

A UNIVERSAL GOAL STRUCTURE FOR THE ANALYSIS OF  
INSTITUTIONAL GOALS WITHIN CERTAIN PRIVATE,  
PREDOMINANTLY BLACK FOUR-YEAR COLLEGES IN  
THE SOUTHEASTERN UNITED STATES

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## CHAPTER I

### Introduction

Institutions of higher education in the United States have been established to perform certain educational missions in society. Such institutions rely upon the generation, articulation, and interrelationship of goals in order to implement these missions whether they be teaching, research, or service.

Goals usually are generated by boards of trustees and implemented by presidents. The presidents need to have a clear understanding of goals that comprise institutional missions. According to Richman and Farmer (1974), "A key task of management--especially of the president--and perhaps the most important one, is to define, articulate, operationalize, and insure the effective implementation of goals and priorities that are relevant, realistic, and attainable" (p. 8).

Therefore, an analysis of goals and their interrelationships should generate new knowledge about goals that can be identified and pursued so that institutions

of higher education can overcome problems that threaten their ability to compete and grow as viable institutions. Pointing to the struggle for survival that private, predominantly black colleges are experiencing, Lincoln (1971) suggested that there was a need for new goals, responsibilities, and possibilities to replace the urgency of nineteenth century goals. Since 1965, new trends and changes have emerged in higher education. Students increasingly have become selective about schools due to numerous scholarship opportunities and increased financial assistance from the federal government (Bowles & De Costa, 1971, p. 269). In addition, there have been expanded opportunities for all students to attend public-controlled institutions and to benefit from different academic preparations for technical, vocational, and paraprofessional careers (Perkins, 1973, p. 42). Richman and Farmer (1974) found:

Many private benefactors have become less generous for various reasons. There have been increasing dissatisfactions with what some institutions seem to be doing and in how they use their resources. Of the 1,475 private schools that were in existence in 1972-1973, three percent closed. (p. 8)

The trends that have emerged suggest the need for private, predominantly black four-year colleges to reexamine their goals and priorities.

If private black colleges are to initiate changes in policies, programs, and services, the top level officials, i.e., presidents and academic deans, must have informed options for identifying priorities necessary for attaining goals that relate to these areas. In a report, Reflections on the Future of Black Colleges, Nabrit (1971) stated, "someone is planning for the black colleges--government, foundations, and commissions--someone is mapping grand strategies for their demise. Who is mapping the strategy for their survival?" (p. 671).

#### Background of the Study

There is a noticeable similarity in the nature and function of private, predominantly black four-year colleges throughout the United States; however, "Approximately 60% of the colleges for black people are to be found in Alabama, Georgia, Mississippi, Florida, North Carolina, South Carolina, and Texas" (Bullock, 1971, p. 582). It is interesting to note that among the colleges that were established, in at least one instance there are as many as three colleges operating in the same town.

Since the founding of many of these private black colleges, lack of adequate funding support, community

support, and personnel have caused some of these institutions to phase out or to become reestablished as public-supported schools (Lincoln, 1971, p. 628). Pointing to the historically black colleges that were reorganized under a state charter, Lincoln (1971) stated:

Albany State, Fort Valley State, Jackson State were examples of private, church-related schools that were reestablished as public, state-controlled colleges. Trinity College in Athens, Alabama did not survive even though it contributed historically to the education of black people in the South. (p. 627)

Although federal support through the years has enabled most private, black colleges to survive, there are academic problems that confront most small, under-supported institutions (Bowles & DeCosta, 1971, p. 89). These academic problems relate to underprivileged students, to the high turnover of faculty and administrators, and to a shortage of the advanced-level courses that bring character to college programs (Bowles & De Costa, 1971, p. 89). Moreover, these colleges are small, with a maximum enrollment of less than 2,000 students and a minimum enrollment of slightly less than 800 students (Bowles & De Costa, 1971).

In addition to the problem of size, there are the problems of insufficient income from student tuition and fees. Nabrit (1971) reported:

The preponderant number of students come from families with less than \$7,000 annual income. Most institutions currently are experiencing operating deficits or are "siphoning" off from their endowments in order to balance their budgets. Few are hard-nosed enough to curtail programs and make budgetary cuts in order to live within their income. (p. 661)

With respect to the plight of small colleges, De Vane (1964) stated:

Such colleges frequently owe their survival to local, parochial, and denominational pride. One trait both the excellent and poor colleges have in common is that neither has been willing to engage in bold educational experiments, the good colleges because of an inherent conservatism, often to the point of complacency; the poor colleges because of the lack of imaginative leadership, and material resources. (p. 237)

Rather than continue to rely on traditional sources of support, these private black colleges need to learn what the outside world wants. Richman and Farmer (1974) stated: "If the institution is wholly alien to its external environment, it cannot function or survive. But if it yields completely, it fails in its ultimate educational purpose or task" (p. 9).

Henderson (1971) referred to the need for broader academic programs and services that would be more relevant to the personal development of black people as an ethnic minority. Bullock (1971) felt that the problem was that of providing diverse educational experiences so that students could participate more fully in the economic, social, and political processes in American life. Jencks and Riesman (1968) indicated that black colleges, to a great extent, had insulated themselves from the communities of which they were a part. Richman and Farmer (1974) suggested that small colleges should institute sophisticated information gathering systems as their large counterparts in higher education had done, to obtain current and useful information. Furthermore, De Vane (1964) noted that small, liberal arts colleges had never focused on research as essential to gathering information that would strengthen their missions.

Furthermore, other approaches and plans are needed in order to reduce the impact of outside pressures for diversity in academic programs, student demands for curricular adaptation to the black experience, and public concerns about the preparation of students for service in the larger society as well as in the black community. In

order to obtain some solutions to problems created by what the outside world wants and needs and what these black colleges need in order to ascertain priorities which then translate into goals, voluntary, formally constituted educational consortia were created as the vehicle for collectively solving problems through cooperative planning processes (Interview, Arrington, 1977). Cooperative planning has led to such benefits as student recruitment projects, the shared use of existing facilities, faculty exchange programs, cultural enrichment programs, and expanded curricula (Interview, Arrington, 1977).

Although cooperative planning has offered solutions for day-to-day institutional problems and has facilitated the identification of solutions to future problems, overriding problems can persist within the mission and goals of institutions of higher education. Morse (1961) expressed particular concern for the intellectual and motivational sectors which he felt comprised an institution's purposes. The intellectual sector was seen as pertaining to academic programs and services that were designed to meet the educational needs of the community served. The motivational sector of an

institution's purposes was seen as being addressed to establishing and retaining commitments and loyalties from groups, such as faculty, philanthropic organizations, or accrediting agencies.

Furthermore, he held that the intellectual part pertained to the output substructure that addressed the institution's missions in teaching, research, and service. The motivational part he saw as including those human and material resources that were required to support the outputs of the institutions of higher education. If these institutions could not obtain required human and material resources, he concluded that they would have difficulty in generating academic programs and services to meet the educational needs of students, for changes in the motivational sector could impose changes in the intellectual sector in an interchangeable form of reaction (Morse, 1961).

Institutions of higher education ought to be responsive and sensitive to the pressures of the outside world as well as to the problems that internal constituencies generate. However, Landsberger (1961) indicated that institutions generate specialized actions for solving problems in their intellectual and motivational sectors

through the recognition and realization of goal inter-relationships. Such a perspective is essential to the viability, continuity, and ability of the institution to change. Richman and Farmer (1974), in viewing an institution of higher education as a system composed of component sub-systems stated:

Each substructure contributes something to the effectiveness and efficiency of the whole system and receives something from the whole which, in turn, is interdependent with some larger environment. . . . The system itself can be explained as a totality. Changes in one part, or in the broader environment, frequently impinge on other parts.  
(p. 5)

Goals generate special actions for solving specialized problems (Morse, 1961). Goals may be categorized as either output or support in nature (Gross & Grambsch, 1974). Goals in the output dimension focus upon the intellectual sector of an institution's missions of teaching, research, and service. Goals in the support dimension focus upon the motivational sector and address themselves to obtaining loyalty, commitment, and cooperation from faculty, students, alumni groups, private philanthropies, state and national governments, and other potential sympathetic supporters. Landsberger (1961) observed that support-related goals complement the

internal operation of an institution as well as permit the management of possible tensions amongst those who work within it, those who study within it, and those who support it.

Henderson (1971) found that there were other circumstances under which tensions were produced. In private, black colleges, budgetary constraints affected the institution's ability to compete with the national scale for professional salaries. "More graduates with doctoral degrees were being turned out among the whites but by the strange quirk of separatism, those people with doctoral degrees would not be available for the instructional needs of black colleges on a permanent basis" (Nabrit, 1971, p. 672). Bullock (1971, p. 582) stated that private black colleges operated with the same degree of administrative complexity, but on significantly smaller budgets than those serving white students. The aims, purposes, and priorities of private predominantly black four-year colleges need to be reexamined to determine the extent to which their goals are addressed to institutional missions which are in keeping with today's society.

Statement of the Problem

Institutions of higher education in the United States are all concerned with the clarification of the role which such institutions ought to play in today's society. The private, predominantly black four-year colleges have not only this challenge but also the additional challenge of including within their institutions an avenue for black students to study, understand, and retain the special cultural features of their black American heritage. These black institutions suffer from scarce human and material resources--both of which are essential for their survival. If they are to fulfill the purposes of institutions of higher education while preserving their entities as black institutions, it appears necessary that they begin to examine their goals, delineate them in terms of institutional missions, and attempt to separate and compare actual and ideal goals. Goals and their interrelationships can play a significant role in the development of institutional missions. They need to be directed, intentionally and purposefully toward action for institutional change. In order for such action to transpire, research needs to be undertaken to clarify the

relationships which currently exist among institutional goals before their relation to institutional mission can be understood.

#### Purpose of the Study

This study attempted to compare actual and ideal institutional goals as perceived by presidents and academic deans within certain private, predominantly black four-year colleges in the southeastern region of the United States, and to determine if these goals differed in those institutions which engaged in cooperative planning as opposed to those which engaged in independent planning.

