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PERCEPTIONS OF UNIVERSITY GOALS: A COMPARISON
OF ADMINISTRATORS, FACULTY AND STUDENTS ENGAGED
IN THE PRACTICE, TEACHING AND/OR STUDY OF
STUDENT PERSONNEL ADMINISTRATION AT MICHIGAN
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FACULTY AND ADMINISTRATORS

By

WILLIAM L. THOMAS, JR.

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ABSTRACT

PERCEPTIONS OF UNIVERSITY GOALS: A COMPARISON OF
ADMINISTRATORS, FACULTY AND STUDENTS ENGAGED
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The purpose of this study was to assess the per-
ceptions of importance of a set of university goals among
selected populations of student personnel administrators,
graduate students in the field of student personnel admin-
istration, and their faculty at Michigan State University;
and to compare those perceptions with the perceptions of a
nationwide study of university faculty and administrators.
The study sought to establish relative rankings of forty-
seven goals within groups.

Data for the study was gathered by use of a ques-
tionnaire. The study was conducted during the Winter and
Spring of 1970. The questionnaire was mailed to one hundred
fifty potential respondents in the Michigan State University
student personnel populations. Total usable responses for

this study included twenty-seven Doctoral degree candidates;
forty-two Master of Arts degree candidates; six faculty
members; and thirty administrators, for a total of one
hundred five (N = 105). Data from the nationwide study
were extracted from the published report of that study,
University Goals and Academic Power Edward Gross and Paul
V. Grambsch. Washington, D.C.: American Council on
Education, 1967, Table 1.

Conclusions of the Study

1. The total of the student personnel samples
(N = 105) when compared to the 1967 study totals, revealed
that the student personnel total group placed higher value
on student oriented goals than did the 1967 study total
group. The 1967 study total group placed higher value on
goals related to academic excellence, research and academic
freedom.

2. The student personnel total group least valued
goals insuring the faculty's involvement in governance,
the accommodating of only high potential students, the
maintaining of an institution's character, and the culti-
vating of students' taste and the emphasizing of under-
graduate education.

3. Within the student personnel total sample, the
Faculty group most frequently showed the greatest variance
from the remainder of the total sample on measures of

individual goals. Established interests, age, position, and more extensive professional training were suggested as reasons for that phenomenon.

4. Congruence measures between perceived and preferred rankings of individual goals across groups were inconclusive with regard to either types of goals that attained significance or the ordering of the groups within the rankings.

5. Congruence measures between perceived and preferred rankings of all goals within groups revealed no significant relationship for the Master of Arts candidates, the Doctoral candidates and the Administrators. The Faculty and the 1967 study total group were significantly related at .001 level of confidence.

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Candidate for the Degree of

Doctor of Philosophy

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Dissertation: PERCEPTIONS OF UNIVERSITY GOALS: A
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                AND/OR STUDY OF STUDENT PERSONNEL ADMINIS-
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CHAPTER I

INTRODUCTION

Establishing priority among goals has been a focus
of continuous debate and discussion throughout the history
of American higher education. In earliest colonial times,
debate hinged on sectarian controversy and denominational
rivalries.[1] Immediately prior to the Revolution, a prin-
cipal issue was the idea of experimentation replacing
scholasticism as a source of knowledge.[2] In the first
sixty years of the nineteenth century, debates were waged
over "the collegiate way,"[3] the classical curriculum versus
a more pragmatic curriculum, and the issue of education for
the elite only as contrasted with more democratic popula-
tions that higher education might serve.[4] The later nine-
teenth century fostered developments such as the establish-
ment of the first university at Johns Hopkins[5] and the

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[1]Frederick Rudolph, The American College and
University (New York: Vintage Books, 1962), pp. 1-22.

[2]Ibid., p. 31.

[3]Ibid., Chapter 5.

[4]Ibid., Chapters 6-11.

[5]Clark Kerr, The Uses of the University (New York:
Harper and Row, 1963), p. 13.

creation of the Morrill Federal Land Grant Act of 1862.[6] These were significant departures from normal practices and, as such, fueled the fires of controversy[7] over higher education.

Over the years since the Civil War, other issues have stirred debate about the ends and means of higher education. Rudolph identified several: the introduction and extent of electives;[8] women's education;[9] progressivism;[10] football;[11] and the involvement of the federal government with institutions, faculty, and students through a myriad of programs.[12]

Current discussions are widely prevalent and range from the consideration of goals by national professional associations in omnibus fashion, e.g., the American Council of Education Annual Meeting in 1967,[13] to dormitory room

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[6]Rudolph, op. cit., p. 247.

[7]Ibid., p. 248.

[8]Ibid., Chapter 14.

[9]Ibid., Chapter 15.

[10]Ibid., Chapter 16.

[11]Ibid., Chapter 18.

[12]Ibid., Epilogue, pp. 483-496.

[13]American Council on Education, Whose Goals for American Higher Education (Washington, D.C.: American Council on Education, 1967).

debates over the merits of Reserve Officers Training Corps Programs. "Almost everywhere these days there is a lively debate about the means and ends of education."[14]

Student personnel administrators have contributed to the general discussion and debate about goals. Formal statements of purpose for the student personnel profession in higher education were formulated and published in 1937 and again in 1949.[15] These statements, while oriented toward professional development, implied goals for the education of students in higher education. A subsequent statement by the Council of Student Personnel Associations[16] proposed a broad concept of educational purpose.

> Human beings seek to develop behaviors which include all functions of a person, in order to interact as equals with their human and physical environment.
> Education is an institution of society designed to facilitate behavioral development so that it occurs in the most effective and efficient manner. Most societal institutions have educational functions, but the educational institution is society's means to use knowledge to further the development of its members.[17]

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[14]Edward Gross and Paul V. Grambsch, University Goals and Academic Power (Washington, D. C.: American Council on Education, 1968), p. iii.

[15]Statement by COSPA of professional training and student personnel functions, 1964, and "The Student Personnel Point of View," 1940, ACE Statement, Washington.

[16]"A Position Paper: Action Involvement for College Personnel Education" (The Commission on Professional Development, Council of Student Personnel Associations in Higher Education, January 9, 1970).

[17]Ibid., p. 1.

This statement is similar in breadth to Kerr's summation of University purposes.

> The ends are already given—the preservation of external truths, the creation of new knowledge, the improvement of service wherever truth and knowledge of high order may serve the ends of man.[18]

While conceptually adequate, such statements lack specificity sufficient for meaningful interpretation into action. More precise goals, with more narrow parameters are needed if consensus on processes is to be gained within the academic community. Gross and Grambsch[19] identified a set of 47 goals that attempted to encompass the principal purposes of higher education in American Universities.

Efforts to identify and order priorities for higher education have been made. Specific goals for the university have been identified and ordered, both within and among various institutions. None, however, have focused on the perceptions of student personnel specialists (students, faculty, and practitioners) as they compare with the perceptions of other major components of the university. This study proposed to initiate that focus.

The research presented in the following chapters related the perceptions of University goals held by persons engaged in the study, teaching and/or administration of

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[18]Kerr, op. cit., p. 38.

[19]Gross and Grambsch, op. cit.

student personnel work with the study of University goals reported by Gross and Grambsch.[20]

The Problem

To assess perceptions of a set of University goals among selected populations of student personnel administrators, graduate students in the field of student personnel administration, and their faculty.

Objectives of the Study

1. To measure responses received from selected populations of student personnel administrators; faculty members who teach student personnel administration; and graduate students majoring in student personnel administration at Michigan State University, about the importance given to 47 University goals.

2. To make comparisons among the responses described above and also with a prior national study[21] which sampled university faculty and administrators opinions.

3. To summarize, conclude, recommend, discuss, and identify implications for further study or action, appropriate to the results of the research.

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[20]Ibid.

[21]Ibid.

Limitations of the Study

1. The study was a pilot study of a single university's population of student personnel administrators; faculty members who teach student personnel administration; and graduate students majoring in student personnel administration during the Winter Term, 1970.

2. Less than 100 percent return of questionnaires reduced the validity of generalizations made.[22] Return rates are shown in Chapter III, p. 58.

3. This study was concerned principally with the 47 specific goals identified in the survey instrument.[23] Since no provision for statistical analysis or ordering of the goals identified by responder write-in was possible, the ordering of the 47 standard goals and their respective measurements cannot be interpreted to be the only or complete set of goals held by the responders.

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[22]Appendix A (The questionnaire).

[23]See Fred N. Kerlinger, _Foundations of Behavioral Research_ (New York: Holt, Rinehart and Winston, Inc., 1965), p. 397, for a discussion of survey research limitations.

Organization of the Study

Chapter I introduces the study, states the problem and describes objectives and limitations. Chapter II contains a review of related literature. Chapter III describes the study design and methodology including: an introduction; the sample; instrumentation; data collection procedures; and the statistical treatments used. Chapter IV includes an analysis of the data. Chapter V contains a summary, conclusions, recommendations, discussions and implications for further research or action. A bibliography and an appendix are included.

CHAPTER II

RELATED LITERATURE

Researching the status and development of goal determination within American higher education reveals both the paucity of consistent efforts to clarify or restate goals and the plurality of underlying philosophical bases for educational practices. About the former, Sanford opted for a "recovery of purpose" for Universities. "Instead of keeping a clear idea of what they exist to do, Universities have sometimes acted as if their main purpose were to survive, ..."[1] About the latter, Martin reported that most administrators and faculty gave little attention or interest to the educational philosophy of their institution. He suggested as a major determinant of this attitude the pluralcy of educational philosophies.

> In other cases, unwillingness to get involved in institutional goal formulation is due to a feeling of futility. Faculty and administration see the prospect of endless controversy in these matters and have no hope of ever achieving closure. Educators have not been able, viewed historically, to show the superiority of one educational philosophy over

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[1]Nevitt Sanford, Where Colleges Fail (San Francisco: Jossey-Bass, Inc., 1967), p. 178.

another; the idealists, from Plato to Hegal, took
no stand for the primacy of trans-historic veri-
ties, for universals or absolutes, while realists,
from Aristotle to Mill, make the case for the
dignity of men and ideals in this world. In more
recent time came the perennialists--Hutchins and
Barr; the progressivists--James and Dewey; the
analytic philosophers--Whittgenstein and Russel;
the existentialists--Kierkegaard and Heideggar.
All these schools of thought and these philosophi-
cal theoreticians have been persuasive, yet they
have failed to persuade, in the sense of winning
a dominant position in the field. Because educa-
tors have been unable to prove the superiority
of one educational philosophy in a given institu-
tion without fractricidal warfare, it has seemed
expedient to many administrators and faculty to
play down the whole business. A vacuum seemed
better than a whirlwind.[2]

These views, if accurate, set limitations to our
ability to perceive a clear current status of goals or trace,
with progressive unity, the development of goals for
American Universities. Rather this discussion will embrace
a representative survey of important contributions to uni-
versity goal determination from historical and current
perspectives.

An Historical Perspective

Earliest American higher education did not lack
purpose. A clear sense of mission directed the efforts of
the colonialists to establish centers of higher learning.
The mission was to prepare for the future the kind of

[2]Warren Byran Martin, Conformity Standards and
Change in Higher Education (San Francisco: Jossey-Bass,
Inc., 1969), pp. 216-217.

educated, disciplined leaders needed in the new world to set the world straight. As Puritans, they did not wish to leave the fate of the future to accident or carelessness. Harvard, William and Mary, Yale, New Jersey, and other early colleges were purposefully established to insure a learned clergy and leaders disciplined by knowledge and learning.[3] However, diversity, strongly aided by the decisiveness of denominationalism, came to characterize the church-college relationship so as to allow the continuance of more than religiously oriented goals.[4] Rudolph summarized the multiple purposes of a college from a 1726 appeal to English benefactors made by George III in behalf of colleges in Philadelphia and New York.

> There they were--all the reasons that might be summoned for having a college. A college develops a sense of unity where, in a society created from many of the nations of Europe, there might otherwise be aimlessness and uncontrolled diversity. A college advances learning; it combats ignorance and barbarism. A college is a support of the state; it is an instructor in loyalty, in citizenship, in the dictates of conscience and faith. A college is useful; it helps men to learn the things they must know in order to manage the temporal affairs of the world; it trains a legion of teachers. All these things a college was. All these purposes a college served.[5]

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[3]Frederick Rudolph, <u>The American College and University</u> (New York: Vintage Books, 1962), pp. 3-9.

[4]<u>Ibid.</u>, pp. 8-18.

[5]<u>Ibid.</u>, pp. 12-13.

A climate of freedom of thought and inquiry continued to develop in the pre-revolutionary war days of the American College. More attention was being given to the natural sciences and mathematics.[6]

The American Revolution left a legacy to the American College that included "...a widely held belief that the colleges were now serving a new responsibility to a new nation: the preparation of young men for citizenship in a republic that must prove itself, the preparation for lives of usefulness of young men who also intended to prove themselves."[7]

The "college movement"[8] in America, resulting largely from a combination of "romantic belief in endless progress,"[9] the vast geography of the country,[10] local pride,[11] and denominationalism.[12] Higher education was conceived of "as a social investment."[13] "The notion that a college

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[6]Richard Hofstadter and Walter P. Metzgar, The Development of Academic Freedom in the United States (New York: Columbia University Press, 1955), pp. 185-201.

[7]Rudolph, op. cit., p. 40.

[8]Ibid., Chapter 3.

[9]Ibid., pp. 48-49.

[10]Ibid., p. 49.

[11]Ibid., pp. 47-53.

[12]Ibid.

[13]Ibid., p. 58.

should serve society through the lives of dedicated graduates was not new. As a collegiate purpose it would never disappear."[14] The "social purposes" took many forms. The purpose of social control of the masses by an aristocratic oriented leadership was evident in South Carolina in 1801. Recognition of the eventual leadership roles to be filled by the college-trained man at the University of North Carolina before the Civil War encompassed a keen awareness of the social advantages and social obligations, ideas established by the Oxford tradition in England.[15]

Also important in this period was the identification of the college with national purpose. "A commitment to the republic became a guiding obligation of the American College."[16] Democracy in America was also growing, and colleges contributed to the diffusion "...among the people that monopoly of knowledge and mental power which despotic governments accumulate for purposes of arbitrary rule..."[17] "The institutions of the college movement in America

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[14]Ibid., p. 59.

[15]Ibid., pp. 60-61.

[16]Ibid.

[17]Ibid., p. 63.

intended to be, to the best of their ability and knowledge, democratic institutions for a democratic society."[18]

Rudolph devoted a chapter[19] of his book to a discription of "the collegiate way" of the American colleges.

> The collegiate way is the notion that a curriculum,
> a library, a faculty, and students are not enough
> to make a college. It is an adherence to the
> residential scheme of things. It is respectful
> of quiet rural settings, dependent on dormitories,
> committed to dining halls, permeated by paternalism.[20]

The collegiate way of educating American college students helped to establish the philosophical and historical foundation for many of the non-academic purposes of the American college. The concept lent itself to the idea that the college could be many things other than just an institution of academic learning.[21]

But geographical proliferation, religious diversity, democratic motives, and the collegiate way did not greatly affect the curriculum until much later in the 19th century. In the meantime, amid some notable curriculum reform efforts[22] at Harvard, Amherst, The University of Vermont, The University of Nashville, The University of Virginia

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[18]Ibid., p. 67.

[19]Ibid., Chapter 5, pp. 86-109.

[20]Ibid., p. 87.

[21]Ibid., p. 108.

[22]Ibid., pp. 110-112.

and the University of the City of New York, the defenders
of the classical curriculum scored a major victory. The
Yale Report of 1828 supported the great strength and clar-
ity the rightness of the classical curriculum that had
prevailed since the seventeenth century.[23]

> What then is the appropriate object of a
> college? ...its object is to 'lay the foundation
> of a superior education'; and this is to be done,
> at a period of life when a substitute must be pro-
> vided for 'parental superintendence.' The ground
> work of a thorough education, must be broad, and
> deep, and solid.
> The two great points to be gained in intel-
> lectual culture are the 'discipline' and the 'furni-
> ture' of the mind; expanding its powers, and stor-
> ing it with knowledge. ...
> But why, it may be asked, should a student
> waste his time upon studies which have no immediate
> connection with his future profession? ...In
> answer to this, it ought to be observed there is
> no science which does not contribute its aid to
> professional skill. 'Everything throws light
> upon everything.' The great objection of a col-
> legiate education, preparatory to the study of a
> profession, is to give that expansion and balance
> of the mental powers, those liberal and compre-
> hensive views, and those fine proportions of charac-
> ter which are not to be found in him whose ideas
> are always confined to one particular channel...[24]

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[23]Ibid., pp. 129-135; Clark Kerr, The Uses of the
University (New York: Harper and Row, 1963), pp. 12-14;
Nicholas von Hoffman, The Multiversity (New York: Holt,
Rinehart and Winston, 1966), pp. 27-28; Robert H. Knapp,
"Changing Functions of the College Professor," in College
and Character, ed. by Nevitt Sanford (New York: John Wiley
and Sons, 1964), pp. 27-28; Paul L. Dressel, College and
University Curriculum (Berkeley: McCutchan Publishing
Corp., 1968), pp. 1-2.

[24]"The Yale Report of 1828" as cited in American
Higher Education: A Documentary History, ed. by Richard
Hofstadter and Wilson Smith (Chicago: University of
Chicago Press, 1961), p. 272.

