


1985

Goal consensus in selected community colleges

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Iowa State University

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GOAL CONSENSUS IN SELECTED COMMUNITY COLLEGES

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Goal consensus in selected community colleges

by

M. Noreen Coyan

A Dissertation Submitted to the
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CHAPTER 1--INTRODUCTION

Because the community college has been described as a low-cost, open-door institution within commuting distance for students, it was viewed as the most appropriate vehicle to meet the changing needs of those seeking further education. Monroe (1972) has stated that the community college is the best institution for realizing the dream of universal post-secondary education. The goal to maximize educational opportunities for all socio-economic classes and age groups was manifested in the development of the public community college.

Leland L. Medsker wrote in the Foreword of Bushnell's book, Organizing for Change: New Priorities for Community Colleges,

Perhaps no educational institution has recently been the subject of more discussion, optimistic predictions, and glowing pronouncements than the American two-year college. Nor, in fact, is it likely that any institution is more eligible for such attention. While its promise was apparent early in the twentieth century, each succeeding decade has revealed its increasing importance in extending educational opportunity. While at one time it might have been regarded as a stepchild, it is now accepted as an integral part of post-secondary education. (1973)

The community college movement itself seemed to have almost a missionary zeal with its attempt to be all things to all people. In reflecting on the past and assessing the present, Cross said,

The late 1970s and early 1980s represent a plateau between two periods of high energy and a sense of mission in the community colleges. The old ideals that sparked enthusiasm and the sense of common purpose in community colleges have receded, and new ideas have not yet emerged to take their place. Meanwhile, community colleges sit not altogether comfortably on a plateau assimilating and consolidating the social changes of the 1950s and the 1960s, concerned about what the future holds. (1981, p. 113.)

These statements reflected Cross' thesis upon the analysis of data from a recent national study of 18 community colleges conducted by Educational Testing Service in a field test of its new Community College Goals Inventory. The instrument recorded reaction to statements related to institutional goals as they are perceived and preferred. Nearly 1,500 faculty members, administrators, and trustees participated in the study as well as 3,000 students and 200 community residents.

Survey sites in the Cross study were chosen for geographic distribution without regard to size or type of institution. Other goal studies have focused on one institution, a single state, or multi-campus, central administration governance patterns. This study concentrated on four states which were a part of the North Central Accreditation Region and had similar governance patterns. The colleges were similar in size, comprehensive, and tax-supported. The same instrument, the Community College Goals Inventory was used for this study. A selection of other goal studies and their findings were included in the literature review of this study.

Statement of the Problem

The community college has been the growth segment of education for the past two decades. Rapid development has resulted in role ambiguity and lack of mission clarity and definition. Many community colleges have attempted to be all things to all people producing a diffusion of purpose and direction (Woodbury, 1977). They have been called the "do everything" colleges with some justification (Kerr, 1975). With nearly

1,200 post-secondary institutions of higher education carrying the title of community, technical, and junior college, what are the priorities of goals in comprehensive community colleges? Cross (1974) stated that it is important to know what constituents think their colleges are doing and where they think they could improve. Local information to identify goals and priorities is important. Where are the discrepancies between what people think should be emphasized and what they think is being emphasized? These questions can be answered through a systematic campus-by-campus study of goal priorities (p. 35).

Through the use of the Community College Goal Inventory (CCGI), this study analyzed the ranking of the responses from four community colleges to the following community college goals as identified in the CCGI: General Education, Intellectual Orientation, Lifelong Learning, Cultural/Aesthetic Awareness, Personal Development, Human Altruism, Vocational/Technical Preparation, Developmental/Remedial Preparation, Community Services, Social Criticism, Counseling and Advising, Student Services, Faculty Staff Development, Intellectual Environment, Innovation, College Community, Freedom, Accessibility, Effective Management, and Accountability.

Scope

This study investigated goal consensus among four two-year institutions of higher education, each from a different state in the North Central Accreditation Region, chosen to control for within-state

variation. They were public supported, co-educational, comprehensive community colleges to control for type. The institutions in this study operate under similar state governance structures; that is, a state board of education is charged with primary responsibility (Wattenbarger and Sakaguchi, 1971). At each of the colleges, the following participants were surveyed: administrators--defined as those whose primary responsibility is to manage and make major decisions which impact the direction of the colleges; faculty--defined as full-time instructors who teach a minimum of 12 semester hours or the equivalent; and students--defined as those carrying a minimum of 12 semester hours. The survey respondents were representative of the total sample of the institution. According to Medsker (1960), administrators and faculty influence the nature and quality of the programs. They, and the students, make an institution what it is (p. 169). Previous research on community goals utilizing the opinion of community residents has stated that survey response was difficult to obtain in significant numbers. Securing responses by selected groups created a bias in the findings. Community residents were not surveyed in this study.

Purpose of the Study

The purpose of this study was to identify the priority goal rankings of administrators, full-time faculty, and full-time students at four selected community colleges in the North Central region of the United States. The colleges were similar in governance pattern,

publically financed, comprehensive in program, similar in student enrollment, and co-educational with similar perceived mission.

The study will determine:

1. What is the rank order of perceived (is) and preferred (should be) goals of all of the participants in the study-- all administrators, all full-time faculty, and the sample of students?; What is the rank order of perceived (is) and preferred (should be) goals of the participants from each college--College 1, College 2, College 3, and College 4?; and What is the rank order of perceived (is) and preferred (should be) goals of each participant group--administrators, full-time faculty, and full-time students?
2. Is there agreement within the groups of administrators, full-time instructors, and full-time students as to the rank order of perceived (is) and preferred (should be) goals of community colleges?
3. Is there agreement among administrators, instructors, and students as to the perceived (is) and preferred (should be) goals in community colleges?
4. Do significant differences exist between the perceived (is) and preferred (should be) perceptions of goals in each college by administrators, full-time faculty, and full-time students?

$$H_0 : \mu_{is} = \mu_{\text{preferred}}$$

$$H_A : \mu_{is} \neq \mu_{\text{preferred}}$$

Hypothesis 1: There will be no significant difference between the "is" and "should be" response to each goal from College 1.

Hypothesis 2: There will be no significant difference between the "is" and "should be" response to each goal from College 2.

Hypothesis 3: There will be no significant difference between the "is" and "should be" response to each goal from College 3.

Hypothesis 4: There will be no significant difference between the "is" and "should be" response to each goal from College 4.

Hypothesis 5: There will be no significant difference between the "is" and "should be" response to each goal from administrators.

Hypothesis 6: There will be no significant difference between the "is" and "should be" response to each goal from faculty.

Hypothesis 7: There will be no significant difference between the "is" and "should be" response to each goal from students.

5. Do significant differences exist in the rank order of perceived (is) goals and preferred (should be) goals among the colleges, and do significant differences exist in the rank order of perceived (is) goals and preferred (should be) goals among administrators, faculty, and students?

$$H_0: \mu_{is} = \mu_{preferred}$$

$$H_A: \mu_{is} \neq \mu_{preferred}$$

Hypothesis 8: There will be no common ranking of "is" and "should be" goals of the colleges.

Hypothesis 9: There will be no common ranking of "is" and "should be" goals of administrators, full-time faculty, and full-time students.

Limitations

1. All community colleges in this study have similar state governance systems, similar local boards of control, similar funding patterns, similar size, and are primarily in rural areas.
2. Results of the study are limited to the ten outcome and ten process goals of the Community College Goal Instrument as developed by the Educational Testing Service.
3. The findings of this study represent the perceptions and preferences of the participants at the time of the survey.
4. Rankings of the 20 goals by "is" and "should be" means do not indicate depth of goal priority.

Assumptions

1. The responses from participants reflect their opinion at the time of the survey.
2. Validity and reliability of the instrument as established by Educational Testing Service was correct.

A Profile of Participant Colleges

The following descriptions are provided as background on the participant colleges.

College 1

This rural college on 215 acres serves 10 counties from a central campus, a satellite campus, and several attendance centers. Administration and policy decisions are centralized at the main campus. In 1982, there were 2,105 full-time students enrolled. The academic year is organized around four quarters. The comprehensive community college offers Associate of Arts degrees in arts and sciences as well as an Associate of Arts in vocational/technical programs. The college has provided industrial training programs and is particularly proud of a new robotics program.

The college began as a technical school in 1963 as a part of the city school system. It became a part of the new state system in 1967 and assumed control of a public junior college within the merged area. A new name was chosen in 1970 and is now used to describe all the campuses and the service area. A private junior college was added to the system during 1979-1981. The mergers have given the college a variety of building styles and locations. The current operational philosophy could be described as serving the needs of the people by being aware of the environment and adapting to changing needs.

College 2

College 2 was voted into existence by residents of the county in 1963. It moved to a new 480-acre campus a year later. The campus is two miles north of a small town of 1,500 and 40 minutes away from a metropolitan city. The seven buildings are coordinated in design and

function. The academic year is organized into a fall and spring semester and a summer session. The college serves just over 2,500 students. The college offers the Associate of Arts for arts and sciences graduates and the Associate of Applied Science for vocational/technical students.

There is cooperation with high schools of the county through the offering of 13 jointly administered vocational programs. The students may receive high school credit and enter the college with advanced standing.

Based on the information found by this investigator, the educational philosophy is directed toward total education of the student with their talents developed to the fullest possible degree. The college is often selected as a site for workshops and conferences because of its central location in the county.

College 3

This college was established in 1923 at the request of the voters of the district and was the first such institution to be chartered by the state. It was advised by the state university in its early days, and in 1965 became a part of the state system of public junior colleges. The district was then enlarged to serve the southern half of the county where it is located.

The 15,000 population city is proud of the spacious campus and design coordinated buildings. The 1,600 students attend classes during the fall and spring semester or summer session. Degrees earned are

Associate of Arts for arts and sciences students and Associate of Applied Science for vocational/technical students. The academic program offers a wide variety of instruction from emphasis in choral and instrumental music to farm ranch management. The college philosophy emphasizes individual growth through comprehensive education at a reasonable cost.

College 4

This college opened its doors in the fall of 1963. Beginning in the area high school, it now has eight buildings located on a 150-acre campus at the northeast corner of a city of 14,000. The primary goal is to serve the residents of its county district.

The 1,600 students may attend the traditional fall and winter semesters and a spring or summer session. The course offerings reflect traditional programs as well as those designed to serve the needs of the area such as wood harvesting and water pollution control. Students may earn an Associate of Arts degree in arts and sciences or an Associate of Applied Science in vocational/technical programs.

The college tries to meet the post-secondary needs of students through courses and programs which accommodate multiple educational goals.

Definition of Terms

Community College--a public-supported, two-year, post-secondary institution. Synonyms include: junior college, two-year college, community/junior college.

Institutional Goal--a desired state of affairs which the organization attempts to realize (Etzioni, 1964).

Full-time Faculty--staff who are hired on full-time contract for academic year and teach 12 semester hours or more.

Full-time Students--persons who have registered for 12 semester hours or more during the current academic term.

Administration--full-time employees of community colleges who are assigned over 50 percent of the time as an administrator, director, division head, or other comparable responsibility level.

FTEE--a common standard measure of full-time equivalency used to compute hours of instruction.

Community College Goals Inventory (CCGI)--an instrument designed to help two-year, post-secondary institutions define their institutional goals and establish priorities among these goals.

Process Goal--method or practice that defines and describes the process used to reach an outcome goal.

Outcome Goal--those ends to which an institution directs its energy; the collective activities of an institution as it attempts to carry out its various commitments.

Is Score--a ranking of the perceived importance of a goal in a score ranging from 1, "of little importance," to 5, "extremely high importance."

Should-be Score--a ranking of the preferred importance of a goal in a score ranging from 1, "of little importance," to 5, "extremely high importance."

CHAPTER 2--REVIEW OF THE LITERATURE

The literature review had three parts. The first part was a historical account of the founding and development of the community/junior college in the United States. The second part included a discussion of goals of the community college. Part three reported the findings of selected research projects which focused on the goals of higher education and particularly the goals of the community college.

A History of Community/Junior Colleges in the United States

The idea of extending secondary education no doubt comes from Europe and the German gymnasium and the French lycee (McDowell, 1919). At the beginning of this century, just eight junior colleges existed, all of them "private," enrolling all of 300 students. The earliest instance of post-secondary work being added to the high school in the United States was to be found at Newton, Maryland where the first Catholic college in what is now the United States was founded in 1677. According to Eells (1940), it might be considered the earliest junior college since in addition to secondary work it advanced the students into the freshman year of college.

The early leaders of the junior college movement were interested in diverting students away from the university into some kind of other post-secondary institution. They had been in Europe to study or visit the great German universities and liked what they saw. For these organizers, purging the university of the first two years of "college"

work had nothing at all to do with extending higher education to a wider public. They sought something they called the "pure" university for an intellectual elite interested in professions such as law and medicine or a life of scholarship and research (Zwerling, 1976, p. 44). Henry Tappan, president of the University of Michigan, encouraged the idea in his inaugural address in 1852. Other presidents joined his effort. Some who believed the first two years of university belonged in high school were W. W. Folwell of Minnesota, Edmund J. James of the University of Illinois, and William Rainey Harper of the University of Chicago. The concept, as well as the name "junior college," began within the University of Chicago. Harper proposed and implemented the internal division of the college using "Academic College" and the "University College." The names did not survive but the idea did, and by 1896 they were redesignated the "Junior College" and the "Senior College" (Eells, 1931, p. 47). Harper actually liked the idea of high schools extending their offerings and worked hard to get Chicago-area high schools to take on that responsibility. Harper's influence culminated in the first independent public junior college in Joliet, Illinois in 1902. The college was, in fact, an extension of the Joliet High School (Zwerling 1976).

The next two-year college was established in Fresno, California in 1910. Two men, Alexis F. Lange, Dean of the School of Education at the University of California at Berkeley, and David Starr Jordan, President of Stanford, had been trying to reshape their institutions by separating

their upper and lower divisions. Lange had advocated a six-year high school, but Jordan's idea of a "junior college" proved more popular. It was not their intent to extend education but to purify the university.

C. L. McLane, Superintendent of Schools at Fresno, California, began to investigate the possibility of a junior college by surveying the patrons of the high school, a technique used even today. With positive results, the Fresno Board of Education adopted a resolution to establish two years of post-high school work in the high school and also recommended that "technical work" be included in the curriculum. Vocational education was added as a result of Lange's influence (Zwerling, 1976). The thoughts of the Fresno Board expressed in 1907 follow:

There is no institution of higher education within 200 miles of Fresno where students may continue their studies beyond the regular high school courses. Many of our high school graduates are but 17 or 18 years of age and parents are frequently loath to send these young people so far from home. Many who desire to continue their studies cannot afford the expense necessary to college attendance where the items of room and board mean so much. (Eells, 1931, p. 93)

In 1917, California legislation used the name "junior college" and provided financial support for the junior college district on the same basis as the state-supported high schools. College programs included mechanical and industrial arts, household economy, agriculture, civic education, commerce, and general education.

The American Association of Community and Junior Colleges (AACJC) was founded in 1920 and is credited with "prodding, promoting, and creating an image of the junior college as it was and as it could be" (Brick, 1964, p. 71). The Association sponsored studies to define

appropriate functions for the junior college, evaluate current practices, publish a widely-read journal, and lobby state legislatures and Congress for laws favorable to college, particularly vocational/technical training. Edmund Gleazer, retired Executive Director of the Association, was a prolific writer and promoter of community colleges and their multiple roles for 24 years. Gleazer was called "a super evangelist preaching the community college cause" by Vaughan (1984, p. 39).

"In addition to preparatory and terminal curricula," says McGrath, "the junior colleges can offer a third type of instruction which will be in great demand in the near future. Such instruction may be described as casual or service courses. The junior colleges, enmeshed in the warp and woof of the community which sustains them, and untrampled by tradition, are admirably equipped to offer or service some type of adult education" (1945, pp. 266-267).

During World War II, the opportunity for junior colleges to cooperate with industry, business, and the military in the development of tailor-made programs to meet war training needs helped establish a new partnership. The development was supported by the report of the President's Commission on Higher Education, 1947, popularly known as the Truman Commission. Using the term "community college" for the first time, the report indicated new potential:

Whatever form the community college takes, its purpose is educational service of the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to

educational opportunities and discover and develop individual talents at low cost and easy access. But, in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community. (Higher Education for American Democracy, 1948, pp. 67-68)

During the 1950s and 1960s, the term "junior college" was applied more often to the lower division branches of private universities and to two-year colleges supported by churches or organized independently, while "community college" came gradually to be used for the comprehensive, publically supported institutions. By the 1970s, the term "community college" was usually applied to both types (Cohen and Brawer, 1982, p. 5).

The next presidential commission, the Eisenhower Commission in 1960, looked to 1970. In its report, Goals for Americans, there was a recommendation that by 1970 up to 50 percent of the college-age population should be enrolled in college. It also predicted that of this 50 percent, one-half of these students would enroll in the community college. For the first time, terminal education was acknowledged by an "official" study to be the two-year college's primary function. The Truman Commission had listed the transfer function as the primary role (Zwerling, 1976).

The ten-year period from 1968 to 1978 was one of dramatic growth for community colleges. Two hundred fifty new community colleges were established. Enrollment increased from 800,000 in 1962, to 2,866,062 in 1972, to 4,964,379 in 1982. All 50 states were represented in the 1,219 community, technical, and junior colleges listed in the 1983

Directory (Community, Technical, and Junior College Directory, 1983, p. 18).

Goals of the Community College

In reviewing the history of the community/junior college, three major roles appeared to evolve: 1) the transfer function including the first two years of university preparation of which general education is a part, 2) vocational/technical preparation for skilled occupations, and 3) adult education and service to the entire community. The community colleges thrived on the new responsibilities, grown large because of no tradition to defend, no alumni to question their role, no autonomous professional staff to be moved aside, and no statements of philosophy that would militate against their taking on responsibility for everything (Cohen and Brawer, 1982).

Bogue, an early community college leader, said that general education must not be overlooked as one of the basic functions of the junior college. General education was a preparation and outgrowth of life situations. General education emphasized that man was a human being and not a robot for production, processing, distribution, and consumption of goods (Bogue, 1950, p. 58). "A quality general education," wrote Bonham, "should recognize the importance of basic learning and performing skills. Students should have or acquire these skills. General education should provide the conceptual framework and theoretical basis for further specialization and lifelong learning" (1981, p. 11).

Vocational education, defined as employment preparation, was offered by community colleges in a wide range of programs, taking into account the number and types of jobs for which students may prepare, the levels of training offered, and the length of time required to obtain entry-level job preparation (Vaughan and Associates, 1983, p. 25). Vocational training has been one of the traditional areas of community college emphasis.

An approach advocated by Gleazer, former leader of AACJC, was for the college to become a community-based learning center. The emphasis is on "community," not "college." The appeal of this model is that it seems to be sensitive to the times, initiating new areas for educational effort just as the 18 to 22-year-old population begins to decline. The potential market for students pursuing lifelong learning is immense and only partially tapped. Community colleges are well placed geographically and philosophically to develop further this educational frontier (Breneman and Nelson, 1981).

According to Farley (1980, p. 218), "The future mission of the community college should be largely an elaboration and strengthening of their original purpose: to provide access to post-secondary education to a diverse clientele and to respond effectively to a range of local community concerns." The community college that neglects to utilize the resources of its target community demonstrates an embarrassing ignorance of the meaning of its own name. Utilizing the resources of a community necessitates an ongoing investigation aimed at discovering ways that

people and institutions may be mutually constructive in helping each other realize their potential (Whisnant, 1978, p. 4). Bogue (1950) described a community college as having a dominant feature, that being an intimate relationship to the life of the community it serves. The first qualification is service primarily to the people of the community.

Community colleges are committed to open access, to the "second chance" and to the "late bloomer." It should be emphasized strongly, moreover, that this must not be a hollow commitment. Having made the commitment, community colleges must do their utmost to render it meaningful (Korim, 1981, p. 53). In former years, one could find the open door concept, but there was not the same apparent feeling of social responsibility to deal effectively with all students. Now there are pressures for people to leave community colleges as successes (Gleazer, 1972, p. 21). "We have concentrated on access to learning and really lost on concentration on learning. Society is asking for more performance, and I think it has lost patience." said Robert McCabe, President of Miami-Dade Community College. He continued, "It is absolutely essential to the continued existence of the open door institutions that we establish high expectations in awarding credit, certificates, and degrees. These are the currency of the institution, and I am convinced that society will ultimately reject the open door if that currency is not strengthened" (1981, p. 10). More students and a greater variety, those are the prospects. The impressive and sometimes confusing picture of persons now served by community colleges will likely diversify even more (Gleazer, 1972, p. 20).

In serving a diverse student body, guidance and counseling of the highest possible order becomes, in many respects, the most important function of community colleges (Bogue, 1950). Cross said that community colleges have concentrated on making this new student into a traditional student. In creating access models, remedial courses remove academic deficiencies, counseling removes motivational deficiencies, and financial aid removes financial deficiencies (1971, p. 4). A complete service, from pre-enrollment counseling to university transfer or job placement, must be offered to complement the classroom and other learning experiences. All this can be done if persons within the colleges and within the communities that support them realize that the extension of such services is not only a legitimate activity for community colleges, it is central to their reason for existence. Such services are the means for giving life to the philosophy of extending higher education opportunity to all (Gleazer, 1972, p. 22).

Serving a diverse student body has put a strain on the teaching faculty. McCabe (1981, p. 8) said this has become a major factor contributing to problems of faculty morale and to the overall decline in academic standards. The attitudes of junior college faculty may reflect the educational values or attitudes of teachers in four-year colleges and universities. They may retain a close identity with the graduate school or department from which they came and thus visualize the role of the community college in terms of graduate standards and procedures. Some teachers may have come from high schools and retain that perspective after transferring to the college. A community college

teacher may have many reference points, each one of which may influence his thinking about the junior college (Medsker, 1960, pp. 173-4). Community college faculty have little to do, as they see it, with the educational philosophy of their institutions. A sense of minimal involvement in formulation of institutional purposes and goals changes to frustration when the student population appears not to fit collegiate patterns and presents social and educational needs new to the teacher and beyond the scope of his training (Gleazer, 1972, p. 22).

In the study of Goals for California Higher Education (Peterson, 1973), Peterson found the staffs of the public community colleges and eight campuses of the University of California agreed that the creation of a strong sense of community on campus should be among the top three goals. Trust, openness, and mutual respect among faculty, students, and administrators must exist before other purposes can be accomplished.

Gleazer (1974) said that staff development was of paramount importance. There was the economic fact that staff are nearly 75 percent of the budget expenditure at the institution. Beyond that, staff constituted the only resource capable of transformation. Overshadowing all other observations, it was the staff and specifically the faculty, who do the work of the college. Judy Eaton, community college president, believed staff development will take on an increasingly programmatic focus. Staff development will need to be used to continue to break down the barriers among occupational programs, the humanities, and the science programs to form a cohesive college community (Eaton, 1981, p. 8).