#### Significance of the Study

This study will add to the body of knowledge currently available concerning goals in institutions of higher education. Specifically it focuses upon this information as applied to private, predominantly black four-year colleges. The collected data can assist educators to differentiate between ideal and actual goals as well as to understand that difference as it exists in institutions of higher education. It can also provide a procedure through which institutions can identify areas

of weakness so that goals may be redirected in terms of institutional missions which can address a contemporary clientele and society's expectations for higher education today.

This study sought to utilize Parsons' (1951) four functional imperatives as goal categories in the support substructure of a universal goal structure. There is no major study devoted wholly to the utilization of Parsons' concepts in an empirical study (Landsberger, 1961, p. 218).

### Hypotheses

The following hypotheses were tested as a result of the literature review.

1. There will be no significant statistical difference in the perception of actual and ideal institutional goals between presidents and academic deans in the participating institutions.
2. There will be no significant statistical difference between actual and ideal institutional goals between those participating institutions who plan cooperatively and those who plan independently.
3. There will be no significant statistical difference in actual and ideal institutional goals of the

output substructure and the support substructure as found in the participating institutions.

4. There will be no significant statistical difference in the actual and ideal institutional goals of the eight goal categories as found in those participating institutions who plan cooperatively and those who plan independently.

#### Limitations of the Study

The study was limited to private, predominantly black four-year colleges located in the southeastern United States. The respondents were the presidents and academic deans of those institutions.

#### Methodology

1. The literature was reviewed for knowledge concerning private, predominantly black four-year colleges in the United States. This knowledge included information concerning their history, their internal operatives, and their institutional attempts at cooperative planning. The empirical development of goals in institutions of higher education was researched as well as the theoretical aspects of goal configurations found within such institutions.

2. A research instrument was identified from Changes in University Organization (Gross & Grambsch, 1974).

3. A letter of authorization from Gross and Grambsch was secured.

4. The criteria for the selection of the participating institutions were utilized to secure the population. The respondents were the presidents and academic deans of those institutions.

5. Questionnaires were mailed with cover letters to each college president and academic dean. Follow-up letters and telephone calls were used as needed to ensure a better response.

6. The data were processed by statistical treatments which involved the mean, standard deviation, the adjusted  $t$ -test, the adjusted, paired  $t$ -test, and Duncan's New Multiple Range Comparison test. The level of significance was established at  $p = .05$ .

7. The finite population correction factor was used as the formula to adjust  $t$  since a universal population with homogeneous characteristics was used.

8. The data were analyzed from the computer

print-outs so that the hypothesis in this study could be accepted or rejected.

9. Summary, conclusions, and recommendations were presented.

#### Definition of Terms

The following is a list of terms and their definition as utilized in this study.

Actual Goal.--A goal considered to be operational or in existence.

Adaptation Goal Category.--A term used to describe one of the four groups of goals which comprises the support substructure, which is motivational in nature, administration-related, and addresses the need to involve faculty and students in governance and cooperative planning.

Attainment Goal Category.--A term describing one of the four groups of goals which comprises the support substructure, which is motivational in nature, administration-related, and which addresses the need for the institution to produce top quality outstanding graduates.

Cooperative Planning.--A term used to characterize a procedure for the setting of institutional goals in

which an institution plans with other institutions in an educational consortium.

Direct Service Goal Category.--A term describing one of the four groups of goals which comprises the output substructure, which is intellectual in nature, instruction-related, and which addresses those services which are directed at instruction as it seeks to serve persons or groups outside of the institutional community.

Goal Category.--One of eight groupings of similar goals which are either motivational or intellectual in nature and therefore belong in either the output substructure or the support substructures of the universal goal structure.

Ideal Goal.--A goal considered to be optimally desirable but not in existence.

Independent Planning.--A term used to characterize a procedure for the setting of institutional goals in which each institution plans alone without participating in an educational consortium.

Integration Goal Category.--A term used to describe one of the four groups of goals which comprise the support substructure, which is motivational in nature, faculty-related, and addresses the need for faculty loyalty and commitment.

Maintenance Goal Category.--A term used to describe one of the four groups of goals which comprises the support substructure, which is motivational in nature, administration-related, and addresses the need for obtaining facilities, funds, and other operating resources.

Output Substructure.--A term used to describe one of the two substructures of the universal goal structure which is intellectual in nature (Gross & Grambsch, 1974), and includes the student expressive, student instrumental, research, and direct service goal categories.

Research Goal Category.--A term to describe one of the four groups of goals which comprises the output substructure, which is intellectual in nature, instruction-related, and which addresses the need to collect objective data to serve as a basis for instructional improvement.

Student Expressive Goal Category.--A term used to describe one of the four groups of goals which comprises the output substructure, which is intellectual in nature, student-related, and which addresses the need to offer programs which provide support for cultural identity and ethnicity.

Student Instrumental Goal Category.--A term used to describe one of the four groups of goals which comprises the output substructure, which is intellectual in nature, instruction-related, and which addresses the need to offer new and viable academic programs for students.

Support Substructure.--A term used to describe one of the two substructures of the universal goal structure which is motivational in nature and includes the functional imperatives of Adaptation, Maintenance, Integration, and Attainment goal categories (Parsons, 1951).

Universal Goal Structure.--A term used to denote the configuration or pattern of institutional goals which is used by an institution of higher education to state its missions.

#### Encapsulation

The Civil Rights Act of 1964 and the Higher Education Act of 1965, have been instrumental in furthering increased tuition aid and some choice in the selection of colleges by economically disadvantaged and minority students. Pressures from the outside have imposed the need for solutions to problems if colleges that are

privately supported are to survive in an expanded environment.

Nabrit (1971) referred to the need for new strategies to counteract those which had emerged in the late 1960s. This study was addressed to the articulation and pursuit of actual and ideal institutional goals, viewed in a universal goal structure, as an approach to enable private, predominantly black four-year colleges to chart viable programs for meeting the needs of their clients.

#### Organization of the Study

The study was organized into five chapters.

Chapter I includes the introduction, background of the study, statement of the problem, purpose of the study, significance of the study, hypotheses, limitations of the study, methodology, definition of terms, encapsulation, and the organization of the study.

Chapter II presents a review of the literature as it related to: (a) historical background of the private black college in the United States, (b) institutional purposes, (c) dynamics of institutional operatives, (d) cooperative institutional planning, (e) empirical

development of goals in institutions of higher education, and (f) goal configurations within institutions of higher education.

Chapter III presented the research design.

Chapter IV presented the analysis of the data.

Chapter V presented the summary, conclusions, and recommendations.

## CHAPTER II

### Review of the Related Literature

#### Introduction

Two major emphases emerged in the literature as the review progressed. One of these was information concerning black institutions of higher education as these have evolved in the United States; the other was information concerning theoretical bases for delineating and aligning goals within institutions of higher education.

The information revealed by the review process focused upon three aspects of the historical background of the private, predominantly black colleges: (a) the historical purposes of these colleges, (b) the dynamics of selected operatives within these institutions, and (c) institutional attempts at cooperative planning. Additional information was reviewed which was not limited to black institutions, but which encompassed the whole category of institutions of higher education. In this latter body of literature, the researcher discovered

writing which addressed the empirical development of goals within institutions of higher education, and the theoretical aspects of goal configurations for those institutions. The review process was directed toward the search for a "state of the art" for delineating goals and priorities as a strategy for solving problems in private, predominantly black four-year colleges.

Historical Background of the  
Private Black College in the  
United States

Institutional purposes. The broad purpose in the establishment of black colleges was to bring higher education to black people so that they could be equipped to survive in the American economy (Bullock, 1967, p. 52). That purpose was influenced, however, by prevailing values and laws that upheld the denial of education to black people, particularly for those black institutions located in the southeast. This position was consistent with Landsberger's (1961) findings that a particular goal of an organization has to be congruent with some value of the larger system if it is to be reached (p. 228). The values of the larger system of education followed the tradition that schools were to be segregated and

established in communities that were populated exclusively by black people (Caliver, 1949, p. 10).

Even though the schools were autonomous and separated from other institutions of higher education, Bullock (1971) found that each college that was established for black Americans:

aspired for the actualization of an assimilation ideal. One gleans this first from the objectives which were set up as part of their founding charters and have persisted as professed goals ever since. (p. 518).

A professed purpose was that higher education should prepare black people to teach illiterate black people (Caliver, 1949); as well as train them in the principles of Christian behavior (Bishop, 1974) through preparation for the ministry.

Guided by these professed purposes, missionaries and benefactors committed their interest and financial support to the establishment of the black college (Bond, 1934, pp. 100-101). Historically, the private college for the education of black people preceded the Civil War. Lincoln University in Chester, Pennsylvania was founded in 1854, and two years later, Wilberforce University in Xenia, Ohio (Bullock, 1971, p. 584).

Following the end of the Civil War in 1865, "black

codes" operated as laws in southern states to prevent an illiterate former slave population from obtaining an education (Bullock, 1967). In the same tradition, northern states used the same codes as unofficial laws to deny educational opportunities to a literate black population which had been freed before the Civil War. The reason given was that the students seeking admission to northern colleges and universities were lacking in the educational background that was required to succeed in higher education (Bullock, 1967).

The passage of early Reconstruction Era civil rights legislation, however, provided a vehicle through which the Freedman's Bureau was able to circumvent repressive "black codes" and establish educational institutions for black people in the south (Bullock, 1967). Since the largest percentage of former slaves lived in the south and suffered the most from the oppression of "black codes," northern missionaries, churches, and philanthropic organizations which had supported the establishment of elementary schools extended their support into the area of higher education (Lincoln, 1971, p. 618).

Schools and colleges sprang up throughout the South, under the authority and supervision of northern

church-related groups and organizations, with the goal of training and educating black people so that they could survive in the new life. Pointing to this goal, Bullock (1971) reported:

The college aims to provide, under guidance, an opportunity for vital contacts with inspiring men and women, with the important areas of human knowledge, and with varied experiences in living by means of which the student, in his fundamental tasks of building personality, may grow so that the continuing process of his personal development will be purposefully directed.