The Yale report prevailed until after the Civil War.[25]
Dressel gives credit to its restraining effect on curricu-
lum change for the subsequent development of state univer-
sities, land-grant colleges, and graduate schools. These
new institutions came into being because the existing ones
refused to alter their curricula to meet the pressures of
new social and economic needs.[26]

Kerr identifies the "breakthrough" from the influ-
ence of the Yale report as the beginning of Johns Hopkins
in 1876, and the appointment of Daniel Coit Gilman as its
first president.[27]

> The Hopkins idea brought with it the graduate
> school with exceptionally high academic standards
> in what was still a rather new and raw civiliza-
> tion; the renovation of professional education,
> particularly in medicine; the establishment of
> the pre-eminent influence of the department; the
> creation of research institutes and centers, of
> university presses and learned journals and the
> 'academic ladder'; and also the great proliferation
> of courses.[28]

McGrath and Meeth similarly landmark 1876 and the
founding of Johns Hopkins as the beginning of an "ideal
for institutions of higher education."[29]

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[25]Rudolph, op. cit., p. 135.

[26]Dressel, op. cit., p. 2.

[27]Kerr, op. cit., p. 13.

[28]Earl J. McGrath and Richard L. Meeth, "Organizing
for Teaching and Learning: the Curriculum," in Higher Edu-
cation: Some Newer Developments, ed. by Samuel Baskin (New
York: McGraw-Hill, 1965), p. 28.

The influence of scholars returning from German universities and a public demand for other types of instruction caused many new disciplines to be introduced into our institutions of higher education. The curriculum of the liberal arts college underwent a transformation, and soon thereafter entirely new university divisions were established, such as schools of engineering, agriculture, and business administration. Under these influences, specialization in learning soon became the order of the day. The omnibus courses in natural history and natural philosophy, for example, soon broke up into departments of physics, chemistry, geology, botany, astronomy, and others. Ancient history was soon superseded by specializations in the history of Europe, the history of the United States, the history of England, etc., and a great host of social sciences little known a few years earlier, such as sociology, anthropology, economics, psychology, and political science, assumed their places in the college curriculum among their older subject-matter peers.[30]

Kerr emphasized the contribution of the land grant movement as complementing the "Hopkins experiment." One had origins from Prussia, the other was distinctly American.[31] "...but they both served an industrializing nation and they both did it through research and the training of technical competence."[32]

Perkins claims fulfillment of the dreams of Thomas Jefferson and Benjamin Franklin for the application of knowledge to the world that supported the University, with the enactment into law of the Morrill Land Grant Act of 1862.[33]

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[30] Ibid., pp. 28-29.

[31] Kerr,, op. cit., p. 15.

[32] Ibid.

[33] James A. Perkins, The University in Transition (Princeton: Princeton University Press, 1966), pp. 15-16.

> And then everything began to blossom at
> once. American universities became the heirs of
> the British tradition of undergraduate instruc-
> tion and the German concern for graduate education
> and research, and jointed both to the new mission
> to be 'in the nation's service.' For the first
> time in history, the three aspects of knowledge
> were reflected in the three modern missions of
> the university. The results were both revolution-
> ary and explosive. They changed the whole relation-
> ship between the university and society. And in
> the process they produced a new idea of the
> university.[34]

During the period of the influence of the Yale report,

a different kind of change was occurring on the college

campus. The dogma of the classical curriculum was augmented

by the intellectual exercising that occurred in the literary

societies and in debating clubs.[35]

Another dimension of collegiate purpose, perhaps

given impetus by the success of the literary societies was

the social fraternity. Introduced by the undergraduates,

the social organization was to overshadow the literary

societies as the college students continued to seek ways to

"escape from the monotony, dreariness, and unpleasantness

of the college regimen."[36]   "On another front the undergradu-

ates determined to redefine the American College. Their

purpose was to change the focus from the next world to this.

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[34]Ibid., p. 16.

[35]Rudolph., op. cit., p. 136-144.

[36]Ibid., p. 146.

Their instrument was the Greek-letter fraternity movement."[37]
In spite of opposition by anti-secret societies and by many
administrators, the fraternities persisted in the pursuit
of temporal status and success.[38]

> The American college student was not content with
> liberating the mind, giving it free range in organ-
> izations that served the intellect. He was not
> content with enthroning manners, enshrining the
> ways of success in this world in a far-flung
> system of fraternities and social clubs. He
> also discovered muscle, created organizations
> for it; his physical appearance and condition
> had taken on new importance. Man the image of
> God became competitive, boisterous, muscular,
> and physically attractive. Man the image of
> God became the fine gentleman--jolly, charming,
> pleasant, well-developed, good-looking. He
> became an obvious candidate for fraternity
> membership.[39]

Similarly, sports of various types became for the
college student "...necessary for the fullest enjoyment of
life."[40] In all these extra curricular activities,

> ...the college student stated his case for the
> human mind, the human personality, and the human
> body, for all aspects of man that the colleges
> tended to ignore in their single-minded interest
> in the salvation of souls. In the institutions
> of the extracurriculum college students every-
> where suggested that they preferred the perhaps
> equally challenging task of saving minds, saving
> personalities, saving bodies.[41]

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[38]Ibid., pp. 136-150.

[39]Ibid., p. 150.

[40]Ibid., p. 154.

[41]Ibid., p. 155.

The search for truth through science was spearheaded by the spirit of research that exemplified Johns Hopkins University. "This open embrace of the scientific point of view, this almost wide-eyed admiration for the unfolding of layer after layer of the unknown and for the application of the known to the benefit of man..."[42] President Daniel Coit Gilman of Johns Hopkins was an open advocate of the new spirit.

> The new university...found its purpose in knowledge, in the world of the intellect. And it made no apologies for its touchstone was truth. 'No truth which has once been discovered is allowed to perish,' ...but the incrustations which cover it are removed. It is the universities which edit, interpret, translate, and reiterate the acquisition of former questions both of literature and science. Their revelation of error is sometimes welcomed but it is generally opposed; nevertheless the process goes on, indifferent alike to plaudits or reproaches.[43]

The university movement in America caught on particularly with the state universities.[44] Because of many factors, the state university would provide the image of the American university in the minds of most Americans.[45] A "collection of disparate agencies"[46] was the concept that

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[42] Ibid., p. 274.

[43] Ibid., pp. 272-273.

[44] Ibid., pp. 225-286.

[45] Ibid., p. 332.

[46] Ibid., p. 333.

Gilman expressed in 1872 at his inauguration as president of The University of California. "...a group of agencies organized to advance the arts and science of every sort, and train young men as scholars for all the intellectual callings of life."[47]

To the many dimensions of university purpose developed in the period of the "flowering" of the university, a new purpose was being served--the education of women.

> The agitation for collegiate education for women shared the same inspiration as many of the humanitarian movements of the first half of the nineteenth century. In a world where everything and everyone was progressing, where the sacredness of the human personality and inherent rights of the individual in society were advanced as fundamental truths, in such a world higher education for women received the attention of mankind along with such causes as prison reform, education for the blind, the care of the insane, the rights of children, and the emancipation of slaves.[48]

Western institutions led the way in adopting coeducation, due in part from the facts of western life.

> ...where an equality of sexes was achieved in the ordinary work of the farm. Western woman was not a thing apart, Neither pampered nor fragile, perhaps she was not even as feminine as she might be; but she was a person in her own right who had commanded the respect of her menfolk by assuming responsibility and working hard.[49]

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[47] Ibid.

[48] Ibid., p. 311.

[49] Ibid., p. 314.

The defining of the American University produced a variety of descriptions because it failed to resemble faithfully any of its historical models. Rudolph recorded an observation by Lyman Abbott[50] in 1906.

> The American university, ...he saw as a place where the emphasis was placed neither on culture [the English model] nor scholarship [the German model] but on service, on the preparation of young Americans for active lives of service.

Progressivism, the spirit of more progress, more democracy, and more awareness of the problems and promise of America,[51] provided the service oriented concept of the university--a political blessing from the nation through reformers such as Theodore Roosevelt and Robert LaFollett,[52] and a moral blessing from service minded students. These students were described as "...men and women who best represented the values for which the Progressive temper stood: honor, character, a certain wholesomeness bordering on utter innocence, a tendency toward activity rather than reflection..."[53] Student government, honor societies and the honor system were marks of the Progressive movement on the campus. Kerr, speaking of the role of students in the governance of

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[50]As recorded in Rudolph, p. 356. Lyman Abbott was an important liberal clergyman and editor of Outlook, an influential religious periodical of that era.

[51]Ibid., pp. 355-359.

[52]Ibid., p. 357.

[53]Ibid., p. 372.

universities and their locus of power noted, "As a part of the 'Wisconsin idea' before World War I, there was quite a wave of creation of student governments. They found their power in the area of extra-curricular activities, where it has remained."[54]

The "Wisconsin Idea"[55] was, however, broader than the student expression of self-government to which Kerr referred. The program of university service that bore that label introduced two distinct purposes to the university. The first was the exercise of an _expertise_ in the affairs of state.

> ...for at Wisconsin the alliance between the university and the state was so strong that officers of the University framed and administered legislation for the regulation of corporations, staffed many of the new regulatory commissions, and directed their researchers toward the solution of state problems.[56]

The second of these purposes was the development of non-technical lectures, called extension courses, which were carried to the people of the state.[57]

Concomitant with discovering truth through research came the necessity to report the findings. "Publication,

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[54]Kerr, _op. cit._, p. 21.

[55]Rudolph, _op. cit._, pp. 362-363.

[56]_Ibid._, p. 362.

[57]_Ibid._, p. 363.

indeed, had become a guiding interest of the new academician."[58] Publication encouraged research and research produced publications.

> University rivalry required that each university
> be certain that its professors were better than
> its rivals, and one way of making that clear was
> by coming in ahead in the somewhat informal annual
> page count in which universities indulged.[59]

Professional organizations provided additional publications as well as increasing the relative "status" of the academic man.[60] The concept of Academic Freedom gained strength for the faculty as the right to "freedom of inquiry and to freedom of teaching, the right to study and to report on his findings in an atmosphere of consent."[61] Academic tenure, "...the terms of professorial office, that would safeguard both the principles of academic freedom and the professor at his work...,"[62] was another principle ingrained into the American university idea.

As American universities developed from simple institutions to complex institutions, growth, organizational and maintenance problems created the need for new means to cope with the problems. Financing, administration, admissions requirements, and the "whole fabric of collegiate and

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[58]Ibid., p. 403.

[59]Ibid., pp. 403-404.

[60]Ibid., pp. 404-416.

[61]Ibid., p. 412.

[62]Ibid., p. 415.

university accreditation..."[63] were only some of the sources of chaos that were attacked with organization.[64]

A counter revolution of sorts, following the First World War, was "...in a sense...a clear return to aristocratic ideals--not for their exclusiveness, but for their suitability as standards of being for men and women in a modern democratic society."[65] Counseling and guidance for undergraduates, freshman week, honors programs, faculty advising, the introduction of the college Dean, religious clubs and an effort to return to the Aristotelian tradition in teaching were manifestations of this movement. In loco parentis had suffered as a result of the university idea, and these efforts sought to find a suitable equivalent.[66] The Harvard house system (1928) and the system of colleges at Yale (1930) were the "...great monuments to the return to Aristotle, ..."[67]

A consensus posture of American higher education remains undetermined. Experimentation toward greater relevancy to current life on the one hand, and advocates for a

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[63]Ibid., p. 438.

[64]Ibid., pp. 418-439.

[65]Ibid., p. 453.

[66]Ibid., pp. 440-461.

[67]Ibid., pp. 460-481.

return to the old scholastic curriculum on the other, continue to "...battle between the past and present in American higher education, a battle between certainty and uncertainty, between absolutism and relativism, between revealed truth and science."[68] Two purposes, however, open to broad interpretation, have been historically established. Those were the continued search for more knowledge and the resulting enrichment of the human condition.[69]

A Current Perspective

Almost all thoughtful comment about the American college and university is either directly or indirectly a comment on some actual or desired purpose of higher education. This discussion will initially focus on only a select sample of the more notable spokesmen that have had an impact on the modern American university. A perspective of purposes relevant to the profession of student personnel administration will also be presented. Finally, a discussion of the procreant study, from which this research was modeled, will complete this chapter.

Kerr's appraisal of the many purposes of the modern university was representative of the plethora of points of view. "The university is so many things to so many different

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[68]Ibid., p. 481.

[69]Ibid., p. 462-482.

people that it must, of necessity, be partially at war with itself."[70]

Calvin B. T. Lee, in 1967, identified three basic goals: to transmit; to extend; and to apply knowledge. "Each of these missions—teaching, research, and public service—is related to a multitude of programs, intermediate goals and functions, ..."[71] He added the role of critic to the three basic goals.

> ...they must serve as the main trustees of civilization. ...If they are to help create a greater society and a better world, they must be able to criticize as well as comply, to shape as well as serve.[72]

Wendell expanded the teaching goal to one that provides for teaching and learning, by assisting students to become self-directed learners.[73]

Daniel Bell supported the university role of public service by suggesting that the universities will become principal shapers of the society.[74]

Kenneth Keniston established and defined the critical function of the University.

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[70]Kerr, op. cit., p. 9.

[71]Calvin B. T. Lee, "Whose Goals for American Higher Education," in Whose Goals for American Higher Education (Washington, D.C.: American Council on Education, 1967), p. 1.

[72]Ibid., p. 11.

[73]"Teaching and Learning: The Basic Function," Ibid., pp. 16-35.

[74]Daniel Bell, The Reforming of General Education (New York: Columbia University Press, 1966), p. 106.

> There can be no doubt that criticism is an actual
> function of the American university; ...By criti-
> cism, I mean above all the analysis, examination,
> study, and evaluation of our society at large, of
> its directions, practices, institutions, strengths,
> weaknesses, ideals, values, and character; of its
> consistencies and contradictions; of what it has
> been, of what it is becoming, of what is becoming
> of it; and of what it might at best become. The
> critical function involves examining the purposes,
> practices, meanings, and goals of our society.[75]

That function is implemented by the members of the univer-

sity community, Keniston declared the university as an

organization to be neutral, objective, "...and dispassion-

ate in order to preserve an atmosphere in which students

and faculty members can discuss, evaluate, criticize,

judge, commit themselves, and, when they choose, act."[76]

Walter Lippman stated that modern man has emanci-

pated himself from established authority into an open

society. That arrival has revealed a void of order, and

"a feeling of being lost and adrift, without purpose and

meaning in the conduct of their lives."[77]   "...the modern

void...must be filled, and...the universities must fill the

void because they alone can fill it."[78]

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[75]Kenneth Keniston, "The University as Critic:
Objective or Partisan?" in Whose Goals for American Higher
Education, p. 75.

[76]Ibid., p. 90.

[77]Walter Lippmann, "The University and the Human
Condition," in Whose Goals for American Higher Education,
p. 103.

[78]Ibid.

Robert Hutchins asserted that "higher education was primarily intellectual."[79] An inclination toward the classical curriculum was expressed:

> If the members of universities are now to do for their own day what their academic ancestors did for theirs, they will have to continue what their ancestors did, and they will have to do something more. They will have to recapture, revitalize, and reformulate for our time the truths which gave purpose and significance to the work of their predecessors. We are in the midst of a great moral, intellectual, and spiritual crisis. To pass it successfully or to rebuild the world after it is over we shall have to get clear about those ends and ideals which are the first principles of human life and of organized society. Our people should be able to look to the universities for the moral courage, the intellectual clarity, and the spiritual elevation needed to guide them and uphold them in this critical hour. The universities must continue to pioneer on the new frontiers of research. But today research is not enough either to hold the university together or to give direction to bewildered humanity. We must now seek not knowledge alone, but wisdom.[80]

Sanford has written that the goals or ends of American higher education are products of the American ethos, and that they change when the social scene changes. He further explained two basic approaches to education:

> Education that tries to inculcate skills and knowledge, even for a social or cultural purpose, may be distinguished from education that has as its aim the fullest possible development of the individual.[81]

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[79] Robert M. Hutchins, _Education for Freedom_ (New York: Grove Press, 1963), pp. 19-38.

[80] _Ibid._, pp. 100-101

[81] Sanford, _College and Character_, p. 14.

The latter kind of education does not ask what the individual should <u>know</u> or <u>do</u>, but what qualities he should <u>achieve</u>. It makes assumptions about what the <u>individual is</u>, with open-ended visions of what he can become, and it measures educational progress in terms of personality change-- from prejudice to broadmindedness, say, or from indiscipline to discipline in thinking.[82]

Dressel outlined seven competencies to be attained by students as the goals of higher education:[83]

1. The recipient of the baccalaureate degree should be qualified for some type of work. He should be aware of what it is and he should have confidence in his ability to perform adequately.

2. The students should know how to acquire knowledge and how to use it.

3. The students should have a high level of mastery of the skills of communication.

4. The student should be aware of his own values and value commitments and he should be aware that other individuals and cultures hold contrasting values which must be understood and, to some extent, accepted in interaction with them.

5. The graduate should be able to cooperate and collaborate with others in study, analysis, and formulation of solutions to problems, and in action on them.

6. The college graduate should have an awareness, concern, and sense of responsibility for contemporary events, issues, and problems.

