance, and they did not show any anxiety or aspirations to increase or enhance the level of advanced training in the college community. However, as is visualized in this table, graduate and undergraduate students are more concerned about developing advanced training programe than any other constituent groups. Faculty members, administratore, and community people, in general, regard advanced training as being of low importance. Neverthelees, students' needs in the area of advanced training are so clearly reflected in this picture, that the College should be more concerned about where the needs are. Goal statement 31, which reads, "To provide training in one or more of the traditional professions such as law and medicine," is regarded by all constituent groups as being of low importance. The opinions included in this category seem to be not directly relevant to the mission or role of this College at this time. However, goal etatement 32, which reads, "To offer graduate programe in such newer professione as engineering. education, and eocial work," is regarded by undergraduate and graduate students as an important area for the College to develop, whereas faculty, administrators and community representatives awarded this goal statement a relatively low statue.

Table 11: Research

Undergraduate students consistently have the highest discrepancy scores for this goal area. Although the discrepancies are not as large as those found in the examination of several of the other goal areas, they are moderately

> -57-62

large discrepancies on the part of the undergraduate students in particular. In the main, it seems that the perception of the content of the items which deal primarily with basic research in natural sciences or contract research for government or business, is regarded as being of very low importance at the College; and is regarded as having low importance in the future, as these kinds of activities are more fully within the realm of a large research oriented institution. This goal area involves doing contract studies for external agencies by conducting basic research in natural and social sciences and seeking generally to extend frontiers of knowledge through scientific research.

Table 12: Meeting Local Needs

The responses across constituencies on the "Meeting Local Needs" goal area can be termed "middle of the road," with the vast majority of responses falling within the range from 2.5 to 3.5, or hovering about the medium importance or mid-point of 3.0. The four items contained within this goal area have to do with providing educational opportunities for local-area adulte, providing trained manpower for local-area business, and the facilitation of involvement of students in neighborhood and community service activities. These latter two areas exhibit generally the same pattern of response on the part of the five constituent subgroups. Responses are from relatively low importance to medium or moderate importance. The question dealing with the campus serving as the cultural center in the community, on the other hand, is viewed as being of medium importance on the "IS" dimension. But the "SHOULD BE" dimension is seen as having high importance or possibilities for the future with the "SHOULD BE" means about 4.0.

Table 13: Public Service

In general, constituent groups revealed similar perceptions in terms of "IS" means. This goal area is seen currently as being of low importance. The "SHOULD BE" results are also resembling to "IS." They did not attach much

> -58-63

importance to this goal area, slightly above the medium importance. For goal statement 51, which reads, "To be responsive to regional-national priorities when considering new educational programs," administrators show a discrepancy of 2.0 from "IS" to "SHOULD BE". This result with a large discrepancy score indicates that responsiveness to this goal is a very high priority for administrative staff members in terms of what the College "SHOULD BE" attempting.

Table 14: Social Egalitarianism

Data here reveal that undergraduate students and, to a lesser degree, graduate students give greater importance to this goal area, in terms of it should be than do other constituent groups. In general, all constituent groups view this as being of low importance and attach a medium level of importance to where it should be.

The goal statement regarding "Open Admission" received smallest emphasis of all from all constituent groups, except undergraduate students, both in terms of "IS" means and "SHOULD BE" means. The goal statement 48, "To offer developmental and remedial programs in basic skills," was attached a medium level of importance in terms of where it is and where it should be. Educational experiences relevant to interests of minority background etudents were regarded as being of relatively low importance. The undergraduate students, however, put greater importance here than did others.

Table 15: Social Criticiam/Activiam

In general, this goal area is viewed as a goal of low importance when compared to others. Furthermore, respondents did not attach much importance to where it should be. Data and figures in this table reveal that respondents are not so interested in the macro-society phenomena in America. Undergraduate etudents expressed somewhat greater concern in this goal area, and the pattern is the same throughout all the goal statements.

-59-

Table 16: Freedom

In considering the four goal statements provided, with the exception of graduate students on one statement and community representatives on two statements, all other constituent groups across the four goal statements reflect that the dimension of Freedom presently is at 3.0 or greater. That is, the "IS" dimension is seen as being of medium-plus importance. However, this goal area demonstrates the least amount of discrepancy overall of "SHOULD BE" - "IS". This is consistent across the subgroups in that the aspiration for greater freedom is relatively low in comparison to other goal areas. Farticularly, the community representatives view this goal area to be changed into reverse order of direction. This means that the freedom currently provided should be reduced in magnitude by a smaller amount. Their response patterns in three goal statements are all reversed orders in direction, even though the discrepancies are rather small.