Monroe (1972, p. 25) wrote that more than any other segment of the educational system from kindergarten to university, the community college has the freedom to experiment, to explore new paths to learning, to break with the traditional method of teaching, to become a unique and innovative education agency. Faculty often lack a strong conceptual justification for the innovative programs and methods they are asked to execute, according to Whisnant (1978, p. 3). The result is lack of commitment, resistance to change, and the development of programs that are somewhat superficial. However, there was little evidence according to Whisnant, that students would welcome innovation which would decrease personal contacts with instructors. The more teachers become organized into professional groups, the more effectively they will resist the efforts of educational innovators and angry taxpayers to introduce automation into education (Monroe, 1972, p. 393).

The literature supports the necessity for goal congruence and consensus in order to solidify and extend the activities of educational institutions. With the knowledge of goal priority perception for individual community colleges, any discrepancies in perception could be identified in order to highlight dissonance as a focus for problem solving to improve management climate. If congruence rather than dissonance exists, according to Creager (1976), the college management team has evidence of reinforcement for existing management direction and behavior within the institution. In the final analysis, community colleges have probably been more the product of local leadership and

needs than the result of publications and recommendations of national leaders and commissions (Monroe, 1972, p. 17).

The literature of the 1960s and 1970s reflects a strong spirit of optimism. In the rapid establishment of new campuses and enrollment-driven funding, the community college "movement" was almost a crusade. Goals were addressed in general terms, often using the justification of fulfilling the "mission" of the community college. There are other writers and opinions of the community college. Clark (1960) states that community colleges enroll a large number of students who say they plan to transfer to a four-year college and earn a bachelor's degree but they do not continue after the community college experience. Through testing and counseling, students are encouraged to lower their career goals and settle for a vocational program. Clark calls this concept "cooling out."

In Cohen's book, Dateline '79: Heretical Concepts for the Community College (1969), he questioned the community college in many areas including mission, architecture, location, programs, and instructors for the programs. Cohen believed the mission was not adequately defined and that the college could not claim one instructional form that it originated. Community services in the community college were not what they were promised to be and that the colleges failed to live up to their own ideals.

Cohen's idéal college was centered on general education and vocational education. He put student personnel services and adult education on the periphery. He suggested that faculty members were

"hiding behind the classroom door" and suggested that they had become isolated within their own institutions (1969, p. 24).

Zwerling (1976) was one community college critic who was a faculty member of a community college, Staten Island Community College. His criticism focuses on the concept that community colleges maintain the existing social order rather than promote the social mobility they claim. He believes the founding fathers of Tappan, Harper and Lange were more interested in their universities than they ever were in their junior colleges. The junior college and the vocational track gave the illusion of access to higher education while preserving the social order.

Vaughan (1980) believed much would be learned from the critics, and a healthier approach to defining the role of the community college would emerge (p. 13).

Selected Goal Studies in Higher Education

Although it is generally agreed that the modern university is among the most important institution in society, no such consensus exists on its role and purposes (Gross and Grambsch, 1968, p. 107). The following studies cite some of the efforts to clarify the role and purposes of higher education institutions.

Gross and Grambsch

In 1964, Gross and Grambsch surveyed samples of faculty and administration at 68 nondenominational Ph.D. granting universities in

the United States. They used an inventory consisting of 47 goal statements of which 17 referred to "output" goals which included preparing students, doing research, and providing public service. The support goals included keeping staff and involving faculty in university governance. Respondents rated the goal statements in two ways: 1) How important each "is" at the respondents' university and 2) how important the goal "should be" at the university.

Findings show that for faculty and administrators alike, the goal of practicing the faculty's academic freedom was the top priority; not only was it perceived as being the goal that received the strongest emphasis, but also it was regarded as the goal to be most highly valued. The study indicated that the administration and faculty tend to agree to a much greater extent than was supposed. The greatest power of administration should be to work with faculty to achieve the purpose of the university.

The Medsker Study

The results of a national study of two-year colleges were reported by Medsker in his book, The Junior College, Progress and Prospect (1960). His findings were primarily descriptive, and faculty opinions were collected on several issues. Of those surveyed, 97 percent believed pre-baccalaureate education was important and 92 percent favored terminal vocational programs. Nearly one-fourth of the faculty were opposed to developmental courses, vocationally-oriented programs for adults, and supplemental classes for low-ability students.

Study by the Danforth Foundation

In a study sponsored by the Danforth Foundation (1969), the Gross and Grambsch questionnaire was revised for application to private liberal arts colleges. One hundred students, one-fifth of the faculty, and all administrators at 14 private liberal arts colleges participated. Results of the study showed that a high priority was placed on teaching and student-oriented activities with little emphasis on research and research-related activities. There was significant agreement among administrators, faculty, and students regarding college goals and governance. Of 50 goals, the most important perceived goal of all colleges was to "ensure confidence of contributors." This would assure continued financing. The faculty would have preferred the confidence goal to be 22nd of 50 and the students would have preferred it to be 36th of 50. The confidence of contributors was perceived to be more important than faculty and students would have preferred it to be.

The IGI and the Peterson Study in California

The Institutional Goals Inventory (IGI) was developed by Educational Testing Service (ETS) as a tool that a college could use to identify basic campus goals and determine priorities among diverse goals. Form 1 of the IGI was the instrument used in 1972 for a project jointly sponsored by ETS and the California legislature. The project involved 116 colleges and universities in the state of California for a total of 24,000 participants. The three goals of the project were to: generate input for the California Joint Committee on the Master Plan for

Higher Education; provide the opportunity for a large number of people to register their beliefs about college and university goals; and provide the opportunity for each accredited college and university in the state to engage in a self-study of its institutional goals. This work is often called the Peterson Study after ETS affiliate Richard Peterson, who headed the project. This study found homogeneity among public institutions. Their purposes and goals were so similar that programs, curricula, administrative patterns, and policies showed little difference. In Peterson's 1973 report of "Goals for California Higher Education: a Survey of 116 Academic Communities," he stated that public community colleges in California espouse quite different goals from those endorsed by the eight campuses of the University of California with one exception. Institutions agreed that the creation of a strong sense of community on campus should be among the top three goals. Trust, openness, and mutual respect among faculty, students, and administrators must exist before other purposes can be accomplished.

IGI and Long Beach City College

The Long Beach City College personnel separated their responses from the statewide IGI study in 1972. Long Beach City College participants included 83 faculty, 95 day students, 85 night students, and 72 community representatives. The top ratings for current "is" perceptions were: Vocational Education, Academic Development, Local Needs, and Community. The four highest "should be" goals were: Vocational Education, Individual Personal Development, Community, and Intellectual Orientation.

IGI at Brevard Community College

The Institutional Goals Inventory was administered in 1973 to the following constituencies of Brevard Community College in Florida: all trustees, all administrators, all full-time faculty, 300 community persons, and 300 students. The survey was to provide a means for constituent groups to contribute their thinking about desired institutional goals. Students, faculty, and administration gave the first three ranks of the "is" rating to Academic Development, Vocational Education, and Community, but each group had a different order. In their preferred rankings, students and administrators rated Vocational Education as first and Community second, while the faculty chose the same goals but in reverse order. The largest discrepancy was found in the "is" and "should be" rankings of Lifelong Learning, helping students identify personal goals and means to achieve them, and establishing a climate of mutual trust and respect among students, faculty, and administrators (A report of the findings of the administration of the Institutional Goals Inventory, 1974).

IGI and private two-year colleges in Minnesota

In 1974, Demarest (1975) used the Institutional Goals Inventory to survey the goal perceptions of faculty and administrators in public and private two-year colleges in Minnesota. He found many of the goal areas, both current and preferred, assigned nearly equal emphasis, suggesting that the two-year college educators in Minnesota do not have a clear view of their present priorities. Process goals rated higher than outcome goals. Consistent with the findings of earlier studies,

Demarest found that the various subgroups agree more about desired goals than about current ones, and administrators and faculty show similar views on preferred hierarchies. Educators in the public colleges preferred Vocational Preparation, Meeting Local Needs, and Intellectual/Aesthetic Environment, while private junior colleges gave greater emphasis to Humanism/Altruism, Innovation, and Accountability/Efficiency.

IGI at Oaktown Community College

Bers' study at Oaktown Community College, Illinois used the IGI as the survey instrument. Results from 13 administrators (81%) and 98 faculty (84%) stated that faculty and administrators were in agreement that the number one goal as currently perceived was Individual Personal Development and that they preferred the first two "should be" goals to be Community as number one and Vocational Education number two. In overall analysis, every goal should be given more importance than it is now (Bers, 1975).

IGI at Yavapai Community College

Mossman conducted a study at Yavapai Community College in 1975 using the IGI to determine faculty ranking of goals, to identify significant differences between "is" and "should be" goals, and to assess whether selected faculty characteristics significantly affect the difference between perceived "is" and "should be" ratings.

The goal Vocational Preparation was first on both "is" and "should be" rankings. Academic Development, rated first on "is," was ranked fifth on "should be." Ranked third on "is," Meeting Local Needs was fourth on "should be."

Since this study involved one campus and 88 respondents, the results should not be generalized. The researcher recommended that the study be replicated with another public community college in order to provide some measure of cross validation (Mossman, 1976).

IGI and the National Bushnell Study

A comprehensive study of 92 public and private community colleges was conducted by David Bushnell in 1971 using 26 items from the Institutional Goals Inventory (IGI). This national study surveyed 2,500 faculty, 10,000 students, and 90 presidents. In summary, Bushnell (1973, p. 63) reported:

There is a high degree of consensus among community/junior college administrators, faculty, and students on the major goals to be served by their colleges. Differences do occur, however. Presidents emphasize responding to community needs; faculty place greater stress upon the student's personal development; and students press for more egalitarian goals, like the concept of the "open door" and "expanded financial aid".

When Bushnell compared his findings to Gross and Grambsch's, Bushnell concluded that community college presidents, particularly those from private colleges, give greater emphasis to student-oriented goals than do university presidents. The top "should be" goal of faculty was "to help students develop a respect for their own abilities and an understanding of their limitations." The least preferred goal of

faculty respondents was "to allocate percentages of the total enrollment for minority groups or groups having low socioeconomic status." The goal most preferred by students was "to make financial assistance available to any student who wants to enroll in college."

The Community College Goals Inventory National Study

The Community College Goals Inventory (CCGI), an adaptation of the IGI, was developed in cooperation with the American Association of Community and Junior Colleges by Educational Testing Service. The CCGI is designed to help community colleges define educational goals, establish priorities among those goals, and give direction to their present and future planning.

Six community college representatives worked with ETS in rewriting the IGI to reflect the goals, concerns, and constituencies of community colleges. The format of CCGI is the same as that of IGI; the content and focus are different. A preliminary form of the new instrument was used in a pilot administration in November of 1978 and a field test in early 1979.

Eighteen geographically dispersed community colleges from Maine to Florida and Massachusetts were chosen for the field test. Fifteen hundred faculty, administrators, and trustees responded to statements about the goals of their community college as they are now and as they prefer them to be. Two hundred community residents and 3,000 full and part-time students responded about the same time.

Cross reported the findings in the March/April, 1981, issue of the Journal of Higher Education. All groups agreed that community colleges have a major obligation to provide vocational/technical preparation for students. They also rated Vocational/Technical Preparation among the top two goals as presently carried out. General education "is" and "should be" ranked in the top five goals by all groups. These findings show agreement that the comprehensive community college offering of education for careers as well as general education is strongly supported by faculty, administrators, trustees, students, and community residents.

Equal access, one of the founding principles of community colleges, did not rank in the top five "should be" goals of any constituent group. Founders of community colleges thought making college available to those who had previously been denied access was a major thrust of community colleges. By their rankings, faculty and administrators seemed to feel that goal has been accomplished. They still believe that it is important and that present practices regarding accessibility are acceptable and other goals now have a higher priority.

A major dissatisfaction was shown by faculty, administrators, and trustees in the discrepancy between what "is" and "should be" relative to developmental/remedial education. Past research by Cross (1971) showed that there were no easy answers to upgrading basic skills of students admitted through open admission.

Another area of significant difference was the faculty ranking of college community as a top priority in their "should be" rating and near the bottom in current emphasis. College community was described in the

CCGI as the professional climate, trust, open communication, and respect among administrators, faculty, and students. While all groups believed in the importance of college community, most did not perceive it to be as high as it should be (Cross, 1981).

CCGI at Greenfield Community College

Greenfield Community College in Massachusetts used the CCGI to determine staff and student perceptions. There were 336 respondents. Results showed the total population believed that the following goals should be top priorities: General Education, College Community, Intellectual Orientation, and Personal Development. In the total list of preferred goals, Innovation was 18th, Cultural/Aesthetic Awareness was 19th, and Social Criticism was 20th. The largest discrepancy between the "is" and "should be" means was found in Faculty Staff Development and Humanism/Altruism (DiCarlo, 1979). The findings of the study were used as the basis for long-range planning at the college.

CCGI in selected community colleges and area vocational/technical institutes in Minnesota

The CCGI and a local instrument were used in selected community colleges and area vocational/technical institutes in Minnesota in 1980 to find educators' perceptions of institutional and cooperative goals. The study found that current institutional goals of area vocational/technical institutes and community colleges are significantly different. Differences are evenly divided between outcome goals and process goals,

with area vocational/technical institutes emphasizing more current goal areas as Intellectual Orientation, Personal Development, Vocational Education, Developmental/Remedial Preparation, Counseling and Advising, Student Services, Faculty/Staff Development, Innovation, and Accountability. The preferred instructional goals of area vocational/technical institutes and community colleges are significantly different. Differences are quite evenly divided between outcome and process goals with community colleges emphasizing more preferred goals as General Education, Intellectual Orientation, Humanism, Social Criticism, Intellectual Environment, Innovation, College Community, Freedom, and Effective Management (Anderson, 1981).

CCGI at Palo Verde College

In 1980, the administration and board of Palo Verde College, Blythe California, chose the CCGI to assist in the determination of direction for the college in the decade ahead. Three hundred and twenty-five surveys were distributed to all full and part-time faculty, administrators, 20 community members, 5 trustees, and 200 students. Results of "is" and "should be" rankings showed General Education to be number one on both lists. Vocational/Technical Preparation ranked fourth on the "is" list and was second on "should be." Lifelong Learning rated third on "is" and ranked eighth on the "should be" list. Social Criticism and Cultural/Aesthetic Awareness ranked 18th to 20th on both lists.

The four goal areas with the highest discrepancies were: College Community, Intellectual Environment, Vocational/Technical Preparation, and Developmental/Remedial Preparation. The college made plans, based

upon these discrepancies, to make effective changes with a minimum of expense to offer better support services to students, to improve physical facilities, to improve registration and advising procedures, to offer a broader range of occupational programs, and to provide a more comprehensive food service. Proposed changes were included in a mini-master plan document executed by the Office of the President to set a timetable for further action (Arter, 1981).

CCGI at Northern Virginia Community College

The results of a study of goals of the faculty of Northern Virginia Community College by Gill (1980) suggested that the Northern Virginia faculty were relatively similar to faculty in other community colleges in their attitude toward community college goals when compared with data from Educational Testing Service and the CCGI. This evidence showed that the goals considered important to Northern Virginia Community College faculty are very similar to those considered important to the faculty in the representative group of community colleges where the CCGI was tested. Both Northern Virginia Community College faculty and CCGI field test faculty ranked General Education number two, with Intellectual Orientation number one at NVCC and tied for second on the ETS field test. Vocational/Technical Preparation was tied for second by NVCC and ranked fourth by the ETS field study. College Community, ranked first by the ETS field study, was ranked fourth by the NVCC faculty. Both groups had identical rankings for 18th--Community Services, 19th--Cultural/Aesthetic Awareness, and 20th--Social Criticism.

Faculty in different divisions held somewhat different overall views as to which goals were most important to the college. Faculty teaching in vocational/technical programs and those in college transfer programs also differed somewhat in their views of which goals were most important to the college.

It appeared that Northern Virginia Community College, far from being an institution composed of faculty who largely were in complete agreement with the goals of the institution, instead was an institution with faculty who have quite diverse views on institutional goals. Given the diversity of students and programs at the institution, this diversity of attitudes may in fact facilitate the success of the institution in reaching its many diverse goals. For example, college transfer faculty who felt it to be of great importance "to encourage students to elect courses in the humanities or arts beyond required course work . . . " (CCGI goal #17) may not have considered as important the goal, "to provide opportunities for students to prepare for specific vocational/technical careers, such as accounting, air conditioning and refrigeration, and nursing . . . " (CCGI goal #26), and vice versa for vocational/technical faculty. But if both groups of faculty were strongly committed to their subject areas and their students, then these differences in their attitudes toward what goals were most important to the community college may not have been significant to the success of the institution (Gill, 1980, p. 110).

Summary of the Literature Review

This literature review was completed in three parts. The first part was a historical account of the founding and development of the community/junior college in the United States. The early beginnings of the extended high school concept came from Europe to the United States. William Rainey Harper was credited with being the foreseeing educator who fathered the junior college. Rapid increases in numbers of institutions as well as programs were cited. General education, vocational training, and adult education were offered. Presidential Commissions encouraged expansion of the system. During the 60s and 70s, enrollment increased rapidly and many campuses were established.

The second part explored some of the goals of the community/junior college. Some authors spoke of role ambiguity in community colleges. In opening access to higher education, community colleges have tried to do many things. General education and vocational training have been a primary focus while working in the community to develop resources for lifelong learning or adult education. Nontraditional students, such as minorities and the under-educated, have been served through student services and counseling and advising. Remedial education to improve basic skills has been a focus. Innovation in instruction and delivery was a concern for those who wanted to keep the system flexible and responsive to student needs.

Part three explored selected research projects which have focused on the goals of higher education institutions and particularly goals of

the community colleges. The Gross and Grambsch study was cited as a landmark study in institutional goals. Since that time there have been many others using the Institutional Goals Inventory instrument by Educational Testing Service. These focus on four-year, post-secondary institutions. The CCGI studies related findings for individual institutions.

CHAPTER 3--METHODOLOGY

The purpose of this study was to examine and analyze the priority rankings given to 20 community college goals by four community colleges to determine if there are similarities or differences among the colleges and among the respondent groups of administrators, full-time faculty, and students. Do comprehensive community colleges of similar size, and similar state governance patterns, have similar goal priorities?

Population

The target population of this study was the four community colleges selected from the North Central Accreditation Region in states which have a similar governance pattern. In these states, a board of education was responsible for all K-14 public educational institutions in the state, including community/junior colleges (Wattenbarger and Sakaguchi, 1971). Three other types described in the Wattenbarger/Sakaguchi research were: boards responsible solely for community/junior colleges; boards responsible for all public institutions of higher education in the state, including community/junior colleges, and boards of a state university system through which community/junior colleges were administered.

The 1982 Community, Technical, and Junior College Directory groups institutions into 20 categories by size. The four community colleges in this study were in the 4th category of 1,500-1,999 full-time enrollments and the 5th category of 2,000-2,499 full-time enrollments. These size

categories were chosen because they were of particular interest to the researcher who is employed at a community college which is not a part of this study. This category yielded sufficient sample size for investigation, and the research findings would be of benefit and interest to a sizable audience.

Three respondent groups were selected because of their direct relationship with the goals of the college. Medsker (1960) stated that teachers and administrators in any type of college inevitably influence by their attitudes the nature and quality of programs. They were the primary agents of curriculum development, instruction, services to students, and community relationships. They, and the students, made the institution what it is (p. 169). Those surveyed included all administrators, full-time faculty (those teaching 12 semester hours per term or the equivalent), and full-time students (those enrolled for 12 semester hours per term or the equivalent) who were stratified by curriculum and clustered by class.

TABLE 1. Number of participants by college

| | ADMINISTRATORS | FACULTY | STUDENTS |
|-----------|----------------|---------|----------|
| College 1 | 8 | 103 | 245 |
| College 2 | 18 | 51 | 106 |
| College 3 | 6 | 21 | 89 |
| College 4 | 10 | 10 | 108 |
| TOTAL | 42 | 185 | 548 |

The survey instrument, the Community College Goal Inventory (CCGI), was approved by the Human Subjects in Research committee of Iowa State University on January 12, 1984.

At each college, the student group was divided equally between arts and science and vocational/technical classes. The vocational/technical classes selected represent an even distribution of male and female students. Representative arts and science classes surveyed include: American History, Intro to Sociology, English, Math, and Marriage and Family. Vocational classes surveyed included: Fundamentals of Business, Associate Degree Nursing, Accounting, Secretarial, Diesel Mechanics, Baking, Auto Body, and Electronics.

Data Collection and Processing

A letter was mailed to the chief executive officer of every college in the North Central Accreditation Region that fit the governance pattern criteria to determine their interest in participating in the study. One community college from each state was selected on a first response basis. A follow-up phone call was made to the chief executive officer requesting the identification of a campus coordinator to handle the onsite responsibilities of the survey. With the assistance of the campus coordinator, the administrators, full-time faculty, and the classes to be surveyed were identified using college catalogs, class schedules, and enrollment. Intra-institutional awareness regarding the project was created by using the internal information systems as well as

a letter of introduction and purpose with the survey booklet. All responses were anonymous. Coding identified the college and the group.

For each of these goal statements, the respondent used a five-point rating scale, (1) of no importance, or not applicable, (2) of low importance, (3) of medium importance, (4) of high importance, (5) of extremely high importance, and recorded two judgments: how important the goal "is" presently at the campus and how important the goal "should be." The words "perceived" and "preferred" are used interchangeably with "is" and "should be."

College 1 served as a pilot test. The instructions used with the survey booklets at College 1 were used at sites 2, 3, and 4. All administrators and faculty were surveyed. A larger number of students was surveyed, but the selection criteria used for their identification was the same as used at Colleges 2, 3, and 4. Upon completion of the pilot project, surveying at Colleges 2, 3, and 4 was completed in the same timeframe.

IBM answer sheets were used so that responses could be tallied by the Iowa State University optical scanning system and transmitted to the ISU computer center for statistical analysis.

The SPSSX computer language was used for analysis in descriptive statistics, a paired t-test, and a nonparametric test, Kendall's W.

Description of the Instrument

The Educational Testing Service developed a survey instrument which colleges could use to identify basic campus goals and determine priorities among diverse goals. The result of this work, the Institutional Goal Inventory (IGI), was the instrument used with 24,000 respondents in a study conducted for the Joint Committee on the Master Plan for Higher Education in California in 1972.

In 1971, as a part of a comprehensive study of community colleges, Bushnell (1973) obtained goal ratings from 2,500 faculty, 10,000 students, and 90 presidents as a national sample of 92 public and private two-year colleges. Twenty-six items from the preliminary IGI were used with a slightly modified response format in the Bushnell study.