Moreover, students shall become self-directed learners and self-reliant persons capable of dealing effectively with challenges and issues both now and in the future. (pp. 579-580)

Within the context of providing important areas of human knowledge and a variety of human experiences, the majority of private, black institutions that were established were church controlled. Two were founded-- Spelman College and Morehouse College, which derived their support from non-secular benefactors and philanthropic organizations (Bowles & De Costa, 1971).

Among the first black colleges that were founded in the United States were a number located in the southeast. These were private institutions, established between 1866 and 1870. Morehouse College and Clark College in Georgia, Talladega College in Alabama, and

Tougaloo College in Mississippi were founded during that period. Between the years of 1881 and 1885, Spelman College, Morris Brown College, and Paine College were founded in Georgia. From 1869 to 1925, other privately-controlled institutions were established in Alabama, Florida, Louisiana, and Mississippi; they included Stillman College, Miles College, and Oakwood College in Alabama, Bethune-Cookman College in Florida and Mississippi Industrial College and Rust College in Mississippi (Bullock, 1967; Bowles & De Costa, 1971). Those colleges that were founded under the guidance and support of religious denominations still exist as church-related institutions. Morehouse and Spelman Colleges operate as independently-controlled schools (Bowles & De Costa, 1971, p. 91). Although nearly all of these private, black institutions primarily addressed only the basic rudiments of an education, the latter two colleges adopted the liberal arts concept of education.

Johnson (1971) found that:

The black colleges historically has been affected and conditioned by the outside world--from the academic question of its accreditation to the primeval question of its very physical existence in some hostile communities. (pp. 799-800)

The legitimization of historical mission for these

institutions was largely a product of outside pressures to prepare students for limited academic and professional careers in teaching and the ministry. Another historical purpose was that of preparing students to manage small proprietary businesses (Bishop, 1974).

### Dynamics of Institutional Operatives

Institutions of higher education may be defined in terms of their internal and external environments as these are described by the interaction of certain individuals or operatives.

Johnson (1971) reported that private black colleges operated as institutions which throughout their historical development were highly sensitive to their environment (p. 799). Input for the formation of institutional mission was derived from a board of trustees which was a major factor in the administration of each college. The input that the boards of trustees generated was manifested in the administrative actions that a president initiated to implement academic programs and services. The output could be gauged by the extent to which the institution met the educational needs of the black community (Henderson, 1971).

The rationale for the development of the institutional mission was found in the relationships of the boards of trustees to the president and other groups inside and outside of the college environment (Nabrit, 1971). Katz and Kahn (1966) found that:

Understanding an organization is to regard it simply as an epitome of the purposes of its designers, its leaders, or key members. . . . The organization as a system has an output, a product or an outcome, but this is not necessarily identical with the individual purposes of group members. (p. 15)

Therefore, statements of purposes, aims, objectives, or goals could "idealize, rationalize, distort, omit, or even conceal some essential aspects of the functioning of the organization" (Katz & Kahn, 1966, p. 15).

Boards of trustees. Since these colleges derived their support from missionaries and churches of the North, their boards of trustees were composed of church-related people. They formed and identified purposes for academic programs and services in the colleges under their control (Henderson, 1971, p. 639). Moreover, the boards of trustees controlled investments and endowment funds, reviewed and approved budgets, and identified projects for raising funds.

In all of the church-controlled institutions, members of boards of trustees were bishops, clergymen,

or prominent members of the church. The independently-controlled colleges obtained their board members from prominent families, philanthropic organizations, and influential persons in the community (Henderson, 1971, p. 638). The average age of these board members was 65, with a range from 40 years to 80 years. Only a small percentage were under 50 (Nabrit & Scott, 1970, pp. 4-5). Nabrit and Scott (1970) reported:

Churches in control of colleges are gigantic holding companies. They hold very little of the colleges' stock, but they hold a disproportionate amount of power. Bishops serve as chancellors at several schools with veto power over decisions of the president. In some such schools, the bishop appoints all trustees and exerts one-man control. Presidents change frequently at such schools. In terms of race, trustees in the African Methodist Episcopal and African Methodist Episcopal Zion church-related schools were found to be almost 98% black. In Episcopalian and Presbyterian schools, they are predominantly white. (p. 15)

The conservative character of the boards of trustees greatly influenced and dominated the articulation of goals for the institutional missions of the colleges. Henderson (1971), Nabrit and Scott (1970), and Jencks and Riesman (1968) suggested that some estimate of the total cost of effectively articulating the purposes for academic programs and services should be prepared. The needs of the institutions required study and

documentation. New aims and purposes had to be stated (Henderson, 1971). Johnson (1971) found that the combined influence of New England conservatism and church-related paternalism affected the character of black colleges, their academic programs, their relationships with organizations and the community, and their low-risk orientation to innovative and controversial ideas.

Specifically, there was a problem in the areas of delineating responsibilities and separating the functions of the boards of trustees from the functions of administrators (Henderson, 1971). Price (1968) reported that the essential function of the boards of trustees was to establish a policy to articulate the goals for the institutional missions of teaching, research, and service. In the black college, some functions of the president were carried by the board, e.g. interviewing and hiring faculty (Jencks & Riesman, 1968). In many instances, a member of the board functioned as the president of the college (Jencks & Riesman, 1968). According to Henderson (1971) "administrative leadership should operate within the framework of policy and general programs set by the governing boards" (p. 640).

Presidents. In the development of the colleges, the function of the president was one of designing and implementing academic programs and services. It included as well, giving overall direction to internal problems that related to the procurement and allocation of funds, the employment, suspension, and termination of personnel, and the promotion of a public relations image in the community that the college served (Jencks & Riesman, 1968).

Moreover, the place of centralized authority within these colleges was the office of the president (Jencks & Riesman, 1968). The day-to-day operation in the office of the president was one of meeting the needs and demands of faculty, students, and the public. Furthermore, it included solving problems relating to: hiring and retaining faculty with doctoral degrees; providing for faculty salaries, increments, and other fringe benefits; creating opportunities for faculty development; building and remodeling physical plants; scheduling the use of space and facilities; monitoring and scheduling courses; and recommending annual operating budgets to the boards of trustees (Henderson, 1971, pp. 632-635).

Henderson (1971) reported that those functions were expected to be carried out with decreasing funding support (p. 635).

The president was the mediator for the college, a non-supportive community, and potentially supportive groups and organizations. Potentially supportive groups and organizations included national foundations, alumni groups, and non-profit corporations. It was important to assure national, state, and local governments that the college was worthy of endorsement or financial support. The president remained in full control because strong personal authority was essential for survival (Johnson, 1971, p. 803).

Bowles and De Costa (1971) reported that during the past three decades, authority and responsibility were transferred from white presidents to presidents who were members of the black ethnic group. Nabrit and Scott (1970) indicated that this induced little change in the pattern of conservative authority relations between the president and faculty, the president and support personnel, and the president and the students. Presidential authority has been the dominant pattern in all areas of administrative functions and this heritage has continued

to influence presidential behavior to the present day (Jencks & Riesman, 1968, p. 92). Johnson (1971) found:

The combined influence of paternalism and conservatism affected the character of black colleges, its academic programs, its relationships with organizations and the community, and its low-risk orientation to innovation and controversial ideas. The over-arching influence of the president is based on his authority to hire and fire, to reward and punish, to determine budgetary priorities, and to influence the basic value structure and orientation of the school. (p. 804)

He stated that the president continued to design and implement academic programs and services, secure and retain available faculty, and guide the college in its relationships with financial supporters, legislative bodies, and community groups and organizations. Although authority had been diffused and formally structured in white colleges over the years, this has not occurred in black colleges (Johnson, 1971, p. 802).

Faculty. Jencks and Riesman (1968) reported that the influence of boards of trustees and presidents of private black colleges was constantly present in the process for choosing faculty with personalities that were consistent with the conservative character of the college. In order to secure and retain black faculty realistic goals were needed for faculty development, opportunity, and growth (Johnson, 1971, p. 808).

Le Melle and Le Melle (1969) indicated that institutional missions were in conflict with the reality of the college experience and with the expectations that teachers brought to the instructional process in their field of academic preparation. There were limited opportunities for studying, conducting research, or writing scholarly reports. Furthermore, there were the problems of salaries, working conditions, and job security.

Pointing to studies of administrative processes, Robbins (1976) showed that salaries, working conditions, and job security were important as they related to a teacher's perception of stability in an institutional situation. To a great extent, salaries and personal satisfactions that faculty should derive from an academic experience were under-valued in predominantly black colleges (Jencks & Riesman, 1968). Moreover, there were external constraints that repressed opportunities for the professional development of black educators.

Those constraints were:

little support for blacks to attend graduate school with outside financial assistance. If they attended graduate school, they, personally, defrayed the expense of higher education. Racially dual policies prevented or deterred blacks from attending or from graduating from predominantly white graduate schools in large numbers. Predominantly white professional

organizations tended to restrict blacks from their membership. Publishing houses showed a lack of enthusiasm for publications that were written by blacks. Finally, there was a lack of financial support for black educators to conduct research. (Le Melle & Le Melle, 1969, pp. 19-20)

In addition, there were comparable constraints within the internal environment of the colleges. Faculty members were called upon to offer instruction in a number of courses that were not within their fields of educational preparation (Johnson, 1971, p. 809).

Students. Large northern white institutions aggressively sought the high achieving black high school graduate (Bowles & De Costa, 1971, p. 90). Bowles and De Costa (1971) reported that there was a significant decline in enrollment in the private black colleges in the South due to the migration of southern black students to northern white schools. This exodus accelerated due to the substantial federal assistance which was available in such institutions to help finance education. Furthermore, those institutions were financially strong and able to offer full or partial scholarships.

Another trend was that more than half of all black freshman students were in two-year colleges or were enrolled in colleges other than traditional black institutions.

Perkins (1973) found in national statistics that 5.5 million students were enrolled in public-controlled institutions in 1970-1971. There were only 2.1 million students enrolled in private colleges and universities (pp. 33-34).