Table 17: Democratic Governance

In general, both undergraduate and graduate students tend to have the lower "IS" means on goal statements. Their "IS" means tend to be at or slightly below the medium point. Their discrepancy scores are also different from those of the other constituencies in that they are the greatest in magnitude across all goal statements. Undergraduate students, in particular, have the highest discrepancy scores and the highest "SHOULD BE" means for Democratic Governance. For the goal statement 61, "To decentralize decision making on the campus to the greatest extent feasible," community reapondents feel that the decision making on campus is at a point where it needs to be rather more centralized. With the exception of the community representatives and the undergraduate and graduate students on two of the four goal statements, the bulk of the responses indicate that Democratic Governance is at least of medium imPortance at Frostburg State

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Collega and should be of high importanca.

Table 18: Community

This table shows that, on the avarage, the constituent groups are viewing that the collage is putting a medium leval of importance on the goal area of . Community, which comprises collega climate, morala, open communication, and trust on the campus. Out of 4 goal statements, 3 goal atatements (59, 62, and 65) for the total group, were with asteriska. This means that each of these three goal statements for the total group, in the dimension of "SHOULD BE" means, are one of the highest tan "SHOULD BE" means. The goal statement 65 is with two signs (astarisk and number). The "SHOULD BE" mean for this goal statement is one of the highest ten "SHOULD BE" means of all 90 goal statements. As well, the discrepancy for this item is one of the largest tan discrepancy scores of all goal statementa. In other words, peopla on this campus aspire to go much furthar to obtain a climate of mutual trust and respect among all constituent groups involved in college operation.

Table 19: Intellectual/Aesthetic Environment

This goal area is characterized by "IS" means approaching the medium point of 3.0 and relatively high "SHOULD BE" means on or above 4.0 with very large discrepancies across the constituencies ranging from .89 to 1.44. Two of the goal statements in this goal area, goal statemants 66 and 76, have discrepancy values which are among the largest ten discrepancy values of the ninety goal statements. In addition, goal statement 76, "To create an institution known widaly as an intellectually exciting and stimulating place," has extremely high discrepancy scores ranging from 1.31 to 1.89. The "SHOULD EE" mean for the total sample for goal statement 76 ranks among tha ten highest of the ninety goal statements.

One interesting point to note is that goal statement 73, "To sponsor each year a rich program of cultural events; a.g., lectures, concarts, and art

-61-

exhibite," is seen as being of moderate importance presently. However, all constituent groups are still aspiring to go further to reach extended richness in this area.

Table 20: Innovation

One outstanding point here is that goal statement 77, "To create procedures so that curricular and institutional innovations may be readily initiated," is seen in the eyes of respondent groups as a moderately important goal. However, their level of aspiration (or diesatisfaction) with the current condition is clearly indicated with one of the highest discrepancy scores. This means that the group, as a total, desires to do much more. Across the board, the constituent groups are exhibiting about the same pattern of importance for "IS" as well as "SHOULD BE" dimensions. However, again across the board, administrators are exhibiting much greater discrepancy scores than faculty members. Particularly for goal statement 70, administrators' discrepancy score is 1.50, whereas faculty is 0.74. In general, it would appear that in every instance, in terms of each goal statement, administrative staff feel a much greater need to expand and facilitate innovation as compared to the faculty subgroup.

Table 21: Off-Campus Learning

In general, the pattern depicted in this chart indicates that off-campus learning is regarded as having low importance at the present time at the College. With the exception of goal statement 68 and possibly goal statement 72, off-campus learning is seen as not being of high importance for Frostburg State College, especially in the involvement of degree programs, extension courses, and on the basis of examination and experience criteria.

Table 22: Accountability/Efficiency

It would seem that generalities such as achieving goals of and concern with efficiency evoke very positive kinds of responses from all constituent subgroups in terms of "where the college is" (around the medium point), and "where the

> -62-67

college should be" (close to or approaching 4.0 or higher). However, when the particular goal statement deals with a specific area such as "cost criteria" or "accountability in particular funding areas," there is more in the way of careful or cautious evaluation on the part of the subgroup. Data revealed that faculty members are opposed to applying cost criteria to decide among alternative, academic, end/or non-academic programs. Graduate students are opposed to "cost criteria" as well. Administrators are favorably disposed, but to a very slight degree. In the area of accountability to funding sources for program effectiveness--the faculty again feels that this is a relatively important area at the present time; but this importance should be perhaps slightly diminished, whereas the other subgroups feel, to a moderate extent, that it's importance, presently held at the medium point, should be increased. There is an espiration exhibited that we should be more efficient and effective in achieving college goals and in college operations.

