

Administration

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Perceptions of Existing and Desired Goals and the Present Goals of Morehead State University



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PREFACE

The purpose of this study is to assess the perceptions of existing and desired University goals as perceived by the faculty and staff in 1973 when the Institutional Goals Inventory was administered and to observe the effects the IGI has had in the preparation of present University goals. The study includes the results of the Institutional Goals Inventory and the present department, school, bureau, and University goals. The results are analyzed as to why emphasis should be placed on the goals and the most important goals of each school and the University.

INSTITUTIONAL GOALS INVENTORY

The Institutional Goals Inventory was administered at Morehead State University by the Bureau of Research and Development in May of 1973, to 234 respondents from the schools of Education (52), Social Sciences (32), Humanities (79), Sciences and Mathematics (44), and Business and Economics/ Applied Sciences and Technology (27).

Out of the 234 respondents, 204 were faculty members with the remainder being administrators and staff members. Complete respondent characteristics are in Tables VIII through XI in Appendix A.

The Schools of Business and Economics and Applied Sciences and Technology were combined as one school in the study because of the similarity of the two schools and that the inventory was administered soon after the School of Business and Economics was created as a result of dividing the School of Applied Sciences and Technology.

The purposes of the Institutional Goals Inventory were to (1) assess the University faculty values concerning existing and desired institutional goals, (2) find differences in goal values between different schools within the University, and (3) note significant differences between schools revealing those areas where the most work needs to be done. The results of the IGI were used in the preparation of the present department, school, bureau and University goals which are included in this report.

DESCRIPTION OF INSTRUMENT

Each of the 234 respondents was asked to rate his perceptions of the University goals in terms of what they are now and what they should be at Morehead State University. The questionnaire consisted of 90 goal statements to be rated individually based on a scale consisting of 5 point values: 5=of extremely high importance, 4=of high importance, 3=of medium importance, 2=of low importance, and 1=of no importance or not applicable. (See appendices B and C)

The IGI consists of twenty board goal areas with ninety goal statements (four per board goal area). The first thirteen broad goal areas are outcome goals and the last seven are process goals. The respondents answered the goal statements in two ways:

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

The IGI was administered and the results were compiled with "is" and "should be" mean values ordered by mean rank. For interpretation of the mean values the following ranges were established.

<u>MEAN VALUE</u>	<u>INTERPRETATION</u>
≤ 1.49	of no importance or not applicable
1.50 - 2.49	of low importance
2.50 - 3.49	of medium importance
3.50 - 4.49	of high importance
≥ 4.50	of extremely high importance

Descriptions of the 20 Goal Areas in the Institutional Goals Inventory

OUTCOME GOALS

- AD Academic Development**—this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1,4,6,9)*
- IO Intellectual Orientation**—this goal area relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning. (2,5,7,10)
- IPD Individual Personal Development**—this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3,8,11,13)
- H/A Humanism/Altruism**—this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14,17,20,23)
- C/AA Cultural/Aesthetic Awareness**—this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15,18,21,24)
- TR Traditional Religiousness**—this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental—in short, *traditional* rather than “secular” or “modern.” (16,19,22,25)
- VP Vocational Preparation**—this goal area means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26,30,36,38)
- AT Advanced Training**—this goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas. (27,31,32,41)
- R Research**—this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28,34,35,37)
- MLN Meeting Local Needs**—this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29,33,39,40)
- PS Public Service**—this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (44,47,50,51)

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

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

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

PROCESS GOALS

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

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

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

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

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

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

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

MOREHEAD STATE UNIVERSITY

SUMMARY OF RESULTS

Table I ranks the "is" and "should be" means of the twenty goal areas as seen by the total participants. Accountability/Efficiency was seen as the goal most emphasized by the University followed by Academic Development and Vocational Preparation. Accountability/Efficiency (3.17) as well as the other top goal areas failed to be of high importance (mean value 3.50). The University had three goal area ratings of "low importance" (mean 1.50 - 2.49); Social Criticism/Activism, Off-Campus Learning, and Traditional Religiousness. The results indicate a need for change in the University's present goal priorities to a higher level of importance since none of the goal areas ranked 3.50 or greater.

In ranking the "should be" means of twenty goal areas as seen by the total group, Intellectual Orientation ranked first, followed by Community and Individual Personal Development in order. Fourteen goal areas were seen as "should be" of high importance to the University (≥ 3.50). The results indicate that all twenty goal areas should be of greater importance to the University. The comparison of "is" and "should be" results reveal a marked discrepancy in mean values and show a need for greater importance being attached to goal priorities.

Exhibit A is a profile chart of the Institutional Goals Inventory (IGI) for Morehead State University. The exhibit is a graphical representation of Table I. One can visually recognize and compare discrepancies between "is" and "should be" mean values and make tentative conclusions as to the difficulties of moving toward the desired state.

A copy of Morehead State University's present goals follows Exhibit A. Comparisons of present goals and the results of the IGI show how useful the IGI was in the preparation of present University goals. While the results of the IGI was used in determining what should be the goals of the University, a comparison should be made to see if these goal priorities have been implemented.

TABLE I

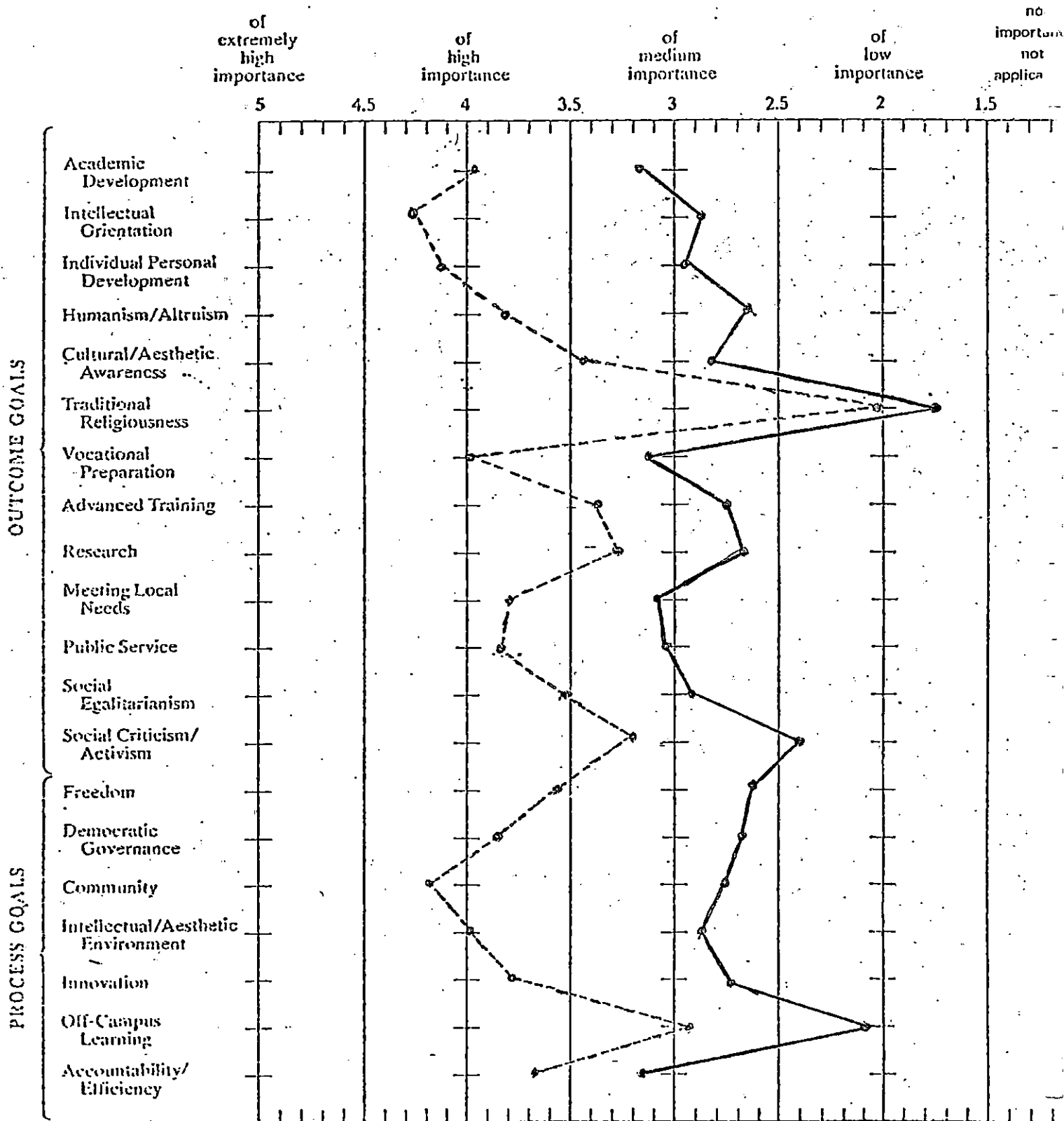
GOAL AREA "IS" AND "SHOULD BE" RANKING FOR TOTAL UNIVERSITY

Goal-Area	"IS"		"SHOULD BE"	
	Mean	Rank	Mean	Rank
1. Academic Development	3.16	2	3.95	6
2. Intellectual Orientation	2.74	12	4.24	1
3. Individual Personal Development	2.94	6	4.11	3
4. Humanism/Altruism	2.66	15	3.71	11
5. Cultural/Aesthetic Awareness	2.81	9	3.51	15
6. Traditional Religiousness	1.75	20	2.02	20
7. Vocational Preparation	3.15	3	3.98	5
8. Advanced Training	2.77	11	3.39	16
9. Research	2.56	17	3.27	17
10. Meeting Local Needs	3.11	4	3.80	9
11. Public Service	3.07	5	3.83	8
12. Social Egalitarianism	2.91	7	3.51	14
13. Social Criticism/Activism	2.40	18	3.24	18
14. Freedom	2.64	16	3.53	13
15. Democratic Governance	2.69	14	3.87	7
16. Community	2.77	10	4.17	2
17. Intellectual/Aesthetic Environment	2.87	8	3.99	4
18. Innovation	2.74	13	3.79	10
19. Off-Campus Learning	2.07	19	2.96	19
20. Accountability/Efficiency	3.17	1	3.67	12

Number of Respondents = 234

PROFILE FOR Morehead State University

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



Institutional Goals Inventory
 Institutional Research Program for Higher Education
 Educational Testing Service, Princeton, New Jersey 08510

PRESENT GOALS OF MOREHEAD STATE UNIVERSITY

1. To structure a community of students, teachers, and administrators in which all elements function for the sake of scholarship and in which no one element serves only itself.
2. To develop an environment in which knowledge may be discovered and integrated for civic, regional, national, and international concerns of social significance - or even for no reason at all except the excitement of free inquiry.
3. To provide opportunity for the individual student to recognize his potentials and to acquire self-discipline necessary for their realization.
4. To promote an atmosphere in which students will be challenged to encounter the values, ideas, and tangible aspects of the universe through the interaction of students committed to meaningful learning with a faculty committed to the excellence of teaching.
5. To serve the people of eastern Kentucky and a general obligation to serve all of the citizens of the Commonwealth.
6. To respond flexibly to the needs of the present without spurning the achievements and values of the past or overlooking the promises of the future.