The challenge for the historically black, private college was to attract those students that fell within the category of high achieving high school graduates. The most troublesome problem confronting historically black private colleges was that of the underprepared student (Bowles & De Costa, 1971, p. 90). For the better prepared student, there was a shortage of the advanced level courses that could bring about distinction and character to college programs (Bowles & De Costa, 1971, p. 90).

Many institutions encountered problems with students demanding relevant courses in black studies.

Henderson (1971) reported:

The development of black studies in black and white colleges is welcomed. It means a serious void in race relations education may be filled. White and black people alike may become more appreciative of the contributions of black people to the development of domestic and world civilization as well as more aware of problems involving race relations at home and abroad. (p. 632)

More importantly, there was a major demand from students for an array of educational reforms which included open admissions policies, participation in governance processes, student voice in hiring, promotion, and dismissal of teachers, and the inclusion of community people in various aspects of campus decision-making processes (Henderson, 1971, p. 632).

#### Cooperative Institutional Planning

In order to meet mounting problems that were related to the urgent need for new goals and priorities (Lincoln, 1971), the black colleges had to secure alternative mechanisms for identifying common problems and for sharing available resources. That mechanism was the formally constituted voluntary educational consortium. It was through this mechanism that cooperative planning processes were initiated to solve common problems. Richman and Farmer (1974) stated that "the planning function involves the determination of goals and the plans, and of the strategies, policies, programs, schedules, procedures, tools, techniques, and methods for achieving them" (p. 19). Perhaps the most serious of all problems were those associated with planning (Henderson, 1971, p. 645).

Cooperative planning within the black college sector was launched as a problem-solving process in 1929, with the founding of the Atlanta University Center. It was the second oldest consortium in higher education in the United States. Recent publications of Clark College (1975), Morehouse College (1976), Morris Brown College (1975), and Spelman College (1975) indicated that these institutions were included among the membership of the first educational consortium for historically black colleges and universities.

Cooperative planning processes through educational consortia were strengthened by common reference in the Higher Education Act, 1965, Title III (Moore, 1968). The purpose of the legislation was:

to provide part of the cost of planning, developing, and carrying out cooperative arrangements which showed promise as effective measures for strengthening the academic programs and the administration of developing institutions. (Moore, 1968, p. 12)

Patterson (1974) reported that the problems of continuing inflation, soaring costs of education, declining student enrollment, and decreasing operating budgets for higher education required that colleges and universities adjust by working together through voluntary and mutually shared problem-solving experiences. Cooperative planning was the process through which member colleges and universities

could voluntarily work together under an administrative structure to solve common problems. Furthermore, there were requirements under the Higher Education Act of 1965 for some form of cooperative planning to be included when colleges or universities submitted proposals for federal funding (Whatley, 1977).

The colleges participating in the educational consortium of the Atlanta University Complex exchanged faculty, administration, academic programs, services, library resources, and, jointly participated in inter-institutional cultural programs and services. Henderson (1971) indicated that cooperative planning through the educational consortium of the Atlanta University Center led to the development of curricula in black studies and other projects relating to the involvement of black people in political, educational, and economic processes.

Since the needs of the black colleges and universities that were located in Alabama were not met through a membership in a voluntary educational consortium, the Alabama Center for Higher Education was organized at Stillman College, Tuscaloosa, Alabama in 1968, for the purpose of providing an administrative structure to help member colleges solve their problems through cooperative

planning. The colleges included among the membership of the Alabama Center for Higher Education which was housed in Birmingham, Alabama, were Miles College, Oakwood College, Stillman College, and Talladega College (Patterson, 1977).

It was reported (Whatley, 1977) that there were five predominantly black consortia in higher education in America. These were: the Alabama Center for Higher Education, Birmingham, Alabama; the Atlanta University Center, Atlanta, Georgia; Greensboro Tri-College Consortium, Greensboro, North Carolina; Triangle Association of Colleges of South Carolina and Georgia, Columbia, South Carolina; and, the Texas Association of Developing Colleges, Dallas, Texas.

In Colleges in Consort, Patterson (1974) noted that consortia member institutions initiated and participated successfully in several important activities through cooperative planning. Such activities would not have been accomplished as well through independent planning. They were:

Joint committees on admissions were established. The joint admissions programs were limited to specific categories of students. There were some sort of inter-institutional administrative committees below the presidential level of office. A joint calendar was featured. Institutions shared in the exchange of faculty, various cultural

programs and visiting lecturer programs. Since professional and institutional development through research was weak, there were some forms of cooperative support for research. (p. 11)

However, Grupe (1971) noted that in order to obtain effective cooperative planning, there was a need: (a) to define each member institution in terms of its purpose and priorities; and (b) to understand administrative matters at the level of the office of the college president (p. 7).

Empirical Development of Goals  
Within Institutions of Higher  
Education

Several important major studies were found which were concerned with the identification and development of goals within institutions of higher education; however, no such studies were found which related to black colleges.

Gross and Grambsch (1974) and Gross (1971) found that much of the student discontent and student unrest on major campuses was due to the goal emphasis that was given to faculty interests and opportunities for their career improvement. In their 1964 study on perceived and preferred goals at 68 universities, and in an additional study that was conducted in the 1970s, they found that the low-ranking goals were student-related and the top

ranking goals were faculty and administration related (p. 82). Among the high-ranking goals were: (a) protecting academic freedom, (b) ensuring the continued confidence and support of financial and resource contributors, (c) obtaining the favor of external validating bodies, such as accrediting agencies, and (d) maintaining top quality in all those programs the administration and faculty felt to be the most important by rejecting students with deficient academic preparation (Gross & Grambsch, 1974, pp. 82-86).

The low-ranking goals were addressed to student's needs, interests, and concerns. They were: (a) personal development of students, (b) expanded and innovative curricula to introduce students to more career options, (c) student and faculty involvement in governance, and (d) democratic participation of students and faculty in such administrative actions as the selection, promotion, and release of administrative and instructional personnel (Gross & Grambsch, 1974, pp. 82-84).

The goals that ranked low and which were addressed to the preferences and interests of external constituencies, such as the public, alumni groups, and other potential contributors were: (a) adult education and extension

programs, (b) innovative programs and services to satisfy special needs of people in a geographic area, and (c) cultural leadership for the community. Of the 96 goals that were surveyed in the two studies (Richman & Farmer, 1974, pp. 96-98), those goals which were found to be the most important were those most likely to give the private black colleges and universities difficulty in obtaining public confidence.

With regard to the private colleges that were included among the study population in 1964, but which did not include private black colleges, the important findings were:

Private schools emphasize preserving institutional character, conducting pure research, protecting academic freedom, providing faculty with maximum opportunity to pursue their careers in a manner satisfactory to them, gaining institutional prestige, accommodating only students of high potential, and other elitist goals. (Richman & Farmer, 1974, p. 98)

Moreover, Richman and Farmer (1974) reported that in the 1964 Gross and Grambsch study, there was no difference found between perceived and preferred goals as they were surveyed among faculty and administrators.

Cohen and March (1973) found that not only were there no clear groups of goals but also there were no

clear distinctions between perceived and preferred goals (p. 25). These two deficits denied presidents the clear sense of direction needed in order to solve institutional problems. Cohen and March (1973) and Gross (1971) also found that perceived and preferred faculty-related goals ranked high. The goals that ranked low were student-related. Those goals that pertained to governance, the local community, and meeting the desires, needs, or interests of financial supporters ranked low as well.

Peterson (1971) reported that there was more evidence of student discontent at major public four-year institutions than there was at those which operated on a two-year basis. In state colleges, the goal perceptions of the boards of trustees conflicted with those of faculty and students. Students rated individual and personal development and academic innovation as more important perceived and preferred goals than did faculty (pp. 73-78).

An important finding that Richman and Farmer (1974) noted in the Peterson report was that the preferred goals of trustees, administrators, and faculty in the California universities tended to move these institutions toward desiring the same goals as those that were pursued by highly prestigious private schools and first-rate public

campuses (p. 105). In general, these goals related to financial security and growth, quality of educational programs, quality of students and faculty, and respect of students, faculty, and the community. Only select groups of schools could afford to pursue a broad range of priorities and goals in a reasonably effective, balanced, and viable way (Richman & Farmer, 1974, p. 107).

In viewing the desire of administrators and faculty to emulate the more prestigious schools, Richman and Farmer (1974) noted:

Homogeneity--or similarity of institutions--is not in the interest of students . . . in a diverse, pluralistic society, nor is it probably in the interests of economy and efficiency. Institutional diversity--including planned diversity, and program specialization--is a much sounder and more viable approach. And this involves the development of a relatively distinct place in higher education, serving effectively only a limited portion of the overall higher educational market. (p. 107)

Richman and Farmer (1974) concluded that positive institutional changes were possible if top level personnel were willing to depart from traditional bases of action. Top-level administrators needed to understand both the goals that were required for solving problems, and the critical interrelationships which existed amongst these goals if they were to delineate clearly the priorities

that were the most desirable for an institution. Such interrelationships can best be perceived by means of a systematic array which recognizes both horizontal and vertical interdependencies amongst the goals within any institution of higher education. This persistently occurring configuration can be termed universal in nature. It has to recognize some kind of working compromise among the goal preferences of many active and influential critics.

According to Richman and Farmer (1974), the process for determining important goals for the present or the future was emotional, judgmental, and behavioral. No rational schema existed to assist in evaluating the importance of goals (p. 138). It was because of this deficit that theoretical developments, as these could relate to goals, were explored further in the literature review.

Goal Configurations Within  
Institutions of Higher  
Education

Throughout the historical development of private black colleges in the southeastern region of the United States, there were consistent patterns of interactions

with churches, missionary societies, philanthropic organizations, accrediting bodies, and federal agencies. There were many factors bearing on the process through which these institutions developed priorities and goals. The review revealed that the model for the creation of these private black colleges was that of the New England liberal arts college. Administrators and teachers were imported from the North, and, to a great extent were the mediators between these colleges and the hostile, non-supportive environment in which they were located.