Tables 23 and 24: Miscellaneous Goals

Tables 23 and 24 contain the results for the ten "Miscellaneous Goal Statements" contained in the Inventory, but not included in any of the twenty goal areas. These goal statements are somewhat independent of others and important enough to be included in this Inventory. However, their contents are not directly applicable to be included in any of the goal areas. The ways of interpreting results pertaining to these "Miscellaneous Goals" are the same as those applicable to other goal areas and goal statements.

One can make the logical reduction to a greater or lesser degree that goal statements: 84 (having to do with planning), 85 (having to do with citizen involvement in planning), 88 (systematic evaluation), 89 (interpretation of college purposes and work of the institution to citizens off campus), and 90 (the achievement of consensus with regard to college goals), can be regarded as a constellation of items centering around the concepts of planning, evalua-

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tion, goal setting, and articulation of goals. The pattern of responses among the constituencies, with regard to this constellation of items, indicates that administrative staff, in general. feel that our activities along these dimensions currently are at a relatively low ebb. Their high discrepancy accres indicate great aspirations for the future to improve and to heighten the ' ortance of these activities. This is consistent across these five oal statements. The faculty members tend to regard most of theae areas as being of medium importance at the present time, and of being moderate to high importance for the future.

Goal statement 12, reading, "To ensure that students who graduate achieve some level of reading, writing, and mathematic competency," is viewed as currently being of medium importance by all the constituencies. But they attached. on the average, high importance to this goal spea. An interesting fact to note is that studente, both undergraduate and graduate, attached less importance to the "SHOULD BE" dimension of this goal than other groups-faculty, administrators, and community representatives. Ferceptions of five constituent groups split into two different patterns.

Tables 25 and 26: Local Option Question: Graduate Studies

Tables 25 and 26 present the responses to ten items prepared by the <u>ad hoc</u> committee of the Graduate Faculty, which is dealing with the goals and objectives of the graduate program. What follows represents a brief summary of the responses to these items.

In the first place, students seem to be telling us that we need to be doing more with regard to financial support, access to and introduction of new programs. Other constituent groups, in general, are less expressive than students. In general, it is believed that the Jollege should be doing much more to introduce new educational specialties in the M.Ed. degree program as well as diversify our program $i_{20} = i_{00}$. It is also believed that the College should be doing much more in the first place, antering expoperative arrangements with other institutions.

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At the same time, however, with the exception of graduate students and undergraduates to a lesser degree, the same positiveness in direction is not evidenced in terms of supplying graduate programs with a larger proportion of College resources. It is one thing to be eager to do new and different things. It is quite another to be willing to pay for it at the expense of other programs.

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Tables 27 and 28: Local Option Questions: Institutional

Tables 27 and 28 present perceptions ("IS") and opinions ("SHOULD BE") of the respondents to ten question items prepared by the writers, which pertain to various institutional services and specific objectives of sub-units of the College. Each iter is independent of others, and needs to be treated separately. Summaries of items are briefly provided in the following remarks.

It appears that, in general, students are getting a fairly satisfactory amount of reedback from most of the faculty members as to their academic progress. However, the respondents express opinions that greater importance must be placed on this goal.

A similar result to the preceding item is found in the counseling service area. Goal statement 102, "To adequately receive educational, vocational, and personal counseling services from the Counseling Center," presents that all constituent groups view the importance currently given to this goal is more than medium importance and ______ .arther placed high importance on the "SHOLLD BE" dimension.

Data pertaining to goal statement 103 show that constituent groups viewed

-65-7 N the area of "Special Instructional Services" as low importance on the "IS" dimension and medium-high importance on the "SHOULD BE" dimensions. The undergraduate students regarded this area more importantly than others.

It would seem that all constituent groupe except community representatives emphasized that the College should be placing higher priority on providing enough volumes of instruction-related books in the Framptom Library. The magnitude of the "SHOULD BE" mean is the sams as one of the ten largest contained in the ninety goal statements. Data here indicates that this item needs to be considered as one of the high priority items.

The undergraduate students expressed greater interest in the area of student financial aids. They are more concerned about the College's offering financial aids to a greater number of students than other groups.

It is believed that the College ehould devote much more emphasis: to providing innovative and exciting teaching-learning experiences; to help students become aware of their education potentialities; and to offer diversified baccalaureate programs. Goal Statement 107, "To help students become sware of their educational potentialities," again received the "SHOULD BE" mean as high as one of the ten highest soores of the minety goal statements.