SCHOOL OF BUSINESS AND ECONOMICS/APPLIED SCIENCES AND TECHNOLOGY

SUMMARY OF RESULTS

Table II, lists "is" and "should be" mean values and ranks as seen by the 27 faculty and staff members of the School of Business and Economics/ Applied Sciences and Technology. Academic development was seen as the goal most emphasized by the school followed by Meeting Local Needs and Accountability/Efficiency. In the "should be" ranking, Intellectual Orientation was seen as the most important goal that should be emphasized followed by Individual Personal Development and Vocational Preparation.

In the "is" ranking, the top goal areas as well as the other goal areas failed to be of high importance (mean value 3.50). The 2 goal areas rated of "low importance" (mean value 1.50 to 2.49).

In the "should be" ranking, 13 goal areas were seen as "should be" of high importance to the school (3.50-or greater).

Exhibit B is a profile chart of the Institutional Goals Inventory (IGI) for the school of Business and Economics/Applied Sciences and Technology. The exhibit is a graphical representation of Table II.

The results of the Institutional Goals Inventory were used as a reference in the preparation of the current school and department goals. The "should be" results and the discrepancies between the "is" and "should be" results gave a good indication of the goals priorities to be emphasized in the school and departments goals.

The schools of Business and Economics/Applied Sciences and Technology present goals show the emphasis that was placed on the top goal areas in the presentation of the goals. The present goals of the two schools and departments follow Exhibit B. As was noted earlier the two schools were combined

as one school in the study because of their similarity and that the inventory was administered soon after the School of Business and Economics was created as a result of dividing the School of Applied Sciences and Technology.

TABLE II

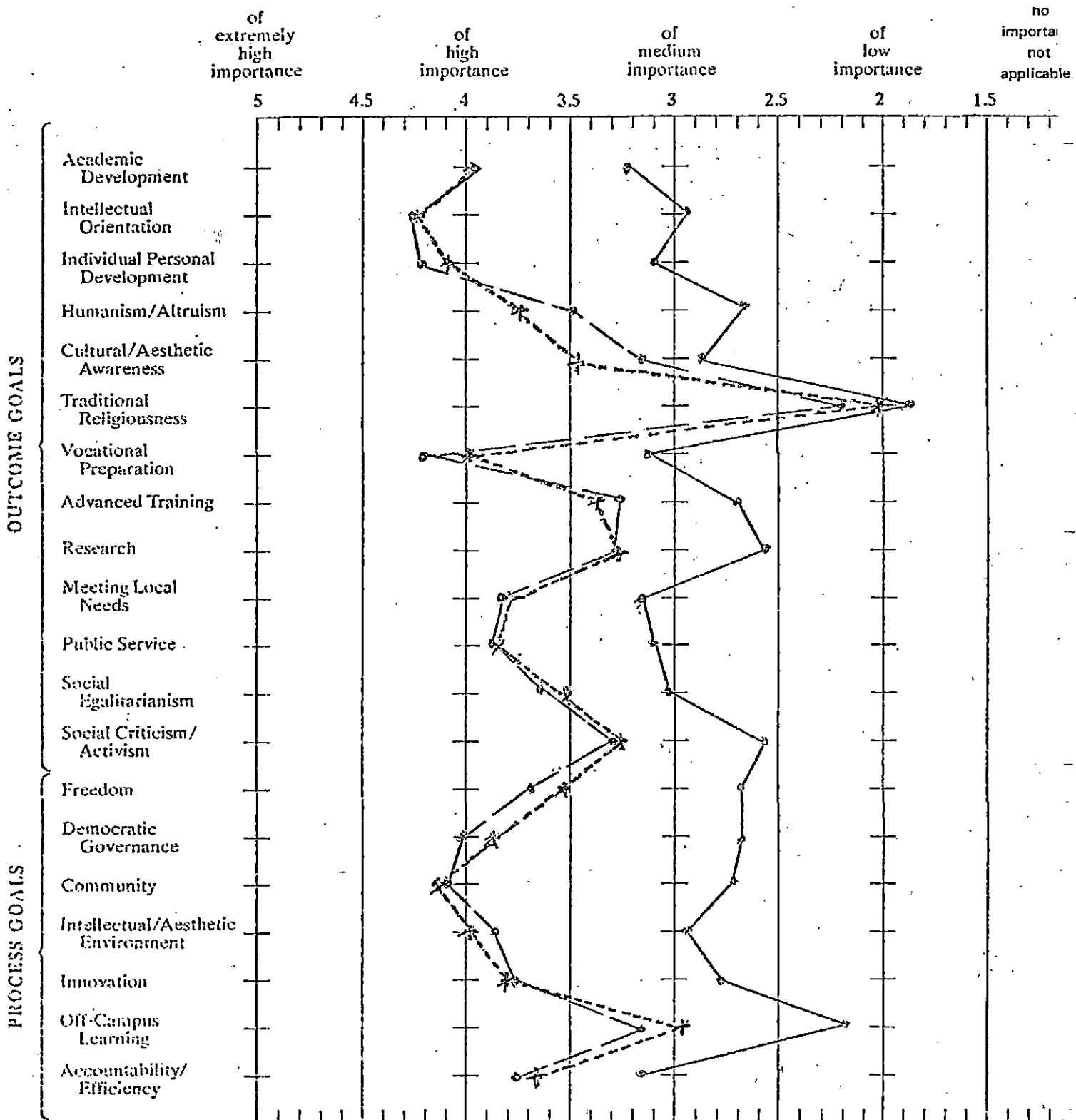
GOAL AREA "IS" AND "SHOULD BE" RANKING FOR SCHOOL OF BUSINESS AND ECONOMICS/APPLIED SCIENCES AND TECHNOLOGY

Goal Area	"IS"		"SHOULD BE"	
	Mean	Rank	Mean	Rank
1. Academic Development	3.22	1	3.95	6
2. Intellectual Orientation	2.93	8	4.25	1
3. Individual Personal Development	3.10	5	4.23	2
4. Humanism/Altruism	2.66	16	3.49	14
5. Cultural/Aesthetic Awareness	2.88	10	3.15	19
6. Traditional Religiousness	1.88	20	2.22	20
7. Vocational Preparation	3.13	4	4.20	3
8. Advanced Training	2.70	12	3.24	17
9. Research	2.53	17	3.28	15
10. Meeting Local Needs	3.15	2	3.82	8
11. Public Service	3.10	6	3.82	9
12. Social Egalitarianism	3.03	7	3.64	13
13. Social Criticism/Activism	2.53	18	3.27	16
14. Freedom	2.68	15	3.69	12
15. Democratic Governance	2.68	14	4.01	5
16. Community	2.70	13	4.12	4
17. Intellectual/Aesthetic Environment	2.93	9	3.86	7
18. Innovation	2.77	11	3.76	11
19. Off-Campus Learning	2.19	19	3.16	18
20. Accountability/Efficiency	3.15	3	3.77	10

Number of Respondents = 27

PROFILE FOR School of Business and Economics
School of Applied Sciences and
Technology

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



PRESENT GOALS OF THE

SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY

1. To develop specialized professional and technical competencies required of students preparing to teach in areas of Applied Sciences and Technology.
2. To provide programs which prepare students for professional careers.
3. To provide service courses and programs for students majoring in other disciplines.
4. To provide one- and two-year programs for the development of technical and vocational competencies of students who wish to become para-professionals.
5. To contribute toward the preparation of students for assuming responsibilities of leadership.
6. To provide for continuing professional growth and development through in-service programs.
7. To assist in promoting the region served by the University, with special emphasis on the educational, social, cultural, and economic factors affecting the area.

DEPARTMENT OF AGRICULTURE

1. To develop skills and abilities of students to enter a field in professional agriculture.
2. To develop an understanding of the art and science in the production of agriculture.
3. To offer a limited number of courses in those pursuing additional graduate credit without a degree in agriculture.
4. To serve as a demonstration of advanced agriculture production principles.
5. To provide facilities for other agriculture service agencies to promote agriculture, i.e., FFA Field Day.
6. To provide graduate courses in agriculture education.
7. To provide in-service teacher training, institutes, short courses, workshops and seminars for interested clientele.

DEPARTMENT OF HOME ECONOMICS

1. To develop abilities of students to contribute to specialized professional fields within home economics education, fashion merchandising, fashion design, interior decoration and design, and food service administration and nutrition.
2. To develop an understanding of the application of art and science in the professional fields within home economics education, fashion merchandising, fashion design, interior decoration and design, and food service administration and nutrition.