7. The college graduate should see his total college experience as coherent, cumulative, and unified by the development of broad competencies and by the realization that these competencies are relevant to his further development as an individual and to the fulfillment of his obligations as a responsible citizen in a democratic society.

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[82]<u>Ibid</u>., pp. 14-15.

[83]Dressel, <u>op. cit</u>., pp. 209-212.

Andrew McLeish has written of the need to restore man as the focus for education.

> There is no quarrel between the humanities
> and the sciences. There is only a need, common to
> them both, to put the idea of man back where it
> once stood, at the focus of our lives; to make the
> end of education the preparation of men to be men,
> and so to restore to mankind--and above all to this
> nation of mankind--a conception of humanity with
> which humanity can live.[84]

Chickering, in response to an appeal for more realistic research made by Kate Hevner Mueller, Professor of Higher Education and Editor of the <u>Journal of the National Association of Women Deans and Counselors</u>, cited the concern of several authorities for the university as a place for education of the individual.

> ...it is probably fair to say that these persons,
> who have thought hard and long about American
> higher education, who view college as a place for
> education, not training, who think that students'
> concerns about love and marriage, careers, and
> coping with society should meet with some response,
> have shared your experiences...[85]

Perkins suggested that the internal role of the university "...is to provide a framework and an environment where ideas can be put to use...where creative work can be conceived, tested, explained, reformulated and tested again, and then sent out into the world."[86]

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[84]Andrew McLeish, "The Great American Frustration," <u>Saturday Review</u>, July 13, 1968.

[85]Arthur W. Chickering, <u>Education and Identity</u> (San Francisco: Jossey-Bass, Inc., 1969), p. 335.

[86]Perkins, <u>op. cit.</u>, p. 55.

Perkins states that "the university's function is to serve the private processes of faculty and students, on the one hand, and the large public interests of society on the other."[87]

Perkins (from a broad societal point of view):

It (the University) is the most sophisticated agency we have for advancing knowledge through scholarship and research. It is crucial in the transmittal of knowledge from one generation to the next. And it is increasingly vital in the application of knowledge to the problems of modern society.[88]

In a discussion of "elite" versus "mass" education, Gardner denies the forced choice of a society to educate a few people well or a great number of people somewhat less well.[89]

A modern society such as ours cannot choose to do one or the other. It has no choice but to do both. Our kind of society calls for the maximum development of individual potentialities at all levels.[90]

Mayhew clearly places institutions of higher education in a role of responsiveness to societal demands.

Higher education, like other social institutions, performs services which the supporting society requires, and its success and viability are determined by how well it performs and by how responsive

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[87]Ibid.

[88]Ibid., p. 3.

[89]John W. Gardner, "Quality in Higher Education," printed in Louis B. Mayhew, Higher Education in the Revolutionary Decades (Berkeley: McCutchan Publishing Corp., 1967), pp. 147-148.

[90]Ibid., p. 148.

it is to changing social demands...When an insti-
tution is unresponsive to the fundamental demands
and needs of its society, it looses its vitality
and becomes irrelevant.[91]

An American Council on Education report identified

post secondary school education as a source of vocational

development. "Advanced formal education is the principal

social mechanism for developing skilled manpower in most

countries of the world."[92]

Sanford placed the development of the individual

student at the center of education's effort.

> In arguing for individual development as
> the primary aim of education, I consider that I am
> largely restating in contemporary terms the philoso-
> phy of humanistic education that has persisted in
> Western civilization ever since the Greeks conceived
> the idea of paideria. It is the philosophy that
> inspired the British university colleges, was
> embraced by our Founding Fathers, and eloquently
> restated by President Truman's Commission on
> Education. It is still boldly stated in college
> catalogues and commencement addresses, even though
> it tends to be ignored in practice as students are
> increasingly abandoned in favor of specialized
> scholarship and often trivial research. I argue
> that there is a critical need for a reaffirmation
> of this philosophy, for it is only through individual
> development that a person can maintain his humanity
> and become truly useful in our technological, post-
> capitalistic society.[93]

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[91]Louis B. Mayhew, "American Higher Education and
Social Change," printed in Louis B. Mayhew, Higher Education
in the Revolutionary Decades, p. 3.

[92]Alexander W. Astin and Robert J. Panos, The
Educational and Vocational Development of College Students
(Washington, D.C.: American Council on Education, 1969),
p. 1.

[93]Sanford, Where Colleges Fail, p. xv.

Katz, from his study of Berkeley and Stanford fresh-
men, similarly focused on the individual's growth.

> Concern for the student's personality devel-
> opment has pervaded this whole study, and for good
> reason. We do not think that the furtherance of per-
> sonal growth would be a 'nice' addition to present
> programs--we think it is an essential one. We also
> believe that no true intellectual development is pos-
> sible when the intellect is treated not as a human com-
> ponent, but as an isolated depository for knowledge.[94]

The Committee on the Student in Higher Education,
appointed by the Hazen Foundation in 1966 (Joseph F. Kauff-
man, Chairman), called for collegiate environments that
would allow for the human spirit to develop its potential.

> The quality of relationships in higher edu-
> cation therefore must be improved not simply because
> it will enable students to spend happy and more ful-
> filling years in college or because many of the
> present conditions in higher education are intoler-
> able, but primarily because unless trends toward
> giantism and dehumanization are reversed, the
> college will not be able to educate even the tech-
> nician. The argument for developmental education
> is, in the last analysis, that even technicians
> cannot be trained unless it is recognized that
> they are something more than functionaries--that
> they are also human beings, and as such they can
> perform effectively only when their basic emo-
> tional needs are fulfilled. Everyone wants a face,
> not a mask.[95]

Freedman opted for social action by institutions and
students. "Instead of bowing facilely to the transient

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[94]Joseph Katz, No Time For Youth (San Francisco:
Jossey-Bass, Inc., 1968), pp. 339-340.

[95]The Committee on the Student in Higher Education,
The Student in Higher Education (New Haven: The Hazen
Foundation, 1968), p. 58.

needs of American society, the leading colleges must exert pressures on that society in the direction of greater individual and social freedom."[96]

The Federal Courts have produced a set of legal purposes for institutions of higher education. The U.S. District Court for the Western District of Missouri En Banc summarized the following lawful missions of education:[97]

1. To maintain, support, critically examine, and to improve the existing social and political system;

2. To train students and faculty for leadership and superior service in public service, science, agriculture, commerce and industry;

3. To develop students to well-rounded maturity, physically, socially, emotionally, spiritually, intellectually and vocationally;

4. To develop, refine and teach ethical and cultural values;

5. To provide fullest possible realization of democracy of every phase of living;

6. To teach principles of patriotism, civil obligation and respect for the law;

7. To teach the practice of excellence in thought, behavior and performance;

8. To develop, cultivate, and stimulate the use of imagination;

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[96]Mervin B. Freedman, The College Experience (San Francisco: Jossey-Bass, Inc., 1967), p. 17.

[97]U.S. Higher Court of Western Missouri, "Lawful Missions of Tax Supported Higher Education" The Journal of College Student Personnel, Vol. 10, No. 2 (March 1969), pp. 136-137.

9. To stimulate reasoning and critical faculties of students and to encourage their use in improvement of the existing political and social order;

10. To develop and teach lawful methods of change and improvement in the existing political and social order;

11. To provide by study and research for increase of knowledge;

12. To provide by study and research for development and improvement of technology, production and distribution for increased national production of goods and services desirable for national civilian consumption, for export, for exploration, and for national military purpose;

13. To teach methods of experiment in meeting the problems of changing environment;

14. To promote directly and explicitly international understanding and cooperation;

15. To provide the knowledge, personnel, and policy for planning and managing the destiny of our society with a maximum of individual freedom; and

16. To transfer the wealth of knowledge and tradition from one generation to another.

The tax supported educational institution is an agency of the national and state governments. Its missions include, by teaching, research and action, assisting in the declared purposes of government in this nation, namely:

To form a more perfect union,

To establish justice,

To insure domestic tranquility,

To provide for the common defense,

To promote the general welfare, and

To secure the blessing of liberty to ourselves and to posterity.

Riesman and Jenks related an attempt to explain the
organization of American higher education to a group of
Russian youth leaders and student editors who had difficulty
in believing "that anything could be so planless and lack-
ing in central direction, if not from the ministry then
from some hidden elite."[98] They insisted nevertheless that
there indeed is no plan. "...there are only osmotic pres-
sures that bear unevenly throughout the landscape, and
models that are initiated at different levels of excellence
and ambition."[99]

The diffusion of purposes represented only in a
part by the above comments demonstrated that indictment.

Similarly, in the area of student personnel adminis-
tration, there is no clear picture of goals. From the pro-
fessional writing of people concerned with Student Personnel
Administration, there has been relatively much less about
goals than about methodology. Some of the prominent comment
is, however, of significance in such a discussion.

Mueller has suggested four basic goals for higher
education: preserving, transmitting and enriching the
culture (a concern with knowledge); developing all aspects
of the personality (physical, social, spiritual and

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[98]David Riesman and Christopher S. Jenks, "The
Viability of the American College" found in Sanford, College
and Character, p. 64.

[99]Ibid.

emotional); developing civic awareness (democracy, inter-
national understanding, solution of social problems); and
training leaders in the various aspects of a democratic
society.[100] Mueller established a basic foundation of
"student needs" as a beginning point for college personnel
work.[101] She identified four: (1) the need to know;
(2) the need for self realization; (3) the need to adjust;
and (4) the need for integration.[102] Mueller suggested
that personnel work was a "special aspect of teaching,"
that encompassed "...the assuming of responsibility for the
student's full use of that knowledge for himself and for
society."[103]

Joseph Shoben outlined college personnel functions
as directed toward:

   a. helping students to gain greater personal
       maturity through reflected-upon experience;

   b. increasing their interpersonal effectiveness;

   c. deepening their sensitivity to human needs
       including their own;

   d. clarifying their long-range objectives in
       both vocational and more personal terms;

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[100]Kate Hevner Mueller, Student Personnel Work in
Higher Education (Cambridge: Riverside Press, 1961),
pp. 3-16.

[101]Ibid., pp. 101-102.

[102]Ibid.

[103]Ibid., p. 49.

    e.   assisting in their interpretation of education
both in their active student careers and in their
lives after graduation.[104]

Wrenn and Darley defined student personnel work in 1947 as "actually a collective term for a number of special-ized vocations having a common goal in the extra-classroom adjustment of the students."[105]

Harold Grant defined the student personnel functions as the "...formal and deliberate attempt to facilitate (the) becoming process, help (a person to) come out of himself."[106] Grant suggested the use of knowledge from all the social sciences in the facilitating processes.

Mueller, Shoben and Grant represented a continuum of student personnel purpose, ranging from the structured set of goals set by society as well as the individual, to very flexible process goals that focus on the individual's development.

A widely endorsed statement of the goals of higher education by student personnel professional agencies came

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[104]Edward J. Shoben, Jr., "A Rationale for Modern Student Personnel Work," _Personnel-O-Gram_, 12:9-12 (March, 1950).

[105]C. Gilbert Wrenn and J. G. Darley, "An Appraisal of the Professional Status of Personnel Work," Parts I and II, in _Trends in Student Personnel Work_, ed. by E. G. Williamson, (Minneapolis: The University of Minnesota Press, 1949), p. 279.

[106]Harold Grant, "Student Development" (Undated transcribed tape lecture, Michigan State University), p. 3.

from the Council of Student Personnel Associations (COSPA)

in 1962.

Historically the basic purposes of higher
education have been recognized as the exploration,
accumulation, and transmission of knowledge with
scholarship and the production of scholars in all
fields being recognized as hallmarks. Yet higher
education in today's society has become a complex
and multi-faceted institution which serves society
in many ways. Thus one of the desired outcomes of
a program of higher education is a student who is
well prepared in an academic discipline, broadly
prepared in the sciences, arts, humanities, and
social studies and who:

is beginning to achieve a sense of identity
within the larger society,

assumes responsibility for making his full-
est contribution to society,

has a quality of openness which allows
for change, creativity, difference and
yet is committed to a set of values,

has begun to develop attitudes and mechan-
isms which will enable him to cope with
reality as he experiences it,

is aware of and utilizes the resources
and opportunities available to him for
his continuous development,

has begun to find his place in the eco-
nomic world and has the fundamental
knowledge and skills necessary for his
vocational development,

seeks to deepen his sensitivity for a full
appreciation of the arts and sciences,

recognizes and respects the concepts of
freedom and opportunity for all people
in the community, the nation, and the
world.[107]

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[107]Council of Student Personnel Associations,
"The Role and Preparation of Student Personnel Workers
in Institutions of Higher Learning" (Washington, D. C.:
COSPA, 1962), p. 1.

Williamson noted that there are differences between philosophies of education as held by student personnel administrators and the faculty, "with respect to the emphasis, importance, and status given to intellectual development."[108]

> While we do not concur with those who currently
> advocate a return to the classical curriculum,
> yet today we do hold to an educational point of
> view that enthrones reason as the center of edu-
> cation--but reasonfully integrated with a social
> ethic and healthy personality.[109]

The Procreant Study

The research upon which this study is based is reported in an American Council of Education publication entitled, <u>University Goals and Academic Power</u>, Edward Gross and Paul V. Grambsch, ACE, 1968. That publication, in turn, was derived in large part from a relatively obscure report of research submitted to the Office of Education, Department of Health, Education, and Welfare, in 1967.[110]

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[108]E. G. Williamson, <u>Student Personnel Services in Colleges and Universities</u> (New York: McGraw Hill, 1961), pp. 426-427.

[109]<u>Ibid</u>., p. 427.

[110]U. S., Office of Education, Department of Health, Education, and Welfare, Bureau of Research, <u>Academic Administrators and University Goals</u> (Final Report, Project Bureau No. 5078 [formerly project 2633], Contract No. SAE OE 5-10-099 [Washington: Government Printing Office, June, 1967]).

Gross and Grambsch developed a list of 47 goals for the university. That list resulted from a rationale about goals and the organizational characteristics of American universities. A brief discussion of that rationale[111] is helpful to the understanding of the distinctions made between types of goals in the university.

Gross and Grambsch explained that the identification of goals and the process of goal attainment is a central concept in the study of organizations. Goal attainment is the primary purpose of associational relationships (organizations). For the purpose of clarity, an "associational relationship" can be contrasted with a "communal relationship."[112] In the latter, persons come together for reasons intrinsic to the relationship itself.

Goals can be classified as:

a. personal--a future state that an individual seeks for himself;

b. personal goals for the organization--the individual's own particular perception of the organization's missions;

c. organizational goals--the group consensus goals (in so far as consensus can be attained).

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[111]Gross and Grambsch, op. cit., pp. 1-9.

[112]For a distinction between communal and associational relationships, see Robert MacIver, Community: A Sociological Study (New York: MacMillan, 1936).

Organizational goals of a large organization are influenced by many persons. Those individuals must subjugate (at least in part) their <u>personal goals</u> and their <u>personal goals for the organization</u> that are dissonant to the group goals of the organization. The incompleteness of that process of subjugation, however, insures the continued existence of variant perceptions of the <u>organizational goals</u> by its members.

Goals are clearly more than the identifying of some kinds of output into a larger society. If this were not so, all organizations would be mere sub-systems to some monolithic social system, and would have no freedom at all to set their own goals (being constrained by what the rest of the "super-system" needed or could be persuaded to accept). Such is not the case, as there is rational decision-making in choosing organizational goals. Further, since organizations characteristically have a variety of outputs, both intended and unintended, many of which cannot be differentiated from functions or consequences, it is hard to single out certain kinds of outputs as <u>the</u> ones that represent <u>the</u> goals of the organization.

Organizations enjoy special advantages of precision, division of labor, and predictability through explicit rules or processes. Because of their importance to the goal attainment of the organization, those explicit rules or processes that are designed to facilitate output <u>become</u>

<u>themselves legitimate organizational goals</u>. This is particularly so for those individuals who are assigned responsibility for carrying out the rules and processes.

It is also a characteristic of organizations that, in the seeking of goal attainment by the organization, the group effort is typically divided by differences of opinion. Stoppages result from differences over approaches or techniques to be employed, emotional clashes, and personality conflicts. When such cleavages occur, the group must stop its goal-directed activity and attempt to repair the social damage that has occurred. This becomes a kind of <u>group maintenance</u> goal.

An organization then clearly must do more than directly pursue its goals in order to attain its goals. Parsons[113] identified a set of conditions necessary to system survival as containing: adaption, integration, pattern-maintenance, and tension-management, as well as attainment. A good part of the total effort of an organization "...must be spent on activities that do not contribute directly to goal attainment but rather are concerned with maintaining the organization itself."[114] As such activities are to be carried out well and effectively, the persons

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[113]Talcott Parsons <u>et al</u>., <u>Theories of Society</u> (New York: Free Press of Glencoe, 1961), pp. 38-41.

[114]Gross and Grambsch, <u>op. cit</u>., p. 8.

concerned with them tend to "professionalize" those tasks, i.e., make ends of those means. When a means becomes an end, it has become a goal of the organization.

As a large, complex organization, the American university has a large number of goals. In addition to the obvious output goals of teaching, research, and community service, it is believed that any analysis of the university's goals requires that many activities normally thought of as maintenance or support activities be regarded as goals.