A preliminary form of the new instrument by Educational Testing Service, Community College Goals Inventory (CCGI), was used in a small pilot research project in 1978 and a major field test in 1979. It is an adaptation of the IGI and was developed in cooperation with the American Association of Community and Junior Colleges. The CCGI is designed to help community colleges define their educational goals, establish priorities among those goals, and give direction to their present and future planning.

Educational Testing Service (ETS) divided the 20 goals into 10 process goals and 10 outcome goals. A process goal is the method or practice that defines or describes the procedure used to reach an

outcome goal. The outcome goal is the end to which an institution focuses itself or a condition it tries to maintain.

The content area and definition of each outcome goal as developed by ETS follows:

General Education--has to do with acquisition of general knowledge, achievement of some level of basic competencies, preparation of students for further, more advanced work, and the acquisition of skills and knowledge to live effectively in society.

Intellectual Orientation--relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the desire and ability for self-directed learning, the ability to synthesize knowledge from many sources, and an openness to new ideas and ways of thinking.

Lifelong Learning--means providing courses to community adults so they can pursue a variety of interests, instilling in students a commitment to a lifetime of learning, providing learning opportunities to adults of all ages, and awarding degree credit for knowledge and skills acquired in nonschool settings.

Cultural/Aesthetic Awareness--entails a heightened appreciation of a variety of art forms, encouraging study in the humanities and art beyond requirements, exposure to non-Western art and literature, and encouragement of student participation in artistic activities.

Personal Development--means identification by students of personal goals and the development of ways of achieving them, enhancement of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships.

Humanism/Altruism--reflects a respect for diverse cultures, a commitment to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community.

Vocational/Technical Preparation--means offering specific occupational curricula (such as accounting or air conditioning and refrigeration), programs geared to emerging career fields, opportunities for upgrading or updating present job skills, and retraining for new careers or new job skills.

Developmental/Remedial Preparation--includes recognizing, assessing, and counseling students with basic skills needs, providing and cultural activities, and one in which students and faculty can easily interact informally, and a college that has a reputation in the community as an intellectually exciting place.

Community Services--is concerned with the college's relationship with the community: Encouraging community use of college resources (meeting rooms, computer facilities, faculty skills), conducting community forums on topical issues, promoting cooperation among diverse community organizations to improve availability of services, and working with local government agencies, industry, unions, and other groups on community problems.

Social Criticism--means providing critical evaluation of current values and practices, servicing as a source of ideas to change social institutions, helping students learn how to bring about change in our institutions, and being engaged, as an institution, in working for needed changes in our society.

The content area and definition of each process goal follows:

Counseling and Advising--means providing career counseling services, personal counseling services, and academic advising services for students and providing a student job-placement service.

Student Services--means developing support services for students with special needs, providing comprehensive student activities program, providing comprehensive advice about financial aid sources, and making available health services that offer health maintenance, preventive medicine, and referral services.

Faculty/Staff Development--entails commitment of college resources to provide opportunities and activities for professional development of faculty and staff, appropriate faculty evaluation to improve teaching, and flexible leave and sabbatical opportunities for faculty and staff.

Intellectual Environment--means a rich program of cultural events, a college climate that encourages students free-time involvement in intellectual developmental programs that recognize different learning styles and rates, assuring that students in developmental programs achieve appropriate levels of competence, and evaluating basic skills programs.

Innovation--is defined as a climate in which continuous educational 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.

College Community--is defined as fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open and amicable airing of differences, and mutual trust and respect among faculty, students, and administrators.

Freedom--has to do with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles.

Accessibility--means maintaining costs to students at a level that will not deny attendance because of financial need, offering programs that accommodate adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admission, developing worthwhile educational experiences for all those admitted.

Effective Management--means involving those with appropriate expertise in making decisions, achieving general consensus regarding fundamental college goals, being organized for systematic short- and long-range planning, and engaging in systematic evaluation of all college programs.

Accountability--is defined to include consideration of benefits in relation to costs in deciding among alternative programs, concern for the efficiency of college operations, accountability to funding sources for program effectiveness, and regular provision of evidence that the college is meeting its stated goals.

Reliability

In considering the reliability of the CCGI, a major question was whether the goal areas were homogeneous or internally consistent. The

Educational Testing Service has used coefficient alpha as a measure of internal consistency. The alphas are based on group means and are reported for each goal area in terms of present importance (is) and preferred importance (should be). The calculations are available for faculty and students.

Data Analysis

The principal data yields from analysis of the CCGI responses were:

1. Goal area summaries rank ordered by "is" and "should be" means for all administrators, faculty, and students.
2. Goal area summaries rank ordered by "is" and "should be" means of each college.
3. Rank order of the five greatest discrepancy and five least discrepancy for all groups, administrators, faculty, and students.
4. Paired t-test of "is" and "should be" responses of administrators, faculty, and students to all goals.
5. Rank-difference correlation of goals of administrators, faculty, and students using Kendall's W analysis. Rank-difference correlation of goals of colleges using Kendall's W analysis.

Kendall's W is a nonparametric test used to measure the degree of similarity among two or more sets of ranks. W ranges between 0 and 1, with 0 signifying no agreement and 1 signifying complete agreement.

CHAPTER 4--PRESENTATION AND ANALYSIS OF THE DATA

The statistical analysis and findings presented in this chapter were based on data derived from administering the Community College Goal Inventory (CCGI) to administrators, full-time faculty, and a sample of full-time students who were stratified by curriculum and clustered by class. The four community colleges, each representing a different state, were located within the North Central Accreditation region and have a similar state governance model. They were all public, comprehensive, and co-educational community colleges with an FTEE range between 1,500 and 2,500 students according to the 1983 Community, Technical, and Junior College Directory.

The data were prepared and ordered so that the questions and hypotheses outlined in Chapter 1 would be addressed. The first question investigated in this study was, "What is the rank order of perceived (is) and preferred (should be) goals of administrators, full-time faculty, and the sample of students from the four community colleges? What is the rank order of perceived (is) and preferred (should be) goals of administrators, full-time faculty, and students of the four colleges?"

One of the criteria for the selection of community colleges for this study was that they were comprehensive; that is, that the community college offered pre-baccalaureate, vocational/technical, and adult education or lifelong learning. In question one, the three highest ranked goals were noted to see if these comprehensive community colleges have the three traditional offerings as a priority.

Table 2 presented the findings of goal rankings by all respondents by-mean scores; the higher the means, the greater the importance of the goal. The goals of Vocational/Technical Preparation, General Education, and Lifelong Learning--the three principal spheres of a comprehensive community college--were rated first, second, and third as they were perceived (is) by all respondents. In preferred (should be) ranking, Vocational/Technical Preparation and General Education were still rated first and second. Counseling and Advising was rated third as preferred (should be). Lifelong Learning, rated eighth in "should be," was a lower priority than perceived (is). The lowest rankings of goals in 18th, 19th, and 20th place were identical in perceived (is) and preferred (should be). The goals were: Humanism/Altruism, Social Criticism, and Cultural/Aesthetic Awareness.

Table 3 graphically depicted the agreement between the perceived (is) ranking and the preferred (should be) ranking. The top five, or most important, and the lowest five, or least important, goals were joined as they were perceived and preferred by respondents. Those with a rating difference of five ranks or more were noted.

In Table 3, the responses of all participants were presented. The goals of Vocational/Technical Preparation and General Education were ranked first and second on both the "is" and "should be" lists. Lifelong Learning, third on the "is" ranking, was eighth on the "should be" ranking. College Community was perceived as 12th but preferred as 4th. Counseling and Advising was ranked seventh as perceived but "should be" ranked third. Humanism/Altruism, Social Criticism, and

TABLE 2. Goals of all participants rank ordered by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 15.16 | Voc/Tech Prep | 17.06 |
| 2 | General Education | 14.67 | General Education | 16.75 |
| 3 | Lifelong Learning | 13.92 | Couns & Advising | 16.16 |
| 4 | Accessibility | 13.53 | College Community | 15.95 |
| 5 | Intell Orientation | 13.26 | Develop/Remed Prep | 15.95 |
| 6 | Accountability | 13.05 | Intell Orientation | 15.92 |
| 7 | Couns & Advising | 12.90 | Personal Development | 15.83 |
| 8 | Develop/Remed Prep | 12.86 | Lifelong Learning | 15.78 |
| 9 | Effective Mgmt | 12.83 | Effective Mgmt | 15.16 |
| 10 | Freedom | 12.76 | Faculty/Staff Dev | 15.12 |
| 11 | Community Services | 12.44 | Accessibility | 15.11 |
| 12 | College Community | 12.39 | Student Services | 15.08 |
| 13 | Student Services | 12.38 | Accountability | 15.02 |
| 14 | Faculty/Staff Dev | 12.28 | Intell Environment | 14.99 |
| 15 | Personal Development | 12.26 | Community Services | 14.41 |
| 16 | Intell Environment | 12.14 | Innovation | 14.41 |
| 17 | Innovation | 11.76 | Freedom | 14.28 |
| 18 | Humanism/Altruism | 11.06 | Humanism/Altruism | 14.16 |
| 19 | Social Criticism | 10.96 | Social Criticism | 12.99 |
| 20 | Cul/Aesth Awareness | 10.44 | Cul/Aesth Awareness | 12.18 |

TABLE 3. A comparison of the highest and lowest five goal rankings by all participants by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 15.16 | Voc/Tech Prep | 17.06 |
| 2 | General Education | 14.67 | General Education | 16.75 |
| 3 | Lifelong Learning | 13.92 | Couns & Advising | 16.16 |
| 4 | Accessibility | 13.53 | College Community | 15.95 |
| 5 | Intell Orientation | 13.26 | Develop/Remed Prep | 15.95 |
| 6 | Accountability | 13.05 | Intell Orientation | 15.92 |
| 7 | Couns & Advising | 12.90 | Personal Development | 15.83 |
| 8 | Develop/Remed Prep | 12.86 | Lifelong Learning | 15.78 |
| 9 | Effective Mgmt | 12.83 | Effective Mgmt | 15.16 |
| 10 | Freedom | 12.76 | Faculty/Staff Dev | 15.12 |
| 11 | Community Services | 12.44 | Accessibility | 15.11 |
| 12 | College Community | 12.39 | Student Services | 15.08 |
| 13 | Student Services | 12.38 | Accountability | 15.02 |
| 14 | Faculty/Staff Dev | 12.28 | Intell Environment | 14.99 |
| 15 | Personal Development | 12.26 | Community Services | 14.41 |
| 16 | Intell Environment | 12.14 | Innovation | 14.41 |
| 17 | Innovation | 11.76 | Freedom | 14.28 |
| 18 | Humanism/Altruism | 11.06 | Humanism/Altruism | 14.16 |
| 19 | Social Criticism | 10.96 | Social Criticism | 12.99 |
| 20 | Cul/Aesth Awareness | 10.44 | Cul/Aesth Awareness | 12.18 |

Cultural/Aesthetic Awareness were ranked 18th, 19th, and 20th on both "is" and "should be."

Table 4 showed the ranking of goals of College 1. Vocational/Technical Preparation, General Education, and Lifelong Learning were ranked first, second, and third as they were perceived. The same ranking was on the preferred (should be) side of first and second, but Counseling and Advising was ranked third. Lifelong Learning was ranked sixth in "should be." The last three priorities were the same goals, although the order changed.

College 1 ranked Vocational/Technical Preparation and General Education as first and second on both "is" and "should be" rankings in Table 5. Counseling and Advising "is" ranked 10th on "is" but "should be" rank was 3rd. Accessibility "is" ranked 4th but "should be" rank was 10th. Freedom was perceived to be ranked 8th, but College 1 preferred it to be 17th. A large difference existed in the ranking of Personal Development--16th on the "is" rank and 7th on the "should be" scale. Social Criticism, Humanism/Altruism, and Cultural/Aesthetic Awareness were again ranked 18th, 19th, and 20th on both "is" and "should be."

College 2 ranked Vocational/Technical Preparation and General Education as first and second priorities with Accessibility third as perceived (is) in Table 6. General Education and Vocational/Technical Preparation were first and second with Counseling and Advising third as they were preferred (should be). Of the three goals which were ranked

TABLE 4. Goals of College 1 rank ordered by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 15.55 | Voc/Tech Prep | 17.22 |
| 2 | General Education | 14.56 | General Education | 16.55 |
| 3 | Lifelong Learning | 14.19 | Couns & Advising | 16.02 |
| 4 | Accessibility | 13.69 | Intell Orientation | 15.90 |
| 5 | Intell Orientation | 13.55 | College Community | 15.85 |
| 6 | Accountability | 13.44 | Lifelong Learning | 15.79 |
| 7 | Effective Mgmt | 13.23 | Personal Development | 15.70 |
| 8 | Freedom | 12.84 | Develop/Remed Prep | 15.64 |
| 9 | College Community | 12.81 | Effective Mgmt | 15.17 |
| 10 | Couns & Advising | 12.70 | Accessibility | 15.14 |
| 11 | Develop/Remed Prep | 12.59 | Faculty/Staff Dev | 15.05 |
| 12 | Community Services | 12.55 | Intell Environment | 15.04 |
| 13 | Intell Environment | 12.33 | Accountability | 14.97 |
| 14 | Faculty/Staff Dev | 12.32 | Student Services | 14.86 |
| 15 | Student Services | 12.31 | Community Services | 14.47 |
| 16 | Personal Development | 12.26 | Innovation | 14.36 |
| 17 | Innovation | 12.00 | Freedom | 14.15 |
| 18 | Social Criticism | 11.00 | Humanism/Altruism | 13.81 |
| 19 | Humanism/Altruism | 10.92 | Social Criticism | 12.82 |
| 20 | Cul/Aesth Awareness | 10.38 | Cul/Aesth Awareness | 11.91 |

TABLE 5. A comparison of the highest and lowest five goal rankings by College 1 by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 15.55 | Voc/Tech Prep | 17.22 |
| 2 | General Education | 14.56 | General Education | 16.55 |
| 3 | Lifelong Learning | 14.19 | Couns & Advising | 16.02 |
| 4 | Accessibility | 13.69 | Intell Orientation | 15.90 |
| 5 | Intell Orientation | 13.55 | College Community | 15.85 |
| 6 | Accountability | 13.44 | Lifelong Learning | 15.79 |
| 7 | Effective Mgmt | 13.23 | Personal Development | 15.70 |
| 8 | Freedom | 12.84 | Develop/Remed Prep | 15.64 |
| 9 | College Community | 12.81 | Effective Mgmt | 15.17 |
| 10 | Couns & Advising | 12.70 | Accessibility | 15.14 |
| 11 | Develop/Remed Prep | 12.59 | Faculty/Staff Dev | 15.05 |
| 12 | Community Services | 12.55 | Intell Environment | 15.04 |
| 13 | Intell Environment | 12.33 | Accountability | 14.97 |
| 14 | Faculty/Staff Dev | 12.32 | Student Services | 14.86 |
| 15 | Student Services | 12.31 | Community Services | 14.47 |
| 16 | Personal Development | 12.26 | Innovation | 14.36 |
| 17 | Innovation | 12.00 | Freedom | 14.15 |
| 18 | Social Criticism | 11.00 | Humanism/Altruism | 13.81 |
| 19 | Humanism/Altruism | 10.92 | Social Criticism | 12.82 |
| 20 | Cul/Aesth Awareness | 10.38 | Cul/Aesth Awareness | 11.91 |

TABLE 6. Goals of College 2 rank ordered by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 16.03 | General Education | 17.38 |
| 2 | General Education | 15.30 | Voc/Tech Prep | 17.33 |
| 3 | Accessibility | 14.63 | Couns & Advising | 16.70 |
| 4 | Lifelong Learning | 14.12 | Develop/Remed Prep | 16.40 |
| 5 | Develop/Remed Prep | 13.78 | Intell Orientation | 16.29 |
| 6 | Couns & Advising | 13.72 | College Community | 16.18 |
| 7 | Accountability | 13.26 | Personal Development | 16.17 |
| 8 | Intell Orientation | 13.07 | Lifelong Learning | 16.11 |
| 9 | Freedom | 12.97 | Accessibility | 15.93 |
| 10 | Community Services | 12.81 | Student Services | 15.51 |
| 11 | Student Services | 12.76 | Effective Mgmt | 15.44 |
| 12 | Effective Mgmt | 12.67 | Faculty/Staff Dev | 15.27 |
| 13 | Intell Environment | 12.55 | Accountability | 15.24 |
| 14 | Faculty/Staff Dev | 12.41 | Intell Environment | 15.02 |
| 15 | Personal Development | 12.29 | Humanism/Altruism | 14.65 |
| 16 | College Community | 12.16 | Freedom | 14.61 |
| 17 | Innovation | 11.70 | Community Services | 14.57 |
| 18 | Humanism/Altruism | 10.90 | Innovation | 14.56 |
| 19 | Social Criticism | 10.82 | Social Criticism | 13.10 |
| 20 | Cul/Aesth Awareness | 10.61 | Cul/Aesth Awareness | 12.80 |

18th, 19th, and 20th as perceived (is), two--Social Criticism and Cultural/Aesthetic Awareness--were ranked 19th and 20th as "should be."

College 2 goal rankings were displayed in Table 7. Vocational/Technical Preparation and General Education, ranked first and second on the "is" side, were transposed on the "should be" side. Two goals were ranked much higher in the "is" ranking than they were in the "should be" ranking; Accessibility was 3rd on "is" and 9th on "should be," and Community Services was 10th on "is" but 17th on "should be." While College Community was 16th on the "is" rank, it placed 6th on the "should be." Social Criticism and Cultural/Aesthetic Awareness were again ranked 19th and 20th on both the perceived and preferred scale.

The primary functions of a comprehensive community college, General Education, Lifelong Learning, and Vocational/Technical Preparation were ranked first, second, and third as they were perceived (is) by respondents at College 3 in Table 8. General Education and Vocational/Technical Preparation were ranked first and second as "should be," and Developmental/Remedial Preparation ranked third. Humanism/Altruism, Social Criticism, and Cultural/Aesthetic Awareness ranked as the last three priorities as they were perceived (is). Social Criticism and Cultural/Aesthetic Awareness were joined by Accessibility as the last three preferred "should be" goals.

General Education ranked first for College 3 in both the "is" and "should be" as shown in Table 9. There was a difference of more than five ranks on "is." Lifelong Learning, second on the "is," ranked

TABLE 7. A comparison of the highest and lowest five goal rankings by College 2 by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 16.03 | General Education | 17.38 |
| 2 | General Education | 15.30 | Voc/Tech Prep | 17.33 |
| 3 | Accessibility | 14.63 | Couns & Advising | 16.70 |
| 4 | Lifelong Learning | 14.12 | Develop/Remed Prep | 16.40 |
| 5 | Develop/Remed Prep | 13.78 | Intell Orientation | 16.29 |
| 6 | Couns & Advising | 13.72 | College Community | 16.18 |
| 7 | Accountability | 13.26 | Personal Development | 16.17 |
| 8 | Intell Orientation | 13.07 | Lifelong Learning | 16.11 |
| 9 | Freedom | 12.97 | Accessibility | 15.93 |
| 10 | Community Services | 12.81 | Student Services | 15.51 |
| 11 | Student Services | 12.76 | Effective Mgmt | 15.44 |
| 12 | Effective Mgmt | 12.67 | Faculty/Staff Dev | 15.27 |
| 13 | Intell Environment | 12.55 | Accountability | 15.24 |
| 14 | Faculty/Staff Dev | 12.41 | Intell Environment | 15.02 |
| 15 | Personal Development | 12.29 | Humanism/Altruism | 14.65 |
| 16 | College Community | 12.16 | Freedom | 14.61 |
| 17 | Innovation | 11.70 | Community Services | 14.57 |
| 18 | Humanism/Altruism | 10.90 | Innovation | 14.56 |
| 19 | Social Criticism | 10.82 | Social Criticism | 13.10 |
| 20 | Cul/Aesth Awareness | 10.61 | Cul/Aesth Awareness | 12.80 |

TABLE 8. Goals of College 3 rank ordered by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | General Education | 14.18 | General Education | 17.05 |
| 2 | Lifelong Learning | 13.17 | Voc/Tech Prep | 16.43 |
| 3 | Voc/Tech Prep | 12.97 | Devop/Remed Prep | 16.17 |
| 4 | Intell Orientation | 12.81 | Personal Development | 16.16 |
| 5 | Freedom | 12.49 | College Community | 16.08 |
| 6 | Accessibility | 12.35 | Intell Orientation | 16.00 |
| 7 | Personal Development | 11.97 | Couns & Advising | 15.97 |
| 8 | Develop/Remed Prep | 11.83 | Lifelong Learning | 15.63 |
| 9 | Couns & Advising | 11.83 | Student Services | 15.46 |
| 10 | Effective Mgmt | 11.82 | Intell Environment | 15.29 |
| 11 | Accountability | 11.78 | Effective Mgmt | 15.18 |
| 12 | Faculty/Staff Dev | 11.74 | Accountability | 15.15 |
| 13 | Student Services | 11.67 | Faculty/Staff Dev | 15.12 |
| 14 | Intell Environment | 11.52 | Freedom | 14.70 |
| 15 | Community Services | 11.35 | Innovation | 14.67 |
| 16 | College Community | 11.22 | Humanism/Altruism | 14.63 |
| 17 | Innovation | 11.22 | Community Services | 14.25 |
| 18 | Humanism/Altruism | 11.08 | Social Criticism | 13.60 |
| 19 | Social Criticism | 10.93 | Cul/Aesth Awareness | 12.74 |
| 20 | Cul/Aesth Awareness | 10.87 | Accessibility | 11.80 |

TABLE 9. A comparison of the highest and lowest five goal rankings by College 3 by "is

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | General Education | 14.18 | General Education | 17.05 |
| 2 | Lifelong Learning | 13.17 | Voc/Tech Prep | 16.43 |
| 3 | Voc/Tech Prep | 12.97 | Devop/Remed Prep | 16.17 |
| 4 | Intell Orientation | 12.81 | Personal Development | 16.16 |
| 5 | Freedom | 12.49 | College Community | 16.08 |
| 6 | Accessibility | 12.35 | Intell Orientation | 16.00 |
| 7 | Personal Development | 11.97 | Couns & Advising | 15.97 |
| 8 | Develop/Remed Prep | 11.83 | Lifelong Learning | 15.63 |
| 9 | Couns & Advising | 11.83 | Student Services | 15.46 |
| 10 | Effective Mgmt | 11.82 | Intell Environment | 15.29 |
| 11 | Accountability | 11.78 | Effective Mgmt | 15.18 |
| 12 | Faculty/Staff Dev | 11.74 | Accountability | 15.15 |
| 13 | Student Services | 11.67 | Faculty/Staff Dev | 15.12 |
| 14 | Intell Environment | 11.52 | Freedom | 14.70 |
| 15 | Community Services | 11.35 | Innovation | 14.67 |
| 16 | College Community | 11.22 | Humanism/Altruism | 14.63 |
| 17 | Innovation | 11.22 | Community Services | 14.25 |
| 18 | Humanism/Altruism | 11.08 | Social Criticism | 13.60 |
| 19 | Social Criticism | 10.93 | Cul/Aesth Awareness | 12.74 |
| 20 | Cul/Aesth Awareness | 10.87 | Accessibility | 11.80 |

eighth on "should be." Freedom, 5th on "is," ranked 14th on "should be"; and Accessibility, which placed 6th on "is," placed 20th on the "should be" scale. College Community (is) rated 16th on the "is" rank but rated a 5th place on the preferred scale. Social Criticism and Cultural/ Aesthetic Awareness rank at or near the bottom on both the "is" and "should be" listings.