Faculty members, undergraduatee, and administratore indicated that the residence hall experience should be medium-high importance. The item pertaining to open admission policy is viewed by the respondents as that the current openness is about the maximum level the College should open. The faculty revealed that the direction of the openness of current admission practices should be reversed.

Tables 29, 30, and 31: Graduate Studies Program

Tables 29, 30, and 31 provide summaries of items which asked respondents to select those graduate program directions in which the College should be moving. The three tables tell their story with little ambiguity. Table 29 reveals that

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the M.Ed. degree program should be concentrating on new and different areas such as Special Education. Table 30 reveals that General Management should be, in a continuing sense, the main emphasis of the M.S. in Management program. Table 31 indicates that, given the ten areas included, new masters degree programs should be developed in the science-oriented and applied areas such as Environmental Studies, Computer Science, Guidance and Counseling, Social Work, and Biology as opposed to other areas. The findings of Tables 29, 30, and 31 are consistent with the responses of goal statements 91 through 100 which also deal with graduate programs.

Table 32: Undergraduate Major Field

Table 32 presents the summary of last three items in the Inventory as to offerings of current and prospective undergraduate major fields. This table is self-explanatory. Major fields ranked in the top ten, from the highest, are Environmental Studies, Special Education, Business Administration, Computer Science, Recreational Education, Human Services, Liberal Studies, Philosophy, Psychology, Mathematics, and Business Education.

Conclusions

As one might guess, it is very difficult to draw conclusions for a goal inventory of this magnitude. In examining goal areas, we lose the variability of response to individual items, some of which may have significant import for the College. On the other hand, when each item is examined as a freestanding entity one cannot truly assess the "spirit" or the "flavor" of the institution.

What follows is an attempt to articulate the "spirit" of Frostburg State College as revealed through the Institutional Goals Inventory.

Seen as a healthy sign is the great value placed upon intellectual orientation and the felt need for greater movement toward the heightening of the importance of this goal on the campus. It has been clearly expressed that

-67-

the intellectual orientation should be the highest priority for the College and that we believe there is great room for improvement in the realization of this goal. Along those same lines is the collective belief that the College should be doing a great deal more to enhance the personal development (self-confidence, understanding, identification of personal goals) of individual students within a climate of mutual trust and respect in a setting of intellectual stimulation. With regard to this climate of openness and mutual trust, it seems that we are by no means in danger, but we have a long way to go before we are where we should be.

One gets the impression that the College is a rather traditional kind of place from an examination of such goal areas as vocational preparation, innovation, off-campus learning, and accountability/efficiency. Vocational preparation is actually a very important goal area for the College, but one item on that scale misdirected the entire scale. The importance of this goal is clearly demonstrated in the ordering of degree programs (tables 29-32). Newer educational thrusts such as off-campus learning and innovation itself are not made much of.

Accountability means different things to different people. At Frostburg it tends to mean the ability to express the value of what we are doing and achieving albeit in non-monetary terms. There is an obvious reluctance to express educational outcomes in dollars and cents.

There is an apparent need for planning, goal-setting, and articulation of College goals and objectives. This need is evidenced in the contradictory nature of many sets of responses to related items. Desires are readily expressed in many cases but there is an unwillingness to indicate what must be subordinated to those desires. A trade-off must be made and this implies a need for systematic evaluation and planning whether one wants to or not.

With regard to graduate education, it appears that students place a great deal more value on the importance of this goal than do the faculty and administration, particularly the latter. This situation may result in the question:

ERIC FullText Provided by ERIC -68-73 "Who do we serve?"

New degree programs for the undergraduate level are shown in Table 32. If we take the rankings in Table 32 closely, then we might think seriously about programs in environmental studies, special education, computer science, recreational education and human services.

At the graduate level, special education, vocational education, early childhood education, and business education might be new M.Ed. concentrations, while the need for M.A. and M.S. degrees appears to be a confused issue since the two most highly weighted choices have no undergraduate major. New programs again raises the question of trade-offs. Since we cannot be all things to sll people within the framework of a limiting economic system, we must decide what we really should be doing and for whom.

The results of this investigation could provide a very good, if not excellent, point of departure for a college-wide planning effort. If we accapt external pressures as a fact of life; if we accept the economic reality of public higher education as being a governmental commodity; and if we accept the concept that we, as a College, possess the personal and collective commitment to design our future, the time for arranging our priorities could possibly never be better.



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