3. To identify and include competencies needed for specific careers upon completion of an A.D. or B.S. degree.
4. To continue student involvement in clinical and field experiences through cooperative education.
5. To provide and encourage the use of facilities for service agencies to promote home economics education, fashion merchandising, fashion design, interior decoration and design, and food service administration and nutrition.
6. To support consumer information projects as a public service to the Region and Commonwealth.
7. To provide in-service teacher training, institutes, short courses, workshops and seminars for the public, para-professionals, and professionals—on-and off-campus.
8. To encourage the use of Continuing Education Units in departmental activities.
9. To provide both elective and service courses for students in other fields of study.
10. To support the general education offerings through a nutrition and food for mankind course.
11. To encourage and provide for continuous professional growth of graduates through opportunities for advanced study, job placement, and career orientation.
12. To assist individuals in preparing for and advancing in technical, business, and education positions.
13. To promote teacher education program through general, vocational home economics, and help balance the Vocational Education M.S. degree course offerings.

DEPARTMENT OF INDUSTRIAL EDUCATION

1. To develop competencies required of those persons preparing to teach industrial arts.
2. To assist individuals in preparing for and advancing in technical positions in industry and business.
3. To provide a pre-service and an in-service program for those persons preparing to teach trade and industrial and technical subjects.
4. To provide graduate instruction for industrial education teachers so that they may continue to grow professionally.
5. To provide instruction through service courses for students majoring in other fields of study.
6. To provide intensive programs of instruction for those persons preparing to enter or advance in selected technical occupations requiring less initial preparation other than a baccalaureate degree.

SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY
Department of Industrial Education (Continued)

7. To contribute to the general education of all students concerning the cultural significance of industry and technology.
8. To provide in-service programs and professional services for those persons interested in industrial education.

DEPARTMENT OF NURSING AND ALLIED HEALTH

1. To estimate the regional needs for allied health workers in order to arrange relevant programs in health education.
2. Assess the qualifications of applicants for the health education programs provided by the department.
3. Develop skills and abilities, in the individual students preparing for health related careers which will enable them to function as health team members.
4. Provide continuing education courses for practitioners and teachers in the health field.
5. Understand the philosophy of technical nursing.
6. Possess the competencies (cognitive, psychomotor, and affective) necessary for instruction as applied to technical nursing.
7. Recognize the relationships which exist between the associate degree nursing program and instruction which should take place in preceding and subsequent course work in general education.
8. Integrate nursing content with the Kentucky State Board of Nursing Education and Nurse Registration requirements prescribed for the associate degree program.
9. Evaluate with colleagues and administration both successes and problems which arise during and following the teaching process.

**PRESENT GOALS OF THE
SCHOOL OF BUSINESS AND ECONOMICS**

1. To provide a general education in business and economics which will enable students to understand our economic system in order that they may play a more productive and useful role.
2. To equip the students who specialize in business and economics with the proficiency needed for careers as business managers, accountants, or economists in business or government.
3. To prepare students to teach economics and business related courses at the secondary level and to provide them an opportunity to continue their education in graduate or professional schools.
4. To provide vocational and para-professional programs in clerical, secretarial data-processing, office management skills, real estate and small business.
5. To extend the boundaries of the University in a manner which will lend guidance and assistance to all groups working toward the economic and social development of eastern Kentucky and the entire state.
5. To provide courses of general educational value to University students enrolled in areas other than Business Administration.
6. To provide service courses in Business Administration to support programs in other departments and schools.
7. To serve the wider community which the University serves through conferences, correspondence courses, consultation, research, and institutes in order that the region's economic potential may be enhanced.

DEPARTMENT OF ACCOUNTING

1. To provide students with basic principles, knowledge and ethics of the field of accounting.
2. To increase a student's ability to think and utilize concepts of accounting in sound business and managerial decision making.
3. To provide students with the necessary skills and abilities to assume responsibilities for careers in accounting.
4. To prepare certain students to sit for the Certified Public Accountant (CPA) Examination.
5. To provide a sound foundation of accounting concepts for students preparing for graduate study and research.
6. To serve the wide community of individuals, businessmen, and specific groups desiring accounting skills through individual study programs and group seminars, conferences and institutes.

DEPARTMENT OF BUSINESS ADMINISTRATION

1. To prepare students to pursue careers in the occupational fields of Data Processing, Finance, Management, Marketing, and Real Estate.
2. To provide the student with a basic knowledge of business functions and their interdependent and interrelated nature.
3. To provide the student with an opportunity to learn and use the decision making process and its application to business problems within an economic system.
4. To provide the student with a sound basis for graduate study.

DEPARTMENT OF ECONOMICS

1. To help all students become more useful citizens by providing an understanding of the operation of economy.
2. To equip the potential high school teacher with materials so that he may give suitable instruction in economics at that level of education.
3. To provide an adequate foundation for those desiring to do graduate work in economics.
4. To help prepare students for careers as consultants in economics, in law, in government service, in business, and in other professions.
5. To provide guidance and assistance to all groups working toward economic and social development of eastern Kentucky and the entire state.

DEPARTMENT OF BUSINESS EDUCATION

1. Provide one- and two-year programs that will prepare students for immediate employment.
2. Provide the necessary educational experiences to meet state certification requirements.
3. Provide workshops, seminars, and refresher courses to meet the needs of students desiring current information.
4. Provide practical job experiences through Simulated Office Education, and Supervised Field Experience, and Cooperative Study Courses.
5. Provide seminar courses in Business Education for other University departments.
6. Provide services to the region by serving as consultants and providing conferences, workshops, and seminars.

SCHOOL OF EDUCATION

SUMMARY OF RESULTS

Table III "is" and "should be" mean values and ranks as seen by the 52 faculty and staff members of the School of Education. Academic Development was seen as the goal most emphasized by the school followed by Accountability and Vocational Preparation. In the "should be" ranking, Community was seen as the most important goal that should be emphasized followed by Intellectual Orientation and Vocational Preparation.

In the "is" ranking, the top goal areas as well as the other goal areas failed to be of high importance (mean value 3.50). The 2 goal areas rated of "low importance" (mean value 1.50 to 2.49).

In the "should be" ranking, 15 goal areas were seen as "should be" of high importance to the school (3.50-or greater).

Exhibit C is a profile chart of the Institutional Goals Inventory (IGI) for the school of Education. The exhibit is a graphical representation of Table III.

The results of the Institutional Goals Inventory were used as a reference in the preparation of the current school and department goals. The "should be" results and the discrepancies between the "is" and "should be" results gave a good indication of the goal priorities to be emphasized in the school and departments goals.

The School of Educations' present goals show the emphasis that was placed on the top goal areas in the preparation of the goals. The present goals of the school and departments follow Exhibit C.

TABLE III

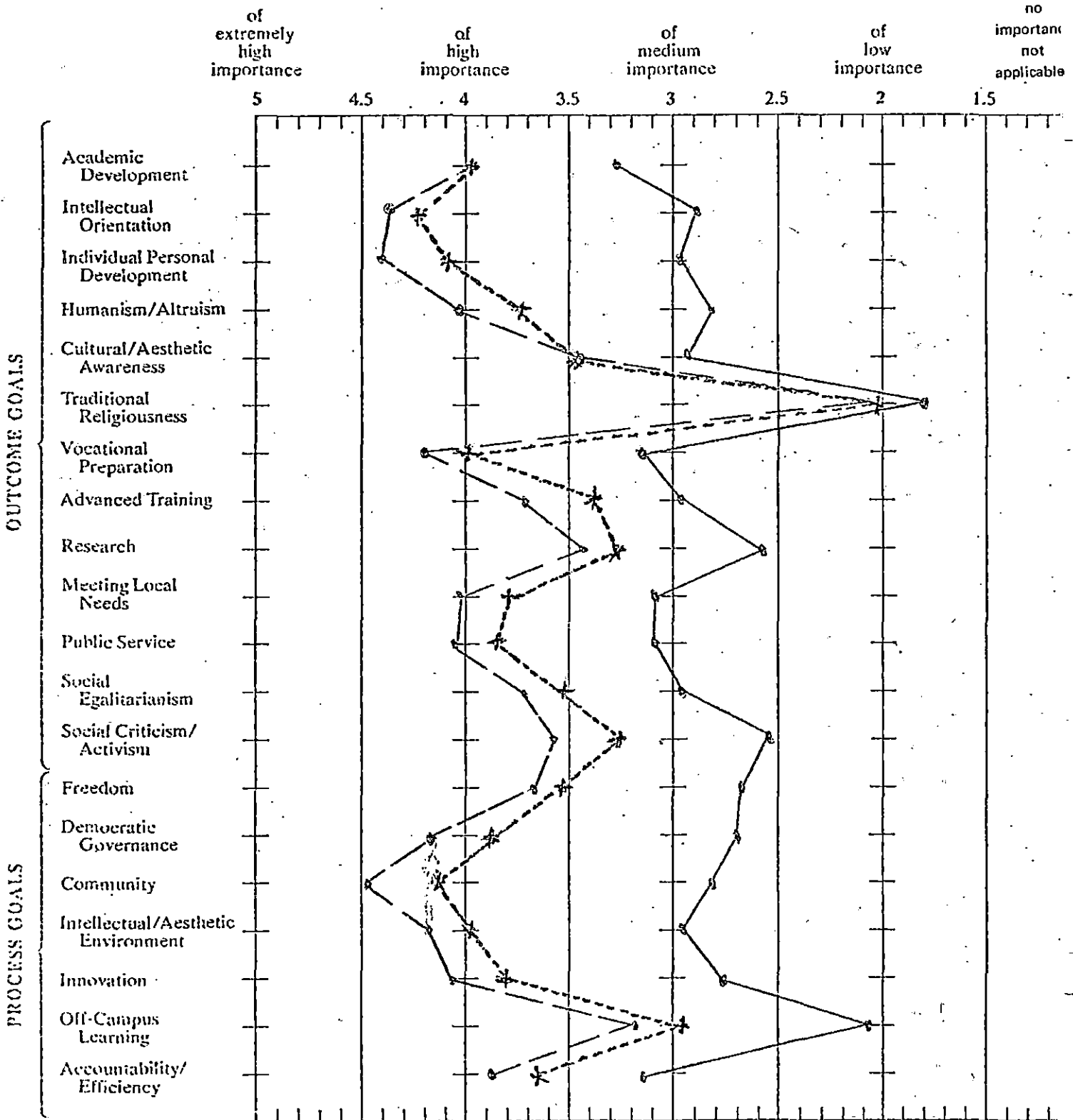
GOAL AREA "IS" AND "SHOULD BE" RANKING FOR SCHOOL OF EDUCATION