> . . .since they [goals] are essential to the healthy functioning of the organization; since they clearly involve an intention or aim of the organization as a whole; and since many participants perceive them as worthy, give a great deal of attention to them and deliberately engage in activities that will move the organization toward them.[115]

The presence of a goal is determined by <u>intentions</u> and <u>activities</u>. Intentions refer to what participants see the organizational goals to be--what directions they feel it is taking. Activities refer to what persons are observed to be doing; how they are spending their time and how they are allocating the organization's resources. Both of these factors can be distinguished from outputs, as evidence about outputs refer to the organization's success in goal attainment, not to specific goal activity as such.

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[115]<u>Ibid</u>., pp. 9-10.

Gross and Grambsch used the model of social systems in describing university goals by first using terms of categories that are functionally imperative to organizations. Thus, _output_ and _support_ were the two major headings of goals; _Output goals_--subdivided into Student-experience, Student Instrumental, Research, and Direct Service goals; and _Support goals_--subdivided into Adaptation, Management, Motivation, and Position goals.[116]

The 47 goals, each under its respective, briefly-described subdivision, were enumerated by the authors:[117]

Output Goals

Output goals are those goals of the university which immediately or in the future, are reflected in some product, service, skill, or orientation which will affect (and is intended to affect) society. _Student Expressive_ goals involve the attempt to change the student's identity or character in some fundamental way.

1. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum.

2. Produce a well-rounded student, that is, one whose physical, social, moral, intellectual, and esthetic potentialities have all been cultivated.

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[116]_Ibid._, p. 12

[117]_Ibid._, pp. 13-16.

3. Make sure the student is permanently affected (in mind and spirit) by great ideas of the great minds of history.

4. Assist students to develop objectivity about themselves and their beliefs and, hence, examine those beliefs critically.

5. Develop the inner character of students so that they can make sound, correct moral choices.

Student-Instrumental goals involve the student's being equipped to do something specific for the society which he will be entering or to operate in a specific way in that society.

6. Prepare students specifically for useful careers.

7. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society.

8. Train students in methods of scholarship and/or scientific research and/or creative endeavor.

9. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.

10. Produce a student who is able to perform his citizenship responsibilities effectively.

Research goals involve the production of new knowledge or the solution of problems.

11. Carry on pure research.

12. Carry on applied research.

Direct Service goals involve the direct and continuing provision of services to the population outside the university (that is, not faculty, full-time students, or staff). These services are provided because the university, as an organization, is better equipped than any other organization to provide them.

13. Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.

14. Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than teaching.

15. Provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays, or celebrations which present the best of culture, popular or not.

16. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics.

17. Serve as a center for the preservation of the cultural heritage.

Support Goals

<u>Adaptation</u> goals reflect the need for the university as an organization to come to terms with the environment in which it is located: to attract students and staff, to finance the enterprise, to secure needed resources, and to validate the activities of the university with those persons or agencies in a position to affect them.

18. Ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university.

19. Ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles).

20. Educate to his utmost capacities every high school graduate who meets basic legal requirements for admission.

21. Accommodate only students of high potential in terms of the specific strengths and emphases of this university.

22. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region.

23. Keep costs down as low as possible, through more efficient utilization of time and space, reduction of course duplication, etc.

24. Hold our staff in the face of inducements offered by other universities.

Management goals involve decisions on who should run the university, the need to handle conflict, and the establishment of priorities as to which output goal should be given maximum attention.

25. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to his own profession or discipline.

26. Involve faculty in the government of the university.

27. Involve students in the government of the university.

28. Make sure the university is run democratically insofar as that is feasible.

29. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.

30. Make sure that salaries, teaching assignments, prerequisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university.

31. Emphasize undergraduate instruction even at the expense of the graduate program.

32. Encourage students to go into graduate work.

33. Make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.

34. Make sure that on _all_ important issues (not only curriculum) the will of the full-time faculty shall prevail.

Motivation goals seek to ensure a high level of satisfaction on the part of staff and students and emphasize loyalty to the university as a whole.

35. Protect the faculty's right to academic freedom.

36. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.

37. Provide a full round of student activities.

38. Protect and facilitate the students' rights to inquire into, investigate, and examine critically any idea or program they might get interested in.

39. Protect and facilitate the students' right to advocate direct action of a political or social kind and any attempts on their part to organize efforts to attain political or social goals.

40. Develop loyalty on the part of the faculty and staff to the university, rather than only to their own jobs or professional concerns.

41. Develop greater pride on the part of faculty,
    staff, and students in their university and the
    things it stands for.

Position goals help to maintain the position of the univer-
sity in terms of the kind of place it is compared with
other universities and in the face of trends which could
change its position.

42. Maintain top quality in all programs we engage
    in.

43. Maintain top quality in those programs we feel to
    be especially important (other programs being,
    of course, up to acceptable standards).

44. Maintain a balanced level of quality across the
    whole range of programs We engage in.

45. Keep up to date and responsive.

46. Increase the prestige of the university, or, if
    you believe it is already extremely high, ensure
    the maintenance of that prestige.

47. Keep this place from becoming something different
    from what it is now; that is, preserve its peculiar
    emphases and point of view, its "character."

Objectives of the Procreant Study

Gross and Grambsch gathered observations and atti-
tudes from a nation-wide survey of academicians about the
goals of the American university. Specifically, they
attempted to provide information that could help universities

to identify current goals, to distinguish between output
and support goals, to recognize dissonance between stated
goals and actual practices, to recognize dissonance between
real or presumed goals and the goals actually preferred by
members of the organization, to determine how goals are
formulated, and to identify who formulated the goals of the
institution.

Sample and Methodology

Gross and Grambsch employed a mailed survey-
questionnaire listing 47 separate goals for universities.
The population of the study sample is described in Chapter
III.

Each respondent was asked to rate the importance of
each of the 47 goals: (1) as he perceived it to be in
practice; and (2) as he would prefer that it be. An ordinal
scale was employed providing five verbal degrees of import-
ance including:

> "of absolutely top importance" (highest)
>
> "of great importance"
>
> "of medium importance"
>
> "of little importance"
>
> "of no importance" (lowest)

One neutral entry was provided:

> "don't know or can't say."

Goal measures were calculated in a variety of ways according to the relative importance given to each goal. The total of all samples reported on in the Gross and Grambsch study is incorporated into this research as population five as described in Chapter III, p. 56.[118]

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[118]A substantial reporting of the findings of the Gross and Grambsch research will be accomplished in Chapter IV through comparisons with data gathered in this study. For the interested reader, in addition to the original report, E. G. Williamson has reviewed the book in The Personnel and Guidance Journal, Vol. 48, No. 2 (October, 1969), pp. 159-160. Extensive reference to their findings also appears in Warren Byran Martin, Conformity (San Francisco: Jossey-Bass, Inc., 1969), pp. 223-226.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The major objective of this research study was to analyze perceptions of the degree of importance given and preferences of the degree of importance that should be given to each of forty-seven university goals by graduate students, faculty and administrators engaged in the study, teaching and/or practice of student personnel administration at Michigan State University. Responses from these populations also were compared with responses from an earlier study[1] that surveyed faculty and administrators from sixty-eight universities about the same goals. This chapter is concerned with the sample, the instrumentation used in the study, the method used for collecting and handling the data, and the procedures used for analyzing the data.

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[1]Edward Gross and Paul V. Grambsch, University Goals and Academic Power (Washington, D.C.: American Council on Education, 1968).

The Sample

Five populations have been included in this study:

1. All doctoral degree candidates currently enrolled[2] at Michigan State University in the department of Administration and Higher Education with a major in Student Personnel Administration.

2. All Master of Arts degree candidates currently enrolled[3] at Michigan State University in the department of Administration and Higher Education who have declared a major in Student Personnel Administration.

3. Professional administrators occupying positions in the Dean of Students Office of Student Affairs at Michigan State University. This group of personnel included the Dean, Associate Deans, Area Directors, Assistant Directors, and Residence Hall Head Resident Advisors who were not in populations 1 or 2 above.

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[2]Lists of candidates for the Master of Arts degree and the doctoral degree were obtained from faculty advisors of students majoring in Student Personnel Administration. Students not enrolled during the Winter Quarter, 1970, were not surveyed. Students who listed only an out-of-town address were similarly omitted. (That number totaled less than 10.) It should be noted that no official omnibus list of candidates was available and the resulting patchwork roster may have unintentionally omitted some candidates.

[3]Ibid.

4. Faculty at Michigan State University who: (a) teach courses normally prescribed in the student personnel curriculum, or (b) advise students in the student personnel curriculum for either the Master of Arts or the doctoral degrees.

5. The 1967 study[4] data from populations of faculty and administrators of 68 American universities.

Population overlap in populations 1, 2, 3, and 4 was resolved according to the following rules:

   a. Population 4 (Faculty) was identified to include all eligible respondents due to the small potential number. (Two of the six potential respondents also held administrative positions.)

   b. Population 3 (Administrators) was identified to include all persons having the rank of Dean, Associate Dean, Area Director, and Assistant Director. (Twelve of thirty-nine potential respondents were enrolled in a doctoral degree program. Two were enrolled in a Master of Arts degree program).

   c. Populations 2 (Master of Arts degree candidates) and 1 (Doctoral degree candidates) were identified to include all persons in those categories as originally defined except those excluded by rules (a) and (b) above.

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[4]Gross and Grambsch, op. cit., pp. 21-23.

The assignment of potential respondents from popula-
tions 1, 2, 3, and 4 to one of two possible categories was
done with an effort toward seeking a primacy of interest
category. Age, experience, and level of responsibility
were untested correlations to the subjective judgment
about the primacy of interest criterion. Statistical
handling theory allows for populations reduced by defini-
tion, or via the pre-survey assignment of a "unique
identification."[5]

A 100 percent survey of populations 1, 2, 3, and
4 was made.

Population 5 (the 1967 study data) was represented
in this study <u>only in the form of the total responses</u> of
all 68 participating institutions. Gross and Grambsch
described their sample and response rate as shown:

> Sixty-eight universities--both public and non-
> denominational private--constituted the basic
> sample for the study. Questionnaires were sent
> to presidents, vice-presidents, academic deans,
> non-academic deans, department heads, and persons
> classified as directors; to members of governing
> boards; and to a 10 percent sample of faculty
> members at each institution.[6]

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[5]Leslie Kish, <u>Survey Sampling</u> (New York: John
Wiley and Sons, 1965), pp. 55, 58, 389.

[6]Gross and Grambsch, <u>op. cit.</u>, p. 108.

The respondent rate (usable questionnaires) was as follows:

	Administrators	Faculty	Total
Respondents	4,494	2,730	7,224
Non-Respondents	4,334	4,026	8,360
Total	8,828	6,756	15,584
Percentage Responses	50.9	40.4	46.4

> ....Response rates for the various administrative categories were as follows: presidents, 42 percent, academic vice-presidents, 56 percent; non-academic vice-presidents, 42 percent; academic deans, 53 percent; directors, 50 percent; chairmen, 51 percent.[7]

Instrumentation

A portion of the questionnaire developed for the original Gross and Grambsch study,[8] University Goals and Academic Power, was extracted unaltered and used in this research. In the form of an itemized rating scale,[9] the questionnaire was employed to survey responses to the question of the relative importance of 47 separate university goals. Each respondent was asked to rate the importance of each of the 47 goals: (1) as he perceived it to be in

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[7]Ibid., pp. 21-22.

[8]Ibid.

[9]Claire Selltiz et al., Research Methods in Social Relations, rev. ed. in 1 vol. (New York: Holt, Rinehart, and Winston, 1967), pp. 347-349.

practice; and (2) as he would prefer that it be. A verbal scale was employed including five degrees of importance and one neutral entry. Listed below is an example of one of the 47 goal items on the questionnaire:

ALL QUESTIONS ARE ABOUT <u>THIS</u> UNIVERSITY, that is, MICHIGAN STATE UNIVERSITY, WHERE YOU ARE CURRENTLY EMPLOYED OR ENROLLED as a GRADUATE STUDENT.

GOALS

	of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
is	☐	☐	☐	☐	☐	☐

hold our staff in the face of inducements offered by other universities

	of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
should be	☐	☐	☐	☐	☐	☐

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The cover sheet and first page of the questionnaire contained directions for completing it.

Demographic data matching that secured for the procreant study was also obtained to provide for possible future exploitation of the data. The complete questionnaire employed appears in Appendix A.

Collection of Data

For populations 1, 2, 3, and 4 described above, the questionnaire was self-administered, and was sent by mail or personally delivered to individuals surveyed. Respondents returned the questionnaires by mail.

A 100 percent survey of populations 1, 2, 3, and 4 was made. Follow-up was made by telephone contact with non-respondents. The final response rate was as follows:

	Doctoral Degree Candidates	Master of Arts Degree Candidates	Administrators	Faculty	Total
Respondents	27	42	30	6	105
Non-Respondents	9	27	9	0	45
Total	36	69	39	6	150
Percentage Response	75%	61%	77%	100%	70%

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The 1967 study sample (population 5 above) data employed in this study was taken from Table 1, "Goals of American Universities," appearing in <u>University Goals and Academic Power</u>.[10]

Handling of Data

Questionnaire data was coded for computer handling. A 10 percent random quality check was performed on transference of data from questionnaires to code sheets. Code sheet data was card punched and verified.

Statistical Treatment

The statistical treatment of data in this study replicated to some degree the measurements utilized by Gross and Grambsch. One obvious difference from that study was that the measures were for goals across the sample student personnel groups and within the sample student personnel groups instead of across and within universities. A more detailed description of the measure employed follows:

Goal Measure 1 (GM 1)

This measure was calculated by assigning weighted values to the five verbal levels of importance. For "absolutely top importance" a value of 5 was assigned. For

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[10]Gross and Grambsch, <u>op. cit.</u>, pp. 28-29.

"great importance," a value of 4 was assigned. For "medium importance," a value of 3 was assigned. For "little import- ance," a value of 2 was assigned. For "no importance," a value of 1 was assigned. All responses from a group for a particular "perceived" goal were then calculated from the weighted values of each response. A weighted mean score resulted for that goal in that group. All such weighted means (one from each sample group--total 5) were then ranked from the highest score to the lowest. GM 1, there- fore, measured a single goal from a sample group in relation to the other groups measurement of the same goal. This became the "across groups" measurement of that goal. A similar measure was calculated for "preferred" goals.

Goal Measure 2 (GM 2)

This measure was calculated using the same weighted mean scores as in GM 1. In this measure, however, all the 47 perceived goals were ranked within their sample group. Thus, GM 2 measured a particular goal in relation to all the other perceived goals within the particular sample group. A similar measure was calculated for preferred goals.

The ranked GM 2 distributions were trichotomized (roughly 16 in each third) and were labeled "high," "medium," and "low," for purposes of discussion and generalization.

Measures for Congruence

Congruence measures: (1) intended to determine whether or not the relative importance given to each perceived goal by all groups corresponded to the relative importance given to the same goal preferred by all groups (across group congruence); and (2) intended to determine whether or not the relative importance given to all perceived goals within each group corresponded to the relative importance of all preferred goals within each group (within group congruence).

If a large number of goals were significantly related in the across group congruence measure, there would have been established some indication of harmony or dissonance within the goal environments of the respondents. Similarly, statistically significant congruence between perceived and preferred listings within groups would have indicated harmonious (for positive correlations) or dissonant (for negative correlations) goal environments.

Across Groups

Congruence between perceived and preferred measures of each goal across groups was calculated to determine a correlation coefficient between the two GM 1 rankings on each goal. The Spearman Rank Correlation (Rho)[11] statistic was used.

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[11]S. Siegel, Non-parametric Methods for the Behavioral Sciences (New York: McGraw-Hill, 1956), p. 207.

Within Groups

Congruence on each goal as it was ranked within groups (perceived and preferred) was calculated to determine a correlation coefficient between the two GM 2 rankings of each group. The Spearman Rank Correlation (Rho)[12] statistic was used.

The Spearman Rank Correlation (Rho)

The Spearman Rank Correlation (Rho) was developed by Charles Spearman, an English statistician. The computed _rho_ produces a quantitative measure of the degree and direction of relationship that exists between two or more ranked variables.[13]

Automatic computer handling of the _rho_ statistic employed the following formula:[14]

$$p = \frac{x^2 + y^2 - d^2}{2 \sqrt{\Sigma x^2 \ \Sigma y^2}}$$

$$\text{where } \Sigma x^2 = \frac{N^3 - N}{12} - \Sigma \frac{t^3 - t}{12}$$

for t = ties in x

$$\text{and } \Sigma y^2 = \frac{N^3 - N}{12} - \Sigma \frac{t^3 - t}{12}$$

for t = ties in y

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[12]_Ibid_.

[13]Victor H. Noll, _Introduction to Educational Measurement_ 2nd ed. (Boston: Houghton Mifflin Company, 1965), pp. 483-486.

[14]Siegel., _op. cit_.

Scaling and Rank Order Analysis of Data

Use of the Spearman Rank Correlation (Rho) statistic for measures of congruence rather than one that measured the quantity of items in a weighted distribution is compatible with the limitations of ordinal scaling. The ordinal scale utilized in this study ranged from "Top Importance" to "No Importance." It was assumed that this scaling would provide for a reasonable measurement of responses ranging from a very high degree of importance to no importance. However, exact differences between each level on an ordinal scale cannot be determined.