College 4 ranked Vocational/Technical Preparation, General Education, and Lifelong Learning as the top three goals as perceived (is) in Table 10. Vocational/Technical Preparation and General Education were first and second preferred (should be) with Counseling and Advising as third. Social Criticism and Cultural/Aesthetic Awareness were 19th and 20th on both "is" and "should be" rankings. Intellectual Environment was 17th in the "is" ranking, and Freedom was 17th in the "should be" column.

Table 11 presented six goals on which College 4 had the same "is" and "should be" rankings: Vocational/Technical Preparation, first; General Education, second; Developmental/Remedial Preparation, 4th; Innovation, 16th; Humanism/Altruism, 17th; Social Criticism, 19th; and Cultural/Aesthetic Awareness, 20th. Two goals were rated more than five places higher in "should be" than they were currently perceived in "is." They were College Community, rated 12th as "is" but preferred as 5th, and Intellectual Environment, perceived as 18th but preferred as 13th.

Table 12 presented the goals as ranked by administrators. They ranked Vocational/Technical Preparation and General Education as first

TABLE 10. Goals of College 4 rank ordered by "is" and "should be means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 14.84 | Voc/Tech Prep | 16.82 |
| 2 | General Education | 14.54 | General Education | 16.17 |
| 3 | Lifelong Learning | 13.56 | Couns & Advising | 15.98 |
| 4 | Develop/Remed Prep | 13.28 | Develop/Remed Prep | 15.95 |
| 5 | Couns & Advising | 13.25 | College Community | 15.78 |
| 6 | Intell Orientation | 13.13 | Lifelong Learning | 15.44 |
| 7 | Effective Mgmt | 12.92 | Personal Development | 15.41 |
| 8 | Accountability | 12.86 | Intell Orientation | 15.40 |
| 9 | Student Services | 12.70 | Faculty/Staff Dev | 15.07 |
| 10 | Accessibility | 12.69 | Student Services | 14.75 |
| 11 | Community Services | 12.63 | Accountability | 14.72 |
| 12 | College Community | 12.63 | Effective Mgmt | 14.71 |
| 13 | Personal Development | 12.55 | Intell Environment | 14.51 |
| 14 | Faculty/Staff Dev | 12.50 | Accessibility | 14.37 |
| 15 | Freedom | 12.50 | Community Services | 14.21 |
| 16 | Innovation | 11.69 | Innovation | 14.07 |
| 17 | Humanism/Altruism | 11.67 | Humanism/Altruism | 14.02 |
| 18 | Intell Environment | 11.67 | Freedom | 13.81 |
| 19 | Social Criticism | 11.08 | Social Criticism | 12.74 |
| 20 | Cul/Aesth Awareness | 9.96 | Cul/Aesth Awareness | 11.55 |

TABLE 11. A comparison of the highest and lowest five goal rankings by College 4 by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 14.84 | Voc/Tech Prep | 16.82 |
| 2 | General Education | 14.54 | General Education | 16.17 |
| 3 | Lifelong Learning | 13.56 | Couns & Advising | 15.98 |
| 4 | Develop/Remed Prep | 13.28 | Develop/Remed Prep | 15.95 |
| 5 | Couns & Advising | 13.25 | College Community | 15.78 |
| 6 | Intell Orientation | 13.13 | Lifelong Learning | 15.44 |
| 7 | Effective Mgmt | 12.92 | Personal Development | 15.41 |
| 8 | Accountability | 12.86 | Intell Orientation | 15.40 |
| 9 | Student Services | 12.70 | Faculty/Staff Dev | 15.07 |
| 10 | Accessibility | 12.69 | Student Services | 14.75 |
| 11 | Community Services | 12.63 | Accountability | 14.72 |
| 12 | College Community | 12.63 | Effective Mgmt | 14.71 |
| 13 | Personal Development | 12.55 | Intell Environment | 14.51 |
| 14 | Faculty/Staff Dev | 12.50 | Accessibility | 14.37 |
| 15 | Freedom | 12.50 | Community Services | 14.21 |
| 16 | Innovation | 11.69 | Innovation | 14.07 |
| 17 | Humanism/Altruism | 11.67 | Humanism/Altruism | 14.02 |
| 18 | Intell Environment | 11.67 | Freedom | 13.81 |
| 19 | Social Criticism | 11.08 | Social Criticism | 12.74 |
| 20 | Cul/Aesth Awareness | 9.96 | Cul/Aesth Awareness | 11.55 |

TABLE 12. Goals of administrators rank ordered by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 17.17 | Voc/Tech Prep | 17.67 |
| 2 | General Education | 15.62 | General Education | 17.55 |
| 3 | Accessibility | 15.60 | College Community | 16.90 |
| 4 | Couns & Advising | 15.33 | Develop/Remed Prep | 16.60 |
| 5 | Accountability | 15.21 | Effective Mgmt | 16.58 |
| 6 | Effective Mgmt | 15.17 | Lifelong Learning | 16.36 |
| 7 | Lifelong Learning | 15.00 | Intell Orientation | 16.36 |
| 8 | Community Services | 14.79 | Couns & Advising | 16.26 |
| 9 | Develop/Remed Prep | 14.17 | Accountability | 16.19 |
| 10 | College Community | 14.00 | Accessibility | 16.14 |
| 11 | Faculty/Staff Dev | 13.98 | Faculty/Staff Dev | 16.02 |
| 12 | Student Services | 13.86 | Personal Development | 15.79 |
| 13 | Intell Orientation | 13.57 | Intell Environment | 15.21 |
| 14 | Intell Environment | 13.50 | Innovation | 15.09 |
| 15 | Innovation | 13.48 | Community Services | 15.00 |
| 16 | Freedom | 13.43 | Student Services | 14.86 |
| 17 | Personal Development | 13.26 | Humanism/Altruism | 14.71 |
| 18 | Humanism/Altruism | 12.17 | Freedom | 14.05 |
| 19 | Social Criticism | 11.74 | Social Criticism | 12.64 |
| 20 | Cul/Aesth Awareness | 11.00 | Cul/Aesth Awareness | 12.62 |

and second priorities with Accessibility as third in their perceived (is) listing. They repeated their first and second preferences in the "should be" column and rank College Community, their concern for faculty and staff, as third. Humanism/Altruism, Social Criticism, and Cultural/Aesthetic Awareness are last in their goals as perceived (is). Freedom is 17th as a "should be" goal with Social Criticism and Cultural/Aesthetic Awareness repeated as 19th and 20th.

The rankings according to administrators were presented in Table 13. Four goals and their rankings were the same as perceived (is) and preferred (should be). They were: first, Vocational/Technical Preparation; second, General Education; 19th, Social Criticism; and 20th, Cultural/Aesthetic Awareness. Accessibility rated 3rd on the "is" scale but 10th on "should be." Three goals rated five or more places lower on the "is" side than on the "should be" side. The goals and rankings were: Developmental/Remedial Preparation, 9th to 4th; College Community, 10th to 3rd; and Personal Development, 17th to 12th.

The faculty rankings were presented in Table 14. Vocational/Technical Preparation and General Education were first and third rankings with Accessibility second in their perceived (is) order. In preferred (should be), Vocational/Technical Preparation and General Education were first and second with their concern for College Community ranked third. Faculty members were consistent in ranking Humanism/Altruism 18th, Cultural/Aesthetic Awareness 19th, and Social Criticism 20th on the perceived "is" ranking and then rating Freedom 17th,

TABLE 13. A comparison of the highest and lowest five goal rankings by administrators by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 17.17 | Voc/Tech Prep | 17.67 |
| 2 | General Education | 15.62 | General Education | 17.55 |
| 3 | Accessibility | 15.60 | College Community | 16.90 |
| 4 | Couns & Advising | 15.33 | Develop/Remed Prep | 16.60 |
| 5 | Accountability | 15.21 | Effective Mgmt | 16.58 |
| 6 | Effective Mgmt | 15.17 | Lifelong Learning | 16.36 |
| 7 | Lifelong Learning | 15.00 | Intell Orientation | 16.36 |
| 8 | Community Services | 14.79 | Couns & Advising | 16.26 |
| 9 | Develop/Remed Prep | 14.17 | Accountability | 16.19 |
| 10 | College Community | 14.00 | Accessibility | 16.14 |
| 11 | Faculty/Staff Dev | 13.98 | Faculty/Staff Dev | 16.02 |
| 12 | Student Services | 13.86 | Personal Development | 15.79 |
| 13 | Intell Orientation | 13.57 | Intell Environment | 15.21 |
| 14 | Intell Environment | 13.50 | Innovation | 15.09 |
| 15 | Innovation | 13.48 | Community Services | 15.00 |
| 16 | Freedom | 13.43 | Student Services | 14.86 |
| 17 | Personal Development | 13.26 | Humanism/Altruism | 14.71 |
| 18 | Humanism/Altruism | 12.17 | Freedom | 14.05 |
| 19 | Social Criticism | 11.74 | Social Criticism | 12.64 |
| 20 | Cul/Aesth Awareness | 11.00 | Cul/Aesth Awareness | 12.62 |

TABLE 14. Goals of faculty rank ordered by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 16.84 | Voc/Tech Prep | 17.86 |
| 2 | Accessibility | 15.42 | General Education | 17.50 |
| 3 | General Education | 15.29 | College Community | 17.20 |
| 4 | Lifelong Learning | 14.61 | Develop/Remed Prep | 16.78 |
| 5 | Accountability | 14.27 | Intell Orientation | 16.75 |
| 6 | Community Services | 13.68 | Effective Mgmt | 16.70 |
| 7 | Effective Mgmt | 13.62 | Faculty/Staff Dev | 16.57 |
| 8 | Develop/Remed Prep | 13.46 | Lifelong Learning | 16.38 |
| 9 | Intell Orientation | 13.30 | Couns & Advising | 16.07 |
| 10 | Couns & Advising | 13.17 | Personal Development | 16.07 |
| 11 | Intell Environment | 13.10 | Accountability | 15.89 |
| 12 | Freedom | 13.03 | Accessibility | 15.88 |
| 13 | Personal Development | 12.71 | Intell Environment | 15.84 |
| 14 | Student Services | 12.51 | Community Services | 15.35 |
| 15 | College Community | 12.40 | Innovation | 14.88 |
| 16 | Faculty/Staff Dev | 12.16 | Student Services | 14.84 |
| 17 | Innovation | 12.02 | Humanism/Altruism | 14.70 |
| 18 | Humanism/Altruism | 11.08 | Freedom | 14.33 |
| 19 | Cul/Aesth Awareness | 11.02 | Cul/Aesth Awareness | 13.03 |
| 20 | Social Criticism | 10.74 | Social Criticism | 12.84 |

Cultural/Aesthetic Awareness 19th, and Social Criticism 20th on the preferred (should be) column.

Goal summary rankings by faculty were presented in Table 15. Faculty perceived and preferred that Vocational/Technical Preparation ranked first, Cultural/Aesthetic Awareness ranked 19th, and 20th was Social Criticism. Accessibility, ranked 2nd as perceived, was preferred as 12th. Accountability, "is" ranked 5th, was preferred to be 11th. Freedom, ranked 12th in the perceived column, was preferred to be 18th. Two goals which ranked 15th and 16th, College Community and Faculty/Staff Development, were preferred much higher as College Community ranked 3rd and Faculty/Staff Development 7th.

In Table 16, students ranked the three components of a comprehensive community college as follows: Vocational/Technical Preparation, first; General Education, second; Lifelong Learning, third in order of perceived (is). They preferred Counseling and Advising as third, with Vocational/Technical Preparation first and General Education second. They showed consistency in ranking the same three goals as 18th, 19th, and 20th, while altering the rank slightly on the perceived (is) and preferred (should be) lists.

Students in this study agreed that Vocational/Technical Preparation and General Education were the first and second goals as they were perceived (is) and as they were preferred (should be) as presented in Table 17. They also agreed that Cultural/Aesthetic Awareness was ranked last as perceived (is) and preferred (should be). Students preferred

TABLE 15. A comparison of the highest and lowest five goal rankings by faculty by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 16.84 | Voc/Tech Prep | 17.86 |
| 2 | Accessibility | 15.42 | General Education | 17.50 |
| 3 | General Education | 15.29 | College Community | 17.20 |
| 4 | Lifelong Learning | 14.61 | Develop/Remed Prep | 16.78 |
| 5 | Accountability | 14.27 | Intell Orientation | 16.75 |
| 6 | Community Services | 13.88 | Effective Mgmt | 16.70 |
| 7 | Effective Mgmt | 13.62 | Faculty/Staff Dev | 16.57 |
| 8 | Develop/Remed Prep | 13.46 | Lifelong Learning | 16.38 |
| 9 | Intell Orientation | 13.30 | Couns & Advising | 16.07 |
| 10 | Couns & Advising | 13.17 | Personal Development | 16.07 |
| 11 | Intell Environment | 13.10 | Accountability | 15.89 |
| 12 | Freedom | 13.03 | Accessibility | 15.88 |
| 13 | Personal Development | 12.71 | Intell Environment | 15.84 |
| 14 | Student Services | 12.51 | Community Services | 15.35 |
| 15 | College Community | 12.40 | Innovation | 14.88 |
| 16 | Faculty/Staff Dev | 12.16 | Student Services | 14.84 |
| 17 | Innovation | 12.02 | Humanism/Altruism | 14.70 |
| 18 | Humanism/Altruism | 11.08 | Freedom | 14.33 |
| 19 | Cul/Aesth Awareness | 11.02 | Cul/Aesth Awareness | 13.03 |
| 20 | Social Criticism | 10.74 | Social Criticism | 12.84 |

TABLE 16. Goals of students rank ordered by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 14.42 | Voc/Tech Prep | 16.74 |
| 2 | General Education | 14.38 | General Education | 16.43 |
| 3 | Lifelong Learning | 13.59 | Couns & Advising | 16.18 |
| 4 | Intell Orientation | 13.22 | Personal Development | 15.75 |
| 5 | Accessibility | 12.73 | Develop/Remed Prep | 15.61 |
| 6 | Couns & Advising | 12.61 | Intell Orientation | 15.60 |
| 7 | Freedom | 12.61 | Lifelong Learning | 15.53 |
| 8 | Develop/Remed Prep | 12.56 | College Community | 15.44 |
| 9 | Accountability | 12.46 | Student Services | 15.18 |
| 10 | Effective Mgmt | 12.37 | Accessibility | 14.77 |
| 11 | College Community | 12.26 | Intell Environment | 14.67 |
| 12 | Student Services | 12.22 | Accountability | 14.63 |
| 13 | Faculty/Staff Dev | 12.19 | Faculty/Staff Dev | 14.54 |
| 14 | Personal Development | 12.02 | Effective Mgmt | 14.52 |
| 15 | Community Services | 11.83 | Freedom | 14.28 |
| 16 | Intell Environment | 11.70 | Innovation | 14.18 |
| 17 | Innovation | 11.54 | Community Services | 14.04 |
| 18 | Social Criticism | 10.98 | Humanism/Altruism | 13.93 |
| 19 | Humanism/Altruism | 10.97 | Social Criticism | 13.07 |
| 20 | Cul/Aesth Awareness | 10.19 | Cul/Aesth Awareness | 11.86 |

TABLE 17. A comparison of the highest and lowest five goal rankings by students by "is" and "should be" means

| RANK | GOAL | "IS" MEAN | GOAL | "SHOULD BE" MEAN |
|------|----------------------|-----------|----------------------|------------------|
| 1 | Voc/Tech Prep | 14.42 | Voc/Tech Prep | 16.74 |
| 2 | General Education | 14.38 | General Education | 16.43 |
| 3 | Lifelong Learning | 13.59 | Couns & Advising | 16.18 |
| 4 | Intell Orientation | 13.22 | Personal Development | 15.75 |
| 5 | Accessibility | 12.73 | Develop/Remed Prep | 15.61 |
| 6 | Couns & Advising | 12.61 | Intell Orientation | 15.60 |
| 7 | Freedom | 12.61 | Lifelong Learning | 15.53 |
| 8 | Develop/Remed Prep | 12.56 | College Community | 15.44 |
| 9 | Accountability | 12.46 | Student Services | 15.18 |
| 10 | Effective Mgmt | 12.37 | Accessibility | 14.77 |
| 11 | College Community | 12.26 | Intell Environment | 14.67 |
| 12 | Student Services | 12.22 | Accountability | 14.63 |
| 13 | Faculty/Staff Dev | 12.19 | Faculty/Staff Dev | 14.54 |
| 14 | Personal Development | 12.02 | Effective Mgmt | 14.52 |
| 15 | Community Services | 11.83 | Freedom | 14.28 |
| 16 | Intell Environment | 11.70 | Innovation | 14.18 |
| 17 | Innovation | 11.54 | Community Services | 14.04 |
| 18 | Social Criticism | 10.98 | Humanism/Altruism | 13.93 |
| 19 | Humanism/Altruism | 10.97 | Social Criticism | 13.07 |
| 20 | Cul/Aesth Awareness | 10.19 | Cul/Aesth Awareness | 11.86 |

that Personal Development be a 4th priority but perceived it to be 14th. Intellectual Environment "should be" 11th and "is" 16th. Students perceived Freedom to be 7th but preferred it to be 15th.

Question three of this study asked: Is there agreement among each respondent group as to the perceived (is) and the preferred (should be) goals of the community college?

In Table 18, the perceived ranking of all participants in each college were presented. Three out of four colleges perceive that Vocational/Technical Preparation was the top priority and General Education was second. Lifelong Learning was among the top three for three out of four colleges. Accessibility and Intellectual Orientation were sixth or higher in three out of four colleges. The 14th ranked goal for three out of four colleges was Faculty/Staff Development. Goals ranked 17 through 20 by all colleges were nearly identical. Cultural/Aesthetic Awareness was ranked 20th by all four colleges. Social Criticism was 19th by three out of four colleges. The colleges ranked Humanism/Altruism 17th, 18th, or 19th. Innovation was ranked 17th by three colleges and 16th by one.

The ranking of goals as they "should be" were presented in Table 19. All colleges preferred that Vocational/Technical Preparation or General Education be primary goals of their college. They were equally divided with two preferring Vocational/Technical Preparation to be first and two preferring General Education. Concern for students was represented in the third goal with Counseling and Advising listed by

TABLE 18. Priority ranking of goals within each college by "is" means

| RANK | COLLEGE 1 IS MEAN | COLLEGE 2 IS MEAN | COLLEGE 3 IS MEAN | COLLEGE 4 IS MEAN |
|------|----------------------|----------------------|----------------------|----------------------|
| 1 | Voc/Tech Prep | Voc/Tech Prep | Gen Education | Voc/Tech Prep |
| 2 | Gen Education | Gen Education | Life Learning | Gen Education |
| 3 | Life Learning | Accessibility | Voc/Tech Prep | Life Learning |
| 4 | Accessibility | Life Learning | Intell Orient | Dev/Rem Prep |
| 5 | Intell Orient | Dev/Rem Prep | Freedom | Coun & Advis |
| 6 | Accountability | Coun & Advis | Accessibility | Intell Orient |
| 7 | Effect Mgmt | Accountability | Pers Develop | Effective Mgmt |
| 8 | Freedom | Intell Orient | Dev/Rem Prep | Accountability |
| 9 | College Comm | Freedom | Coun & Advis | Student Svcs |
| 10 | Coun & Advis | Comm Service | Effect Mgmt | Accessibility |
| 11 | Dev/Rem Prep | Student Svcs | Accountability | Comm Service |
| 12 | Comm Service | Effect Mgmt | Fac/Staff Dev | College Comm |
| 13 | Intell Envir | Intell Envir | Student Svcs | Pers Develop |
| 14 | Fac/Staff Dev | Fac/Staff Dev | Intell Envir | Fac/Staff Dev |
| 15 | Student Svcs | Pers Develop | Comm Service | Freedom |
| 16 | Pers Develop | College Comm | College Comm | Innovation |
| 17 | Innovation | Innovation | Innovation | Human/Altruism |
| 18 | Social Crit | Human/Altruism | Human/Altruism | Intell Envir |
| 19 | Human/Altruism | Social Crit | Social Crit | Social Crit |
| 20 | Cul/Aest Aware | Cul/Aest Aware | Cul/Aest Aware | Cul/Aest Aware |

three out of four colleges. Intellectual Orientation, Personal Development, and twice-mentioned Developmental/Remedial Preparation were listed fourth. College Community was listed by three of four colleges as goal five and by one college as sixth. Personal Development was cited by three of four colleges as goal seven. Three out of four colleges ranked Social Criticism 19th and Cultural/Aesthetic Awareness 20th. Accessibility, one of the traditional principles of community colleges, was ranked 20th by one college.