Goal Area	"IS"		"SHOULD BE"	
	Mean	Rank	Mean	Rank
1. Academic Development	3.25	1	3.96	11
2. Intellectual Orientation	2.89	11	4.37	2
3. Individual Personal Development	2.98	7	4.11	6
4. Humanism/Altruism	2.80	13	4.01	9
5. Cultural/Aesthetic Awareness	2.93	10	3.44	17
6. Traditional Religiousness	1.82	20	2.08	20
7. Vocational Preparation	3.15	3	4.20	3
8. Advanced Training	2.96	8	3.72	12
9. Research	2.58	17	3.42	18
10. Meeting Local Needs	3.11	5	4.01	10
11. Public Service	3.11	4	4.05	8
12. Social Egalitarianism	2.99	6	3.71	13
13. Social Criticism/Activism	2.53	18	3.56	16
14. Freedom	2.65	16	3.65	15
15. Democratic Governance	2.68	15	4.15	4
16. Community	2.80	12	4.46	1
17. Intellectual/Aesthetic Environment	2.95	9	4.15	5
18. Innovation	2.74	14	4.06	7
19. Off-Campus Learning	2.05	19	3.16	19
20. Accountability/Efficiency	3.17	2	3.67	14

Number of Respondents = 52

PROFILE FOR School of Education

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



PRESENT GOALS OF THE SCHOOL OF EDUCATION

1. To prepare certified professional personnel for service in the schools.
 2. To prepare non-certified professional personnel for service in higher education, agencies, and other institutions.
 3. To prepare paraprofessional personnel primarily for service in schools and other agencies of Kentucky.
 4. To conduct research and provide services consistent with the needs of the schools and other institutions of Kentucky.
 5. To provide opportunities for students to complete graduate degrees and certificate programs.
 6. To improve the quality of instruction by improving the professional performance of faculty and staff.
 7. To review and modify curricula for the preparation of media librarians, special education teachers, and elementary teachers.
 8. To provide in-service training opportunities both on campus and off campus for educational personnel.
 9. To strengthen and expand the holdings of the curriculum laboratory and the reading center.
 10. To strengthen and expand the preparation program in Counseling and in Higher Education.
 11. To re-examine courses, materials, and instruction to provide students with greater variety and more relevant assistance to them as they seek to become highly qualified teachers, researchers, and school leaders.
 12. To expand the physical facilities needed for intramural activities and instruction in Health, Physical Education and Recreation.
3. To provide opportunities for planned observations of adolescents and participations in a secondary school classroom for all secondary education students.
 4. To maintain a laboratory for microteaching experience which will be an integral part of the professional semester on campus course work as a self-improvement program through which all students will participate in at least two critiqued exposures.
 5. To provide programs through which the graduate teacher can fulfill requirements for standard certification; Rank I status, or complete for personal improvement satisfaction.
 6. To provide coordinated sequences of course work leading to certification for the various administrative and supervisory positions within the field of education.
 7. To offer counsel to all graduate and undergraduate students in the programs administered by the department through both assignment of faculty members as advisors and informal advisement by faculty members to any who seek it.
 8. To serve the University's region of influence by offering desired course work and/or expertise at the geographic location expressing the need for it.
 9. To provide the necessary supplies, materials, and equipment for faculty use which will better enable them to be effective in the courses for which they are responsible.
 10. To maintain a procedure for systematic comprehensive review of the department course offerings and programs.
 11. To design and maintain all programs in accordance with guidelines offered by the State Department of Education.
 12. To provide opportunities and financial assistance for faculty members to increase their proficiencies through participation in conferences, workshops, and other such in-service activities.

DEPARTMENT OF ADMINISTRATION, SUPERVISION AND SECONDARY EDUCATION

1. To provide an articulated sequence of course work leading to certification for the prospective secondary education teacher beginning with a sophomore foundations course and culminating with a senior block emphasizing methodology and educational psychology.
2. To provide through required courses experience for the prospective secondary school teacher in long- and short-range planning, various approaches to methodology and teaching techniques, investigation into the organization and objectives of secondary education, and exploration into current educational innovations.

DEPARTMENT OF ADULT, COUNSELING AND HIGHER EDUCATION

- 1a. To maintain class enrollment in adult education at the 1974-75 level.
- 1b. To provide in-service training for adult education teachers in Kentucky.
- 1c. To increase course offerings in community education.

- 1d. To provide adult education graduate training in Louisville.
- 2a. To increase class enrollment in the counseling program by 50% over the 1974-75 level.
- 2b. To revise programs leading to the master's degree and Rank I in counseling.
- 2c. To provide counseling training leading to certification in off-campus centers.
- 2d. To provide counseling for veterans.
- 2e. To operate the Testing Center for the University and the Morehead Region.
- 2f. To provide counseling services to University Breckinridge.
- 3a. To obtain University support for the training program in vocational rehabilitation.
- 3b. To extend course offerings in vocational rehabilitation to London and Covington districts.
- 4a. To survey 2-year and private 4-year institutions in eastern Kentucky to determine the need for students trained in higher education.
- 4b. To design in internship experiences both on and off-campus to meet the stated goals of students enrolled in higher education.
5. To develop and implement a faculty evaluation procedure.
6. To provide public service and participate in leadership activities associated with the development of adult education, counseling and education in Kentucky.

DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION

1. To provide a program of preparation for elementary teachers at both the graduate and undergraduate levels.
 - A. To provide instructions for courses offered both on-campus and off-campus.
 - B. To review and revise the advising program.
 - C. To recruit students for programs in this department.

2. To carry out comprehensive curriculum review and revision at both the graduate and undergraduate level in elementary and early childhood education.
 - A. To review the current academic offerings and to make necessary changes and modifications.
 - B. To formulate a systematic follow-up of students at both the A.B. and M.A. levels.
 - C. To initiate curriculum change and innovation.
 - D. To strengthen and expand the holdings of the reading center and the curriculum laboratory.
 - E. To develop a sequence of courses to be offered in off-campus settings.
3. To improve professional performances.
 - A. To conduct a planned program of faculty in-service.
 - B. To develop a procedure and instrument for review and evaluation of course content.
 - C. To encourage faculty research.
 - D. To provide means for faculty to extend proficiency through participation in state, regional and national educational meetings.
4. To develop a planned program of service to the school systems of the region.
 - A. To provide curricular guidance to public and private schools in the service area.
 - B. To develop and conduct mini courses for field implementation.
 - C. To disseminate information concerning current programs and projected offerings.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

1. To provide instruction in the curricula assigned to the Department of Health, Physical Education and Recreation.
2. To review and modify curricular offerings related to majors or minors in the Department.
3. To provide leisure time activities for all students through intramural programs.
4. To provide University Breckinridge School with a complete health, physical education, and recreation program.
5. To improve the professional performance of the faculty and staff.

6. To provide consultant services to the public schools of the region.
7. To expand the curriculum to include water sports.

DEPARTMENT OF LIBRARY SCIENCES AND INSTRUCTIONAL MEDIA

1. To provide instruction for courses assigned to the Department of Library Science and Instructional Media.
2. To provide advisors for students interested in a minor or major in Library Science and Instructional Media.
3. To review and make modifications in the curriculum as required by the State Department of Education for the preparation of media librarians.
4. To initiate a program change from a minor to a major for the preparation of media librarians.
5. To improve the professional performance of professional personnel on the faculty.

DEPARTMENT OF PSYCHOLOGY AND SPECIAL EDUCATION

1. To provide Departmental courses that are required or are electives in programs of study for major, minor, and graduate students in and outside of the Department.
2. To provide instruction in correspondence courses, workshops, in-service training programs, and special lecture demonstrations.
3. To maintain the current level of off-campus course offerings within the study centers and high school programs served by Morehead State University.
4. To maintain an effective system of student advisement.
5. To institute a major revision of the program of study in special education.
6. To develop instructional laboratory facilities for special education students.
7. To develop a certification program for Teacher Consultant in Special Education.
8. To develop a certification program for Director of Special Education.
9. To develop an honor section of general psychology within the University's honors program.

10. To obtain designation of psychology as a science elective for students enrolled in a Bachelor of Science degree program.
11. To develop additional means of financial support for graduate students within the school-clinical psychology program.

SCHOOL OF HUMANITIES

SUMMARY OF RESULTS

Table IV lists "is" and "should be" mean values and ranks as seen by the 79 faculty and staff members of the School of Humanities. Accountability/Efficiency was seen as the goal most emphasized by the school followed by Academic Development and Vocational Preparation. In the "should be" ranking Intellectual Orientation was seen as the most important goal that should be emphasized followed by Community and Individual Personal Development.

In the "is" ranking, the top goal areas as well as the other goal areas failed to be of high importance (mean value 3.50). The 3 goal areas rated of "low importance" (mean value 1.50 to 2.40).

In the "should be" ranking, 14 goal areas were seen as "should be" of high importance to the school (3.50-or greater).

Exhibit D is a profile chart of the Institutional Goals Inventory (IGI) for the School of Humanities. The exhibit is a graphical representation of Table IV.

The results of the Institutional Goals Inventory were used as a reference in the preparation of the current school and department goals. The "should be" results and the discrepancies between the "is" and "should be" results gave a good indication of the goal priorities to be emphasized in the school and departments goals.

The School of Humanities present goals show the emphasis that was placed on the top goal areas in the preparation of the goals. The present goals of the school and departments follow Exhibit D.