> ...although the numbers standing for ordinal
> measurements may be manipulated by arithmetic,
> the answer cannot necessarily be interpreted
> as a statement about the true magnitudes of
> objects, nor about the true amounts of some
> property.[15]

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[15]William L. Hays, _Statistics_ (New York: Holt, Rinehart and Winston, 1963), p. 71.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter will present and analyze the data.
First, an overall perspective of the new data totals com-
pared with the 1967 study will be discussed. A considera-
tion of individual goals as they were ranked across groups
will follow. A discussion of within groups rankings of
all goals will then be given. A summary will conclude the
chapter.

For each of the forty-seven goals listed on the
questionnaire, respondents were asked to respond with a
perceived degree of importance (how they saw the goal to
be in practice) and a preferred degree of importance (how
important they would prefer the goal to be). A five point
scale, ranging from five for "top importance" to one for
"no importance" was used. A mean score on each goal for both
perceived and preferred ratings was calculated for each group.
A weighted mean score for the total number (N = 105) of
respondents in the new study samples (exclusive of the 1967
study sample), was similarly computed. The results of that
analysis, along with the results of the 1967 study sample,
are shown in Table 1.

Table 1. Goals of the university by student personnel total group and 1967 study total group.

	1967 Study Group				Total			
	Perceived		Preferred		Perceived		Preferred	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
1. Cultivate student's intellect	14	3.38	3	4.17	40	4.17	25.5	3.47
2. Produce well-rounded student	21	3.25	17	3.75	26	2.96	8	3.94
3. Affect students with great ideas	30	3.16	15	3.76	37	2.80	34.5	3.21
4. Develop students' objectivity	23	3.22	8	3.99	38.5	2.78	4	4.10
5. Develop students' character	38	2.95	12	3.71	46	2.47	20	3.64
6. Prepare students for useful career	13	3.39	32	3.34	9	3.39	34.5	3.21
7. Prepare students for status/ leadership	28	3.18	33	3.31	34.5	2.86	40	2.97
8. Train students for scholarship and research	6	3.56	2	4.17	22.5	3.02	11	3.81
9. Cultivate student's taste	47	2.47	45	2.78	47	2.38	44	2.86
10. Prepare student for citizenship	20	3.27	14	3.76	29.5	2.91	15	3.71
11. Carry on pure research	7	3.55	16	3.76	10	3.32	41	2.94
12. Carry on applied research	12	3.39	30	3.37	5	3.50	18.5	3.65
13. Provide special adult training	37	3.00	38	3.18	17	3.17	16	3.70
14. Assist citizens thru extension program	31	3.10	36	3.22	15	3.21	13	3.77
15. Provide community cultural leadership	16	3.33	28	3.49	13	3.27	21	3.59

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Table 1. (cont.)

	1967 Study Group				Total			
	Perceived		Preferred		Perceived		Preferred	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
16. Disseminate new ideas	11	3.39	5	4.10	20.5	3.06	2	4.20
17. Preserve cultural heritage	19	3.28	20	3.63	31.5	2.89	37	3.14
18. Ensure confidence of contributors	4	3.66	26	3.52	2	3.65	33	3.22
19. Ensure favor of validating bodies	9	3.43	34	3.31	4	3.55	36	3.20
20. Develop to utmost high school graduates	39	2.93	37	3.19	38.5	2.78	13	3.76
21. Accept good students only	40	2.89	39	3.09	27	2.94	46	2.13
22. Satisfy area needs	34	3.07	42	3.00	24	3.01	31.5	3.23
23. Keep costs down	24	3.22	35	3.30	36	2.83	24	3.49
24. Hold staff in face of inducements	15	3.37	18	3.74	28	2.92	28.5	3.27
25. Reward for contribution to profession	26	3.20	20	3.63	14	3.24	39	2.99
26. Involve faculty in University government	25	3.21	19	3.63	7	3.42	14	3.75
27. Involve students in University government	45	2.60	46	2.69	31.5	2.89	6	4.03
28. Run University democratically	29	3.16	22	3.61	29.5	2.91	9	3.37
29. Keep harmony	43	2.84	41	3.06	42	2.69	42	2.93
30. Reward for contribution to institution	32	3.10	13	3.77	44	2.64	17	3.63
31. Emphasize under-graduate instruction	44	2.66	44	2.89	41	2.73	25.5	3.47

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Table 1.   (cont.)

	1967 Study Group				Total			
	Perceived		Preferred		Perceived		Preferred	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
32. Encourage graduate work	18	3.30	27	3.51	19	3.13	38	3.11
33. Ensure efficient goal attainment	10	3.42	9	3.99	20.5	3.06	23	3.50
34. Let will of faculty prevail	36	3.01	24	3.56	11	3.30	45	2.59
35. Protect Academic Freedom	1	3.90	1	4.33	1	3.75	5	4.08
36. Give Faculty maximum opportunity to pursue careers	22	3.22	25	3.55	17	3.17	43	2.90
37. Provide student activities	29	3.19	43	2.99	8	3.40	22	3.56
38. Protect students' right of inquiry	17	3.31	10	3.88	22.5	3.02	3	4.18
39. Protect students' right of action	41	2.88	40	3.08	33	2.88	10	3.82
40. Develop faculty loyalty to institution	42	2.86	29	3.47	45	2.49	31.5	3.23
41. Develop pride in university	33	3.09	23	3.59	43	2.65	28.5	3.27
42. Maintain top quality in all programs	8	3.49	4	4.14	17	3.17	7	3.99
43. Maintain top quality in important programs	3	3.69	7	3.99	6	3.43	18.5	3.65
44. Maintain balanced quality in all programs	35	3.07	31	3.36	34.5	2.86	27	3.38
45. Keep up to date	5	3.57	6	4.09	12	3.28	1	4.30
46. Increase or maintain prestige	2	3.76	11	3.80	3	3.59	30	3.25
47. Preserve institutional character	46	2.56	47	2.13	25	2.99	47	2.08

It should be noted that some imbalance existed among the components of the student personnel total sample. The total number (N = 105) was composed of forty-two Masters of Arts candidates; twenty-seven doctoral degree candidates; six faculty; and thirty administrators. It is obvious that the Master's Degree candidates, as a sub-group, had a disporportionate effect on the total rankings. It was, however, possible to assume that the four sub-groups are more or less homogeneous with regard to a general educational philosophy--particularly when compared with non-student personnel faculty and administrators. For purposes of this particular discussion, that assumption has been made.[1]

The total student personnel sample identified the top eight (roughly the top one-sixth) goals as being pursued within the university. They were (in order):

1. Protect the faculty's right to academic freedom.

2. Ensure the continued confidence and, hence, support of those who contribute substantially to the finances and other material resource needs of the university.

3. Increase or maintain the prestige of the university.

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[1]A more precise statistical treatment might have included the testing for this assumption by use of F Tests for population homogeneity. It should be noted that, relative to this assumption, such a treatment was not made.

4. Ensure the favorable appraisal of those who validate the quality of the programs we offer.

5. Carry on applied research.

6. Maintain top quality in those programs felt to be especially important.

7. Involve faculty in the government of the university.

8. Provide student activities.

By comparison, the 1967 study group identified the highest eight goals perceived. These included the following (in order):

1. Protect the faculty's right to academic freedom.

2. Increase or maintain the prestige of the university.

3. Maintain top quality in those programs felt to be especially important.

4. Ensure the confidence and, hence, support of those who contribute substantially to the finances and other material resource needs of the university.

5. Keep up to date and responsive.

6. Train students in methods of scholarship and/or scientific research and/or creative endeavor.

7. Carry on pure research.

8. Maintain top quality in all programs engaged in.

The consistently highest ranking given to the goal of protecting academic freedom is a striking characteristic of these results. According to both sets of respondents, it was the goal perceived as being most important within the university.

Other similarities in these lists of highest per-
ceived goals existed. In the 1967 group, only one of the
eight goals was directly concerned with students, and that
one--the output goal of training students for research and
scholarship--was closely related to scholarly interests of
the faculty, and the emphasis given to pure research. In
the student personnel group only one such goal--the support
goal of providing student activities--was perceived as
ranking among the top eight.

Some differences of perception were evident. The
1967 group included the position goal--keeping up to date
and responsive--while the student personnel group did not
see it to be operating so strongly. Clearly, however, the
student personnel group valued that goal as it was ranked
highest on their preferred list.

The absence of the goal--to train students for
research and scholarship--was similarly significant.
Ranked high in the 1967 group, it received a rank of 22.5,
or around the mid-point of the rankings in the student
personnel group. The presence of an additional adaption
goal--Ensure favor of validating bodies--on the student
personnel group's list was relative harmonious with the
1967 group's ranking of tenth. However, the management
goal of involving faculty in university government was not.
Perceived seventh by the student personnel group, the

1967 group saw the involvement of faculty ranking below the mid-point of the distribution of all goals (25th).

The eight least important goals perceived by the student personnel group (ranked from the bottom up) were:

1. Make a good consumer out of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.

2. Develop the inner character of the students so that they can make sound, correct moral choices.

3. Develop loyalty on the part of the faculty and staff of the university rather than to their own jobs or professional concerns.

4. Make sure that salaries, teaching assignments, prerequisites and privileges always reflect the contribution that the person involved is making to the function of this university.

5. Develop greater pride on the part of faculty, staff and students in their university and the things it stands for.

6. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.

7. Emphasize undergraduate instruction even at the expense of the graduate program.

8. Produce a student who, whatever else may be done to him, has had his intellect cultivated to the maximum.

The 1967 group perceived these goals as being least important:

1. Make a good customer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.

2. Keep the university from becoming something different from what it is now; that is, preserve its peculiar emphasis and point of view, its "character."

3. Involve students in the government of the institution.

4. Emphasize undergraduate education even at the expense of the graduate program.

5. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.

6. Develop loyalty on the part of the faculty and staff to the university rather than to their own jobs or professional concerns.

7. Protect and facilitate the student's right to advocate direct action of a political or social kind and any attempts on their part to organize efforts to attain political or social goals.

8. Accommodate only students of high potential in terms of the specific strengths and emphasis of this university.

A comparison of these lists found agreement on four of the eight goals. Of interest was the agreement on the single least important goal perceived to be in effect. The goal--cultivating the students taste--was reckoned the lowest rank in both groups.

The maintenance of harmony between departments, the developing of faculty and staff loyalty, and the emphasizing of undergraduate education were the other goals upon which agreement was found in the lists of those goals perceived as least important.

There was general ranking agreement on the lack of importance being given to all the items on both lists. Only one exception, the goal--cultivate student's intellect--appeared in the top third of the comparative group. Ranked fourteenth in the 1967 group, it was ranked eighth from the bottom (40th) in the student personnel group. It was note-worthy that four of the perceived goals, ranked lowest by the student personnel group, were closely related to the education and development of the individual undergraduate student. The remaining four seemed to be related to each other. If the relative importance given were translated into an actual state of affairs on campus, this group might be suggesting that they saw a university whose classes were taught by self-seeking faculty preoccupied with out-side interests...who were rewarded by the university for having outside interests...and who had little pride or

identity with the university, ...and who, when they dis-
agree on important matters, were not necessarily inclined
to resolve their differences.

The 1967 group also identified four goals related
to the individual development of the undergraduate student.
Two goals that reflected the "position" and "adaption"
efforts of the university were seen to be not valued on the
campuses. These were: (1) the preserving of the institu-
tion character; and (2) accepting good students only. The
actual expression of these perceived low goals would proba-
bly take the form of rapid change and alteration of many
traditions on the campus for the former; and the trend
toward open admission and special remedial curricula for
the latter. The 1967 group also perceived little importance
given to the concerns for harmony and institutional loyalty.

By marking a degree of importance in the row labeled
"should be" on the questionnaire, the respondent indicated
the emphasis that he believed the particular goal should have
on his campus. The "preferred" goal rankings for the student
personnel total group represented the values held by the
respondents about the merit of each goal. This was contrasted
with the "perceived" ranking in that the latter asked the
respondent to report what he actually saw happening on his
campus.

The preferred goals for the student personnel group
that were ranked highest included (in order) the following:

1. Keep up to date and responsive.

2. Serve as a center for the dissemination of new
    ideas that will change the society, whether those
    ideas are in science, literature, the arts, or
    politics.

3. Protect and facilitate the students' right to
    inquire into, investigate, and examine critically
    any idea or program that they might get inter-
    ested in.

4. Assist students to develop objectivity about them-
    selves and their beliefs and, hence, examine those
    beliefs critically.

5. Protect the faculty's right to academic freedom

6. Involve students in the government of the university.

7. Maintain top quality in all programs we engage in.

8. Produce a well-rounded student, that is, one whose
    physical, social, moral, intellectual, and esthetic
    potentialities have all been cultivated.

The preferred goals for the 1967 group that were
ranked highest included (in order) the following:

1. Protect the faculty's right to academic freedom.

2. Train students in methods of scholarship and/or
    scientific research and/or creative endeavor.

3. Produce a student who, whatever else may be done to
    him, has had his intellect cultivated to the maximum.

4. Maintain top quality in all programs we engage in.

5. Serve as a center for the dissemination of new ideas that will change the society, whether those ideas are in science, literature, the arts, or politics.

6. Keep up to date and responsive.

7. Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards).

8. Assist students to develop objectivity about themselves and their beliefs and, hence, examine those beliefs critically.

For the 1967 group, the goal of protecting the faculty's academic freedom headed the list. In this case, the ideal situation matched the actual. Not only was the goal pursued with a high degree of importance, it was also valued greater than any other goal. Student interests fared better in the preferred list than in the perceived list of this group. Preparing the student for scholarship and research (this one appeared on the list of perceived goals), and cultivating his intellect ranked second and third. Assisting students to develop objectivity and the ability to examine their beliefs critically ranked eighth. The goal was the only student development or student participation role that also appeared in the student personnel group's list of most important goals.

The two maintenance of quality in programs goals (ranked 4th and 7th in the list) were curiously both valued high. One might deduce that to value top quality in all programs would by definition exclude giving a high value for a goal that opted for only selected programs for emphasis. One possible explanation might be that the majority of respondents believed their particular interests would be mantled by the programs deemed to be "especially important."

The first three goals in the 1967 group list seemed highly predictable as values of a broad sample of administrators and faculty. Academic freedom for faculty, training students for scholarship and research, and cultivating the student's intellect might well head the list of objectives in any professional education organization's constitution... or any university catalogue. Add to those three the goal of developing the students objectivity, and it remained a relatively predictable set of high values. The interesting inclusions in this list, ranked five and six, were the goals-- serve as a center for dissemination of new ideas--and--keep up to date and responsive. The first of these had its roots in the historical development of the American university's role of being an active contributer to the development of the society that supported it. There might have been, however, a new dimension of public service suggested by the "keep up to date and responsive" goal. If respondents judged this in a perspective of university action or

inclination to participate in direct solutions to social problems, it would represent a somewhat significant departure from the tradition of institutional neutrality. On the other hand, it was also likely that the "keep up to date and responsive" goal was interpreted by most respondents in this group as an objective to be implemented by way of better faculty preparedness and responsiveness to student learning needs in the classroom.

The student personnel group ranked these two goals one and two. They were followed in degree of importance by goals that facilitated the students' right of inquiry (ranked 3rd); that protected academic freedom for faculty (ranked 5th); and that sought to involve students in the government of the university (ranked 6th). In the context of these particular other highly valued goals, the question of interpretation of the "keep up to date and responsive" goal reappeared more strongly than before. If these goals were not intertwined in the minds of the respondents, then each goal essentially represents an independent concern and no further comment about interrelationships would be helpful. There seemed to be, however, a thread of integrated purpose that tied these particular goals together. The university as a social change agent, as a critic, as the model for democratic institutions, fearlessly introspective as well as outreaching, . . . all nurtured by the all-encompassing security of academic freedom. Such a syndrome, if actual,

would reflect a desire on the part of the respondents to move the university away from its traditional status of organizational neutrality in social issues.

On the other hand, if the "keep up to date and responsive" goal was interpreted to refer to curriculum and the classroom as previously suggested, it was most probably a strong expression for faculty and curriculum planners to become more relevant to student needs in today's society. Much has been heard from student personnel administrators about the lack of relevancy of much of the students' academic experience. Similarly, much has been written and said about the imbalance between vocational preparation and the development of the whole student. The goal--produce a well-rounded student--would have been significant in this study only if it had failed to appear as a highly-valued goal by the student personnel group.

It was of interest to note that, in a choice of importance between self knowledge (developing the students' objectivity about themselves) and cultivating the students' intellect (ranked 3rd in the 1967 group's preferred list), the student personnel group chose the former, giving that goal the rank of fourth, while assigning the "intellect" goal below the mid-point of the distribution of preferred goals (ranked 25.5).

Other striking disparities occurred between ranks
assigned to individual goals by both groups. The goal--
involve students in the government of the university--ranked
sixth by the student personnel group, was ranked third from
the bottom (45th) by the 1967 group. Similarly, (but not
ranked in the top 8 goals) the goal--run the university
democratically--was assigned a high rank of ninth by the
student personnel group, and mid-range rank of twenty-two
by the 1967 group. Ensuring the efficient operation of
the university was assigned a rank of ninth by the 1967
group and a mid-range rank of twenty-three by the student
personnel group. A considerable difference was evident
on the goal of protecting the students' right of inquiry.
It ranked third in the student personnel group, compared
with seventeenth in the 1967 group. Related to that goal,
the goal of protecting the students' right of action ranked
tenth among the student personnel group and forty-first
among the 1967 group.