TABLE 19. Priority ranking of goals within each college by "should be" means

| RANK | COLLEGE 1 SHOULD BE MEAN | COLLEGE 2 SHOULD BE MEAN | COLLEGE 3 SHOULD BE MEAN | COLLEGE 4 SHOULD BE MEAN |
|------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 1 | Voc/Tech Prep | Gen Education | Gen Education | Voc/Tech Prep |
| 2 | Gen Education | Voc/Tech Prep | Voc/Tech Prep | Gen Education |
| 3 | Coun & Advis | Coun & Advis | Dev/Rem Prep | Coun & Advis |
| 4 | Intell Orient | Dev/Rem Prep | Pers Develop | Dev/Rem Prep |
| 5 | College Comm | Intell Orient | College Comm | College Comm |
| 6 | Life Learning | College Comm | Intell Orient | Life Learning |
| 7 | Pers Develop | Pers Develop | Coun & Advis | Pers Develop |
| 8 | Dev/Rem Prep | Life Learning | Life Learning | Intell Orient |
| 9 | Effect Mgmt | Accessibility | Student Svcs | Fac/Staff Dev |
| 10 | Accessibility | Student Svcs | Intell Envir | Student Svcs |
| 11 | Fac/Staff Dev | Effect Mgmt | Effect Mgmt | Accountability |
| 12 | Intell Envir | Fac/Staff Dev | Accountability | Effect Mgmt |
| 13 | Accountability | Accountability | Fac/Staff Dev | Intell Envir |
| 14 | Student Svcs | Intell Envir | Freedom | Accessibility |
| 15 | Comm Service | Human/Altruism | Innovation | Comm Service |
| 16 | Innovation | Freedom | Human/Altruism | Innovation |
| 17 | Freedom | Comm Service | Comm Service | Human/Altruism |
| 18 | Human/Altruism | Innovation | Social Crit | Freedom |
| 19 | Social Crit | Social Crit | Cul/Aest Aware | Social Crit |
| 20 | Cul/Aest Aware | Cul/Aest Aware | Accessibility | Cul/Aest Aware |

Table 20 presents the goal rankings as perceived by the three groups surveyed. Administrators, faculty, and students all agree that Vocational/Technical Preparation was the first goal, General Education was the second goal as perceived by administrators and students, and faculty members rated it third. Accessibility was second for the faculty, third for administrators, and fifth for students. Accountability rated fifth by both administrators and faculty but ninth by

TABLE 20. Priority ranking of goals within administrators, faculty, and students by "is" means

| RANK | ADMINISTRATION IS MEAN | FACULTY IS MEAN | STUDENTS IS MEAN |
|------|---------------------------|--------------------|---------------------|
| 1 | Voc/Tech Prep | Voc/Tech Prep | Voc/Tech Prep |
| 2 | General Education | Accessibility | General Education |
| 3 | Accessibility | General Education | Lifelong Learning |
| 4 | Couns & Advising | Lifelong Learning | Intell Orientation |
| 5 | Accountability | Accountability | Accessibility |
| 6 | Effective Mgmt | Community Services | Couns & Advising |
| 7 | Lifelong Learning | Effective Mgmt | Freedom |
| 8 | Community Services | Develop/Remed Prep | Develop/Remed Prep |
| 9 | Develop/Remed Prep | Intell Orientation | Accountability |
| 10 | College Community | Couns & Advising | Effective Mgmt |
| 11 | Faculty/Staff Dev | Intell Environment | College Community |
| 12 | Student Services | Freedom | Student Services |
| 13 | Intell Orientation | Personal Develop | Faculty/Staff Dev |
| 14 | Intell Environment | Student Services | Personal Develop |
| 15 | Innovation | College Community | Community Services |
| 16 | Freedom | Faculty/Staff Dev | Intell Environment |
| 17 | Personal Develop | Innovation | Innovation |
| 18 | Humanism/Altruism | Humanism/Altruism | Social Criticism |
| 19 | Social Criticism | Cul/Aesth Aware | Humanism/Altruism |
| 20 | Cul/Aesth Aware | Social Criticism | Cul/Aesth Aware |

students. Innovation ranked 17th by both faculty and students but 15th by administrators. Humanism/Altruism, Social Criticism, and Cultural/Aesthetic Awareness ranked either 18th, 19th, or 20th by all groups.

Table 21 showed that administrators, faculty, and student preferred that Vocational/Technical Preparation and General Education be the first and second priorities of their colleges. Administrators and faculty show similar rankings for the following: College and Community, 3rd;

TABLE 21. Priority ranking of goals within administrators, faculty, and students by "should be" means

| RANK | ADMINISTRATION SHOULD BE MEAN | FACULTY SHOULD BE MEAN | STUDENTS SHOULD BE MEAN |
|------|-------------------------------------|------------------------------|-------------------------------|
| 1 | Voc/Tech Prep | Voc/Tech Prep | Voc/Tech Prep |
| 2 | General Education | General Education | General Education |
| 3 | College Community | College Community | Couns & Advising |
| 4 | Develop/Remed Prep | Develop/Remed Prep | Personal Develop |
| 5 | Effective Mgmt | Intell Orientation | Develop/Remed Prep |
| 6 | Lifelong Learning | Effective Mgmt | Intell Orientation |
| 7 | Intell Orientation | Faculty/Staff Dev | Lifelong Learning |
| 8 | Couns & Advising | Lifelong Learning | College Community |
| 9 | Accountability | Couns & Advising | Student Services |
| 10 | Accessibility | Personal Develop | Accessibility |
| 11 | Faculty/Staff Dev | Accountability | Intell Environment |
| 12 | Personal Develop | Accessibility | Accountability |
| 13 | Intell Environment | Intell Environment | Faculty/Staff Dev |
| 14 | Innovation | Community Services | Effective Mgmt |
| 15 | Community Services | Innovation | Freedom |
| 16 | Student Services | Student Services | Innovation |
| 17 | Humanism/Altruism | Humanism/Altruism | Community Services |
| 18 | Freedom | Freedom | Humanism/Altruism |
| 19 | Social Criticism | Cul/Aest Aware | Social Criticism |
| 20 | Cul/Aest Aware | Social Criticism | Cul/Aest Aware |

Developmental/Remedial Preparation, 4th; Intellectual Environment, 13th; Student Services, 16th; Humanism/Altruism, 17th; and Freedom, 18th. All three groups ranked Social Criticism or Cultural/Aesthetic Awareness 19th or 20th.

Question four investigated through this study was, "Do significant differences exist between the perceived (is) and preferred (should be) perceptions of goals among colleges and among groups?" That question formulated the basis for the following null hypothesis: There will be

no significant difference between "is" and "should be" responses for each goal from each college, from the total group of administration, from the total faculty group, and from the total student group. A paired t-test was computed on the differences between the "is" and "should be" responses to each goal.

Table 22 presents the results of the test for all survey participants. When testing at the .001 level, each goal was statistically significant.

Results of the t-test are presented for College 1 in Table 23, College 2 in Table 24, College 3 in Table 25, and College 4 in Table 26. For each college, the results of the test showed the difference between the "is" and "should be" response to be statistically significant for each goal; therefore, hypotheses 1, 2, 3, and 4 were rejected.

Results of the paired t-test of "is" and "should be" responses of administrators is presented in Table 27. Vocational/Technical Preparation, t-value of 1.74 is < 1.96 , therefore the $p > .05$. Community Services, t-value of .64 is < 1.96 , therefore the $p > .05$. All other goals have a t-value of 2.58 and are significant at $p < .01$; therefore, hypothesis 5 was rejected.

Table 28 displays the results of the paired t-test of faculty responses. All 20 goals are statistically significant at $p < .01$. Table 29, which reports the response of students, has all 20 goals statistically significant at $p < .01$; therefore, hypotheses 6 and 7 were rejected.

TABLE 22. Paired t-test of "is" (I) and "should be" (S) responses of all participants

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------------|---|-------|-----------------------|---------|
| GENERAL EDUCATION | I | 14.67 | 2.61 | 21.70** |
| | S | 16.75 | 2.34 | |
| INTELL ORIENTATION | I | 13.26 | 2.68 | 24.41** |
| | S | 15.92 | 2.39 | |
| LIFELONG LEARNING | I | 13.92 | 2.59 | 21.47** |
| | S | 15.78 | 2.38 | |
| CUL/AEST AWARE | I | 10.44 | 3.13 | 15.28** |
| | S | 12.18 | 3.38 | |
| PERSONAL DEVELOPMENT | I | 12.26 | 3.23 | 28.82** |
| | S | 15.83 | 2.82 | |
| HUMANISM/ALTRUISM | I | 11.06 | 3.33 | 25.04** |
| | S | 14.16 | 3.30 | |
| VOC/TECH PREP | I | 15.16 | 3.32 | 17.63** |
| | S | 17.06 | 2.53 | |
| DEVELOP/REMEDIATION PREP | I | 12.86 | 3.28 | 25.34** |
| | S | 15.95 | 2.80 | |
| COMMUNITY SERVICE | I | 12.44 | 3.37 | 17.78** |
| | S | 14.41 | 3.00 | |

**Significant at the .01 level.

TABLE 22 (Continued)

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------|---|-------|-----------------------|---------|
| SOCIAL CRITICISM | I | 10.96 | 3.16 | 18.83** |
| | S | 12.99 | 3.39 | |
| COUNS & ADVISING | I | 12.90 | 3.45 | 23.43** |
| | S | 16.16 | 2.74 | |
| STUDENT SERVICES | I | 12.38 | 3.03 | 23.07** |
| | S | 15.08 | 2.84 | |
| FACULTY/STAFF DEV | I | 12.28 | 3.17 | 24.47** |
| | S | 15.12 | 2.89 | |
| INTELL ENVIRONMENT | I | 12.14 | 3.23 | 22.95** |
| | S | 14.99 | 2.78 | |
| INNOVATION | I | 11.76 | 3.11 | 23.76** |
| | S | 14.41 | 2.75 | |
| COLLEGE COMMUNITY | I | 12.39 | 3.58 | 25.18** |
| | S | 15.95 | 2.71 | |
| FREEDOM | I | 12.76 | 3.20 | 15.92** |
| | S | 14.28 | 3.08 | |
| ACCESSIBILITY | I | 13.53 | 3.24 | 15.44** |
| | S | 15.11 | 2.91 | |
| EFFECTIVE MGMT | I | 12.83 | 3.27 | 21.29** |
| | S | 15.16 | 2.82 | |
| ACCOUNTABILITY | I | 3.21 | 3.21 | 19.82** |
| | S | 15.02 | 2.79 | |

TABLE 23. Paired t-test of "is" (I) and "should be" (S) responses of College 1

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|----------------------|---|-------|-----------------------|---------|
| GENERAL EDUCATION | I | 14.56 | 2.65 | 14.14** |
| | S | 16.55 | 2.50 | |
| INTELL ORIENTATION | I | 13.55 | 2.69 | 15.04** |
| | S | 15.90 | 2.34 | |
| LIFELONG LEARNING | I | 14.19 | 2.58 | 13.76** |
| | S | 15.79 | 2.38 | |
| CUL/AEST AWARE | I | 10.38 | 3.44 | 9.36** |
| | S | 11.91 | 3.70 | |
| PERSONAL DEVELOPMENT | I | 12.26 | 3.41 | 17.96** |
| | S | 15.70 | 2.94 | |
| HUMANISM/ALTRUISM | I | 10.92 | 3.58 | 15.62** |
| | S | 13.81 | 3.58 | |
| VOC/TECH PREP | I | 15.55 | 3.45 | 10.86** |
| | S | 17.22 | 2.76 | |
| DEVELOP/REMED PREP | I | 12.59 | 3.39 | 16.69** |
| | S | 16.64 | 3.13 | |
| COMMUNITY SERVICE | I | 12.55 | 3.61 | 11.28** |
| | S | 14.47 | 3.26 | |

**Significant at the .01 level.

TABLE 23 (Continued)

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------|---|-------|-----------------------|---------|
| SOCIAL CRITICISM | I | 11.00 | 3.42 | 11.05** |
| | S | 12.82 | 3.71 | |
| COUNS & ADVISING | I | 12.70 | 3.49 | 14.87** |
| | S | 16.02 | 3.03 | |
| STUDENT SERVICES | I | 12.31 | 3.15 | 14.13** |
| | S | 14.86 | 3.13 | |
| FACULTY/STAFF DEV | I | 12.32 | 3.29 | 15.15** |
| | S | 15.05 | 3.09 | |
| INTELL ENVIRONMENT | I | 12.33 | 3.45 | 13.77** |
| | S | 15.04 | 2.85 | |
| INNOVATION | I | 12.01 | 3.10 | 14.41** |
| | S | 14.36 | 2.89 | |
| COLLEGE COMMUNITY | I | 12.81 | 3.61 | 14.56** |
| | S | 15.85 | 2.90 | |
| FREEDOM | I | 12.84 | 3.16 | 9.53** |
| | S | 14.15 | 3.27 | |
| ACCESSIBILITY | I | 13.69 | 3.35 | 9.57** |
| | S | 15.14 | 3.16 | |
| EFFECTIVE MGMT | I | 13.23 | 3.41 | 13.07** |
| | S | 15.17 | 3.04 | |
| ACCOUNTABILITY | I | 13.44 | 3.34 | 11.01** |
| | S | 14.97 | 3.03 | |

TABLE 24. Paired t-test of "is" (I) and "should be" (S) responses of College 2

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|----------------------|---|-------|-----------------------|---------|
| GENERAL EDUCATION | I | 15.30 | 2.13 | 14.99** |
| | S | 17.38 | 1.66 | |
| INTELL ORIENTATION | I | 13.07 | 2.46 | 16.13** |
| | S | 16.29 | 2.14 | |
| LIFELONG LEARNING | I | 14.12 | 2.22 | 13.43** |
| | S | 16.11 | 2.15 | |
| CUL/AEST AWARE | I | 10.62 | 2.57 | 10.32** |
| | S | 12.80 | 2.78 | |
| PERSONAL DEVELOPMENT | I | 12.23 | 2.93 | 18.52** |
| | S | 16.17 | 2.50 | |
| HUMANISM/ALTRUISM | I | 10.90 | 2.89 | 18.01** |
| | S | 14.65 | 2.87 | |
| VOC/TECH PREP | I | 16.03 | 2.65 | 8.04** |
| | S | 17.33 | 2.00 | |
| DEVELOP/REMED PREP | I | 13.78 | 2.77 | 14.49** |
| | S | 16.40 | 2.23 | |
| COMMUNITY SERVICE | I | 12.81 | 3.24 | 9.85** |
| | S | 14.57 | 2.86 | |

**Significant at the .01 level.

TABLE 24 (Continued)

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------|---|-------|-----------------------|---------|
| SOCIAL CRITICISM | I | 10.82 | 2.86 | 12.14** |
| | S | 13.10 | 3.07 | |
| COUNS & ADVISING | I | 13.72 | 3.03 | 13.37** |
| | S | 16.70 | 2.26 | |
| STUDENT SERVICES | I | 12.76 | 2.55 | 15.67** |
| | S | 15.51 | 2.43 | |
| FACULTY/STAFF DEV | I | 12.41 | 2.80 | 14.61** |
| | S | 15.27 | 2.70 | |
| INTELL ENVIRONMENT | I | 12.55 | 2.91 | 12.31** |
| | S | 15.12 | 2.76 | |
| INNOVATION | I | 11.70 | 2.87 | 14.56** |
| | S | 14.56 | 2.43 | |
| COLLEGE COMMUNITY | I | 12.16 | 3.29 | 15.00** |
| | S | 16.18 | 2.45 | |
| FREEDOM | I | 12.97 | 3.07 | 9.68** |
| | S | 14.61 | 2.76 | |
| ACCESSIBILITY | I | 14.63 | 2.78 | 7.89** |
| | S | 15.93 | 2.40 | |
| EFFECTIVE MGMT | I | 12.67 | 3.05 | 11.77** |
| | S | 15.44 | 2.55 | |
| ACCOUNTABILITY | I | 13.26 | 2.79 | 11.47** |
| | S | 15.24 | 2.42 | |

TABLE 25. Paired t-test of "is" (I) and "should be" (S) responses from College 3

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------------|---|-------|-----------------------|---------|
| GENERAL EDUCATION | I | 14.18 | 2.86 | 9.85** |
| | S | 17.05 | 2.18 | |
| INTELL ORIENTATION | I | 12.81 | 3.00 | 9.60** |
| | S | 16.00 | 2.54 | |
| LIFELONG LEARNING | I | 13.17 | 2.89 | 8.17** |
| | S | 15.63 | 2.58 | |
| CUL/AEST AWARE | I | 10.87 | 3.11 | 5.70** |
| | S | 12.74 | 3.22 | |
| PERSONAL DEVELOPMENT | I | 11.97 | 3.44 | 11.16** |
| | S | 16.16 | 2.98 | |
| HUMANISM/ALTRUISM | I | 11.08 | 3.41 | 10.08** |
| | S | 14.63 | 3.12 | |
| VOC/TECH PREP | I | 12.97 | 3.39 | 10.10** |
| | S | 16.43 | 2.41 | |
| DEVELOP/REMEDIATION PREP | I | 11.83 | 3.64 | 10.85** |
| | S | 16.17 | 2.65 | |
| COMMUNITY SERVICE | I | 11.35 | 3.11 | 8.51** |
| | S | 14.25 | 2.55 | |

**Significant at the .01 level.

TABLE 25 (Continued)

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------|---|-------|-----------------------|---------|
| SOCIAL CRITICISM | I | 10.93 | 3.12 | 8.06** |
| | S | 13.60 | 2.96 | |
| COUNS & ADVISING | I | 11.83 | 3.73 | 10.04** |
| | S | 15.97 | 2.73 | |
| STUDENT SERVICES | I | 11.67 | 3.23 | 11.46** |
| | S | 15.46 | 2.44 | |
| FACULTY/STAFF DEV | I | 11.74 | 3.35 | 9.35** |
| | S | 15.12 | 2.64 | |
| INTELL ENVIRONMENT | I | 11.52 | 3.11 | 10.55** |
| | S | 15.29 | 2.69 | |
| INNOVATION | I | 11.22 | 3.16 | 10.04** |
| | S | 14.67 | 2.77 | |
| COLLEGE COMMUNITY | I | 11.22 | 3.67 | 11.14** |
| | S | 16.08 | 2.63 | |
| FREEDOM | I | 12.49 | 3.25 | 7.24** |
| | S | 14.70 | 2.92 | |
| ACCESSIBILITY | I | 12.35 | 3.04 | 6.82** |
| | S | 14.65 | 2.76 | |
| EFFECTIVE MGMT | I | 11.82 | 3.19 | 9.56** |
| | S | 15.17 | 2.74 | |
| ACCOUNTABILITY | I | 11.78 | 3.09 | 10.13** |
| | S | 15.15 | 2.57 | |

TABLE 26. Paired t-test of "is" (I) and "should be" (S) responses from College 4

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------------|---|-------|-----------------------|---------|
| GENERAL EDUCATION | I | 14.54 | 2.74 | 5.99** |
| | S | 16.17 | 2.59 | |
| INTELL ORIENTATION | I | 13.13 | 2.61 | 8.29** |
| | S | 15.40 | 2.54 | |
| LIFELONG LEARNING | I | 13.56 | 2.67 | 8.13** |
| | S | 15.44 | 2.47 | |
| CUL/AEST AWARE | I | 9.96 | 2.90 | 5.14** |
| | S | 11.55 | 3.17 | |
| PERSONAL DEVELOPMENT | I | 12.55 | 2.90 | 10.54** |
| | S | 15.41 | 2.73 | |
| HUMANISM/ALTRUISM | I | 11.67 | 3.05 | 7.30** |
| | S | 14.02 | 3.14 | |
| VOC/TECH PREP | I | 14.84 | 2.80 | 7.02** |
| | S | 16.82 | 2.51 | |
| DEVELOP/REMEDIATION PREP | I | 13.28 | 2.89 | 9.45** |
| | S | 15.95 | 2.55 | |
| COMMUNITY SERVICE | I | 12.63 | 2.89 | 6.07** |
| | S | 14.21 | 2.82 | |

**Significant at the .01 level.

TABLE 26 (Continued)

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------|---|-------|-----------------------|---------|
| SOCIAL CRITICISM | I | 11.08 | 2.90 | 6.99** |
| | S | 12.74 | 3.20 | |
| COUN & ADVISING | I | 13.25 | 3.37 | 8.88** |
| | S | 15.98 | 2.46 | |
| STUDENT SERVICES | I | 12.70 | 3.02 | 6.67** |
| | S | 14.75 | 2.81 | |
| FACULTY/STAFF DEV | I | 12.50 | 3.17 | 10.30** |
| | S | 15.07 | 2.81 | |
| INTELL ENVIRONMENT | I | 11.67 | 3.04 | 10.19** |
| | S | 14.51 | 2.68 | |
| INNOVATION | I | 11.69 | 3.34 | 8.89** |
| | S | 14.07 | 2.79 | |
| COLLEGE COMMUNITY | I | 12.63 | 3.55 | 10.70** |
| | S | 15.78 | 2.58 | |
| FREEDOM | I | 12.50 | 3.42 | 5.62** |
| | S | 13.80 | 3.07 | |
| ACCESSIBILITY | I | 12.69 | 3.16 | 6.86** |
| | S | 14.37 | 2.70 | |
| EFFECTIVE MGMT | I | 12.92 | 3.08 | 8.49** |
| | S | 14.71 | 2.61 | |
| ACCOUNTABILITY | I | 12.85 | 3.20 | 8.59** |
| | S | 14.72 | 2.80 | |

TABLE 27. Paired t-test of "is" (I) and "should be" (S) responses of administrators

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|----------------------|---|-------|-----------------------|---------|
| GENERAL EDUCATION | I | 15.62 | 2.69 | 5.41** |
| | S | 17.55 | 1.93 | |
| INTELL ORIENTATION | I | 13.57 | 3.10 | 6.53** |
| | S | 16.36 | 2.35 | |
| LIFELONG LEARNING | I | 15.00 | 2.42 | 4.46** |
| | S | 16.36 | 2.25 | |
| CUL/AEST AWARE | I | 11.00 | 2.92 | 3.44** |
| | S | 12.62 | 2.75 | |
| PERSONAL DEVELOPMENT | I | 13.26 | 3.34 | 5.22** |
| | S | 15.79 | 2.48 | |
| HUMANISM/ALTRUISM | I | 12.17 | 3.51 | 5.48** |
| | S | 14.71 | 2.82 | |
| VOC/TECH PREP | I | 17.17 | 2.51 | 1.74 |
| | S | 17.67 | 2.72 | |
| DEVELOP/REMED PREP | I | 14.17 | 3.05 | 5.53** |
| | S | 16.60 | 2.60 | |
| COMMUNITY SERVICE | I | 14.79 | 2.87 | 0.64 |
| | S | 15.00 | 3.45 | |

**Significant at the .01 level.

TABLE 27 (Continued)

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------|---|-------|-----------------------|---------|
| SOCIAL CRITICISM | I | 11.74 | 2.87 | 2.62** |
| | S | 12.64 | 2.93 | |
| COUNS & ADVISING | I | 15.33 | 2.56 | 3.32** |
| | S | 16.26 | 2.28 | |
| STUDENT SERVICES | I | 13.86 | 2.62 | 3.22** |
| | S | 14.86 | 2.67 | |
| FACULTY/STAFF DEV | I | 13.98 | 3.11 | 5.86** |
| | S | 16.02 | 2.59 | |
| INTELL ENVIRONMENT | I | 13.50 | 3.05 | 4.53** |
| | S | 15.21 | 2.45 | |
| INNOVATION | I | 13.48 | 2.97 | 5.55** |
| | S | 15.19 | 2.42 | |
| COLLEGE COMMUNITY | I | 14.00 | 3.78 | 5.70** |
| | S | 16.90 | 2.09 | |
| FREEDOM | I | 13.43 | 3.30 | 2.65** |
| | S | 14.05 | 2.53 | |
| ACCESSIBILITY | I | 15.60 | 2.91 | 2.71** |
| | S | 16.14 | 2.71 | |
| EFFECTIVE MGMT | I | 15.17 | 3.27 | 4.70** |
| | S | 16.57 | 2.17 | |
| ACCOUNTABILITY | I | 15.21 | 2.96 | 2.84** |
| | S | 16.19 | 2.40 | |