TABLE IV

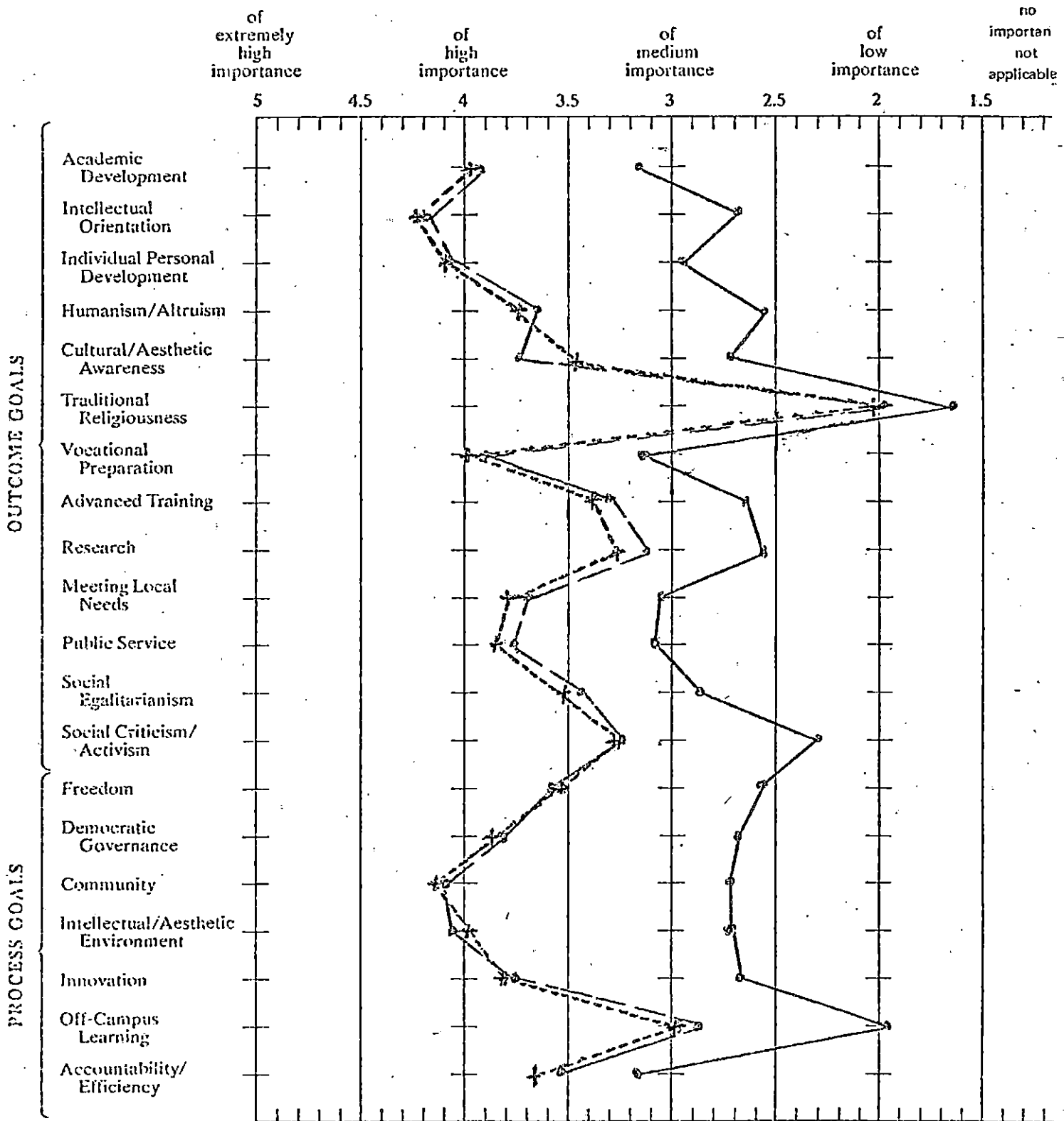
GOAL AREA "IS" AND "SHOULD BE" RANKING FOR SCHOOL OF HUMANITIES

Goal Area	"IS"		"SHOULD BE"	
	Mean	Rank	Mean	Rank
1. Academic Development	3.17	2	3.93	5
2. Intellectual Orientation	2.67	12	4.19	1
3. Individual Personal Development	2.94	6	4.11	3
4. Humanism/Altruism	2.56	17	3.66	12
5. Cultural/Aesthetic Awareness	2.73	9	3.75	10
6. Traditional Religiousness	1.66	20	1.99	20
7. Vocational Preparation	3.13	3	3.90	6
8. Advanced Training	2.66	14	3.34	16
9. Research	2.61	15	3.16	18
10. Meeting Local Needs	3.08	4	3.74	11
11. Public Service	3.07	5	3.77	9
12. Social Egalitarianism	2.88	7	3.45	15
13. Social Criticism/Activism	2.30	18	3.25	17
14. Freedom	2.57	16	3.59	14
15. Democratic Governance	2.69	11	3.82	7
16. Community	2.73	8	4.16	2
17. Intellectual/Aesthetic Environment	2.71	10	4.04	4
18. Innovation	2.67	13	3.77	8
19. Off-Campus Learning	1.96	19	2.89	19
20. Accountability/Efficiency	3.18	1	3.60	13

Number of Respondents = 79

PROFILE FOR School of Humanities

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



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

PRESENT GOALS OF THE SCHOOL OF HUMANITIES

1. To provide a climate in which the great ideas and artistic creations of man as expressed through literature, philosophy, art, music, theatre, and the arts of communication may flourish.
2. To encourage the student to express himself through these media in order that he may become an increasingly creative and effective individual both as a person and as a member of society.
3. To discover and encourage the student whose special aptitudes and interests suggest major study in the humanities.
4. To promote the broadening of the artistic and intellectual life of the University and its region by means of concerts, exhibits, lectures, dramatic productions, radio and television programs, clinics, symposia, speeches, and writings of its faculty and students and visiting individuals and groups.

DEPARTMENT OF ART

1. To discover artistic talent among the students, to give the type of instruction necessary to develop this talent, and to furnish the type of art that will function in daily living.
2. To provide sound basic experiences for those students who intend to continue with some form of creative work.
3. To help in building judgment and discrimination for those whose future role may well be that of patron as well as practicing artist.
4. To prepare teachers in modern methods of art instruction and to give them a working knowledge of art processes so that they may be able to guide and stimulate creative work of others.

DIVISION OF COMMUNICATIONS

1. To expand the student's literary, artistic, and sociological appreciation of man and his expressive achievements.
2. To promote an increased understanding of the social and economic significance of the media of communications in the areas of speech, theatre, radio-TV and journalism.
3. To prepare the student for professional business, and educational careers in the communication fields.

DIVISION OF LANGUAGES AND LITERATURE

1. To provide the entering undergraduate with the fundamental tools of written communication and research.
2. To provide well-balanced major programs which have sufficient scope and depth for the student who intends to teach English and foreign language and literature or for the student who wishes to enter a graduate program.

3. To stimulate an interest in and an appreciation of the humanities and to provide the tools to enable any major to approach works of literary art with an open, educated, and critical mind.

DEPARTMENT OF MUSIC

1. To develop a sensitivity to and a functional understanding of the art of music.
2. To assist the student in the development of his skills as a music performer, conductor, or composer.
3. To equip the student with the materials and techniques required for music teaching and other professional music careers.
4. To provide the music student and the general student opportunities for participation in performing ensembles.
5. To provide a variety of musical experiences for the university, the community, and the region.

DEPARTMENT OF PHILOSOPHY

1. To increase the students' ability to think intelligently concerning ideas of God, man, and the universe which underlie our social, political, economic, religious, and scientific theories and activities.
2. To encourage the student to discover and evaluate the assumptions or presuppositions of the special disciplines.
3. To help the student become aware of the interrelationships among the various areas of knowledge.
4. To promote in the student an interest in constructing his own philosophy and to prepare him to begin the process.
5. To develop in the student an understanding and appreciation of the history and function of philosophy.
6. To enable the student, as a result of his success in realizing the above stated goals, to become an effective teacher of his non-philosophy majors and minors.
7. To prepare the student to teach courses in philosophy.
8. To prepare the student to do graduate work in philosophy.

SCHOOL OF SCIENCES AND MATHEMATICS

SUMMARY OF RESULTS

Table V, lists "is" and "should be" mean values and ranks as seen by the 44 faculty and staff members of the School of Sciences and Mathematics. Vocational Preparation was seen as the goal most emphasized by the school followed by Academic Development and Meeting Local Needs. In the "should be" ranking Intellectual Orientation was seen as the most important goal that should be emphasized followed by Vocational Preparation and Academic Development.

In the "is" ranking, the top goal areas as well as the other goal areas failed to be of high importance (mean value 3.50). The 4 goal areas rated of "low importance" (mean value 1.50 to 2.49).

In the "should be" ranking 9 goal areas were seen as "should be" of high importance to the school (3.50-or greater).

Exhibit E is a profile chart of the Institutional Goals Inventory (IGI) for the School of Sciences and Mathematics. The exhibit is a graphical representation of Table V.

The results of the Institutional Goals Inventory were used as a reference in the preparation of the current school and department goals. The "should be" results gave a good indication of the goal priorities to be emphasized in the school and departments.

The Schools of Sciences and Mathematics present goals show the emphasis that was placed on the top goal areas in the preparation of the goals. The present goals of the school and departments follow Exhibit E.