Of necessity, the formulation and articulation of goals were initiated by their boards of trustees and then were translated into the institutional missions of teaching, research, and service (Johnson, 1971). To a great extent, such goals were formulations of those ideas that the northern, New England trained administrators and teachers had worked with previously and which they brought into their work with black people (Bullock, 1967).

Today's setting dictates that these same colleges ought not to ignore the steadily increasing number of factors entering into the formulation and articulation of mission-related goals. In order for an institution to address its missions, it is important to discover what

it is trying to achieve--what outputs, outcomes, or results are being sought and expected. Such elements influence the goals that are considered important to the success of day-to-day institutional operations as well as those goals that are anticipated as essential to future growth and change. Problems related to the articulation of institutional missions require an understanding of a variety of goals, their interrelationships, and how these may be directed to the resolution of problems that affect the survival of an institution.

Many changes occurring in an institution stem from internal sources which may disturb the prevailing state of equilibrium in the system. Therefore, it makes adjustments and reestablishes itself by solving its problems in order to move into a state of change and dynamic action because it is basically goal-oriented (Chinoy, 1968, p. 186). The same may be said of an institution of higher education, especially if it is viewed as a system of interdependent parts, as advanced in contemporary systems theory (Churchman, 1968).

Landsberger (1961) claimed that a system has two dominant problem areas, one which is intellectual and one which is motivational. The universal goal structure of an institution of higher education reveals these same two

problem areas. Across these cut the dominant processes of boundary-maintenance and tension-management holding the system together as a cohesive unit of action (Morse, 1961, pp. 105-115). Boundary-maintenance has been explained both as an instrumental process that can be directed to the execution of tasks and as a technically effective method for developing required cognitive skills in the intellectual area (Morse, 1961, p. 101). To illustrate, students interact with officially approved curricula to obtain the cognitive skills required for graduation (Johnson, 1971).

Tension-management has been seen as a process addressed to socio-emotional relationships in the area involving motivational problems (Morse, 1961, p. 101). This was viewed by Parsons (Morse, 1961) as calling for integrative activity so that cathetic problems relating to sentiment and feelings among internal and external groups could be solved (p. 101). It called for maintaining efficient cooperation among trustees, administrators, faculty, students, and existing or potential supporters (p. 101).

Although boundary-maintenance as an instrumental process in the intellectual problem area and

tension-management as a socio-emotional process in the motivational area cut across the boundaries of those two problem areas to hold the system together, Parsons (1951) revealed that if a system were to survive, it had to solve other problems. These problems related to goal attainment, adaptation, integration, and latency and were seen as being functionally imperative. This is especially true when an institution of higher education through its configuration of goals is directed toward the resolution of its problems. Morse (1961) stated:

Process in any social system is subject to four independent functional imperatives or "problems" which must be met adequately if equilibrium and/or continuing existence of the system is to be maintained. (p. 113)

Parsons' (1951) thesis was that problems could be solved in a system when each of the four functional imperatives, with their specialized functions, was directed to specific problems with the system.

The goal attainment imperative was that of keeping the action of the system moving steadily toward its goals (Morse, 1961, p. 113). Bredemeir and Stephenson (1967) stated that adaptation was a goal that referred

to the extent to which the system derived from its internal sub-system the attitudes, services, and

good it needed, and the extent to which it got from its external super-system [environment] the things it needed. (p. 42)

The integration imperative was that of achieving and maintaining appropriate emotional and social relations among those people directly involved in the pursuit of an institution's missions (Morse, 1961, p. 114). This imperative was viewed as being favorable to the development of socio-emotional relationships among internal and external constituencies whose positive attitudes were essential to helping the system obtain needed human resources. The latency imperative did not explicitly advance the system toward goal-attainment; its explicit function was addressed to the problems of efficient management. Morse (1961) stated "The latency problem was to make sure that units have the time and facilities, within a suitable environment, to constitute or reconstitute the capacities needed by the system" (p. 114).

In the review of the literature, Gross and Grambsch (1974) referred to four categories of goals that relate to the outputs of institutions of higher education: (a) Student-Expressive, (b) Student Instrumental, (c) Research, and (d) Direct Service. The Student-Expressive goal category involved attempts to change the student's

identity or character in some fundamental way. The Student Instrumental goal category involved equipping the student to do something specific for the society which he or she would be entering. The Research goal category involved the production of new knowledge leading to the solution of problems. The Direct Service goal category involved the direct and continuing provision of services to the population outside. These services were to be provided because the institution would be better equipped than any other organization to provide them (Gross & Grambsch, 1974, pp. 23-24).

Pointing to Parsons' (1951) thesis on the functional imperatives, Devereux (1961) found that any explanations about the survival of a system would have to take into account actual ideas, ideals, and goals (p. 17). Therefore, it should be possible to obtain empirical evidence on the role of actual ideas, ideals, and goals in order to support future actions that are required for the survival of an institution. However, Richman and Farmer (1974) found no difference between perceived and preferred goals as they were ranked by administrators in the Gross and Grambsch study (1974). They concluded that if administrators were unable to differentiate

between actual (perceived) and ideal (preferred) expectations for their own institutions, how could they communicate to their constituencies goals which would relate to future institutional viability and growth.

Devereux (1961) in discussing actual ideas, ideals, and goals maintained that the perceived (actual) and the preferred (ideal) did not possess distinctly different characteristics but were mutually interdependent. The meaning and difference of these two polarities were never specifically delineated. Even though the actual and ideal polarities were seen as being mutually interdependent, they were thought to function separately due to the degrees of freedom that existed between the actual and ideal levels (Devereux, 1961, p. 29).

The interdependent nature of goal categories is such that the parameter of any one category temporarily may appear to be indistinguishable from the parameter of another. Whether or not such an overlap occurs, goal categories must be treated as causally relevant since they determine a system's ability to organize the actual and the ideal in order to resolve problems so that a system may survive (Devereux, 1961).

Summary

It would appear from the review of the literature that all institutions of higher education exhibit some configuration or pattern of goals to be used toward realizing institutional missions. This pattern varies from institution to institution. Although there is no evidence in the literature of such patterns in private, predominantly black four-year colleges, it would seem logical to assume that they, too, would exhibit this phenomenon. Assuming such goals could be identified and analyzed, these colleges could reexamine their mission and purpose in light of their operational goal structure, and alter the latter if it appeared to be counterproductive in enabling such institutions to survive. This study terms such a pattern, a universal goal structure, and examines private, predominantly black four-year colleges in the southeastern United States to see to what extent they manifest this phenomenon.

## CHAPTER III

### The Research Design

#### Introduction

This study attempted to compare actual and ideal institutional goals as perceived by presidents and academic deans within 13 private, predominantly black four-year colleges in the southeastern region of the United States. Specifically, the design for the study had four distinct foci: (a) to compare the perception of actual and ideal institutional goals between presidents and academic deans in the participating institutions, (b) to compare the perception of actual and ideal institutional goals between those participating institutions who plan cooperatively and those who plan independently, (c) to compare the actual and ideal institutional goals of the output substructure and the support substructure as found in the participating institutions, and (d) to compare the actual and ideal institutional goals of the eight goal categories in those participating institutions

which plan cooperatively and those which plan independently.

A Graphic Representation of a  
Universal Goal Structure

Based upon the information reviewed in the literature, the researcher posited a generic schema for viewing the interrelationship of goals, within institutions of higher education, in a conceptual framework which she designated as a universal goal structure (see Figure 1).

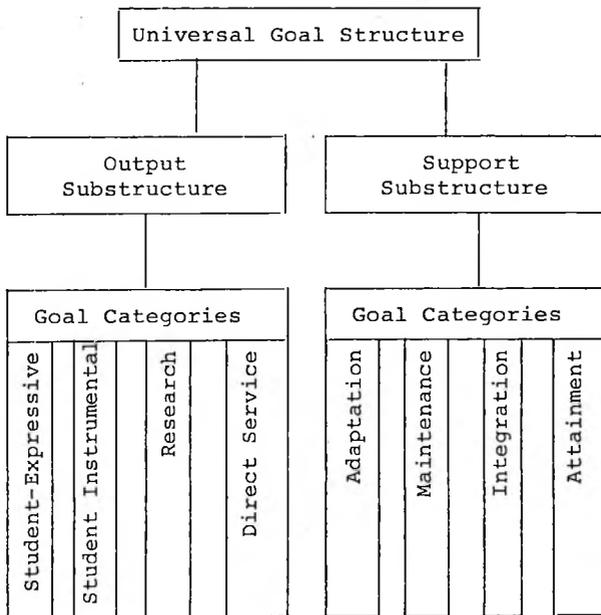


Fig. 1. Conceptualization of a Universal Goal Structure

### Hypotheses

The following hypotheses were tested as a result of the review of the literature.

1. There will be no significant statistical difference in the perception of actual and ideal institutional goals between presidents and academic deans in the participating institutions.

2. There will be no significant statistical difference between actual and ideal institutional goals between those participating institutions who plan cooperatively and those who plan independently.

3. There will be no significant statistical difference in actual and ideal institutional goals of the output substructure and the support substructure as found in the participating institutions.

4. There will be no significant statistical difference in the actual and ideal institutional goals of the eight goal categories as found in those participating institutions which plan cooperatively and those which plan independently.

### The Population of the Study

Since the private black, four-year colleges were

the ones most involved in a struggle for survival (Nabrit, 1971) they were the ones selected for this study. The criteria for participating institutions in this study were four: (a) private institutions, (b) four-year institutions, (c) predominantly black institutions, and (d) institutions located in the southeastern states of Alabama, Florida, Georgia, and Mississippi. In Alabama, these were Miles, Oakwood, Stillman, and Talladega Colleges; in Florida, Bethune-Cookman College; in Georgia, Clark, Morehouse, Morris-Brown, Paine, and Spelman Colleges, and; in Mississippi, Mississippi Industrial, Rust, and Tougaloo Colleges. These 13 colleges were the only ones who met the four criteria. Thirteen were approached to participate; 12 agreed to be involved.