The 1967 study group identified the following (from
the bottom up) lowest preferred goals.

1. Keep this place from becoming something different
    from what it is now; that is, preserve its peculiar
    emphases and point of view, its "character."

2. Involve students in the government of the university.

3. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.

4. Emphasize undergraduate instruction even at the expense of the graduate program.

5. Protect the faculty's right to academic freedom.

6. Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region.

7. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.

8. Protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals.

The student personnel group identified the following (from the bottom up) lowest preferred goals:

1. Keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character."

2. Accommodate only students of high potential in terms of the specific strengths and emphases of the university.

3. Make sure that on all important issues (not only curric ulum), the will of the full-time faculty shall prevail.

4. Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices.

5. Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria.

6. Keep harmony between departments or divisions of the university when such departments or divisions do not see eye to eye on important matters.

7. Carry on pure research.

8. Provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society.

By this comparison of the two groups, agreement was found on only three goals. They are: (1) preserve the institutional character; (2) cultivate the students' taste; and (3) keep harmony. Apparently there was a considerable degree of agreement that absolutes in individual cultural development or in the nature of the institutional character are not valued highly. The unconcern for harmony between departments or divisions was compatible with the low values of absolutism. For dissonance is the forerunner of change, and change in individual value systems and in institutional character appeared to be more desirable than the status quo. This was supported by the high values placed on the

development of objectivity, and the students' right to inquire into any idea or program of their choosing.

Differences abounded in the two least preferred lists. As previously discussed, the goal of involving students in the government of the university was perhaps the single most striking difference. Also previously discussed, responses to the goal of protecting students' right of action produced a wide difference in ranking (40th for the 1967 group; 10th for the student personnel group).

Emphasizing undergraduate instruction, a goal perceived low by both groups and preferred low by the 1967 group, was ranked around the mid-point in the preferences of the student personnel group. That it was not higher in rank is somewhat surprising in view of the high rank assigned to other goals dealing with the quality of the educational experiences available to the student. Perhaps the student personnel group, almost all of which having an interest in the graduate program, were not willing to run the risk of sacrificing the graduate program (as specified in the complete goal statement in the questionnaire) for the sake of undergraduate instruction per se. Another possible explanation was that the concern for non-classroom experiences or status of things were seen to be manipulatable, or capable of being changed, while classroom instruction generally was considered beyond the direct influence of anyone except the instructor.

The goal of satisfying area needs, ranked sixth from the bottom by the 1967 group, was ranked near the two-thirds point (31.5) by the student personnel group.

Three rather interesting analyses of rankings occurred in the goals, (1) let will of faculty prevail, (2) give faculty maximum opportunities to pursue careers, and (3) carry on pure research. These goals, classified as the third, fifth and seventh least worthy goals by the student personnel group, appeared to have constituted a statement of contempt for some of the traditional professional concerns of a university faculty. A curious aspect of these rankings was that the 1967 group, comprised mostly of faculty, did not strongly prefer the professional attitudes and activities. The 1967 group ranked letting the will of the faculty prevail below the mid-point (24th). Giving the faculty maximum opportunity to pursue careers was ranked twenty-fifth by that group. The goal--carry on pure research--barely made the top third of the order (ranked 16th).

Little difference occurred on the goal of accepting good students only. The student personnel group ranked it next to lowest (46th), while the 1967 group placed the goal well down in the bottom third of the list (ranked 39th).

The goal--prepare students for status/leadership-- clearly implied an elitist concept of higher education and was generally not endorsed by either group. The student

personnel group ranked the item fortieth, while the 1967 group assigned the item to the lower third of the list (rank 33).

To summarize the overall comparisons of the student personnel group totals with the 1967 study group totals, it appeared that the 1967 study group believed that students were not particularly important when asked to report the actual goals of the universities. Little evidence of strong feeling was offered that this state of affairs was considered to be unfortunate, except in the case of cultivating the student's intellect and developing his objectivity, both of which were valued higher than they were pursued.

> The perceived and preferred student-oriented goals which rank at the top relate to the intellective/academic capacities and development of the student; the Renaissance concept of cultivating the whole man is apparently no longer esteemed as an ideal. The findings suggest that preparing students for useful careers or for high status and leadership and developing their citizenship abilities, consumer tastes, characters, or overall potential (well-roundedness) are not--and should not be--emphasized.[2]

The student personnel group similarly did not give high rank to goals being pursued on their campus that were concerned directly with students, except in the case of providing student activities. In this case, however, the goal was given a lower preferred rank than where it was perceived to be operating. Thus, the only direct student

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[2]Gross and Grambsch, op. cit., p. 33.

concern goal observed as getting high importance was down-graded in relative importance when goal preferences were ranked.

In contrast with the 1967 group, the preferred student-oriented goals which were ranked at the top by the student personnel group, related to the self-awareness and well-roundedness of the student rather than only to his intellective/academic capabilities and development. Cultivation of the whole man was esteemed as an ideal by this group.

The two groups were in general agreement in suggesting that preparing students for useful careers, or for high status and leadership, and developing consumer tastes were not high priority missions of the university.

Within group measurement rankings (GM 2) are shown in Tables 1 (p. 69), 2 (p. 91), and 3 (p. 94). This goal measure was the rank of a particular goal in relation to the rank of all goals within a given group. Discussion of the relationship of the ranking of goals within the 1967 study total group and the total student personnel group have preceded this. Discussion of the within group measurements of the component sub-groups of the student personnel total (Master of Arts candidates, Doctoral candidates, Faculty, and Administrators) follows.

Tables 2 and 3 show the mean score and ranks of each goal, perceived and preferred, for the four sub-groups

Table 2. Goals of the university Master of Arts and Doctoral candidates

	Masters				Doctoral			
	Perceived		Preferred		Perceived		Preferred	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
1. Cultivate student's intellect	43	2.56	27	3.21	34	2.93	19	3.70
2. Produce well-rounded students	23	2.95	4	4.07	32.5	2.96	14.5	3.81
3. Affect students with great ideas	41	2.62	3.45	3.00	35.5	2.92	23	3.62
4. Develop students' objectivity	40	2.64	6.5	3.98	30.5	2.92	5.5	4.07
5. Develop students' character	45	2.44	21	3.48	46	2.48	17.5	3.74
6. Prepare students for useful career	9	3.31	31	3.12	7.5	3.44	37	3.33
7. Prepare students for status/ leadership	24	2.90	39	2.93	37.5	2.88	37	3.33
8. Train students for scholarship and research	26	2.88	12	3.71	17.5	3.30	12	3.85
9. Cultivate students' taste	47	2.36	43	2.67	47	2.25	41	3.11
10. Prepare student for citizenship	30.5	2.80	22.5	3.46	30.5	3.00	7	4.00
11. Carry on pure research	10	3.25	42	2.73	9	3.42	43	3.04
12. Carry on applied research	6	3.48	19.5	3.50	7.5	3.44	17.5	3.74
13. Provide special adult training	1	3.92	15.5	3.62	11	3.37	14.5	3.81
14. Assist citizens thru extension programs	21	3.00	11	3.74	17.5	3.30	12	3.85
15. Provide community cultural leadership	13	3.15	22.5	3.46	12.5	3.33	20.5	3.67
16. Disseminate new ideas	28	2.85	2.5	4.14	27	3.07	2	4.22

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Table 2.   (cont.)

	Masters				Doctoral			
	Perceived		Preferred		Perceived		Preferred	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
17. Preserve cultural heritage	33	2.78	36	2.98	30.5	3.00	39	3.26
18. Ensure confidence of contributers	2	3.67	37.5	2.95	4.5	3.52	37	3.33
19. Ensure favor of validating bodies	4	3.53	28	3.15	2	3.65	34	3.38
20. Develop to utmost high school graduates	37.5	2.68	17	3.60	41	2.67	8	3.96
21. Accept good students only	26	2.88	46	2.00	39	2.85	46	2.41
22. Satisfy area needs	32	2.79	40	2.90	21.5	3.15	30.5	3.44
23. Keep costs down	29	2.02	24	3.45	40	2.81	28	3.40
24. Hold staff in face of inducements	18	3.06	30	3.13	32.5	2.96	33	3.40
25. Reward for contribution to profession	16.5	3.08	41	2.35	15	3.32	40	3.12
26. Involve faculty in University government	11	3.23	18	3.54	4.5	3.52	9.5	3.89
27. Involve students in University government	35	2.79	5	4.00	25	3.08	12	3.85
28. Run University democratically	37.5	2.63	9	3.90	23	3.11	16	3.78
29. Keep harmony	39	2.65	37.5	2.95	42	2.52	42	3.07
30. Reward for contribution to institution	36	2.73	13	3.68	44	2.50	9.5	3.89
31. Emphasize undergraduate instruction	34	2.76	25	3.33	44	2.50	28	3.48
32. Encourage graduate work	21	3.00	34.5	3.00	15	3.32	35	3.37

Table 2. (cont.)

	Masters				Doctoral			
	Perceived		Preferred		Perceived		Preferred	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
33. Ensure efficient goal attainment	16.5	3.08	19.5	3.50	21.5	3.45	20.5	3.67
34. Let will of faculty prevail	12	3.21	45	2.44	6	3.44	45	2.81
35. Protect Academic Freedom	5	3.50	6.5	3.98	1	4.04	2	4.22
36. Give Faculty maximum opportunity to pursue career	21	3.00	44	2.48	19.5	3.26	44	2.96
37. Provide student activities	7	3.45	15.5	3.62	12.5	3.35	24.5	3.59
38. Protect students' right of inquiry	26	2.88	2.5	4.14	28.5	3.04	5.5	4.07
39. Protect students' right of action	42	2.57	10	3.79	28.5	3.04	26	3.56
40. Develop faculty loyalty to institution	46	2.43	33	3.05	44	2.50	32	3.41
41. Develop pride in university	44	2.54	29	3.14	37.5	2.88	24.5	3.59
42. Maintain top quality in all programs	15	3.10	8	3.93	19.5	3.26	4	4.11
43. Maintain top quality in important programs	8	3.39	14	3.63	15	3.32	22	3.63
44. Maintain balanced quality in all programs	30.5	2.80	26	3.32	25	3.08	28	3.48
45. Keep up to date	14	3.12	1	4.24	10	3.41	2	4.22
46. Increase or maintain prestige	3	3.57	32	3.10	3	3.50	30.5	3.44
47. Preserve institutional character	19	3.05	47	1.88	25	3.08	47	2.37

Table 3. Goals of the university Faculty and Administrators

		Faculty				Administrators			
		Perceived		Preferred		Perceived		Preferred	
		Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
1.	Cultivate student's intellect	39	2.80	22	3.67	34	2.93	24	3.57
2.	Produce well-rounded student	26.5	3.00	4	4.17	30.5	2.97	13	3.83
3.	Affect student with great ideas	42	2.67	35.5	3.17	32	2.96	36	3.17
4.	Develop students' objectivity	26.5	3.00	4	4.17	40	2.80	3	4.30
5.	Develop students' character	45	2.60	22	3.67	47	2.46	14	3.79
6.	Prepare students for useful career	8	3.50	35.5	3.17	10.5	3.43	33.5	3.23
7.	Prepare students for status/ leadership	46.5	2.50	42	2.83	38	2.86	44	2.71
8.	Train students for scholarship and research	36	2.83	14.5	3.83	28	3.00	10.5	3.90
9.	Cultivate students' taste	46.5	2.50	22	3.67	46	2.48	42	2.73
10.	Prepare students for citizenship	17.5	3.17	14.5	3.83	34	2.93	16	3.77
11.	Carry on pure research	26.5	3.00	35.5	3.17	10.5	3.43	38	3.10
12.	Carry on applied research	4	3.67	8.5	4.00	6	3.55	18.5	3.70
13.	Provide special adult training	26.5	3.00	14.5	3.83	15	3.34	18.5	3.70
14.	Assist citizens thru extension programs	8	3.50	14.5	3.83	13	3.37	17	3.73
15.	Provide community cultural leadership	12.5	3.33	22	3.67	13	3.37	20	3.67
16.	Disseminate new ideas	5	3.60	4	4.17	19	3.24	4	4.27
17.	Preserve cultural heritage	42	2.67	35.5	3.17	28	3.00	30	3.27

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Table 3. (cont.)

		Faculty				Administrators			
		Perceived		Preferred		Perceived		Preferred	
		Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
18.	Ensure confidence of contributors	8	3.50	22	3.67	3	3.79	28	3.38
19.	Ensure favor of validating bodies	15	3.25	43	2.80	7	3.54	35	3.20
20.	Develop to utmost high school graduates	26.5	3.00	28	3.50	30.5	2.97	12	3.86
21.	Accept good students only	42	2.67	47	2.33	21.5	3.17	46	2.03
22.	Satisfy area needs	12.5	3.33	28	3.50	24	3.10	26.5	3.43
23.	Keep costs down	26.5	3.00	28	3.50	39	2.85	23	3.59
24.	Hold staff in face of inducements	26.5	3.00	14.5	3.83	42	2.70	33.5	3.23
25.	Reward for contribution to profession	26.5	3.00	35.5	3.17	9	3.45	39	3.03
26.	Involve faculty in University government	26.5	3.00	14.5	3.83	5	3.67	10.5	3.90
27.	Involve students in University government	26.5	3.00	8.5	4.00	1	3.93	5	4.23
28.	Run University democratically	26.5	3.00	22	3.67	26	3.03	8.5	3.93
29.	Keep harmony	42	2.67	45	2.67	36	2.90	41	2.83
30.	Reward for contribution to institution	17.5	3.17	35.5	3.17	43	2.55	22	3.60
31.	Emphasize under-graduate instruction	42	2.67	40	3.00	34	2.93	15	3.78
32.	Encourage graduate work	26.5	3.00	22	3.67	21.5	3.17	40	2.93
33.	Ensure efficient goal attainment	36	2.83	14.5	3.83	28	3.00	30	3.27

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Table 3. (cont.)

	Faculty				Administrators			
	Perceived		Preferred		Perceived		Preferred	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
34. Let will of faculty prevail	12.5	3.33	45	2.67	17.5	3.27	45	2.59
35. Protect Academic Freedom	1.5	3.83	1	4.33	2	3.83	7	4.03
36. Give Faculty maximum opportunity to pursue careers	26.5	3.00	40	3.00	16	3.33	43	2.72
37. Provide student activities	8	3.50	31.5	3.33	13	3.37	25	3.50
38. Protect students' right of inquiry	8	3.50	8.5	4.00	24	3.10	2	4.37
39. Protect students' right of action	17.5	3.17	14.5	3.83	24	3.10	6	4.10
40. Develop faculty loyalty to institution	36	2.83	28	3.50	45	2.50	30	3.27
41. Develop pride in university	26.5	3.00	3.5	3.33	44	2.53	37	3.13
42. Maintain top quality in all programs	17.5	3.17	4	4.17	20	3.20	8.5	3.93
43. Maintain top quality in important programs	3	3.80	8.5	4.00	8	3.50	21	3.63
44. Maintain balanced quality in all programs	36	2.83	40	3.00	41	2.74	26.5	3.43
45. Keep up to date	1.5	3.83	4	4.17	17.5	3.27	1	4.43
46. Increase or maintain prestige	12.5	3.33	28	3.50	4	3.70	32	3.24
47. Preserve institutional character	36	2.83	45	3.67	37	2.87	47	1.97

within the total student personnel group sample. Table 2
showed the data for the Masters of Arts degree candidates
and the Doctoral degree candidates. Table 3 showed the data
for the Faculty sample and the Administrator sample.

Analysis of the total student personnel sample
(N = 105) established, of course, the general direction of
the responses of the component sub-groups. In several
instances, however, one of the sub-groups gave a widely
variant rating when compared to the other three. Mostly,
this occurred within the sub-group Faculty. As previously
noted, a deviation of this group (n = 6) would be less
likely to affect the total student personnel group (N = 105)
rankings than would any of the other three sub-groups (n1 =
42, n2 = 27, n3 = 30). Typical of this phenomenon was the
goal--cultivate students' taste. The overall preferred
ranking for N = 105 was 44. The faculty sub-group ranking
was 22, a considerable deviation from the other three
rankings.

Examination of the sub-groups data revealed occas-
sional deviations by a single group from a relative norm
established by the remaining three groups (the three groups
having shown close agreement on rankings given to a partic-
ular goal).

The Faculty group saw the goal of preparing students
for citizenship being pursued more strongly than did the
three others; while the Doctoral students placed a much
greater value on that goal by their high ranking on the

preferred list. The Faculty perceived less importance on pure research efforts on campus and on providing special adult training. The Faculty perceived a considerably greater importance being given to the dissemination of new ideas, but were very compatible with the other groups in ranking this goal as the second highest preferred goal for N = 105.

The Faculty perceived the goal of ensuring the favor of validating bodies lower and, somewhat curiously preferred it the least of the four groups. The Faculty judged that the goal--to satisfy area needs--was strongly pursued, ranking it in the upper third (rank 12.5). The remaining three groups perceived the goal to be receiving much less importance (ranks 32, 21.5, and 24 respectively).