Table V /

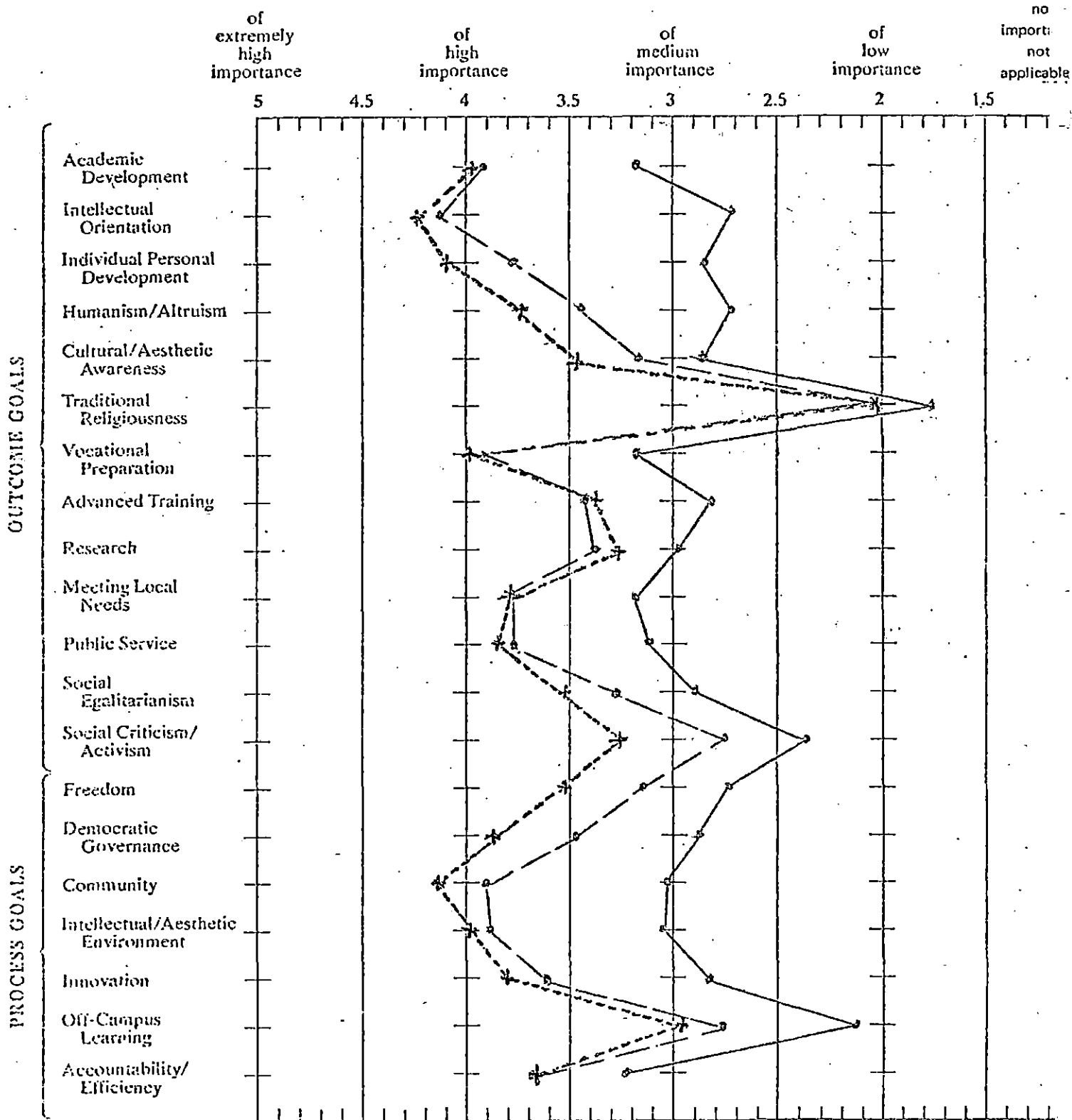
GOAL AREA "IS" AND "SHOULD BE" RANKING FOR SCHOOL OF SCIENCES AND MATHEMATICS

Goal Area	"IS"		"SHOULD BE"	
	Mean	Rank	Mean	Rank
1. Academic Development	3.19	2	3.91	3
2. Intellectual Orientation	2.72	15	4.13	1
3. Individual Personal Development	2.84	11	3.76	7
4. Humanism/Altruism	2.74	14	3.46	12
5. Cultural/Aesthetic Awareness	2.88	10	3.19	16
6. Traditional Religiousness	1.76	20	2.03	20
7. Vocational Preparation	3.19	1	3.94	2
8. Advanced Training	2.83	13	3.41	13
9. Research	2.49	17	3.37	14
10. Meeting Local Needs	3.18	3	3.80	6
11. Public Service	3.11	5	3.76	8
12. Social Egalitarianism	2.89	9	3.29	15
13. Social Criticism/Activism	2.37	18	2.77	19
14. Freedom	2.72	16	3.15	17
15. Democratic Governance	2.89	8	3.49	11
16. Community	3.02	7	3.90	4
17. Intellectual/Aesthetic Environment	3.04	6	3.83	5
18. Innovation	2.83	12	3.62	9
19. Off-Campus Learning	2.13	19	2.77	18
20. Accountability/Efficiency	3.17	4	3.53	10

Number of Respondents = 44

PROFILE FOR School of Sciences and Mathematics

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



PRESENT GOALS OF THE SCHOOL OF SCIENCES AND MATHEMATICS

1. To prepare students for careers in Biology, Chemistry, Environmental Studies, Geology and the Earth Sciences, Mathematics, Physics, and Science Education.
2. To prepare the graduate for professional opportunities in teaching research and development in the government or in industry, or in related specialized fields.
3. To provide general science courses that will enable a non-science major to understand the basic concepts of science and the relationship of science to society's technological advances.
4. To prepare students for graduate work leading to the Master or Doctorate degrees.
5. To promote the intellectual development of students by helping them to understand the basic laws of nature that govern the whole material universe.

DEPARTMENT OF BIOLOGICAL SCIENCES

1. To provide specialized courses and programs sufficient to produce professional biologists.
2. To provide progressive courses of study in the pre-professional programs of medicine, dentistry, medical technology, pharmacy, and chiropractic medicine.
3. To offer comprehensive major and minor programs designed to produce quality instructors of biology.
4. To support other departments, divisions, and special institutional programs by offering biologically-oriented courses necessary to the successful completion of a variety of study areas.
5. To introduce every student to the fundamentals of biology as a part of the institutional commitment to general education.
6. To provide a currently relevant graduate program for students desiring to increase efficiency and sophistication in biology.

CENTER FOR ENVIRONMENTAL STUDIES

1. To prepare students for professional careers in ecology, ecological chemistry, physics, and geology, and to help prepare professionals in social studies and related fields.
2. To provide general education service courses for non-majors.
3. To help prepare teachers for the public schools by providing options in the Environmental Studies major designed to provide courses and electives sufficient for certification in a number of fields.

4. To further teacher education through in-service workshops and courses.
5. To prepare students for entrance into a variety of professional graduate schools, including zoology, botany, conservation, ecology, political science, etc.

DEPARTMENT OF MATHEMATICAL SCIENCES

1. To prepare mathematicians to enter either industry or graduate study.
2. To prepare mathematics teachers for the public schools.
3. To serve the various disciplines within the University which require quantitative procedures or techniques.
4. To provide interested students with general knowledge concerning the field of mathematics and its uses.

DEPARTMENT OF PHYSICAL SCIENCES

CHEMISTRY

1. To educate students both in chemical theory and in laboratory techniques to the degree required to become professional chemists or to support other career objectives.
2. To prepare students to enter graduate school.
3. To prepare chemistry teachers for the public schools.
4. To offer supportive courses needed by students in other disciplines.

GEOSCIENCE

1. To train students for careers as professional geologists in industry and county, state, and federal agencies.
2. To prepare earth science teachers for the public schools.
3. To prepare students to enter graduate school.
4. To offer supportive courses needed by students in other disciplines.

PHYSICS

1. To provide a complete undergraduate program which has enough flexibility to permit its graduates to pursue careers as professional physicists in industry or in public school teaching.
2. To enable students to pursue graduate degrees in pure and applied physics.
3. To provide supportive courses for students in other programs such as applied sciences, biology, chemistry, geology, mathematics, and the pre-professional programs.

DEPARTMENT OF SCIENCE EDUCATION

1. To provide prospective teachers with a philosophy of science teaching consistent with the nature of scientific knowledge, thus improving the teaching of science at all levels.
2. To prepare individuals to provide leadership in the K-12 science curriculum development.
3. To prepare individuals for positions as K-12 science coordinators in school, county, and state educational systems.
4. To prepare individuals as undergraduate science methods instructors.
5. To prepare research personnel for science education.
6. To offer a variety of science courses with which the non-science major can complete the general education requirements for the baccalaureate degree. The courses attempt to better the student's general understanding of science, a goal which is certainly an integral part of his formal education.

SCHOOL OF SOCIAL SCIENCES

SUMMARY OF RESULTS

Table VI, lists "is" and "should be" mean values and ranks as seen by the 32 faculty and staff members of the School of Social Sciences. Accountability/Efficiency was seen as the goal most emphasized by the school followed by Vocational Preparation and Meeting Local Needs. In the "should be" ranking, Intellectual Orientation was seen as the most important goal that should be emphasized followed by Community and Academic Development.

In the "is" ranking, the top areas as well as the other goal areas failed to be of high importance (mean value 3.50). The 4 goal areas rated "low importance" (mean value 1.50 to 2.49).

In the "should be" ranking, 14 goal areas were seen as "should be" of high importance to the school (3.50-or greater).

Exhibit F is a profile chart of the Institutional Goals Inventory (IBI) for the school of Social Sciences. The exhibit is a graphical representation of Table VI.

The results of the Institutional Goals Inventory were used as a reference in the preparation of the current school and department goals. The "should be" results and the discrepancies between the "is" and "should be" results gave a good indication of the goal priorities to be emphasized in the schools and departments goals.