TABLE 28. Paired t-test of "is" (I) and "should be" (S) responses of faculty

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|----------------------|---|-------|-----------------------|---------|
| GENERAL EDUCATION | I | 15.29 | 2.41 | 13.08** |
| | S | 17.50 | 1.84 | |
| INTELL ORIENTATION | I | 13.30 | 2.78 | 15.39** |
| | S | 16.75 | 2.27 | |
| LIFELONG LEARNING | I | 14.61 | 2.26 | 12.33** |
| | S | 16.38 | 2.02 | |
| CUL/AEST AWARE | I | 11.02 | 2.69 | 9.34** |
| | S | 13.03 | 2.74 | |
| PERSONAL DEVELOPMENT | I | 12.71 | 3.19 | 15.28** |
| | S | 16.07 | 2.55 | |
| HUMANISM/ALTRUISM | I | 11.08 | 3.08 | 15.64** |
| | S | 14.70 | 2.97 | |
| VOC/TECH PREP | I | 16.84 | 2.77 | 5.94** |
| | S | 17.86 | 2.04 | |
| DEVELOP/REMED PREP | I | 13.46 | 3.16 | 13.72** |
| | S | 16.78 | 2.35 | |
| COMMUNITY SERVICE | I | 13.68 | 2.92 | 9.21** |
| | S | 15.35 | 2.48 | |

**Significant at the .01 level.

TABLE 28 (Continued)

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------|---|-------|-----------------------|---------|
| SOCIAL CRITICISM | I | 10.74 | 3.12 | 10.29** |
| | S | 12.84 | 3.43 | |
| COUNS & ADVISING | I | 13.17 | 3.18 | 11.73** |
| | S | 16.07 | 2.60 | |
| STUDENT SERVICES | I | 12.51 | 2.46 | 12.75** |
| | S | 14.84 | 2.72 | |
| FACULTY/STAFF DEV | I | 12.16 | 3.14 | 18.84** |
| | S | 16.57 | 2.35 | |
| INTELL ENVIRONMENT | I | 13.10 | 2.91 | 13.32** |
| | S | 15.84 | 2.36 | |
| INNOVATION | I | 12.02 | 2.98 | 14.03** |
| | S | 14.88 | 2.64 | |
| COLLEGE COMMUNITY | I | 12.40 | 3.85 | 15.48** |
| | S | 17.20 | 2.29 | |
| FREEDOM | I | 13.03 | 2.97 | 7.23** |
| | S | 14.33 | 3.11 | |
| ACCESSIBILITY | I | 15.42 | 2.81 | 2.95** |
| | S | 15.88 | 2.68 | |
| EFFECTIVE MGMT | I | 13.62 | 3.45 | 11.92** |
| | S | 16.69 | 2.20 | |
| ACCOUNTABILITY | I | 14.27 | 3.15 | 8.59** |
| | S | 15.89 | 2.33 | |

TABLE 29. Paired t-test of "is" (I) and "should be" (S) responses of students

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------------|---|-------|-----------------------|---------|
| GENERAL EDUCATION | I | 14.38 | 2.62 | 17.04** |
| | S | 16.43 | 2.45 | |
| INTELL ORIENTATION | I | 13.22 | 2.62 | 18.54** |
| | S | 15.60 | 2.34 | |
| LIFELONG LEARNING | I | 13.59 | 2.65 | 17.52** |
| | S | 15.53 | 2.47 | |
| CUL/AEST AWARE | I | 10.20 | 3.25 | 11.90** |
| | S | 11.86 | 3.57 | |
| PERSONAL DEVELOPMENT | I | 12.02 | 3.21 | 24.17** |
| | S | 15.75 | 2.94 | |
| HUMANISM/ALTRUISM | I | 10.97 | 3.38 | 19.50** |
| | S | 13.93 | 3.43 | |
| VOC/TECH PREP | I | 14.42 | 3.28 | 17.02** |
| | S | 16.74 | 2.59 | |
| DEVELOP/REMEDIATION PREP | I | 12.56 | 3.28 | 20.68** |
| | S | 15.61 | 2.88 | |
| COMMUNITY SERVICE | I | 11.83 | 3.35 | 15.74** |
| | S | 14.04 | 3.05 | |

**Significant at the .01 level.

TABLE 29 (Continued)

| GOAL | | MEAN | STANDARD DEVIATION | t-VALUE |
|--------------------|---|-------|-----------------------|---------|
| SOCIAL CRITICISM | I | 10.98 | 3.19 | 15.75** |
| | S | 13.07 | 3.41 | |
| COUNS & ADVISING | I | 12.61 | 3.52 | 20.45** |
| | S | 16.19 | 2.82 | |
| STUDENT SERVICES | I | 12.22 | 3.20 | 19.70** |
| | S | 15.18 | 2.89 | |
| FACULTY/STAFF DEV | I | 12.19 | 3.16 | 17.63** |
| | S | 14.54 | 2.89 | |
| INTELL ENVIRONMENT | I | 11.71 | 3.26 | 18.77** |
| | S | 14.67 | 2.88 | |
| INNOVATION | I | 11.54 | 3.12 | 18.95** |
| | S | 14.18 | 2.79 | |
| COLLEGE COMMUNITY | I | 12.26 | 3.44 | 19.65** |
| | S | 15.44 | 2.72 | |
| FREEDOM | I | 12.61 | 3.26 | 14.02** |
| | S | 14.28 | 3.12 | |
| ACCESSIBILITY | I | 12.73 | 3.06 | 15.80** |
| | S | 14.77 | 2.93 | |
| EFFECTIVE MGMT | I | 12.37 | 3.08 | 17.34** |
| | S | 14.52 | 2.82 | |
| ACCOUNTABILITY | I | 12.46 | 3.05 | 17.84** |
| | S | 14.63 | 2.87 | |

The fifth question investigated through this study was, "Do significant differences exist in the rank order of "is" goals and "should be" goals among the colleges, and do significant differences exist in the rank order of "is" goals and "should be" goals among administrators, faculty, and students?" The null hypotheses for colleges and participant groups are as follows:

Hypothesis 8: The four colleges have no common ranking of "is" goals or "should be" goals.

Hypothesis 9: The three participant groups have no common ranking of "is" goals or "should be" goals.

A nonparametric test, Kendall's Coefficient of Concordance (Kendall's W) was used to measure the degree of similarity among two or more sets of ranks. Since there were more than seven goals (variables), the quantity follows a chi-square distribution, with $n-1$ degrees of freedom (19) and W_s greater than the critical value of chi-square with $\alpha = \alpha$. W ranged between 0 and 1, with 0 signifying no agreement and 1 signifying complete agreement.

The goal rankings of the four colleges were represented in Table 30. The "is" mean ranking of Kendall's W was .8820 and "should be" mean ranking of Kendall's W was .9295. Since the significance level of both "is" and "should be" was $< .05$ and $< .001$, hypothesis 8 was rejected. There was a high degree of agreement with W_s of .8820 and .9295.

Table 31 presented the results of the Kendall W analysis of the goal rankings by administrators, faculty, and students. Since the W for "is" was .8820 and for "should be" was .8945 and the significance level on both "is" and "should be" was $< .05$, hypothesis 9 was rejected.

TABLE 30. Kendall's W of 'is' and 'should be' goals of College 1, College 2, College 3, and College 4

| GOAL | MEAN IS RANK | MEAN SHOULD BE RANK |
|------------------------------|--------------------------|--------------------------|
| General Education | 1.63 | 1.50 |
| Intellectual Orientation | 5.75 | 5.75 |
| Lifelong Learning | 3.00 | 7.00 |
| Cultural/Aesthetic Awareness | 20.00 | 19.75 |
| Personal Development | 12.75 | 6.25 |
| Humanis/Altruism | 18.00 | 16.50 |
| Voc/Tech Preparation | 1.63 | 1.50 |
| Develop/Remed Preparation | 7.00 | 4.75 |
| Community Services | 12.00 | 16.00 |
| Social Criticism | 18.75 | 18.75 |
| Counseling and Advising | 7.50 | 4.00 |
| Student Services | 12.00 | 10.75 |
| Faculty/Staff Development | 13.63 | 11.25 |
| Intellectual Environment | 14.50 | 12.25 |
| Innovation | 16.63 | 16.25 |
| College Community | 13.38 | 5.25 |
| Freedom | 9.13 | 16.25 |
| Accessibility | 5.75 | 13.25 |
| Effective Management | 9.00 | 10.75 |
| Accountability | 8.00 | 12.25 |
| | W = .8820 | W = .9295 |
| | X ² = 67.0342 | X ² = 70.6428 |
| | Significance = .0001 | Significance = .0001 |

Since 1 signified complete agreement, .8820 and .8945 represent close agreement of the three groups on the 20 goals.

Based upon the statistical analysis of this research study, the colleges and the groups identified that General Education and Vocational/Technical Preparation were the two most important goals of these community colleges. They also agreed that little emphasis was given to

TABLE 31. Kendall's W of 'is' and 'should be' goals of administrators, faculty, and students

| GOAL | MEAN IS RANK | MEAN SHOULD BE RANK |
|------------------------------|-----------------|------------------------|
| General Education | 2.33 | 2.00 |
| Intellectual Orientation | 8.67 | 6.00 |
| Lifelong Learning | 4.67 | 7.00 |
| Cultural/Aesthetic Awareness | 19.67 | 19.67 |
| Personal Development | 14.67 | 8.67 |
| Humanism/Altruism | 18.33 | 17.00 |
| Voc/Tech Preparation | 1.00 | 1.00 |
| Develop/Remed Preparation | 8.33 | 4.33 |
| Community Services | 9.67 | 15.33 |
| Social Criticism | 19.00 | 19.33 |
| Counseling and Advising | 6.67 | 6.67 |
| Student Services | 12.67 | 14.17 |
| Faculty/Staff Development | 13.33 | 10.33 |
| Intellectual Environment | 13.67 | 12.33 |
| Innovation | 16.33 | 15.00 |
| College Community | 12.00 | 4.67 |
| Freedom | 11.67 | 16.83 |
| Accessibility | 3.33 | 10.67 |
| Effective Management | 7.67 | 8.33 |
| Accountability | 6.33 | 10.67 |

| | |
|--------------------------|--------------------------|
| W = .8820 | W = .8945 |
| X ² = 50.2761 | X ² = 50.9889 |
| Significance = .0001 | Significance = .0001 |

Social Criticism, Cultural/Aesthetic Awareness, and Humanism/Altruism, and they preferred that these goals remain a low priority. When all 20 goals were analyzed as a set of rankings, a close agreement was evident for colleges and groups.

CHAPTER 5--SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study analyzed the perceived (is) and preferred (should be) perceptions of 42 administrators, 185 full-time faculty, and 548 students representing four community colleges, each from a different state. All the colleges were located within the North Central accreditation region and had a similar state governance pattern. They were public, tax supported, co-educational, comprehensive, and single campus institutions with an FTEE range of 1,500-2,500 students according to the 1982 American Association of Community, Technical, and Junior College Directory.

The purpose of this research was to determine the priority of community college goals at these selected institutions as to what they are and what they should be. The questions were:

1. What is the rank order of perceived (is) and preferred (should be) goals of all of the participants in the study--all administrators, all full-time faculty, and the sample of students?; What is the rank order of perceived (is) and preferred (should be) goals of the participants from each college--College 1, College 2, College 3, and College 4?; and What is the rank order of perceived (is) and preferred (should be) goals of each participant group--administrators, full-time faculty, and full-time students?

2. Is there agreement within the groups of administrators, full-time instructors, and full-time students as to the rank order of perceived (is) and preferred (should be) goals of community colleges?
3. Is there agreement among administrators, instructors, and students as to the perceived (is) and preferred (should be) goals in community colleges?
4. Do significant differences exist between the perceived (is) and preferred (should be) perceptions of goals in each college by administrators, full-time faculty, and full-time students?
5. Do significant differences exist in the rank order of perceived (is) goals and preferred (should be) goals among the colleges, and do significant differences exist in the rank order of perceived (is) goals and preferred (should be) goals among administrators, faculty, and students?

Answers to these questions were sought from the administrators, full-time faculty (those teaching 12 semester hours per term or the equivalent), and full-time students (those enrolled for 12 semester hours per term or the equivalent) who were stratified by curriculum and clustered by class. Statistical procedures were applied to the data obtained from the use of the Community College Goal Inventory (CCGI). The CCGI instrument, developed and published by Educational Testing Service, was designed to provide community colleges with information

relative to the perceived (is) and preferred (should be) rating for 10 outcome and 10 process goals. Outcome goals were conceived to be the ends and purposes which an institution seeks to realize or maintain. Process goals were the characteristic methods and styles which define and describe the activities being implemented in order to attain an institution's outcome goals. Respondent data for goal area "is" and "should be" values were based upon means derived from responses ranging from 1 to 5, with 1 meaning "of little or no importance" and 5 meaning "of extremely high importance." An "is" mean and a "should be" mean was established for each goal area. The SPSSX program for statistical analysis was used to produce descriptive statistics, a paired t-test and a nonparametric test, the Kendall Coefficient of Concordance or Kendall's W.

Analysis of the data revealed that:

1. These four community colleges were consistent in that comprehensive community colleges have a high perceived and preferred priority for General Education, and Vocational/Technical Preparation.
2. The participants at these four community colleges rated a high priority for General Education, Vocational/Technical Preparation, and Counseling and Advising.
3. Administrators, full-time faculty, and full-time students ranked Vocational/Technical Preparation as the top perceived priority, and two of three rank General Education as a second perceived priority.

4. Administrators, full-time faculty, and full-time students preferred that the two highest goal priorities of a community college be Vocational/Technical Preparation and General Education.
5. Statistical differences between perceived and preferred responses exist at the .01 level in every goal area at each college.
6. Only two goals, Community Services and Vocational/Technical Preparation, did not meet the .05 significance level in a paired t-test of responses from administrators. All goals were significant at the .05 level for full-time faculty and full-time students.
7. Goal analysis of colleges and groups using Kendall's W showed close agreement on all goal rankings.

Conclusions

While many goal studies of community colleges have been conducted, some were based on a single institution, a multiple campus with central administration, a single state, or a national basis. This research provides the combination of single college analysis, a four-state comparison, and how these data compare with another national study.

The four colleges in this study ranked Vocational/Technical Preparation and General Education as the first and second perceived and preferred priorities. Administrators and students perceived and

preferred that General Education and Vocational/Technical Preparation ranked as the first and second priorities. These findings were consistent with the national study by Cross where Vocational/Technical Preparation and General Education were first and second as perceived goals and among the top four preferred goals. The faculty preferred General Education and Vocational/Technical Preparation be first and second but perceived that Vocational/Technical Preparation was first and Equal Access was second. General Education was perceived as third by the faculty.

Accessibility, one of the founding principles of community colleges, had a higher perceived ranking by all groups than they preferred. Administrators perceived it as third but preferred it to be tenth. Faculty perceived it to be 2nd but preferred it to be 12th. Students perceived it to be fifth, lower than faculty and administrators. Students were consistent with administrators in preferring it as tenth. These rankings indicate agreement on current practice but prefer less emphasis in the future. These ratings in this research were consistent with the Cross findings.

Students who have gained access were requiring support services and gave high preferred ratings to Intellectual Orientation and Developmental/Remedial Preparation goals. These two goals were ranked 4th to 7th in preferred emphasis, up from 4th through 13th on the perceived ranking. The Cross study agreed with this research showing preferred rankings as higher than the present perception. Students in both

studies preferred that Intellectual Orientation be a lower rank in the future than it was at the time of this study.

Monroe (1972) described community colleges as having the freedom to experiment, to explore new paths to learning, to break with traditional methods of teaching and become a unique and innovative educational agency. The results of this study showed that Innovation was perceived 15th by administrators and 17th by faculty and students. Innovation was preferred to be 14th by administrators, 15th by faculty, and 16th by students. This shift did not signify a desire for a dramatic change and seems to support the Cross (1981) thesis that community colleges were on a plateau. In a college-by-college comparison, Freedom was perceived as a higher priority than it was preferred on each campus. Colleges 1 and 3 preferred Freedom to be nine places lower than it was perceived. College 4 had the least change of three ranks, from 15th to 18th.

Innovation may be encouraged and new ideas introduced through staff development. This research found administrators and students ranked Faculty/Staff Development the same as it "is" and "should be." However, the Faculty perceived it to be 16th in rank and preferred it to be 7th. This increase in priority seemed to signify a readiness to explore new ideas. In the Cross study, administrators, faculty, and students showed a higher preferred than perceived rank with faculty showing the greatest increase from 13th to 6th.

The students in this four-state research project gave high preferred rankings to Counseling and Advising (three), Personal Development

(four), Developmental/Remedial Preparation (five), and Intellectual Orientation (six) while Vocational/Technical Preparation and General Education were first and second. Faculty and administrators shared a preferred ranking of fourth for Developmental/Remedial Preparation. Such agreement improved the likelihood of increased emphasis since faculty and administrators perceived less attention at present.

College Community, that goal which represented staff morale, open and candid communication, and mutual trust among administrators, faculty, and students, was perceived to rank 15th and preferred to rank 3rd by the faculty in this research. Administrators perceived it to be tenth, somewhat higher than the faculty but both groups agreed that College Community ranked third on the preferred ranking. Students were less concerned and preferred it to be eighth.

In a campus-by-campus comparison, all colleges perceived College Community to be lower than they preferred. The least change was in College 1 where it moved from ninth to fifth. Colleges 2 and 3 perceived College Community to be 16th. College 2 preferred it to be sixth, and College 3 preferred it to be fifth. College 4 preferred a shift from 12th to 5th. The Cross study showed a larger shift for the faculty from 18th for perceived to first for preferred. In the Peterson study conducted in California in 1973, the same four statements were ranked first as "should be" and seventh as "is" goals.

Administrators in this research project were satisfied with Effective Management as they perceived it to be sixth and preferred it

to be fifth. Accountability, which they perceived to be fifth, was ranked ninth on their preferred list. The same priority was confirmed in the Cross study with an increase in importance of Effective Management from perceived to preferred and a decrease in the importance of Accountability.

The social goals of the 60s, Cultural/Aesthetic Awareness, Social Criticism, and Humanism/Altruism were perceived to be the lowest goals by all three groups in this research project, and they are preferred to remain almost in the same position. Participants in the Cross study showed similar perceptions and preferences, especially toward Social Criticism and Cultural/Aesthetic Awareness.

Cross saw great potential for community colleges if they follow a visionary course and pursue the potential growth predicted in the Lifelong Learning movement. Community colleges were well situated to serve the growing army of commuting, part-time adult learners. Cross research showed little energy waiting to be converted to action. Faculty and students showed higher "should be" ratings than administrators. Faculty and administrators showed more enthusiasm for Community Services. According to this research, Lifelong Learning should receive more emphasis in the future as indicated by administrators, but faculty and students prefer less emphasis in the future. Community Services received a much lower priority for the future than it was currently given.

The goal rankings of Lifelong Learning in this study may reflect the research participants who were full-time faculty and not as likely to be a part of the adult education/community services activities. Part-time teachers and part-time students may rank the goals differently.

The national study of community college goals conducted by Cross using the CCGI represented 18 colleges geographically distributed across the nation without regard to size, type, or governance pattern. This research involved four community colleges which were selected because of size, type, and governance pattern. The result of both studies are similar in the perception and preferences of administrators, faculty, and students.

Recommendations

Areas of further study

The findings from this research project reflect the perceived and preferred priorities of 20 goal statements from the perceptions of three constituent groups. In order to compare and contrast these findings, the following replications were recommended:

1. a study of community colleges which had a large population of part-time students and part-time faculty
2. a study of community colleges in urban settings
3. a study of vocational/technical colleges to assess the importance of general education as a part of their educational program

4. a study of multi-campus systems to assess the goal consensus between the administrative centers and satellite campuses
5. a study of community colleges which were part of a university system
6. a study of community colleges governed by a state coordinating board

The four community colleges in this study were consistent in their perceived and preferred goals of General Education and Vocational/Technical Preparation. The third focus of a comprehensive community college, that of Lifelong Learning, was consistent in that each college perceives that it should be a lower priority than it was at present. If colleges wish to maintain current enrollment levels or grow, the campus priority for the adult education function should be examined.

Community colleges have prided themselves on being creative and quick to respond to the needs of their clientele. Cross (1981) said that community colleges are on a plateau. When comparing the goal priority of perceived and preferred Innovation, the four colleges in this study desire very little if any change. If the community college movement regains its spirit, the motivation for innovation must increase. The impact of external pressures or internal survival instincts need to be identified and measured.

Boyer (1984) addressed the need of higher education to prepare its students to be global citizens, appreciate cultural differences, and seek understanding of complex questions through extended discussion,

debate, and understanding. Boyer stressed this importance at a time when education was narrowing its perspective and increasing specialization. The rankings of the three goals of Humanism/Altruism, Social Criticism, and Cultural/Aesthetic Awareness support Boyer's recommendation. In the priority rankings of the four colleges, Cultural/Aesthetic Awareness is 20th on every perceived scale and 20th on three out of four preferred. On the other preferred scale, Cultural/Aesthetic Awareness was 19th. Social Criticism was 19th on three out of four perceived and preferred rankings. Humanism/Altruism ranked between 17th and 19th on the perceived rating and 15th and 18th on the preferred rating. Identification of strategies and activities most likely to bring about a change in priorities would be helpful.

Each campus may benefit from a discussion related to the findings for their institution as well as a comparison to the other like institutions. Identification of strategies and activities which lend direction between the perceived and preferred condition would be helpful.

Central to the operation of every institution is the college mission and goals. The 20 goals of this research have been identified by higher education authorities and community college experts as areas of importance to fulfill the mission of the community college. A question posed for each campus would be, "Are these goals reflected in our local mission and goals?" In identifying the whys and why nots, the priorities for the college would be clarified. Whether it was called

Strategic Planning, Management by Objective, or some other title, the direction and priority of objectives would emerge. It would be as important to identify the areas of consensus and the related practices which create congruence as the areas in need of change.

College 1 may wish to develop a group to investigate the preferences in Counseling and Advising, Intellectual Orientation, Personal Development and Developmental/Remedial Preparation. This student-centered study would have impact on student recruitment and retention. There may be activities related to Social Criticism, Cultural/Aesthetic Awareness, and Humanism/Altruism which could be used to develop community support and participation in college events.

College 2 reflected considerable differences between perceived and preferred rankings. What could be initiated to narrow the gap between the perceived College Community and the preferred? Lifelong Learning and Community Services are preferred to receive less emphasis. As generators of revenue and community goodwill, these two areas deserve analysis.