The participating institutions were similar in many ways. Each had fewer than 2,000 students and offered a four-year course of study leading to the bachelor's degree as the highest degree offered. Each met accreditation by its state department of education and by the Southern Association of Colleges and Schools. The participating colleges fell into two groups. The criteria that were used for placing each school into one of these two groups were its known membership or lack of membership

in a formally constituted educational consortium as revealed by the Consortium Directory (Patterson, 1977) and recent catalogs of the colleges included in the study. These two groupings differentiated the institutions into those which engaged in cooperative planning and those which engaged in independent planning.

#### The Research Instrument

An available and appropriate research instrument was found in Changes in University Organization (Gross & Grambsch, 1974). The validity and reliability of the instrument were established at the University of Minnesota (Gross & Grambsch, 1974). On the basis of its performance in previous research (Gross & Grambsch, 1974), the instrument had demonstrated empirical validity. Permission was obtained to use this instrument; the authorization for its use is included as an item in Appendix A. Two categories, relating to perceived and preferred goals, were termed actual and ideal goals for the purposes of this study. The changed terminology more clearly indicated goals that were perceived to affect the present situation of the colleges and those goals which were perceived to affect the future of these institutions.

Ninety-four items, 47 relating to actual, and the same 47 relating to ideal institutional goals, constituted the total number of items on the questionnaire. A scale of one to six for the rating of the responses was used: 1--do not know or cannot say; 2--of no importance; 3--of little importance; 4--of medium importance; 5--of great importance; and, 6--of absolutely top importance.

The literature review (Gross & Grambsch, 1974) guided the process of classifying each of the 47 items into eight goal categories. The classification scheme included four goal categories and the related questionnaire items for the output substructure, and, four goal categories and the related items for the support substructure. The following questionnaire items were addressed to the output substructure:

- A-1. Student-Expressive, items 8, 10, 11, 28, 36, 37, and 44.
- A-2. Student Instrumental, items 3, 17, 21, 24, 32, and 35.
- A-3. Research, items 18, 25, 39, and 46.
- A-4. Direct Service, items 5, 19, 20, 30, and 38.

The following questionnaire items were addressed to the support substructure:

- B-1. Adaptation, items 1, 2, 6, 12, 13, 42, and 43.
- B-2. Maintenance, items 22, 26, 27, 40, 41, and 45.
- B-3. Integration, items 4, 7, 9, 14, 15, 16, and 33.
- B-4. Attainment, items 23, 29, 31, and 34.

#### Collection of the Data

On June 18, 1977, a packet containing a cover letter and the questionnaire was mailed to the presidents and the academic deans in the colleges that comprised the study population (Appendix B and C). Since the response rate was low by the end of August 1977, a follow-up letter was sent in September 1977 (Appendix C). Long distance calls were placed to the offices of the officials who still had not responded. These actions were followed by a third letter which was sent during the first week of October 1977 (Appendix C). The process was completed in November 1977 with a 92% rate of return from the colleges. This return is indicative of the fact that of the 13 who were approached, 12 colleges participated in the study.

Rationale for the Statistical  
Treatment of the Data

The review of the literature revealed information which assisted in the selection of the particular statistical treatment which was used. Gay (1976) reported that "of the many multiple comparison techniques available probably the most often-used and easiest to apply is Duncan's New Multiple Range Comparison test" (p. 255). The test carefully was selected as the most appropriate for the statistical treatment of this data. It revealed significant differences among the means of each of the eight goal categories. Gay (1976) indicated that the use of Duncan's New Multiple Range Comparison test involved the calculation of a special form of the  $t$ -test, a form for which the error term is based on the combined variance among the means of items that make up a group, not just the groups being compared. More importantly, Gay (1976) indicated that:

Which mean comparisons are to be made should generally be decided upon before the study is conducted, not after, and should be based upon the research hypotheses. . . . The application of a multiple comparison technique should not be essentially a "fishing expedition" in which the researcher looks for any difference she or he can find. (p. 255)

For this study, the error term was based on the combined variance among all the means for each of the eight goal categories.

### Procedure

The data were processed by computer and the procedure utilized by this researcher in the treatment of the data was as follows:

1. Data were converted from ordinal to internal in order to use parametric statistics. On the continuum scale of one to six, 1--"do not know--cannot say" was treated as a missing value and was not used. The continuum scale was converted to two through six with equal spacing between each possible scoring response. This enabled the calculation of a mean and an interpretation of the calculated mean.

2. The continuum scale of two to six contained the following possible responses: 2--"it is of no importance"; 3--"it is of little importance"; 4--"it is of medium importance"; 5--"It is of great importance"; 6--"it is of absolutely top importance."

3. Data were treated statistically to obtain a calculation and an interpretation of the mean for each

of the 94 items, actual and ideal, that corresponded with one of the eight goal categories. A mean was also obtained from the data as it related to those seven colleges classified as planning cooperatively, and those five colleges classified as planning independently. The standard deviation was used to obtain the variability from the means. The range showing the difference between the minimum and maximum value of the scoring of an item was used.

4. An adjusted t-test, incorporating the finite population correction factor formula, was used to determine the statistical differences between the actual and ideal goal categories of the seven cooperative and five independent planning colleges. The finite population correction factor formula was used to adjust the t-value because one college in the total population of thirteen colleges did not participate.

5. The adjusted t-test also was used to determine the significant differences between the grouped 11 presidents' responses and the grouped 12 deans' responses to each of the 47 actual and 47 ideal questionnaire items. The level of significance was established at  $p = .05$ .

6. An adjusted paired t-test was used in which the presidents and the deans were combined into "pair" groups to determine the significant differences, if there were any, between the total number of presidents perceptions and the total number of deans perceptions of each of the 47 actual and 47 ideal questionnaire items. The level of significance was established at  $p = .05$ .

7. The mean was used to obtain the averages on the items which pertained to each of the eight goal categories, both actual and ideal, between the group of seven cooperative planning and that of the five independent planning colleges. The standard deviation was used to obtain the variability from the mean to determine the ranking position of the eight goal categories within the cooperative planning colleges and within the independent planning colleges.

8. Duncan's New Multiple Range Comparison test was used as an extension of the adjusted t-test to determine the differences that were significant between the ranking of the goal categories by the seven cooperative and by the five independent planning colleges. The level of significance was set at  $\alpha = .05$ .

9. Hypotheses were tested with the adjusted t-test, the adjusted paired t-test, and Duncan's New Multiple Range Comparison test.

10. The extent to which each hypothesis was supported or not supported by the data was reported.

Tables showing the data and their interpretations appear in the following chapter. These data and the analyses mentioned in the procedure described in this chapter are presented and interpreted in the following chapter.

## CHAPTER IV

### Analysis of the Data

#### Introduction

This study attempted to compare actual and ideal institutional goals as perceived by presidents and academic deans within certain private, predominantly black four-year colleges in the southeastern region of the United States, and to determine if these goals differed in those institutions which engaged in cooperative planning as opposed to those which engaged in independent planning.

A questionnaire comprised of 94 items, 47 of which were actual and 47 of which were ideal institutional goal items was utilized. It was mailed to the president and the academic dean of the 13 colleges involved in this study. Twelve colleges, or 92%, participated in the study. Twenty-three, or 88% of the officials responded to the questionnaire. The president's response and the dean's response for each school was averaged to obtain

a single school response. This procedure produced 12 observations. When the president of a college did not respond and the dean did, the dean's response was used for the college.

#### Institutional Goal Categories

Items in the questionnaire used in this study addressed themselves to each of eight institutional goal categories. These items were designated by the researcher to elicit information concerning the respondents' perceptions of both actual and ideal institutional goals.

#### Actual Institutional Goal Items

It should be noted that Table 1 deals with actual institutional items which are represented by one goal of the eight goal categories. Each item on the questionnaire was designated as representing one of eight actual goal categories. The obtained mean values for each actual institutional goal item that addressed one of the eight goal categories constituted an average scoring of that item and its corresponding goal category according to how it was perceived by the group of presidents and academic deans representing the 12 participating colleges. The

Table 1

Rank Ordering of Means of Actual Goals Based on  
Colleges' Responses

Goal Category	Rank	Item	Mean	S.D.	Min. Val.	Max. Val.	Range
B-4.Attainment	1	34	5.25	0.66	4.00	6.00	2.00
B-4.Attainment	2	29	5.25	0.62	4.00	6.00	2.00
B-1.Adaptation	3	6	5.25	0.54	4.50	6.00	1.50
A-2.Stud.Instruc.	4	24	5.17	0.69	4.00	6.00	2.00
A-1.Stud.Express.	5	8	5.17	0.62	4.00	6.00	2.00
B-4.Attainment	6	31	5.08	0.51	4.00	6.00	2.00
B-3.Integration	7	4	5.08	0.51	4.50	6.00	1.50
B-3.Integration	8	7	5.04	0.72	3.50	6.00	2.50
A-3.Research	9	18	5.04	0.54	4.00	6.00	2.00
B-2.Maintenance	10	40	5.04	0.58	4.00	6.00	2.00
B-1.Adaptation	11	13	5.00	0.67	3.50	5.50	2.00
B-3.Integration	12	33	5.00	0.60	4.00	6.00	2.00
A-2.Stud.Instruc.	13	32	5.00	0.56	4.00	6.00	2.00
A.4.Dir.Service	14	19	4.96	0.81	3.00	6.00	3.00
B-3.Integration	15	15	4.96	0.66	4.00	6.00	2.00
A-2.Stud.Instruc.	16	47	4.94	0.50	4.00	6.00	2.00
A-3.Research	17	46	4.92	0.73	4.00	6.00	2.00
A-1.Stud.Express.	18	11	4.92	0.70	3.50	6.00	2.50
A-2.Stud.Instruc.	19	3	4.91	0.63	4.00	6.00	2.00
A-1.Stud.Express.	20	36	4.88	0.88	3.50	6.00	2.50
B-2.Maintenance	21	26	4.88	0.86	3.50	6.00	2.50
B-2.Maintenance	22	22	4.88	0.81	3.00	6.00	3.00
B-3.Integration	23	16	4.83	0.81	3.00	6.00	3.00
A-1.Stud.Express.	24	44	4.83	0.69	3.50	6.00	2.50
B-2.Maintenance	25	45	4.83	0.57	4.00	5.50	1.50
A-1.Stud.Express.	26	10	4.75	0.99	2.50	6.00	3.50
B-1.Adaptation	27	43	4.67	0.83	3.00	6.00	3.00
A-2.Stud.Instruc.	28	21	4.67	0.81	3.50	6.00	2.50
A-2.Stud.Instruc.	29	17	4.67	0.75	3.50	6.00	2.50
B-1.Adaptation	30	12	4.67	0.69	3.50	6.00	2.50
B-3.Integration	31	9	4.54	0.45	4.00	5.00	1.00
A-4.Dir.Service	32	38	4.50	0.93	2.50	5.50	3.00
A-1.Stud.Express.	33	37	4.50	0.85	2.50	5.50	3.00
B-2.Maintenance	34	41	4.42	0.73	3.00	5.50	2.50
B-1.Adaptation	35	1	4.42	0.63	3.00	5.00	2.00
B-3.Integration	36	14	4.42	0.51	3.50	5.00	1.50