The School of Social Sciences present goals show the emphasis that was placed on the top goal areas in the preparation of the goals. The present goals of the school and departments follow Exhibit F

TABLE VI

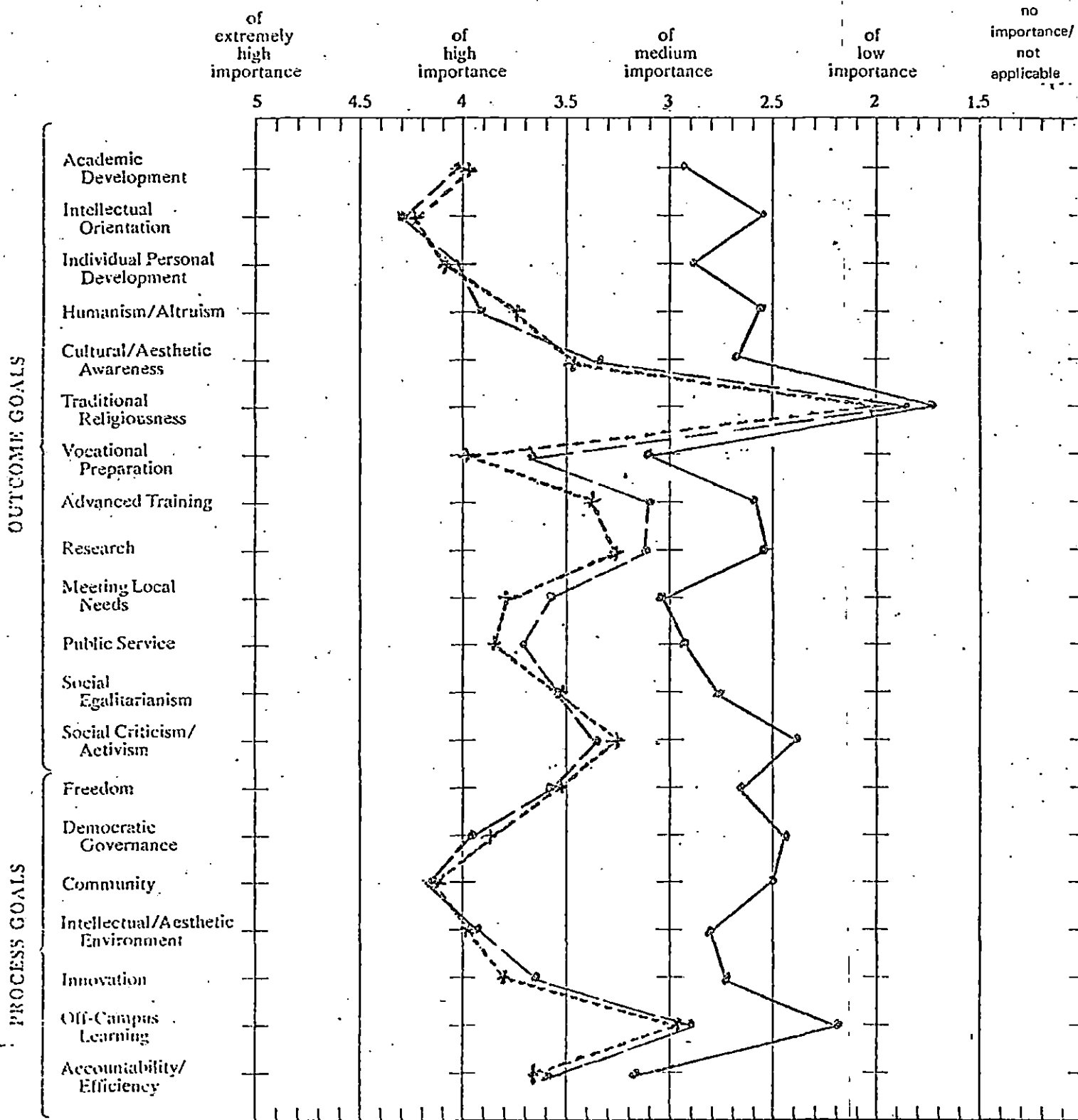
GOAL AREA "IS" AND "SHOULD BE" RANKING FOR SCHOOL OF SOCIAL SCIENCES

Goal Area	"IS"		"SHOULD BE"	
	Mean	Rank	Mean	Rank
1. Academic Development	2.92	4	4.04	3
2. Intellectual Orientation	2.53	15	4.29	1
3. Individual Personal Development	2.88	6	4.02	4
4. Humanism/Altruism	2.55	13	3.90	7
5. Cultural/Aesthetic Awareness	2.69	10	3.37	15
6. Traditional Religiousness	1.72	20	1.87	20
7. Vocational Preparation	3.12	2	3.69	10
8. Advanced Training	2.60	12	3.10	18
9. Research	2.55	14	3.13	17
10. Meeting Local Needs	3.05	3	3.59	12
11. Public Service	2.92	5	3.71	9
12. Social Egalitarianism	2.77	8	3.52	14
13. Social Criticism/Activism	2.39	18	3.36	16
14. Freedom	2.65	11	3.56	13
15. Democratic Governance	2.45	17	3.97	5
16. Community	2.50	16	4.17	2
17. Intellectual/Aesthetic Environment	2.80	9	3.95	6
18. Innovation	2.76	7	3.65	11
19. Off-Campus Learning	2.20	19	2.90	19
20. Accountability/Efficiency	3.13	1	3.86	8

Number of Respondents = 32

PROFILE FOR School of Social Science

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



PRESENT GOALS OF THE SCHOOL OF SOCIAL SCIENCES

1. To provide, through the area of concentration, a broad preparation in the secondary schools.
2. To offer major and minor programs for students who prefer a more concentrated preparation in one or more of the primary social welfare, geography, history, and political science.
3. To provide courses of primary interest to those pursuing the program planned for training teachers for the elementary schools.
4. To provide courses which have been especially organized as part of the general education program of the University.
5. To provide a balanced selection of experiences for those students who may wish to enlarge their training in the general area of the social sciences or in some particular subject of that area.
6. To provide courses and experiences preparatory for service in government, particularly the government of the Commonwealth and its political subdivisions.

DEPARTMENT OF GEOGRAPHY

1. To provide competent instruction in geography for teachers of the subject at the elementary and high schools levels.
2. To offer a field of major study for students wishing to do graduate work in this field.
3. To broaden the cultural development of students in introducing them to the idea of man's varied adjustments to different physical environments.
4. To afford training to those choosing careers as professional geographers.

DEPARTMENT OF SOCIOLOGY

1. To help the students understand human society with all its background and interrelationships of men and environment; to measure society's capacity for survival and progress; and to provide for him sound theory and basic facts which he may need for social guidance and planning.
2. To prepare teachers for the subject for the secondary schools, particularly as it is involved in the total program of social studies.
3. To prepare for careers in the scientific study of society, social work, law, teaching in institutions of higher learning, or other professions.
4. To orient the potential teacher in behavioral relationships and to further his understanding of the society in which he will be teaching.

SIGNIFICANT DIFFERENCES BETWEEN SCHOOLS "IS" GOAL STATEMENTS

SUMMARY OF TABLE VII

The "is" evaluation pointed out Academic Development as the goal most important currently to the Schools of Education, Business and Economics, and Applied Sciences and Technology. Accountability/Efficiency was the goal of greatest importance to Social Sciences and Humanities. Vocational Preparation was seen as the most important by the School of Sciences and Mathematics.

The following are significant differences in "is" goal priorities between schools.*

The School of Education perceived greater emphasis by the University in Intellectual Orientation and Advanced Training as compared to the other schools.

Social Sciences saw less emphasis by the University in Academic Development, Intellectual Orientation, Public Service, Democratic Government, and Community.

Humanities perceived less emphasis by the University in the goal areas, Intellectual/Aesthetic Environment and Off-Campus Learning.

Sciences and Mathematics perceived greater emphasis by the University in Community and Democratic Governance as goals.

The School of Business and Economics/Applied Sciences and Technology felt the University placed greater emphasis on Intellectual Orientation and Individual Personal Development goals.

It should be noted that the differences between schools are represented in terms of the degree of importance of a given goal area. For example, Education may place more emphasis on Advanced Training as a goal as compared to the other schools, although these other schools also attach the same importance (all schools rated Advanced Trained of medium importance 2.50-3.49).

*Refer to Appendix D, Table 12 for differences between schools goal priorities.

SIGNIFICANT DIFFERENCES BETWEEN SCHOOLS "SHOULD BE" GOAL STATEMENTS

SUMMARY OF TABLE VII

The "should be" evaluation saw Intellectual Orientation as the goal that should be of most importance to four schools: Social Sciences, Humanities, Physical Sciences, and Business and Economics/Applied Sciences and Technology. The School of Education saw Community as the goal that should be of most importance.

Significant differences in "should be" goal priorities between schools are described below.*

The School of Education felt that more emphasis should be placed on Advanced Training, Meeting Local Needs, Public Service, Democratic Governance, Community, Innovation, and Off-Campus Learning as compared to the other schools.

The School of Social Sciences felt less emphasis should be placed on Vocational Preparation, Advanced Training, and Meeting Local Needs. The school felt greater emphasis should be placed on Academic Development as a goal.

The School of Humanities felt that less emphasis should be placed on Humanism/Altruism as a goal.

The School of Sciences and Mathematics thought less emphasis should be placed in the following goal areas: Individual Personal Development, Humanism/Altruism, Social Egalitarianism, Social Criticism/Activism, Freedom, Democratic Governance and Community.

The School of Business and Economics/Applied Sciences and Technology felt less emphasis should be placed on Humanism/Altruism and greater emphasis should be placed on Off-Campus Learning as compared to the other schools.

*Refer to Appendix D, Table 12 for differences between school goal priorities.