There is a significant difference between the perceived and preferred ranking of Accessibility in College 3. What conditions prevail that make the doors of open access not so open? The emphasis on the role of General Education and Vocational/Technical Preparation in the community college has a high consensus. Examining the activities and strategies which make these perceptions and preferences so consistent could provide a model for other goals.

Examining the elements which provided strong consensus for College 4 could be helpful for other institutions. The five top perceived goals are also ranked in the top six preferred goals, even though some change priority. This was similar to the pattern shown for the lowest five goals. Intellectual Environment was ranked eighth on the preferred side, but a clean pattern still exists.

In reviewing specific goal areas, Community Services were perceived to be 8th and preferred to be 15th by administrators. Since this goal reflects outreach in the community and goodwill, it is disappointing that administrators were giving it less emphasis. As tax supported, public institutions, the willingness to act on the "community" in the name community college should have a higher priority. Support of foundations, business-industry linkages, and building alumni support are all a part of this goal area. What priority is Community Services given in the mission and goals of the colleges? A campus study of policies and activities could validate this preference by administrators.

Lifelong Learning was preferred one rank higher by administrators but both faculty and students would prefer less emphasis. Learning modes have changed from class-sized group to individuals and this change may account for the decreased priority. As individual learners, students rate Personal Development, Intellectual Orientation, and Counseling and Advising high on their preferred list. Students and administrators may be thinking the same thing in different ways. Further study in acceptance and promotion of non-traditional credit alternatives would provide another perspective on Lifelong Learning.

This research has provided individual goal priorities of the constituents in four colleges as they perceived these 20 goals and as they were preferred. The findings could be the basis for action to minimize the discrepancy between the perceived and preferred condition. The findings may validate current activities which are producing consensus and encourage their continuance. At best, these priorities identify the present perception of the goals, a starting place to maintain or set an action agenda to move from the "plateau."

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* * * * *

I dedicate this work to George and to those who believe in goals and persevere to actualize them.

APPENDIX A--HUMAN SUBJECTS REQUEST

INFORMATION ON THE USE OF HUMAN SUBJECTS IN RESEARCH
IOWA STATE UNIVERSITY

(Please follow the accompanying instructions for completing this form.)

119

1. Title of project (please type): The effect of organizational structure on goal consensus in selected Iowa community colleges

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

M. Noreen Coyan 1/3/83 M. Noreen Coyan
Typed Name of Principal Investigator Date Signature of Principal Investigator
208 S. Kentucky Mason City 50401 515-421-4211
Campus Address Campus Telephone

3. Signatures of others (if any) Date Relationship to Principal Investigator
[Signature] 1/4/83 Major Prof



4. ATTACH an additional page(s) (A) describing your proposed research and (B) the subjects to be used, (C) indicating any risks or discomforts to the subjects, and (D) covering any topics checked below. CHECK all boxes applicable.

- Medical clearance necessary before subjects can participate
- Samples (blood, tissue, etc.) from subjects
- Administration of substances (foods, drugs, etc.) to subjects
- Physical exercise or conditioning for subjects
- Deception of subjects
- Subjects under 14 years of age and (or) Subjects 14-17 years of age
- Subjects in institutions
- Research must be approved by another institution or agency



5. ATTACH an example of the material to be used to obtain informed consent and CHECK which type will be used.

- Signed informed consent will be obtained.
- Modified informed consent will be obtained.

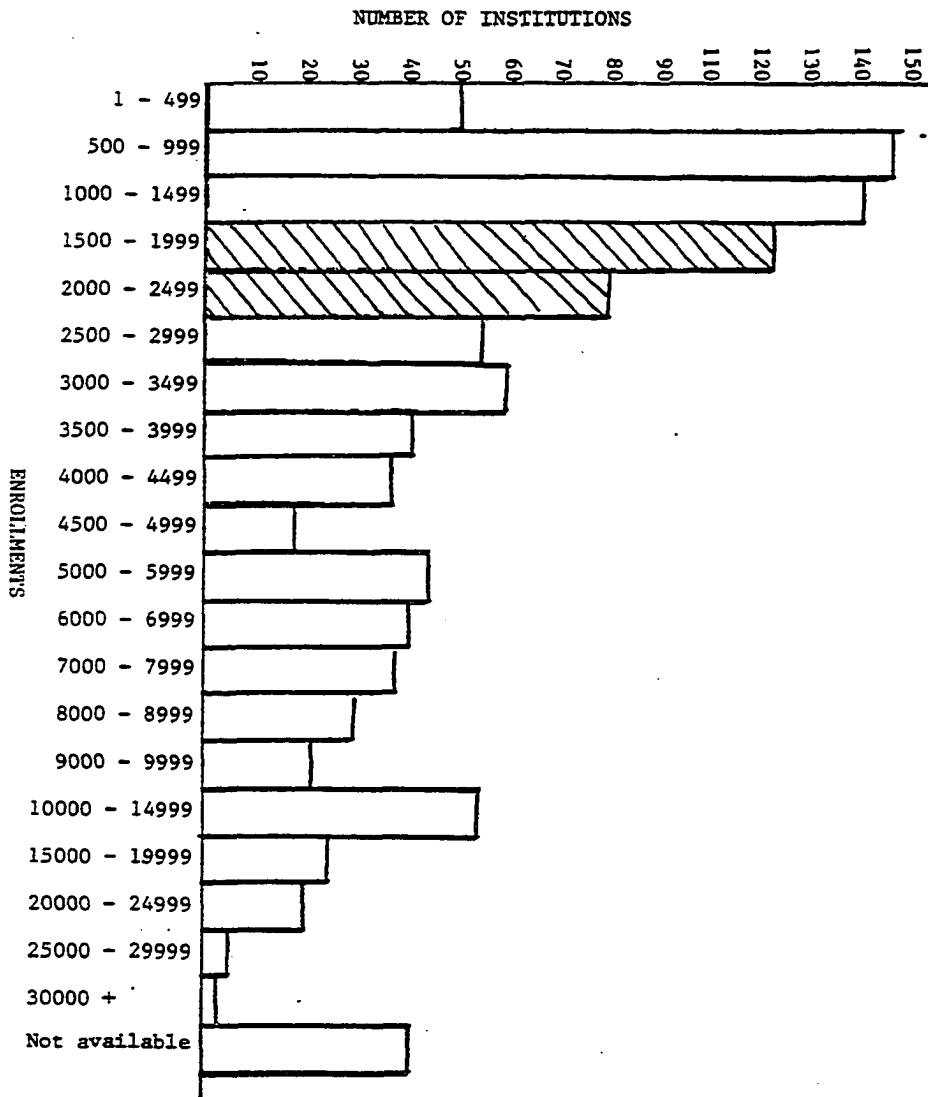
6. Anticipated date on which subjects will be first contacted: 1 8 83
Anticipated date for last contact with subjects: 12 8 83

7. If Applicable: Anticipated date on which audio or visual tapes will be erased and (or) identifiers will be removed from completed survey instruments: N/A Month Day Year

8. Signature of Head or Chairperson [Signature] Date 1/11/83 Department or Administrative Unit Professional Studies

9. Decision of the University Committee on the Use of Human Subjects in Research:
w/understanding that institutional approval will be submitted when received
 Project Approved Project not approved No action required
George G. Karas 1/12/83 [Signature]
Name of Committee Chairperson Date Signature of Committee Chairperson

APPENDIX B--DISTRIBUTION OF COMMUNITY COLLEGES BY ENROLLMENTS



DISTRIBUTION OF COMMUNITY COLLEGES BY ENROLLMENTS

APPENDIX C--COMMUNITY COLLEGES WITH SIMILAR ENROLLMENTS AND GOVERNANCE
PATTERNS IN THE NORTH CENTRAL ACCREDITATION REGION

| <u>State</u> | <u>College Name</u> | <u>City</u> | <u>Enrollment</u> | |
|--|---------------------|-----------------|-------------------|-------------|
| | | | <u>1981</u> | <u>1982</u> |
| <u>Kansas</u> | | | | |
| Barton County Community Junior College | | Great Bend | 2,043 | 2,827 |
| Butler County Community College | | El Dorado | 2,395 | 2,985 |
| Cloud County Community College | | Concordia | 1,878 | 1,866 |
| Colby Community Junior College | | Colby | 1,809 | 1,861 |
| Cowley County Community College | | Arkansas City | 1,767 | 2,014 |
| Labeth Community College | | Parsons | 1,833 | 1,950 |
| Seward County Community Junior College | | Liberal | 1,466 | 1,379 |
| Coffeyville Community College | | Coffeyville | | 1,692 |
| Dodge City Community College | | Dodge City | | 1,517 |
| <u>Michigan</u> | | | | |
| Alpena Community College | | Alpena | 1,946 | 1,842 |
| Bay De Noc Community College | | Escanaba | 1,621 | |
| Gogebic Community College | | Ironwood | 1,591 | 1,600 |
| Mid Michigan Community College | | Harrison | 1,582 | 1,734 |
| North Central Michigan College | | Petoskey | 1,957 | 1,681 |
| Southwestern Michigan College | | Dowagic | 2,328 | 2,465 |
| <u>Missouri</u> | | | | |
| East Central College | | Union | 2,035 | 2,233 |
| Jefferson College | | Hillsboro | 2,538 | 2,699 |
| Mineral Area College | | Flat River | 1,506 | 1,604 |
| State Fair Community College | | Sedalia | 1,666 | 1,574 |
| Three Rivers Community College | | Popular Bluffs | 1,750 | 1,389 |
| <u>Iowa</u> | | | | |
| Indian Hills Community College | | Ottumwa | 1,900 | 2,105 |
| North Iowa Area Community College | | Mason City | 2,158 | 2,208 |
| Southeastern Community College | | West Burlington | 1,954 | 2,001 |

APPENDIX D--LETTER TO CHIEF EXECUTIVE OFFICERS

February 24, 1984

<TITLE> <FIRST> <LAST>
<COLLEGE>
<ADDRESS>

Dear <TITLE> <LAST>:

As chief executive of <COLLEGE>, you are concerned about serving under-prepared students, heightening faculty morale, satisfying accountability, and other traditional goals of community colleges. When there is agreement on these and their importance, the energy of the institution can be directed toward them with maximum effectiveness.

As a doctoral candidate at Iowa State University, I would like to survey administrators, a sample of faculty, and a group of students to see how unified these groups are regarding 20 community college goals. Utilizing the results of this Educational Testing Service survey form in a national project, K. Patricia Cross said in an article published in 1981 in the Journal of Higher Education, "The old ideals that sparked enthusiasm and the sense of common purpose in community colleges have receded and new ideals have not yet emerged to take their place." I'd like to work with you to see if a consensus on community college goals does exist on your campus.

I hope you will give the offer serious consideration. You would need to designate a campus contact for me. The groups to be surveyed would be identified from directories and class schedules. After you made a local announcement of our cooperative project, I would supply a personal letter of request with the survey instruments. Your campus contact would be in charge of distribution and would serve as a collection point for returns. The only cost to you would be to return the surveys and answer sheets to me upon completion.

I will provide all the survey instruments, data processing, analysis, and a copy of the final research document. All responses will remain anonymous, with your community college identified by code in the analysis.

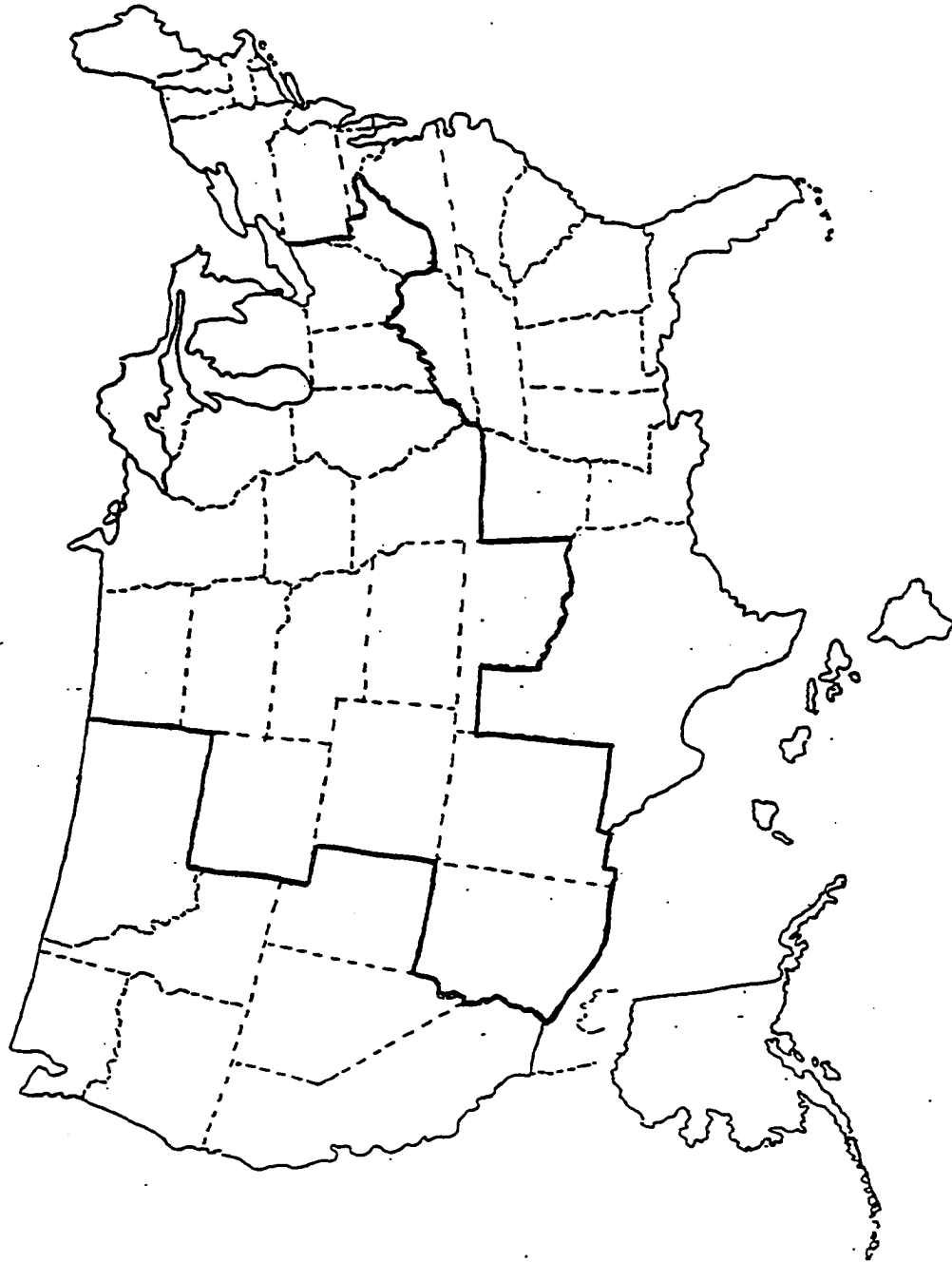
Please write or call within a week as I am anxious to identify the colleges and begin my project. Colleges will be accepted on a first-come, first-served basis.

Thank you for your consideration. The information returned to your management team will be beneficial in formulating long-range plans as well as short-term goals and objectives. I look forward to hearing from you. My phone number is 1-515-421-4211.

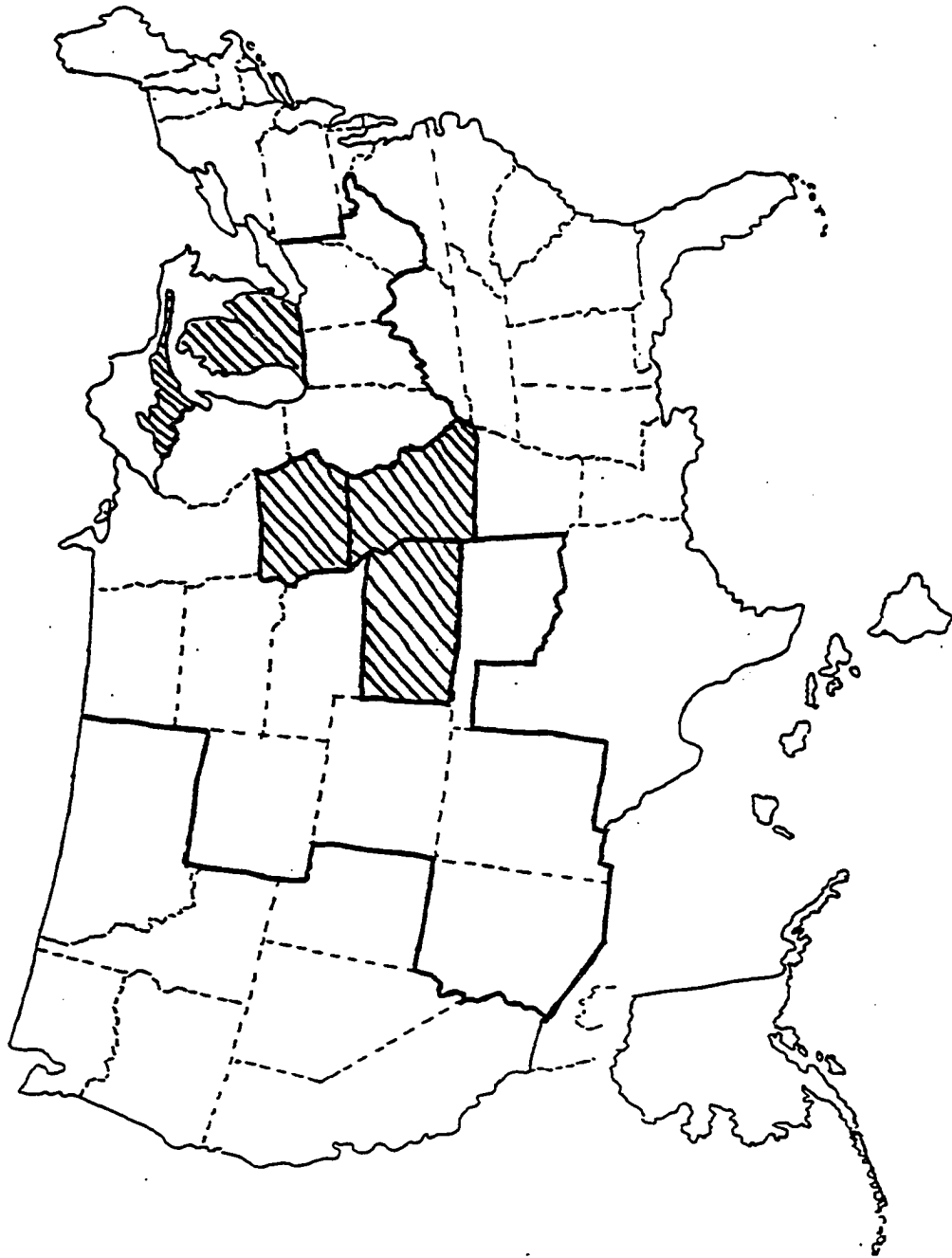
Sincerely,

Noreen Coyan
North Iowa Area Community College
500 College Drive
Mason City, IA 50401

APPENDIX E--MAP OF BOUNDARY OF NORTH CENTRAL ACCREDITATION REGION



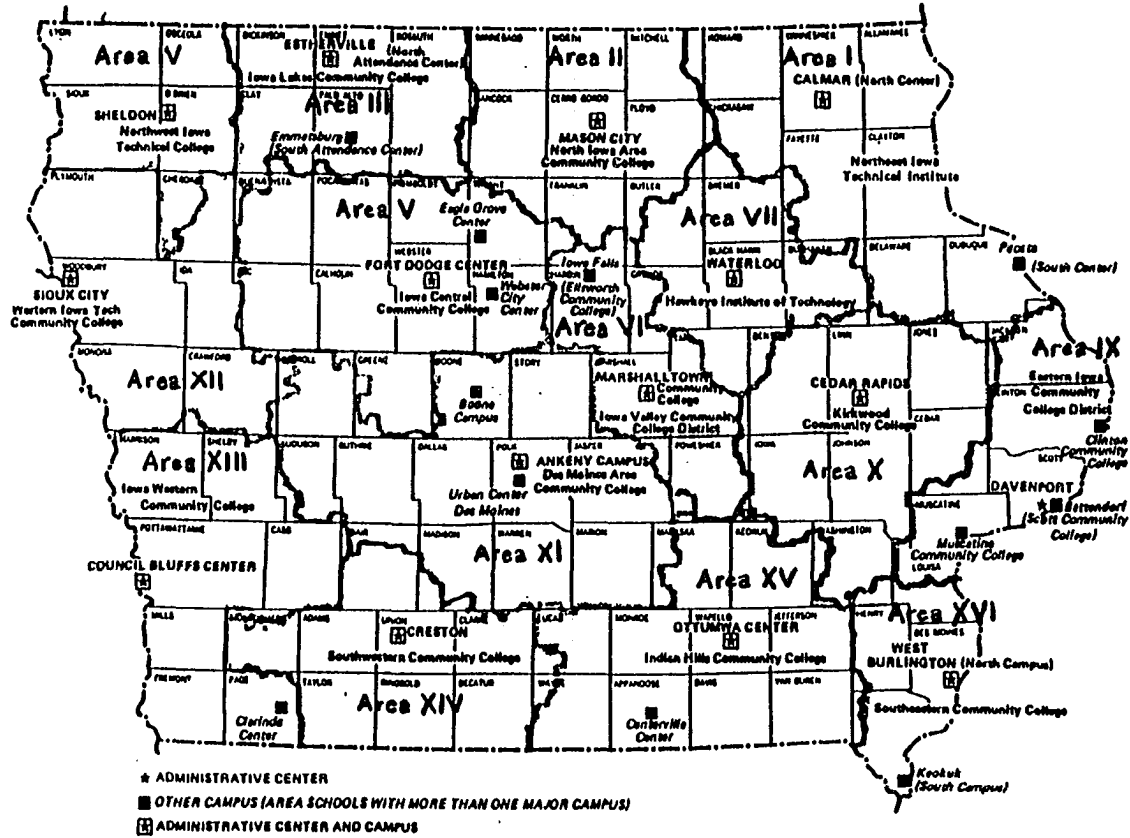
APPENDIX F--STATES WITHIN NORTH CENTRAL ACCREDITATION REGION WITH
SIMILAR GOVERNANCE PATTERNS