Table 1--Continued

Goal Category	Rank	Item	Mean	S.D.	Min. Val.	Max. Val.	Range
B-1.Adaptation	37	42	4.38	1.05	2.00	6.00	4.00
A-4.Dir.Service	38	20	4.38	0.81	3.00	6.00	3.00
B-2.Maintenance	39	27	4.33	0.62	3.50	5.50	1.50
B-1.Adaptation	40	2	4.29	0.92	3.00	6.00	3.00
A-1.Stud.Express.	41	28	4.29	0.69	3.50	6.00	2.50
B-4.Attainment	42	23	4.00	1.17	3.50	6.00	3.50
A-4.Dir.Service	43	30	3.92	1.00	2.00	5.50	3.00
A-3.Research	44	39	3.67	0.72	2.50	5.50	1.50
A-3.Research	45	25	3.54	0.81	2.50	4.50	3.00
A-4.Dir.Service	46	5	3.50	0.95	2.00	5.00	3.00
A-2.Stud.Instruc.	47	35	3.46	1.03	2.00	5.00	3.00

standard deviation was shown to show the degree of variability from the mean. The range showed the difference between the minimum and maximum value of each item and its corresponding actual goal category.

Table 1 presents the data on the high to low ranking of the mean values on each of the 47 actual institutional goal items and corresponding goal categories. In order to describe the data more succinctly, the total number of 47 actual institutional goal items was divided into three percentile groups which included 16 (34%), 16 (34%), and 15 (32%) items respectively within each percentile group. The three percentile groups were designated by the researcher as having a high, medium, and low priority on the basis of the value of a mean that was obtained from the scoring of an item by the group of presidents and the group of academic deans.

The nomenclature from the scale of two to six on the questionnaire was used to describe the meaning of the ranking of the data in the following manner: 2--"of no importance"; 3--"of little importance"; 4--"of medium importance"; 5--"of great importance"; and 6--"of absolutely top importance."

First Percentile Group of  
Actual Institutional Goal  
Items

In the first percentile group (34.0) of actual institutional goals in Table 1, items 4, 7, 33, and 15 corresponded with the B-3 Integration goal category. Those four items obtained mean values of 5.08, 5.04, 5.00, and 4.96, ranking in positions 7, 8, 12, and 15 respectively. Moreover, the B-3 Integration goal category was represented by four items (25%) in the first percentile group (34.0). This indicated that it was a goal category with a high priority in the first percentile group. The mean values on the items showed that they were perceived by the officials as slightly less than "of great importance" to slightly more than "of great importance." Moreover, the B-3 Integration goal category was motivational in nature, faculty-related, and addressed the need for faculty loyalty and commitment.

The second high priority goal category in the first percentile group was A-4 Attainment. This goal category addressed the need for the institution to produce top quality outstanding graduates. The corresponding items to the A-4 Attainment goal category were 34, 29, and 31, and obtained high mean values of 5.25,

5.25, and 5.08 respectively in rank positions 1, 2, and 6. The goal category of A-4 Attainment corresponded with three (19%) of the 16 items. The mean values indicated that it was of slightly more than "of great importance" according to the perceptions of the college officials responding for the 12 participating colleges.

Items 24, 32, and 47 corresponding with the A-2 Student Instrumental goal category ranked in positions 4, 13, and 16. The mean values of 5.17, 5.00, and 4.95 on the three items showed that the colleges perceived those items as slightly less than "of great importance" to slightly more than "of great importance." This goal category pertained to the need to offer new and viable academic programs for students.

B-1 Adaptation goal category, corresponding with items 6 and 13, obtained mean values of 5.25 and 5.00 and ranked in positions 3 and 11. It corresponded with two (13%) of the items in the high ranking percentile group while it ranked fourth among the group of 16 high ranking items. The mean values showed that the colleges ranked this goal category from slightly more than "of great importance" to "of great importance." This goal

category addressed the need to involve faculty and students in governance and cooperating planning.

B-2 Maintenance goal category, corresponding with item 40, obtained a mean value of 5.04 and ranked in a tenth position. It corresponded with one (6%) item within the group of 16 high ranking items. Pertaining to the need for obtaining facilities, funds, and other operating resources, the B-2 Maintenance goal category was perceived as being slightly more than "of great importance" according to the obtained mean value of 5.04 on item 40.

A-1 Student-Expressive goal category, corresponding with item 8- was represented by one (6%) item. The obtained mean value of 5.17 for item 8 revealed that it was a little more than "of great importance." The A-1 Student-Expressive goal category addressed the need to offer programs which provided support for cultural identity and ethnicity, was intellectual in nature, and was one of the four goal categories in the output sub-structure.

A-3 Research, corresponding with item 18, and A-4 Direct Service, corresponding with item 19, were represented by one (6%) item respectively. The obtained

mean value on item 18 was 5.04. This revealed that the officials perceived this goal category as slightly more than "of great importance." It comprised one of the four goal categories in the output substructure, was intellectual in nature, instructiona-related, and addressed the need to collect objective data to serve as a basis for instructional improvement. The A-4 Direct Service goal category, corresponding with item 19, ranked in the fourteenth position among the 16 items. With a mean value of 4.96, item 19 was perceived as slightly less than "of great importance." Moreover, it was represented by one (6%) item. The A-4 Direct Service goal category was one of the four goal categories comprising the output substructure, was intellectual in nature, instruction-related, and addressed those instructional services that were designed to serve persons or groups outside of the institutional community.

Second Percentile Group of  
Actual Institutional Goal  
Items

In the second percentile (34.0) group of 16 items in Table 1, the A-1 Student-Expressive goal category ranked first. This goal category was followed by the

A-2 Student Instrumental goal category in a second rank position, with B-2 Maintenance, B-1 Adaptation, A-3 Research, and A-4 Direct Service goal categories following in lower rank positions.

The A-1 Student-Expressive goal category, corresponding with items 11, 36, 44, and 10, ranked in positions 18, 20, 24, and 26. The mean values associated with the four items and the corresponding rank positions were 4.92, 4.88, 4.83, and 4.75 respectively. This indicated that the group of 12 participating colleges considered the A-1 Student-Expressive goal category to be slightly less than "of great importance" as it pertained to programs which provided support for cultural identity and ethnicity.

The A-2 Student Instrumental goal category, corresponding with items 3, 21, and 17, ranked in positions 19, 28, and 29, in the second percentile group of medium priority goal categories. The mean values for the items associated with this goal category were 4.91, 4.67, and 4.67 respectively. Those mean values showed that the A-2 Student Instrumental goal category was perceived as slightly more than "of medium importance." It was

addressed to the need to offer new and viable academic programs for students.

The B-2 Maintenance goal category, corresponding with items 26, 22, and 45, was represented by three (19%) items that ranked in positions 21, 22, and 25. The mean values for the three items were 4.88, 4.88, and 4.83 respectively. This indicated that those three items were slightly less than "of great importance," and were addressed to the need for obtaining facilities, funds, and other operating resources.

The B-1 Adaptation goal category and B-3 Integration goal category were represented by two (13%) items respectively in the second percentile group of medium priority actual institutional goals. The B-1 Adaptation goal category, corresponding with items 43 and 27, ranked in positions 27 and 30. The mean values for these two items were 4.67 and 4.67 respectively. Those two mean values revealed that the colleges considered that goal category as slightly more than "of medium importance." The B-3 Integration goal category, corresponding with items 16 and 9, ranked in positions 23 and 31. The mean values for the two items were 4.83 and 4.54. Those mean values indicated that the goal category of B-3 Integration,

in rank position 23, was considered to be slightly less than "of great importance." Item 9, in rank position 31, revealed a mean value of 4.54. This indicated that the goal category of B-3 Integration was perceived as slightly more than "of medium importance." The B-1 Adaptation goal category, relating to the need to involve faculty and students in governance and cooperative planning, and the B-3 Integration goal category relating to the need for faculty loyalty and commitment, were perceived as being more than "of medium importance" and slightly less than "of great importance" in the second percentile (34.0) group of medium priority goals.

The A-3 Research goal category and the A-4 Direct Service goal category were represented by one (6%) of the items respectively in the second percentile (34.0) group of medium priority goals. The rank position for the A-3 Research goal category, corresponding with item 46, was 17. The mean value for the item was 4.92. This showed that the A-3 Research goal category was perceived to be almost "of great importance." It was addressed to the need to collect objective data to serve as a basis for instructional improvement. The A-4 Direct Service goal category, corresponding with

item 38, was in rank position 32. The mean value for the item was 4.50, showing that it was midpoint between "of medium" and "of great importance." This goal category was addressed to serving persons or groups outside of the institutional community through services and instruction.