TABLE VII
SUMMARY TABLE OF ALL SCHOOLS "IS" AND "SHOULD BE" RANKINGS

Rank	"IS"					"SHOULD BE"				
	Business and Economics/ Applied Sciences and Technology	Education	Humanities	Sciences and Mathematics	Social Sciences	Business and Economics/ Applied Sciences and Technology	Education	Humanities	Sciences and Mathematics	Social Sciences
1	AD	D	A/E	VP	A/E	IO	C	IO	IO	IO
2	MLN	A/E	AD	D	VP	IPD	IO	C	VP	C
3	A/E	VP	VP	MLN	MLN	VP	VP	IPD	AD	AD
4	VP	PS	R	A/E	AD	C	DG	I/AE	C	IPD
5	IPD	MLN	PS	MLN	PS	DG	I/AE	AD	I/PE	DG
6	PS	SE	IPD	I/AE	IPD	AD	IPD	VP	MLN	I/AE
7	SE	IPD	SE	C	I	I/AE	I	DG	IPD	H/A
8	IO	AT	C	DG	SE	MLN	PS	I	PS	A/E
9	I/AE	I/AE	C/AA	SE	I/AE	PS	H/A	PS	I	PS
10	C/AA	C/AA	I/AE	C/AA	C/AA	A/E	MLN	C/AA	A/E	VP
11	I	IO	DG	IPD	F	I	AD	MLN	DG	I
12	AT	C	IO	I	AT	F	AT	H/A	H/A	MLN
13	C	H/A	I	AT	H/A	SE	SE	A/E	H/A	H/A
14	DG	I	AT	H/A	R	H/A	A/E	F	R	SE
15	F	DG	R	IO	IO	R	F	SE	SE	C/AA
16	H/A	F	F	F	C	SC/A	SC/A	AT	C/AA	SC/A
17	R	R	H/A	R	DG	AT	C/AA	SC/A	F	R
18	SC/A	SC/A	SC/A	SC/A	SC/A	O-CL	R	R	O-CL	AT
19	O-CL	O-CL	O-CL	O-CL	O-CL	C/AA	O-CL	O-CL	SC/A	O-CL
20	TR	TR	TR	TR	TR	TR	TR	TR	TR	TR

*Refer to page 3 to identify abbreviations

APPENDIX A

APPENDIX A

RESPONDENT CHARACTERISTICS

Table VIII through XI show the number of respondents by school, description of respondents, distribution of faculty by rank, and the age distribution of all respondents to the Institutional Goals Inventory.

Table VIII shows the number and percent of respondents by school. A total of 234 individuals responded to the Institutional Goals Inventory.

Table IX is a description of respondents by position. Faculty represented 87% of the total respondents, with the remainder administrators and staff.

Table X presents a distribution of faculty by rank. The majority of respondents (63%) were assistants or associate professors.

Table XI shows the age distribution of all respondents. The majority of the respondents fell in the 30-39 and 40-49 age groups (56%). Comparisons between schools can be recognized in the table.

The characteristics of the respondents indicate a very representative sample and results should be of great value in forming University goals.

TABLE VIII
NUMBER OF RESPONDENTS BY SCHOOL

Subgroup	Number of Respondents	Percent of Total
Education	52	22
Social Sciences	32	14
Humanities	79	34
Sciences and Mathematics	44	19
Business and Economics/ Applied Sciences and Technology	<u>27</u>	<u>12</u>
TOTALS	<u><u>234</u></u>	<u><u>100%</u></u>

TABLE IX
DESCRIPTION OF RESPONDENTS

Respondents	Number of Respondents	Percent of Total
Faculty	204	87
Administrator	12	5
Other	2	1
Not Indicated	<u>16</u>	<u>7</u>
TOTALS	<u><u>234</u></u>	<u><u>100%</u></u>

TABLE X
DISTRIBUTION OF FACULTY BY RANK

	Number	Percent of Total
Instructor	23	11
Assistant Professor	65	32
Associate Professor	61	30
Professor	33	16
Rank Not Listed	22	11
TOTAL	<u><u>204</u></u>	<u><u>100%</u></u>

TABLE XI
AGE DISTRIBUTION OF ALL RESPONDENTS

Age	Education	Social Sciences	Humanities	Sciences and Math.	Business and Economics/Applied Technology	Total
Under 20	0%	0%	0%	0%	0%	0%
20 to 29	6	6	15	0	11	9
30 to 39	27	25	30	57	48	36
40 to 49	25	34	22	30	22	26
50 to 59	27	16	19	0	15	16
60 and over	0	3	4	2	0	2
Age Not Listed	15	16	10	11	4	12
TOTALS	<u><u>100%</u></u>	<u><u>100%</u></u>	<u><u>100%</u></u>	<u><u>100%</u></u>	<u><u>100%</u></u>	<u><u>100%</u></u>

APPENDIX B

APPENDIX B

IGI GOAL STATEMENTS GROUPED ACCORDING TO GOAL AREA

Academic Development

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

Intellectual Orientation

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

Individual Personal Development

3. to help students identify their own personal goals and develop means of achieving them...
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...
11. to help students achieve deeper levels of self-understanding...
13. to help students be open, honest, and trusting in their relationships with others...

Humanism/Altruism

14. to encourage students to become conscious of the important moral issues of our time...

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

Cultural/Aesthetic Awareness

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

Traditional Religiousness

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

Vocational Preparation

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

Advanced Training

27. to develop what would generally be regarded as a strong and comprehensive graduate school...

31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...
32. to offer graduate programs in such "newer" professions as engineering, education and social work...
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...

Research

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

Meeting Local Needs

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

Public Service

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

Social Egalitarianism

42. to provide educational experiences relevant to the evolving interests of women in America...

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

Social Criticism/Activism

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

Freedom

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

Democratic Governance

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

Community

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

Intellectual/Aesthetic Environment

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

Innovation

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

Off-Campus Learning

- 68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...
- 72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...

75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...
78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on or off-campus, necessary)...

Accountability/Efficiency

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

APPENDIX C

APPENDIX C

RATING SCALE AND MEAN VALUE INTERPRETATION
FOR INSTITUTIONAL GOALS INVENTORY

<u>Response For Goal Statements</u>	<u>Point Value</u>
Of no importance or not applicable	1.0
Of low importance	2.0
Of medium importance	3.0
Of high importance	4.0
Of very high importance	5.0

<u>Mean Value</u>	<u>Interpretation</u>
≤ 1.49	Of no importance or not applicable
1.50 -2.49	Of low importance
2.50 -3.50	Of medium importance
3.50 -4.49	Of high importance
≥ 4.50	Of very high importance

APPENDIX D

APPENDIX D

TABLE XII

MEANS SCORES AND DIFFERENCES BY SCHOOL

GOAL AREA	BUSINESS AND ECON. APPLIED SCI. & TECH.			EDUCATION			HUMANITIES			SCIENCES AND MATHEMATICS			SOCIAL SCIENCES		
	IS*	SB*	DIFF	IS*	SB*	DIFF	IS*	SB*	DIFF	IS*	SB*	DIFF	IS*	SB*	DIFF
1. Academic Development	3.22	3.95	.73	3.25	3.96	.71	3.17	3.93	.76	3.19	3.91	.72	2.92	4.04	1.12
2. Intellectual Orientation	2.93	4.25	1.32	2.89	4.37	1.48	2.67	4.19	1.52	2.72	4.13	1.41	2.53	4.29	1.76
3. Individual Personal Development	3.10	4.23	1.13	2.98	4.11	1.17	2.94	4.11	1.17	2.84	3.76	.92	2.88	4.02	1.14
4. Humanism/Altruism	2.66	3.49	.83	2.80	4.01	1.21	2.56	3.66	1.10	2.74	3.46	.72	2.55	3.90	1.35
5. Cultural/Aesthetic Awareness	2.88	3.15	.27	2.93	3.44	.51	2.73	3.77	1.02	2.88	3.19	.31	2.69	3.37	.68
6. Traditional Religiousness	1.88	2.22	.34	1.82	2.08	.26	1.66	1.99	.33	1.76	2.03	.27	1.72	1.87	.15
7. Vocational Preparation	3.13	4.20	1.07	3.15	4.20	1.05	3.13	3.90	.77	3.19	3.94	.75	3.12	3.69	.57
8. Advanced Training	2.70	3.24	.54	2.96	3.72	.76	2.66	3.34	.68	2.83	3.41	.58	2.60	3.10	.50
9. Research	2.53	3.28	.75	2.58	3.42	.84	2.61	3.16	.55	2.49	3.37	.88	2.55	3.13	.58
10. Meeting Local Needs	3.15	3.82	.67	3.11	4.01	.90	3.08	3.74	.54	3.18	3.80	.62	3.05	3.59	.54
11. Public Service	3.10	3.82	.72	3.11	4.05	.84	3.07	3.77	.70	3.11	3.76	.65	2.92	3.71	.79
12. Social Egalitarianism	3.03	3.64	.61	2.99	3.71	.72	2.88	3.45	.57	2.89	3.29	.40	2.77	3.52	.75
13. Social Criticism/Activism	2.53	3.27	.74	2.53	3.56	1.03	2.30	3.24	.94	2.37	2.77	.40	2.39	3.36	.95
14. Freedom	2.68	3.69	1.01	2.65	3.65	1.00	2.57	3.59	1.02	2.72	3.15	.43	2.65	3.56	.91
15. Democratic Governance	2.68	4.01	1.33	2.68	4.15	1.47	2.69	3.82	1.13	2.89	3.49	.66	2.45	3.97	1.52
16. Community	2.70	4.12	.42	2.80	4.46	1.66	2.73	4.16	1.43	3.02	3.90	.88	2.50	4.17	1.67
17. Intellectual/Aesthetic Environment	2.93	3.86	.93	2.95	4.15	1.20	2.71	4.04	1.33	3.04	3.83	.79	2.80	3.95	1.15
18. Innovation	2.77	3.76	.99	2.74	4.06	1.32	2.67	3.77	1.10	2.83	3.62	.79	2.76	3.65	.89
19. Off-Campus Learning	2.19	3.16	.97	2.05	3.16	1.11	1.96	2.89	.93	2.13	2.77	.64	2.20	2.90	.70
20. Accountability/Efficiency	3.15	3.77	.62	3.17	3.67	.73	3.18	3.60	.42	3.17	3.53	.36	3.13	3.86	.42

*"IS" Mean Value

*"SHOULD BE" Mean Value