The group of Administrators perceived the goal of "hold staff in face of inducements" lowest of the four groups, while the Faculty preferred it the most of the four groups. The Faculty judged that reward for contribution to the profession was not given as much priority as did the other three groups. There was close agreement on the preferred rankings of that goal. The range extended from a rank of thirty-five and five/tenths to forty-one (35.5-41).

The Faculty group disclaimed the high ranking given to the perceived goal of involving the faculty in the government of the university by the other three groups.

One of the more striking instances of single group deviation occurred with the goal "involve students in the government of the university." Perceived to be valued low in actual practice by the other three groups (each ranked it below the mid-point [ranks 35, 25, and 26.5 respectively]), the Administrator group ranked the item as the single highest goal perceived to be actually valued on their campus.

An appreciable deviation occurred on the goal—reward for contribution to the institution. The Faculty group ranked it perceived highest among the four groups. The goal was then ranked in the lower third of the order by the Faculty group in the preferred listing. This contrasted sharply with the remaining three groups. Each of those groups ranked the goal perceived as quite low (all in the lower third of the list), and preferred the goal sufficiently enough to rank it well above the mid-point. These data suggest that the student personnel faculty believe more than did the graduate students or Administrators that contributions to the institution were indeed rewarded, but that this was not an appropriate state of affairs.

The Administrator group placed the goal of emphasizing undergraduate education higher than the other three groups. The goal—ensure efficient goal attainment—was interestingly ranked lowest by the Administrative group.

The Administrator group placed the highest comparative ranking on the preferred goal of protecting students' rights of action in a widely variant distribution of ranks. On the other end, the Doctoral candidate group gave the goal the lowest preferred ranking.

Another variance occurred in the top-ranked preferred goal (for N = 105)--keep up to date. That goal was perceived as the single highest goal in actual practice by the Faculty group on their campus. It should be noted, however, that while the Faculty rating was noticeably high, each of the other three groups ranked the perceived status of that goal in or near the top third of the order (ranks 14, 10, and 17.5, respectively).

The Faculty perceived the goal of increasing or maintaining prestige lower than did the other groups.

It could have been hypothesized that the greatest frequency of variance among the student personnel sub-groups would have resulted from the rankings of the Faculty group. It was that group that was most significantly differentiated from the total student personnel sample by virtue of position, age, experience, professional training and established interests. Arrangements involving the student personnel graduate program and most of the student personnel administrators at Michigan State University that were sampled in the study result in considerable overlap, i.e., most Administrators are also enrolled in a graduate program.

As indicated in Chapter II, the division of respondents into the categories used, although based on a primacy of interest criterion, was indeed an arbitrary one, and differences among the student personnel sub-groups were not evident from the data. Rather, that data tended to support the assumption of homogeneity of the student personnel total that was made relevant to the comparison with the 1967 study total.

The across goals measurement (GM 1) intended to show the relative importance of a single goal across the five groups included in the study. The weighted mean of a particular goal was taken from each of the five groups. The five scores on that goal were then ranked from the highest to the lowest (1-5). Table 4 shows the across goal measure (GM 1) of those goals perceived to be the most important (according to the combined eight rankings of the total student personnel group and the 1967 study group total). Table 5 shows the across goal measure (GM 1) of those goals preferred to be the most important (goals were identified in the same manner as for Table 4).

No significant pattern was evident to GM 1 rankings, with regard to the rank given to a particular group across several goals. Generally, each goal established its own rank according to the merit of the goal. Tables 6 and 7 are scattergrams of the group-ranking results. The only discernable patterns were that (1) the Master of Arts

Table 4. Across Goal Measure (GM 1) of perceived most important* goals.

		GROUP					
		1	2	3	4	5	(Total 1-4)
Protect academic freedom	Mean	3.50	4.04	3.83	3.83	3.90	(3.75)
	Rank	5	1	3.5	3.5	2	
Ensure confidence of contributors	Mean	3.67	3.52	3.50	3.79	3.66	(3.65)
	Rank	2	4	5	1	3	
Increase or maintain prestige	Mean	3.57	3.56	3.33	3.70	3.76	(3.59)
	Rank	3	4	5	2	1	
Ensure favor of validating bodies	Mean	3.53	3.65	3.25	3.54	3.42	(3.55)
	Rank	3	1	5	2	4	
Carry on applied research	Mean	3.48	3.44	3.67	3.55	3.99	(3.50)
	Rank	3	4	1	2	5	
Maintain top quality on important programs	Mean	3.39	3.32	3.80	3.50	3.69	(3.43)
	Rank	4	5	1	3	2	
Involve faculty in the government of the university	Mean	3.23	3.52	3.00	3.64	3.21	(3.42)
	Rank	3	2	5	1	4	
Provide a full round of student activities	Mean	3.45	3.33	3.50	3.37	3.19	(3.40)
	Rank	2	4	1	3	5	
Keep up to date and responsive	Mean	3.12	3.41	3.83	3.27	3.57	(3.28)
	Rank	5	3	1	4	2	

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Table 4. (cont.)

		GROUP					
		1	2	3	4	5	(Total 1-4)
Train students for scholarship and research	Mean Rank	2.88 4	3.30 2	2.83 5	3.00 3	3.56 1	(3.02)
Carry on pure research	Mean Rank	3.25 4	3.42 3	3.00 5	3.43 2	3.55 1	(3.32)
Maintain top quality in all programs we engage in	Mean Rank	3.10 5	3.26 2	3.17 4	3.20 3	3.49 1	

Group 1   Masters of Arts Candidates
Group 2   Doctoral Candidates
Group 3   Faculty
Group 4   Administrators
Group 5   1967 study group
(Total 1-4) (Total of groups 1, 2, 3, and 4)

*Perceived goals identified as most important by the total student personnel group and the 1967 study total group combined.

Table 5. Across Goal Measure (GM 1) of preferred most important* goals.

		GROUP					
		1	2	3	4	5	(Total 1-4)
Keep up to date and responsive	Mean	4.29	4.22	4.17	4.43	4.09	(4.30)
	Rank	2	3	4	1	5	
Disseminate new ideas	Mean	4.14	4.22	4.17	4.25	4.19	(4.20)
	Rank	4	2	3	1	5	
Protect students right of inquiry	Mean	4.14	4.07	4.00	4.37	3.88	(4.18)
	Rank	2	3	4	1	5	
Develop student's objectivity	Mean	3.98	4.07	4.17	4.30	3.99	(4.10)
	Rank	5	3	2	1	4	
Protect academic freedom	Mean	3.98	4.22	4.33	4.03	4.33	(4.08)
	Rank	5	3	1.5	4	1.5	
Involve students in university government	Mean	4.00	3.85	4.00	4.23	2.69	(4.03)
	Rank	2.5	4	2.5	1	5	
Maintain top quality in all programs	Mean	3.93	4.11	4.17	3.93	4.14	(3.99)
	Rank	4.5	3	1	4.5	2	
Produce well-rounded student	Mean	4.07	3.81	4.17	3.83	3.75	(3.94)
	Rank	2	4	1	3	5	
Train students for scholarship and research	Mean	3.71	3.85	3.83	3.90	4.17	(3.81)
	Rank	5	3	4	2	1	

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Table 5.   (cont.)

		1	2	3	4	5	(Total 1-4)
				GROUP			
Cultivate students' intellect	Mean	3.21	3.70	3.67	3.57	4.17	(3.47)
	Rank	5	1	3	4	1	
Maintain top quality in important programs	Mean	3.63	3.63	4.00	3.63	3.99	(3.65)
	Rank	4	4	1	4	2	

Group 1   Master of Arts Candidates
Group 2   Doctoral Candidates
Group 3   Faculty
Group 4   Administrators
Group 5   1967 Study Group
(Total 1-4)   (Total of groups 1, 2, 3, and 4)

*Preferred goals identified as most important by the total student personnel total groups and by the 1967 total study group combined.

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Table 6.   Scattergram of perceived goal rankings of 47
           goals across groups (GM 1)

Rank	Master of Arts	Doctoral	Faculty	Administrator	1967 Study
1st	0	8	13	8	18
2nd	6	11	10	13	11
3rd	8	12	7	16	5
4th	14	9	6	7	7
5th	19	7	11	3	6

Note: Ties were assigned the highest of the tied ranks

Table 7.   Scattergram of preferred goal rankings of 47
           goals across groups (GM 1)

Rank	Master of Arts	Doctoral	Faculty	Administrator	1967 Study
1st	1	11	14	12	15
2nd	5	13	11	4	10
3rd	8	18	7	12	3
4th	10	5	9	15	5
5th	23	0	6	4	14

Note: Ties were assigned the highest of the tied ranks

candidates tended to rate lower on more items, both per-
ceived and preferred, and (2) the 1967 study group tended
to rate higher on perceived goal items.

Congruence Measures

Analysis of the GM 1 across groups measures was
made to determine congruence between the perceived and pre-
ferred GM 1 rankings. Machine computer analysis was accom-
plished, employing the Michigan State University Computer
Institute for Social Science Research Technical Report 47,
"Rank Correlation Coefficients," by John Morris, January 5,
1967. That computer program ranked the across group list-
ings of weighted means on each goal, perceived and pre-
ferred. Tied observations were assigned the average of the
ranks for which they were tied. The Spearman Rank Correla-
tion (Rho) statistic was used. (See Chapter III, p. 65,
for the formula used.)

Results from that program gave a Rho and a level of
significance for that Rho on each set of perceived-preferred
rankings across groups. Table 8 shows the goals that were
significant in that analysis.

The test for significance with only N = 5 (pairs)
was difficult to meet. Table 8 reveals that only seven of
the forty-seven goals attained significance at the .05
level or better. One goal had a perfect positive correla-
tion--that one being the goal to satisfy area needs. The

Table 8. Across group measure of correlation between
         perceived and preferred rankings of individual
         goals.

	Goal	Rho	
1.	Cultivate students' intellect	.828	**
3.	Affect students with great ideas	.820	**
8.	Train students for scholarship and research	.800	*
9.	Keep up to date and responsive	- .800	*
12.	Carry on applied research	.700	*
15.	Provide cultural leadership	.750	*
17.	Preserve cultural heritage	.872	**
19.	Ensure favor of validating bodies	.700	*
22.	Satisfy area needs	1.000	****
40.	Develop faculty loyalty to university	.872	**
41.	Develop pride in the university	.820	**
43.	Maintain top quality in important programs	.894	***

     * Significant at .10 level

    ** Significant at .05 level

   *** Significant at .025 level

  **** Significant at .001 level

goal--keep up to date and responsive--had the only signifi-
cant negative correlation.

Correlation of the across goal measure essentially
meant that groups perceiving a goal as actually being of
high importance also placed high value on the goal. Con-
versely those groups that perceived the goal as having low
importance when compared to other groups also preferred
that goal less than other groups. The negative correla-
tion shown in Table 8 was the result of groups preferring
a goal inversely to the way that it is perceived on their
campus.

Within group congruence was analyzed also by the
use of the Spearman Rank Coefficient (Rho). The GM 2
perceived and preferred rankings within each group were
compared for correlation. The results of these correla-
tions are shown in Table 9.

Table 9. Within group congruence between perceived and
preferred rankings of all goals.

Group	Rho
Master of Arts	.005
Doctoral	.098
Faculty	.516 *
Administration	.167
1967 Study Total	.719 *
(Total 1-4)	(.099)

* Significant at .001 level

The Faculty group attained a significant relation-
ship between their perceptions of goals and the goal prefer-
ences. The 1967 group Rho was significant. Gross and
Grambsch concluded that their research revealed relatively
high congruence within universities. They suggested that
faculty and staff tended to associate themselves with
institutions where agreement existed between their own
private values and what was actually being practiced on
the campus.[3] Support for that analysis was suggested by
the faculty group sampled in this study. The graduate
students and Administrators of student personnel work,
however, did not record congruence between their percep-
tions and their preferences.

Chapter IV has included discussions of the overall
perspectives of the data collected in this research: within
groups and across groups consideration of goal rankings,
and measures of congruence across and within groups.

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[3]*Ibid.*, pp. 115-116.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to assess the per-
ceptions of a set of university goals among selected popu-
lations of student personnel administrators, graduate
students in the field of student personnel administration,
and their faculty at Michigan State University.

A questionnaire, containing forty-seven specific
goals, with provisions for each goal to be responded to,
(1) as perceived and (2) as preferred, was adapted from a
previous study,[1] from which data also was taken for purposes
of comparison with the new populations to be sampled. One
hundred fifty questionnaires were sent out and 105 were
returned, for an overall return rate of 70 percent.

Five categories of respondents were established:

1. Master of Arts degree candidates majoring in
    student personnel administration;

2. Doctoral degree candidates majoring in student
    personnel administration;

3. Faculty who teach graduate students majoring in
    student personnel administration; and

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[1]Edward Gross and Paul V. Grambsch, University Goals
and Academic Power (Washington, D.C.: American Council on
Education, 1968).

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4. Administrators in selected student personnel
   positions at Michigan State University.

5. The fifth category was the data showing the total
   sample of the 1967 study.

Response to individual goal ratings ranged from
"top importance" to "no importance." Values ranging from
five to one were assigned to the possible responses.
Weighted means established the position or rank of the
goal (1) across groups and (2) within groups.

The data were investigated for goal measures (rank)
across the five groups. The results of that analysis were
indecisive with regard to the establishing of patterns of
responses by groups or by types of goals.

The student personnel total within group responses
were compared to the 1967 study totals as an overall per-
spective on goal rankings. The student personnel group
perceived highest importance being placed on academic
freedom, institutional prestige, and the ensuring of the
favor of validating bodies and contributors. The 1967
group perceived highest importance being placed on academic
freedom, institutional prestige, the maintenance of impor-
tant programs, and ensuring the favor of contributors.

The student personnel total group perceived to be
the least important goals of cultural development, charac-
ter development, loyalty to the institution, and ensuring
that rewards reflected contributions to the institution.

The 1967 group perceived to be the least important goals of cultural development, maintaining institutional character, involving students in university government, and the emphasizing of undergraduate education.

The student personnel total group preferred as most important goals of keeping up to date and responsive, disseminating new ideas, protecting students' right of inquiry and developing students' objectivity. The 1967 group preferred as most important goals of protecting academic freedom, training students in scholarship and/or research, developing students' intellect, and maintaining top quality in all programs.

The student personnel total group least preferred goals of maintaining institutional character, accommodating only high potential students, insuring that the will of the faculty prevailed, and cultivating students' taste. The 1967 group least preferred goals of maintaining institutional character, involving students in government of the university, cultivating the students' taste, and the emphasizing of undergraduate education.

Within groups analysis of the four sub-groups within the student personnel total group revealed frequent variations from the norm by one of the sub-groups. Most often the group at variance was the Faculty group. Established interests, age, position, and more extensive professional training were suggested as reasons for that phenomenon.

Congruence measures between perceived and preferred rankings of individual goals across groups produced twelve goals significant at the .10 level of confidence.

Congruence measures within groups revealed no significant correlation for the Master of Arts Candidates, the Doctoral Candidates, or the Administrators. The Faculty and the 1967 study group, however, were significantly related (.001 level of confidence).

Conclusion

The study provided a considerable number of tentative responses to some very substantive statements about university goals. The specificity of purpose represented by the forty-seven goals in the questionnaire provided, perhaps, for many of the respondents, a relatively unique opportunity for thoughtful consideration of the missions of the university. This opportunity should not continue to be unique for student personnel administrators. The identification and ordering of institutional goals are the areas of important inquiry and research for the immediate future. This study has revealed both congruence and dissonance among segments of the student personnel "population" at Michigan State University. A broader national population, represented by the 1967 study data, offered a substantial sounding board of comparison for the entire student personnel group. The results of this study seem to indicate, at

least for the majority of the student personnel respondents, a general philosophical posture that values quality education while maintaining concern for individual human development. It is not likely, however, that the language used in these statements of goals is the best language for the student personnel administrator. It is not likely that the division of goals used in this list encompassed the precision of purpose needed for student personnel administrators in the modern university. The language needs to be developed--the proper division of goals needs to be made.

Implications for Further Research

The results of this study established implications for further research on several aspects of goal determination and ordering of priorities for student personnel administrators. The following questions require further investigation:

1. How are the stated goals defined by respondents in terms of the behaviors used or needed to implement the goals.

2. Who has responsibility for goal implementation? Does this responsibility shift from agency to agency according to the nature of the goal? If not, how is it shared behaviorally?

3. How accurate are perceptions of goals in effect in terms of amount of time and resources actually

spent in pursuit of goals? What activities are directly supportive of the attainment of individual goals? What activities conflict with the attainment of individual goals?

4. If preferred goals were honored, how would practices and behaviors change? What activities would be increased or decreased? What functions would be added or deleted?

5. What goals would be established by empirically established behavior analysis? Would these differ from reports of emphasis given to pre-categorized goals?

6. From what sources of authority does emphasis for goal importance originate? What degree of influence on goal importance comes from the university power structure? How do professional authorities, student needs, the news media, crisis confrontations, etc., affect goal ordering? Does the order change appreciably in time of stress? Are expressed goals deeply ingrained values or are they a function of immediate perceived needs?