APPENDIX G--COMMUNITY COLLEGE DISTRICTS IN IOWA AND INDIAN HILLS

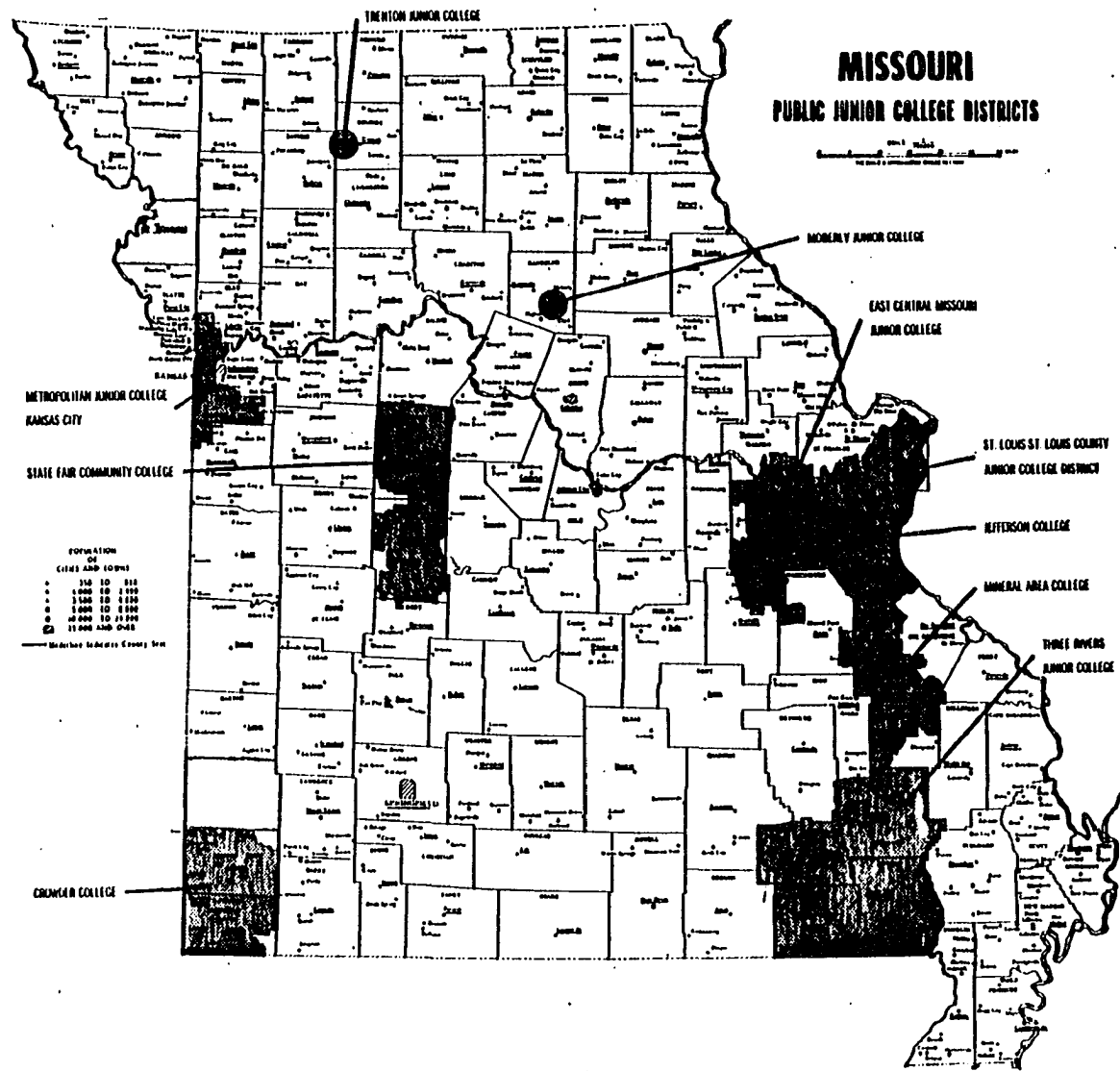
COMMUNITY COLLEGE (AREA XV)

Merged Area Schools



APPENDIX H--KANSAS COMMUNITY JUNIOR COLLEGES AND COFFEYVILLE COMMUNITY
COLLEGE

APPENDIX I--MISSOURI PUBLIC JUNIOR COLLEGE DISTRICTS AND JEFFERSON
COLLEGE

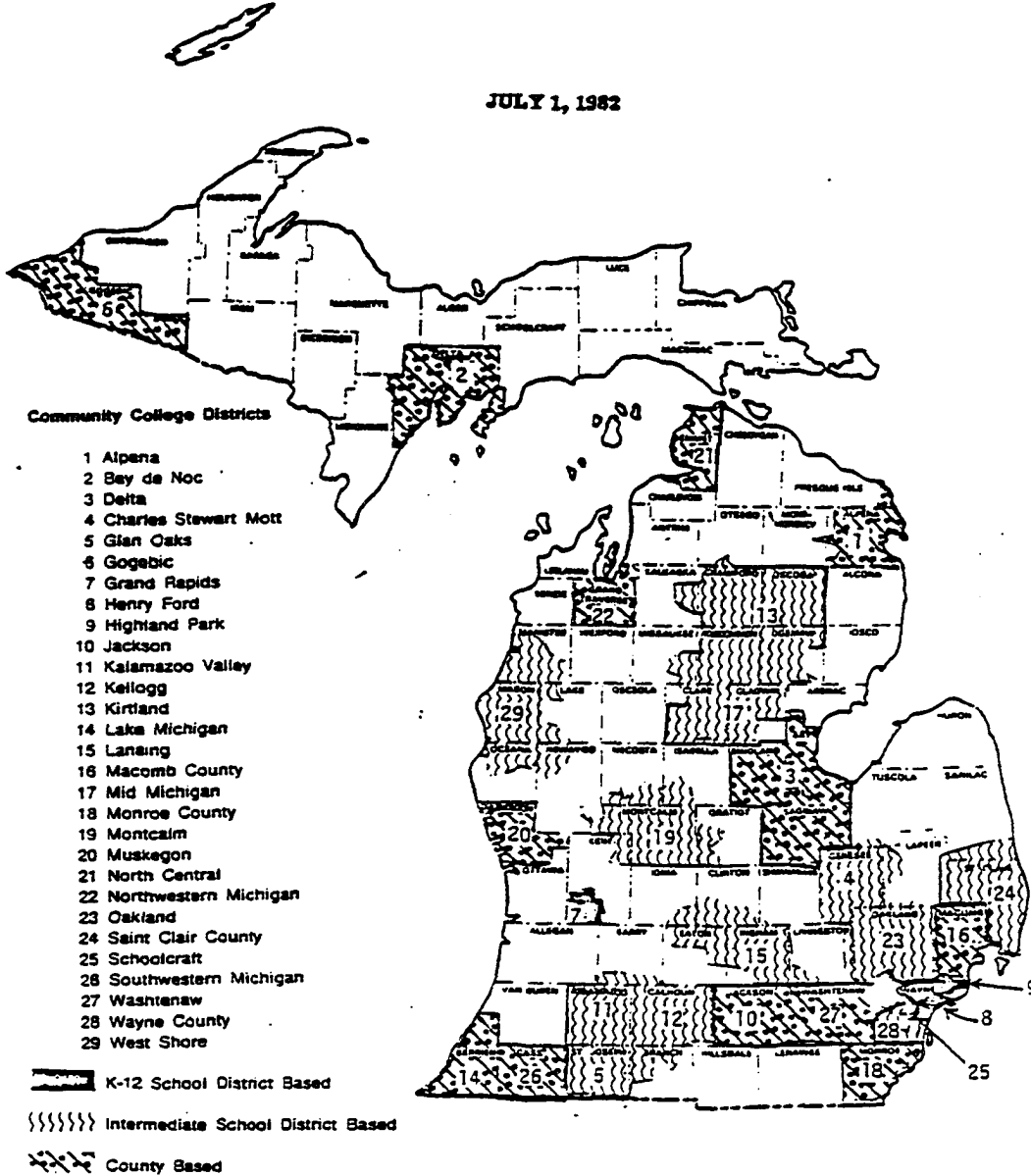


APPENDIX J--COMMUNITY COLLEGE DISTRICTS IN MICHIGAN AND BAY DE NOC

COMMUNITY COLLEGE

OPERATING COMMUNITY COLLEGE DISTRICTS IN MICHIGAN

JULY 1, 1982



APPENDIX K--SAMPLE OF INSTRUCTIONS TO PARTICIPANTS

TO: Survey Participants
FROM: Noreen Cohan, Doctoral Candidate
Iowa State University
RE: Goals of Bay De Noc Community College

You have been selected to participate in this survey to help identify the goals of Bay De Noc Community College as they are now and as they should be. The completion of this survey and your opinions are important in directing the long range plans of the college.

Please use a No. 2 or soft-lead pencil to record your ratings on the separate sheet. Your responses will remain anonymous. An analysis of all responses will be returned to the college upon the completion of the study.

Bay De Noc Community College and I thank you for your cooperation. Please complete and return the answer sheet and survey booklet promptly.

NC/cw
pc: File

APPENDIX L--COPYRIGHT PERMISSION FROM ETS

141

EDUCATIONAL TESTING SERVICE



PRINCETON, N.J. 08541

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CABLE-EDUCTESTSVC

October 22, 1984

Ms. Noreen Coyan
North Iowa Area Community College
500 College Drive
Mason City, Iowa 50401

Dear Ms. Coyan:

Ms. Nancy Beck has asked me to provide you with permission to have a copy of the Community College Goals Inventory bound into your dissertation and reproduced by University Microfilms.

Educational Testing Service is pleased to grant this permission, being fully aware that University Microfilms may supply single copies upon demand. Our copyright notice, of course, must remain intact on the copy included in your dissertation and on any copies provided by University Microfilms.

Sincerely,

Dorothy H. Urban
Directory, Copyright Office

DHU:kc

cc: Ms. Beck

APPENDIX M--COMMUNITY COLLEGE GOALS INVENTORY

COMMUNITY COLLEGE GOALS INVENTORY



To the respondent:

During the past decade a number of educational, social, and economic circumstances have made it necessary for community colleges to reach clear, and often new, understandings about their goals. Now, widespread financial and enrollment concerns make it imperative for colleges to specify the objectives to which limited resources may be directed.

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

The *Inventory* was designed to address the specific needs and concerns of community colleges. About half of the goal statements in the *Inventory* refer to what may be thought of as "outcome" or substantive goals colleges may seek to achieve (e.g., qualities of graduating students, kinds of service). Statements toward the end of the instrument relate to "process" goals—goals having to do with college environment and the educational process.

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

NAME OF INSTITUTION: _____

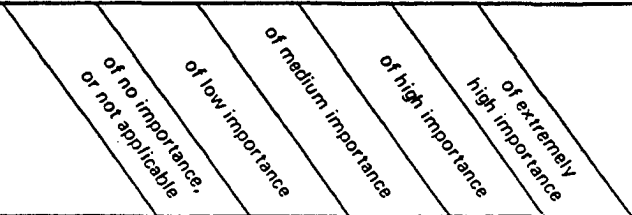
DIRECTIONS

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

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

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

EXAMPLES



A. to require a common core of learning experiences for all students...

| | | | | | |
|-----------|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|
| is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| should be | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

B. to give alumni a larger and more direct role in the work of the institution...

| | | | | | |
|-----------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|
| is | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

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

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

- Additional Locally Written Goal Statements-Local Option (91-110): A section is included for additional goal statements of specific interest or concern. These statements will be supplied locally. If no statements are supplied, leave this section blank and go on to the Information Questions.
- Information Questions (111-117): These questions are included to enable each institution to analyze the results of the *Inventory* in ways that will be the most meaningful and useful to them. Respond to each question that applies.
- Subgroups (118) and Supplementary Information Questions (119-124): If these sections are to be used instructions will be given locally for marking these items. If not, please leave them blank.

The Community College Goals Inventory was adapted from the Institutional Goals Inventory and was developed in cooperation with the American Association of Community and Junior Colleges.

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Published and distributed by ETS Community and Junior College Programs.
Princeton, New Jersey 08541

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

| | | of no importance, or not applicable | of low importance | of medium importance | of high importance | of extremely high importance |
|-----|---|-------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| 1. | to ensure that students acquire a basic knowledge of communications, the humanities, social sciences, mathematics, and natural sciences . . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | to teach students methods of inquiry, research, and problem definition and solution . . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | to offer courses that enable adults in the community to pursue vocational, cultural, and social interests. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | to ensure that students who graduate have achieved some level of reading, writing, and math competency. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | to increase the desire and ability of students to undertake self-directed learning . . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | to provide a general academic background as preparation for further, more advanced or specialized work. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | to develop students' ability to synthesize knowledge from a variety of sources. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | to seek to instill in students a commitment to a lifetime of learning. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | to ensure that students acquire knowledge and skills that will enable them to live effectively in society. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | to instill in students a capacity for openness to new ideas and ways of thinking. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | to be committed as a college to providing learning opportunities to adults of all ages. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | to encourage students to learn about foreign cultures, for example, through study of a foreign language. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | to award degree credit for knowledge and skills acquired in nonschool settings. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | | of no importance, or not applicable | of low importance | of medium importance | of high importance | of extremely high importance |
|-----|--|--|-------------------------|-------------------------|-------------------------|------------------------------|
| 14. | to increase students' sensitivity to and appreciation of various forms of art and artistic expression. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 15. | to help students identify their personal goals and develop means of achieving them. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 16. | to help students understand and assess the important moral issues of our time. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 17. | to encourage students to elect courses in the humanities or arts beyond required course work. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 18. | to help students develop a sense of self-worth, self-confidence, and self-direction. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 19. | to help students understand and respect people from diverse backgrounds and cultures. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 20. | to encourage students to express themselves artistically, such as in music, painting, and film-making. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 21. | to help students achieve deeper levels of self-understanding. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 22. | to encourage students to become committed to working for peace in the world. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 23. | to acquaint students with forms of artistic or literary expression from non-Western cultures, such as African or Asian. . . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 24. | to help students to be open, honest, and trusting in their relationships with others. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 25. | to encourage students to have an active concern for the general welfare of their communities. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 26. | to provide opportunities for students to prepare for specific vocational/technical careers, such as accounting, air conditioning and refrigeration, and nursing. . . | is <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| | should be | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

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

| | | of no importance, or not applicable | of low importance | of medium importance | of high importance | of extremely high importance |
|-----|---|-------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| 27. | to identify and assess basic skills levels and then counsel students relative to their needs. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. | to make available to community groups college resources such as meeting rooms, computer facilities, and faculty problem-solving skills. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. | to provide critical evaluations of current values and practices in our society. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. | to offer educational programs geared to new and emerging career fields. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. | to ensure that students who complete developmental programs have achieved appropriate reading, writing, and mathematics competencies. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. | to offer alternative developmental (basic skills) programs that recognize different learning styles and rates. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. | to serve as a source of ideas and recommendations for changing social institutions. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. | to convene or conduct community forums on topical issues such as conservation of energy, crime prevention, and community renewal. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. | to cooperate with diverse community organizations to improve the availability of educational services to area residents. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. | to provide opportunities for individuals to update or upgrade present job skills. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. | to work with local government agencies, industries, unions, and other community groups on community problems. | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. | to provide retraining opportunities for individuals who wish to qualify for new careers or acquire new job skills. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. | to help students learn how to bring about changes in our social, economic, or political institutions. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | | of no importance, or not applicable | of low importance | of medium importance | of high importance | of extremely high importance |
|---|-----------|-------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| 40. to be engaged, as an institution, in working for basic changes in our society. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. to evaluate continuously the effectiveness of basic skills instruction. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. to maintain support services for students with special needs, such as disadvantaged, or handicapped. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. to commit college resources to faculty and staff development activities. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. to provide career counseling services for students. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. to conduct a comprehensive student activities program consisting of social, cultural, and athletic activities. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. to provide opportunities for professional development of faculty and staff through special seminars, workshops, or training programs. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. to provide personal counseling services for students. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. to provide comprehensive advice for students about financial aid sources. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. to evaluate faculty in an appropriate and reasonable manner in order to promote effective teaching. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. to provide academic advising services for students. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. to operate a student job-placement service. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. to operate a student health service that includes health maintenance, preventive medicine, and referral services. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | | of no importance or not applicable | of low importance | of medium importance | of high importance | of extremely high importance |
|-----|--|------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| 53. | to provide flexible leave and sabbatical opportunities for faculty and staff for purposes of professional development. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. | to create a campus climate in which students spend much of their free time in intellectual and cultural activities. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. | to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. | to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. | to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. | to experiment with different methods of evaluating and grading student performance. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. | to maintain a climate in which communication throughout the organizational structure is open and candid. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. | to sponsor each year a rich program of cultural events, such as lectures, concerts, and art exhibits. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. | to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. | to maintain a climate at the college in which differences of opinion can be aired openly and amicably. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. | to create an institution known in the community as an intellectually exciting and stimulating place. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. | to create procedures by which curricular and instructional innovations may be readily initiated. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. | to maintain a climate of mutual trust and respect among students, faculty, and administrators. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | | of no importance or not applicable | of low importance | of medium importance | of high importance | of extremely high importance |
|-----|--|------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| 66. | to ensure that students are not prevented from hearing speakers presenting controversial points of view. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 67. | to set student tuition and fees at a level such that no one will be denied attendance because of financial need. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 68. | to involve those with appropriate expertise in making important campus decisions. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 69. | to ensure the freedom of students and faculty to choose their own life styles, such as living arrangements and personal appearance. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 70. | to offer programs at off-campus locations and at times that accommodate adults in the community. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 71. | to maintain or work to achieve a large degree of autonomy or independence in relation to governmental or other educational agencies. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 72. | to achieve general consensus on the campus regarding fundamental college goals. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 73. | to place no restrictions on off-campus political activities by faculty or students. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 74. | to recruit students who in the past have been denied, have not valued, or have not been successful in formal education. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 75. | to be organized for systematic short- and long-range planning for the whole institution. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 76. | to protect the right of faculty members to present unpopular or controversial ideas in the classroom. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 77. | to maintain or move to a policy of essentially open admissions, and then to develop worthwhile educational experiences for all who are admitted. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 78. | to engage in systematic evaluation of all college programs. . . | is <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | | of no importance, or not applicable | of low importance | of medium importance | of high importance | of extremely high importance |
|--|-----------|-------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| 79. to consider benefits in relation to costs in deciding among alternative college programs. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 80. to include local citizens in planning college programs that will affect the local community. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 81. to provide regular evidence that the institution is actually achieving its stated goals. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 82. to interpret systematically the nature, purpose, and work of the college to local citizens. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 83. to monitor the efficiency with which college operations are conducted. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 84. to provide educational experiences relevant to the interests of blacks, Chicanos, Puerto Ricans, and Native Americans. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 85. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in college policy making. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 86. to seek to maintain high standards of academic performance throughout the institution. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 87. to be accountable to funding sources for the effectiveness of college programs. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 88. to excel in intercollegiate athletics. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 89. to provide educational experiences relevant to the interests of women. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 90. to serve as a cultural center in the community. . . | is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | should be | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.
 - If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.

ADDITIONAL GOAL STATEMENTS
(Local Option)

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

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

INFORMATION QUESTIONS

Please mark one answer for each question below that applies to you.

111. Mark the one that best describes your role.

- 1 Faculty member
- 2 Student
- 3 Administrator
- 4 Governing/coordinating board member
- 5 Advisory committee member
- 6 Community member
- 7 Other _____

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

- 1 Biological/physical sciences
- 2 Agriculture/agriculture technologies
- 3 Math/computer science/data processing
- 4 Social services (e.g. criminal justice, child care)
- 5 Liberal arts
- 6 Fine arts, performing arts
- 7 Health science professions
- 8 Business
- 9 Pre-engineering/engineering technologies
- 10 Other _____

113. Faculty: indicate academic rank.

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

114. Faculty: indicate *primary* teaching arrangement.

- 1 Full-time, day
- 2 Part-time, day
- 3 Full-time, evening
- 4 Part-time, evening
- 5 Other _____

115. All respondents: indicate age at last birthday.

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

116. Students: indicate number of credits earned.

- 1 15 or fewer
- 2 16-30
- 3 31-45
- 4 46-60
- 5 more than 60
- 6 Noncredit student

117. Students: indicate current enrollment status (mark only one).

- 1 Full-time, day
- 2 Part-time, day
- 3 Full-time, evening
- 4 Part-time, evening
- 5 Noncredit/credit-free

118. SUBGROUPS—one response only.

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

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

OPTIONAL INFORMATION QUESTIONS.

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

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

If you have any questions, comments, or complaints about the Inventory, please send them to: Community College Goals Inventory, ETS Community and Junior College Programs, Princeton, N.J. 08541.

THANK YOU

APPENDIX N--COMMUNITY COLLEGE GOALS INVENTORY ALPHA RELIABILITIES

CCGI Alpha Reliabilities and Standard Errors of Measurement*

| | 155 Faculty | | | | Students | | | |
|------------------------------------|-------------|-----------|------------|------------------|------------|-----------|------------|------------------|
| | <u>SEM</u> | <u>Is</u> | <u>SEM</u> | <u>Should Be</u> | <u>SEM</u> | <u>Is</u> | <u>SEM</u> | <u>Should Be</u> |
| General Education** | | | | | | | | |
| Intellectual Orientation | .13 | .77 | .12 | .67 | .14 | .69 | .13 | .63 |
| Lifelong Learning** | | | | | | | | |
| Cultural/Aesthetic Awareness | .12 | .81 | .13 | .85 | .14 | .76 | .15 | .78 |
| Personal Development | .12 | .84 | .12 | .80 | .14 | .82 | .14 | .73 |
| Humanism/Altruism | .13 | .79 | .14 | .79 | .15 | .76 | .16 | .73 |
| Vocational/Technical Preparation | .13 | .79 | .11 | .80 | .15 | .76 | .13 | .70 |
| Developmental/Remedial Preparation | .14 | .73 | .13 | .70 | .15 | .72 | .15 | .65 |
| Community Services | .14 | .77 | .14 | .79 | .14 | .75 | .15 | .74 |
| Social Criticism | .12 | .82 | .14 | .84 | .13 | .79 | .15 | .77 |
| Counseling and Advising | .14 | .77 | .13 | .74 | .14 | .81 | .13 | .74 |
| Student Services | .16 | .66 | .15 | .73 | .16 | .68 | .15 | .70 |
| Faculty/Staff Development | .16 | .68 | .13 | .69 | .15 | .73 | .16 | .63 |
| Intellectual Environment | .15 | .70 | .14 | .62 | .16 | .72 | .16 | .68 |
| Innovation | .13 | .77 | .14 | .77 | .14 | .72 | .15 | .67 |
| College Community | .13 | .87 | .11 | .78 | .14 | .80 | .14 | .71 |
| Freedom | .16 | .73 | .16 | .76 | .17 | .70 | .17 | .69 |
| Accessibility | .16 | .66 | .16 | .70 | .17 | .68 | .17 | .62 |
| Effective Management | .14 | .80 | .13 | .70 | .13 | .77 | .15 | .69 |
| Accountability | .16 | .66 | .14 | .70 | .14 | .77 | .15 | .68 |

*Based on preliminary comparative data from 18 CCGI administrations at colleges in January/February 1979.

**Data are not presented for these two goal areas since some statements in each area were rewritten for the final version of CCGI.

PRELIMINARY DATA, NOT FOR PUBLICATION

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