7. How are short-range goals formed? How are they accommodated when they conflict with long-range goals?

8. How do goal specificity and clarity about goals relate to such criteria as institutional productivity; internal harmony; faculty, staff, and student

homogeneity; and student satisfaction with their educational experiences?
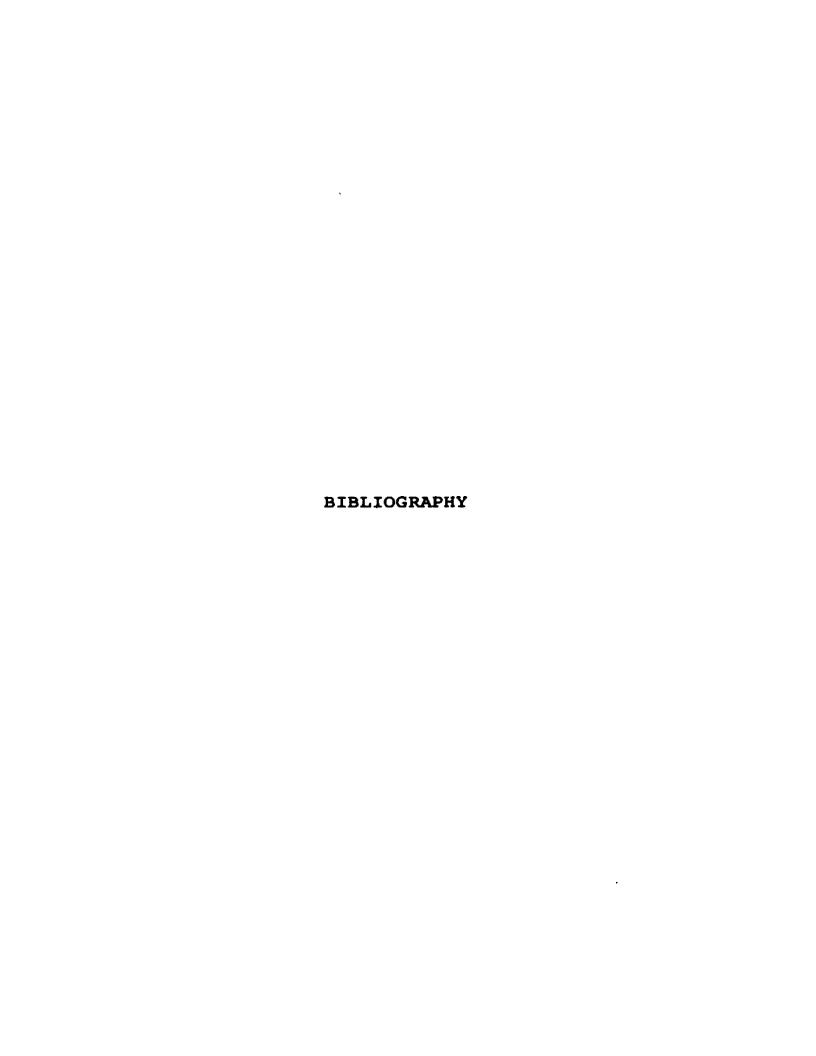
9. How long does an ordering of goals remain valid? Does it change significantly from year to year?

10. What are optimum levels of congruence or dissonance between perceived and preferred goals in terms of productivity and continuance with the institution?

11. How are dissonances between perceived and preferred importance of goals resolved? What behaviors exemplify the resolution processes?

12. How do existing orderings of goals compare with the perceptions and preferences of the general public, state, legislators, parents, alumni, and other populations of interest to the university? How accurate are their perceptions in terms of their behavior?

These are but some possible additional research efforts that are needed to gain both a broader perspective on the problem of goal importance and to confirm or deny in behavioral terms the results of this study.

Implications for Future Action

1. Institutional surveys of goals need to occur at appropriate intervals in order to continually reassess the values and perceptions of the many segments of the university about university purposes.

2. Student personnel administrators need to simultane-
    ously consider institutional goals and professional
    goals so as to identify and deal with areas or
    elements of dissonance.

3. Student personnel administrators need to adequately
    contribute to the continuing debate over univer-
    sity goals. Spokesmen are needed to provide the
    rest of the academic community with our point of
    view, our language, and our goals.

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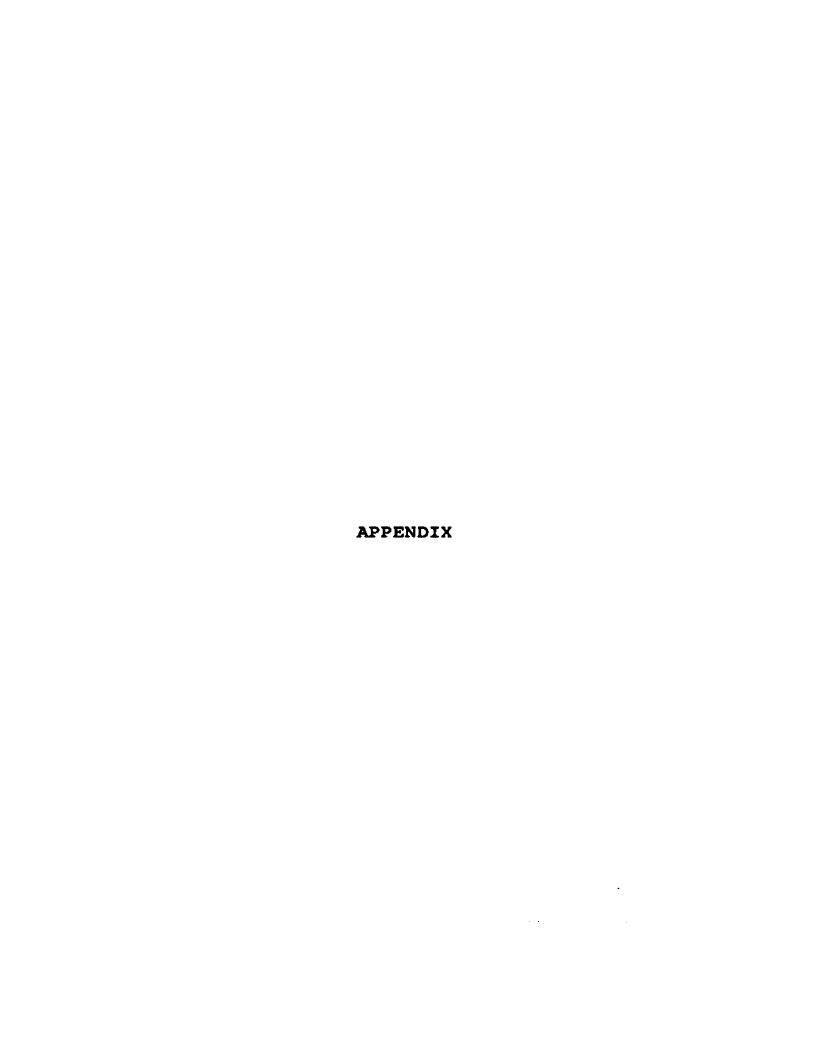Lee, Calvin B. T. "Whose Goals for American Higher Education?" Whose Goals for American Higher Education. Washington, D. C.: American Council on Education, 1967.

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APPENDIX

February 23, 1970

TO: (1) Michigan State University Student Personnel
                 Administrators
          (2) Doctoral Degree Candidates in Student Personnel
                 Administration
          (3) Masters Degree Candidates in Student Personnel
                 Administration
          (4) Student Personnel Administration Faculty

FROM: Bud Thomas, Ph.D. Candidate; Office: 353-3780,
           Home: 337-0943

SUBJECT: Request for your response

WHY YOU? You have been identified as a member of the category
marked above. Having a primary interest in the field of Student
Personnel Administration in Higher Education, you are encouraged
to contribute, for inclusion in this research, your perceptions
about the importance of a variety of specific university goals.

ABOUT THE STUDY. Your perceptions of goals at Michigan State
University will be compared to a nationwide study (University
Goals and Academic Power, Edward Gross and Paul V. Grambsch,
American Council of Education, Washington, D.C., 1968) of uni-
versity faculty and administrators from 68 major institutions.
Parts 1 and 9 of the 1968 study questionnaire have been dupli-
cated and form the questionnaire utilized in this study.

Comparisons among the four populations will be drawn. Multi-
variant analysis of goal perceptions within the four populations
and also with the 1968 study will be possible via inclusion of
part 9.

This will be a pilot study, and, as such, may lead to further
assessment of the role and posture of Student Personnel Adminis-
trators in the processes of university goal determination.

This research has the approval of my doctoral guidance committee
and the M.S.U. Office of Institutional Research. In the event of
questions relating to this approval, you may contact either Dr.
Laurine E. Fitzgerald (Chairman) 355-8324 or Dr. Paul Dressel
(Institutional Research) 355-6629.

CONFIDENTIALITY. Only myself and necessary data processing assist
ants will see the completed questionnaire. No reference to indi-
viduals will be made in the analysis. In view of these safeguards
you are asked to place your name on this cover page for purposes
of control of returns.

THANK YOU! The questionnaire should take about 22 to 25 minutes
to complete. Please return via campus mail to: Bud Thomas, 338
Student Services Bldg., or via U.S. Mail to Bud Thomas, 519 Gunson
Street, E. Lansing, Michigan 48823.

Please enter your name here _____

THE GOALS OF THIS UNIVERSITY

One of the great issues in American education has to do with the proper aims or goals of the university. The question is: What are we trying to accomplish? Are we trying to prepare people for jobs, to broaden them intellectually, or what? Below we have listed a large number of the more commonly claimed aims, intentions or goals of a university. We would like you to react to each of these in two different ways:

(1) How important *is* each aim at this university?

(2) How important *should* the aim be at this university?

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
EXAMPLE: serve as substitute parents	**is**	☐	☐	☒	☐	☐	☐
	should be	☐	☐	☐	☐	☒	☐

A person who had checked the alternatives in the manner shown above would be expressing his perception that the aim, intention or goal, "to serve as substitute parents," is of medium importance at his university but that he believes it *should be of* importance as an aim, intention, or goal of his university.

NOTE: "of absolutely top importance" should only be checked if the aim is *so* important that, if it were to be removed, the university would be shaken to its very roots and its character changed in a fundamental way.

ALL QUESTIONS ARE ABOUT *THIS* UNIVERSITY, that is, MICHIGAN STATE UNIVERSITY, WHERE YOU ARE CU EMPLOYED or ENROLLED as a GRADUATE STUDENT.

GOALS

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
hold our staff in the face of inducements offered by other universities	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
make sure that on *all* important issues (not only curriculum), the will of the full-time faculty shall prevail	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
encourage students to go into graduate work	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
protect the faculty's right to academic freedom	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
elop loyalty on the part of the faculty staff to the university, rather than to their own jobs or professional :erns	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
luce a student who, whatever else be done to him, has had his intellect ivated to the maximum	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
elop the inner character of students lhat they can make sound, correct al choices	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
ιe a good consumer of the student—a on who is elevated culturally, has d taste, and can make good consumer ices	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
ιe as a center for the dissemination of ideas that will change the society, :ther those ideas are in science, litera- :, the arts, or politics	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
cate to his utmost capacities every ι school graduate who meets basic ιl requirements for admission	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
ι harmony between departments or ιions of the university when such ιrtments or divisions do not see eye ye on important matters	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
ε this a place in which faculty have imum opportunity to pursue their ers in a manner satisfactory to them heir own criteria	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
lop greater pride on the part of fac- staff and students in their university the things it stands for	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
up to date and responsive	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
sure the student is permanently af- d (in mind and spirit) by the great of the great minds of history	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't say
...ain students in methods of scholarship nd/or scientific research, and/or cretive endeavor	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
...erve as a center for the preservation of he cultural heritage	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
...rient ourselves to the satisfaction of the pecial needs and problems of the immediate geographical region	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
...nvolve students in the government of he university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
make sure the university is run by those selected according to their ability to attain the goals of the university in the most efficient manner possible.	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
maintain top quality in all programs we engage in	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
keep this place from becoming something different from what it is now; that is, preserve its peculiar emphases and point of view, its "character"	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
provide the student with skills, attitudes, contacts, and experiences which maximize the likelihood of his occupying a high status in life and a position of leadership in society	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
carry on pure research	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
keep costs down as low as possible through more efficient utilization of time and space, reduction of course duplication, etc.	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to the functioning of this university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
protect and facilitate the students' right to advocate direct action of a political or social kind, and any attempts on their part to organize efforts to attain political or social goals	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't know or can't s...
produce a well-rounded student, that is one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
ensure the favorable appraisal of those who validate the quality of the programs we offer (validating groups include accrediting bodies, professional societies, scholarly peers at other universities, and respected persons in intellectual or artistic circles)	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
maintain a balanced level of quality across the whole range of programs we engage in	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
make sure the university is run democratically insofar as that is feasible	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
produce a student who is able to perform his citizenship responsibilities effectively	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
accommodate only students of high potential in terms of the specific strengths and emphases of this university	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
assist students to develop objectivity about themselves and their beliefs and hence examine those beliefs critically	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
prepare students specifically for useful careers	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
provide cultural leadership for the community through university-sponsored programs in the arts, public lectures by distinguished persons, athletic events, and other performances, displays or celebrations which present the best of culture, popular or not	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
carry on applied research	is	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

GOALS (cont.)

		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't kno or can't s
ensure the continued confidence and hence support of those who contribute substantially (other than students and recipients of services) to the finances and other material resource needs of the university	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
make sure that salaries, teaching assignments, perquisites, and privileges always reflect the contribution that the person involved is making to *his own profession or discipline*	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
emphasize undergraduate instruction even at the expense of the graduate program	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
involve faculty in the government of the university	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
provide a full round of student activities	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
increase the prestige of the university or, if you believe it is already extremely high, ensure maintenance of that prestige	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐
maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	**is**	☐	☐	☐	☐	☐	☐
	should be	☐	☐	☐	☐	☐	☐

In spite of the length of the above list, it is entirely possible that we have not included aims or goals which are im tant at this university, or we may have badly stated such an aim or goal; if so, please take this opportunity to correct u writing them in below.

GOAL		of absolutely top importance	of great importance	of medium importance	of little importance	of no importance	don't k or can'
_____	**is**	☐	☐	☐	☐	☐	☐
_____	**should be**	☐	☐	☐	☐	☐	☐
_____	**is**	☐	☐	☐	☐	☐	☐
_____	**should be**	☐	☐	☐	☐	☐	☐

9.1 Present age (nearest birthday):

☐ under 25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45	
☐ 46-50 ☐ 51-55 ☐ 56-60 ☐ 61-65 ☐ 66 or (	

9.3 Number of children: (please circle the correct number) 0, 1, 2, 3, 4, 5, 6 or more.

9.4 Race:
☐ White
☐ Negro
☐ Mongoloid

9.2 Sex: ☐ M ☐ F

9.5 Country of birth of father _____

9.6 Father's education:

Years of schooling completed: ☐ 11 or less.   ☐ 12.   ☐ more than 12.

Degree(s) obtained if any: _____

Mother's education:

Years of schooling completed: ☐ 11 or less.   ☐ 12   ☐ more than 12

Degree(s) obtained if any. _____

9.7 Father's occupation during most of his adult life: (please be specific) _____

9.8 Your place of birth:

If rural, name nearest city _____

If urban, name city _____
                         (state, if U.S.A.)   (country)

9.9 Place in which the greater part of your life up to age 17 was spent:

If rural, name nearest city _____

If urban, name city _____
                         (state, if U.S.A.)   (country)

9.10 Church affiliation:

☐ Catholic   ☐ None   ☐ Other
☐ Jewish   ☐ Protestant   (If Protestant or Other, please specify _____

9.11 Sources of income: (for income tax year 1969)
                                 Percentage of income derived from this source

Academic Salary   _____

Consulting   _____

Income from writing   _____

Other sources (please specify)   _____
                                         100%

9.12 Marital status: (check one)   **If married and male, a question about your wife:**

☐ Single   Education of wife's father:

☐ Married   Number of years: ☐ 11 or less

☐ Divorced, and presently unmarried   ☐ 12

☐ Separated   ☐ more than 12

☐ Widowed   Academic degrees, if any: _____

Occupation of wife's father during most of his adult li[

9.13 Your education:

☐ 11 years or less

☐ 12 years

    ☐ some years of college or university, but no degree received

    ☐ B.A. (or other bachelor's degree requiring 4 years or more)

        If so, what college or university? _____ Year received _____

        Field of specialization, if any _____

    ☐ M.A. or M.S., or other Master's degree requiring at least one year beyond the bachelor's degree.

        If so, what university or college? _____ Year received _____

        If so, what field of specialization _____

    ☐ M.D. If so, what university? _____ Year received _____

    ☐ Ph.D. If so, what university? _____

        If so, what field of specialization _____

        Year received _____

    ☐ Other degree than those named.

        What degree? _____ What college or university? _____ What field

        specialty? _____ Year received_____

9.14 Job history:

    Title of present position (if more than one is held, please list the other(s): _____

    Department, if any _____

List below only positions held for 9 months or longer. (please start with *most recent* position)

	Kind of Position	Name of Employer	Period of Employment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

5 This question is optional

Income data will enable us to perform a number of important analyses. We recognize, however, that persons are, understandably, reluctant to reveal what they feel is a personal matter. Would you therefore simply provide an approximation as follows:

    Total income from all sources, before taxes, in the 1964 tax year (i.e., an amount no more than 25% above or below your actual income). $_____