Third Percentile Group of  
Actual Institutional Goal  
Items

Among the group of goal categories in the third percentile (32.0) group of 15 low priority items and corresponding goal categories, the A-4 Direct Service goal category and the B-1 Adaptation goal category was represented by three (20%) items. This goal category, corresponding with items 20, 30, and 5, ranked in positions 38, 43, and 46. The mean values for the three items was 4.38, 3.92, and 3.50 respectively. Those mean values indicated that the items ranged from slightly more than "of medium importance" to the midpoint position "of little importance" in addressing services and instruction for persons and groups outside of the institutional community. The B-1 Adaptation goal category, corresponding with items 1, 42, and 2, ranked in positions

35, 37, and 40. The mean values for the items were 4.42, 4.38, and 4.29 respectively. Those mean values revealed that the items relating to the B-1 Adaptation goal category were perceived by the officials as being slightly more than "of medium importance." This goal category was administration-related and addressed the need to involve faculty and students in governance and cooperative planning.

The A-1 Student-Expressive goal category, A-3 Research goal category, and B-2 Maintenance goal category were represented by two (13%) items. The rank positions in the low percentile (32.0) group for the A-1 Student-Expressive goal category were 33 and 41 and corresponded with items 37 and 28. The mean values for those items in the two different rank positions were 4.50 and 4.29. The mean value of 4.50 on item 37, indicated that the Student-Expressive goal category was at a midpoint position between "of medium" and "of great importance." This goal category was addressed to the need to offer programs which provided support for cultural identity and ethnicity. The mean value of 4.29 on item 28 placed the Student-Expressive goal category as slightly more than "of medium importance."

The A-3 Research goal category, corresponding with items 39 and 25, ranked in positions 44 and 45 respectively. The mean values on the items were 3.54 and 3.50. This revealed that the items corresponding with the A-3 Research goal category were at a midpoint position between "of little" and "of medium importance." Moreover, the A-3 Research goal category related to the need to collect objective data as the basis for instructional improvement.

The B-2 Maintenance goal category, corresponding with item 41, ranked in position 34. The mean value on the item was 4.42. This goal category, relating to the need for facilities, funds, and other operating resources, was designated as slightly more than "of medium importance," according to the mean value of the item. In position 39, item 27, corresponding with the B-2 Maintenance goal category, showed a mean value of 4.33, indicating that it was more than "of medium importance."

The A-2 Student Instrumental, B-3 Integration, and B-4 Attainment goal categories were each represented by one (7%) item among the group of 15 items that were included in the low percentile group. The rank position for the Student Instrumental goal category, corresponding

with item 35, was 47. Item 35 yielded a mean value of 4.42, indicating that it was perceived as "of little importance" in pertaining to the need to offer new and viable academic programs for students. The B-3 Integration goal category, corresponding with item 14, ranked in the thirty-sixth position in Table 1 and showed a mean value of 4.42. According to the mean value of the item and its corresponding B-3 Integration goal category, it was designated as slightly more than "of medium importance" in addressing the need for faculty loyalty and commitment. The B-4 Attainment goal category, corresponding with item 23, ranked in the forty-second position. This goal category was addressed to the need for the institution to produce top quality outstanding graduates. The mean value of 4.00 on the item showed that it was "of medium importance."

The A-4 Direct Service goal category ranked first in the low priority percentile (32.0) group of 15 items. It was followed by the B-1 Adaptation, A-1 Student-Expressive, A-3 Research, B-2 Maintenance, A-2 Student Instrumental, B-3 Integration, and B-4 Attainment goal categories.

In recapitulation, the data supported the B-3 Integration goal category as the high ranking goal category within the first percentile (34.0) group of 16 high priority items and corresponding goal categories. Within the second percentile (34.0) group of 16 medium priority items and corresponding goal categories, the data supported the A-1 Student-Expressive goal category as a high ranking goal category. The data within the third percentile (32.0) group of 15 low priority items supported the A-4 Direct Service and B-1 Adaptation goal categories as the top ranking goal categories.

It should be noted that Table 2 deals with ideal institutional goal items and the corresponding goal categories. In Table 2, the researcher divided the total number of 47 ideal institutional goal items into three percentile groups of 16, 16, and 15 items. Sixteen items comprised the first percentile (34.0) group of high priority ideal institutional goal items. The second percentile (34.0) group was comprised of 16 items, and were designated by the researcher as medium priority ideal institutional goal items. The researcher designated the remaining 15 items as constituting the third percentile (32.0) group of low priority items. Within

Table 2

Rank Ordering of Means of Ideal Goals Based on  
Colleges' Responses

Goal Category	Rank	Item	Mean	S.D.	Min. Val.	Max. Val.	Range
B-4. Attainment	1	29	5.92	0.19	5.50	6.00	0.50
B-4. Attainment	2	34	5.92	0.29	5.00	6.00	1.00
B-2. Maintenance	3	26	5.88	0.31	5.00	6.00	1.00
A-2. Stud. Instruc.	4	47	5.79	0.33	5.00	6.00	1.00
A-1. Stud. Express.	5	8	5.79	0.40	5.00	6.00	1.00
A-2. Stud. Instruc.	6	32	5.75	0.34	5.00	6.00	1.00
B-4. Attainment	7	31	5.75	0.34	5.00	6.00	1.00
A-2. Stud. Instruc.	8	24	5.75	0.34	5.00	6.00	1.00
B-3. Integration	9	15	5.75	0.40	5.00	6.00	1.00
B-2. Maintenance	10	40	5.71	0.40	5.00	6.00	1.00
A-3. Research	11	18	5.71	0.45	4.50	6.00	1.50
B-2. Maintenance	12	22	5.71	0.58	4.00	6.00	2.00
A-1. Stud. Express.	13	36	5.67	0.45	4.50	6.00	1.50
A-1. Stud. Express.	14	44	5.67	0.44	5.00	6.00	1.00
B-2. Maintenance	15	27	5.67	0.39	5.00	6.00	1.00
B-2. Maintenance	16	45	5.63	0.43	5.00	6.00	1.00
B-2. Maintenance	17	41	5.63	0.43	5.00	6.00	1.00
A-1. Stud. Express.	18	11	5.63	0.43	5.00	6.00	1.00
B-3. Integration	19	7	5.58	0.56	3.00	6.00	3.00
B-3. Integration	20	4	5.50	0.50	4.50	6.00	1.50
A-3. Research	21	46	5.54	0.45	5.00	6.00	1.00
B-3. Integration	22	33	5.50	0.52	4.50	6.00	1.50
B-1. Adaptation	23	6	5.50	0.43	3.50	6.00	2.50
A-1. Stud. Express.	24	10	4.56	0.72	3.50	6.00	2.50
A-4. Dir. Service	25	19	5.42	0.60	4.00	6.00	2.00
A-1. Stud. Express.	26	37	5.38	0.77	4.00	6.00	2.00
B-1. Adaptation	27	12	5.38	0.77	4.00	6.00	2.00
A-4. Dir. Service	28	38	5.33	0.83	4.00	6.00	2.00
A-2. Stud. Instruc.	29	3	5.33	0.54	4.50	6.00	1.50
B-3. Integration	30	16	5.29	0.75	3.50	6.00	2.50
B-1. Adaptation	31	13	5.25	0.78	3.50	6.00	2.50
B-3. Integration	32	9	5.25	0.69	3.50	6.00	2.50
A-2. Stud. Instruc.	33	17	5.21	0.84	4.50	6.00	1.50
A-4. Dir. Service	34	20	5.21	0.62	4.00	6.00	2.00
B-1. Adaptation	35	43	5.13	0.74	3.50	6.00	2.50

Table 2--Continued

Goal Category	Rank	Item	Mean	S.D.	Min. Val.	Max. Val.	Range
B-1.Adaptation	36	42	5.13	0.96	2.50	6.00	3.50
A-4.Dir.Service	37	30	5.13	0.88	3.50	6.00	2.50
A-2.Stud.Instruc.	38	21	4.92	0.76	3.50	6.00	2.50
A-1.Stud.Express.	39	28	4.92	0.73	4.00	6.00	2.00
B-3.Integration	40	14	4.92	0.36	4.00	5.50	1.50
B-1.Adaptation	41	1	4.88	0.68	4.00	6.00	2.00
A-4.Dir.Service	42	5	4.75	1.12	2.00	6.00	4.00
A-3.Research	43	39	4.63	1.09	3.00	6.00	3.00
B-1.Adaptation	44	2	4.50	0.88	3.00	6.00	3.00
A-3.Research	45	25	4.25	0.69	3.00	5.00	2.00
B-4.Attainment	46	23	4.21	1.36	2.00	6.00	4.00
A-2.Stud.Instruc.	47	35	4.21	1.25	2.50	6.00	3.50

each of the three percentile groups, one of the eight goal categories corresponded to an item. The data were described by the mean value of an item and its corresponding goal category.

The First Percentile Group  
of Ideal Institutional  
Goals

The first percentile (34.0) group of 16 ideal institutional goal items in Table 2 addressed six of the eight goal categories. An examination of the data showed that the B-2 Maintenance goal category was related to 31% of the 16 items and ranked as a high priority goal category in this first percentile (34.0) group. This goal category was followed by A-1 Student-Expressive, A-2 Student Instrumental, and B-4 Attainment goal categories representing 19% of the items. A-3 Research and B-3 Integration goal categories corresponded with 6% of the items respectively.

The data on the B-2 Maintenance goal category was scored five times and showed that items 26, 40, 22, 27, and 45 were ranked in positions 3, 10, 12, 15, and 16, respectively with mean values of 5.88, 5.71, 5.71, 5.67, and 5.67. As a goal category that was related to

the need for obtaining facilities, funds, and other operating expenses, it was perceived as an ideal institutional goal that was slightly more than "of great importance" but slightly less than "of absolutely top importance."

A-1 Student-Expressive, A-2 Student Instrumental, and B-2 Attainment goal categories were related to items that were scored three times, or 19%, respectively by the college officials. The mean values for the A-1 Student-Expressive goal category in rank positions 5, 13, and 14, were 5.79, 5.67, and 5.67, indicating that as an ideal institutional goal it was perceived as more than "of great importance" according to the scoring of items 8, 36, and 44 that were addressed to the need for programs which provided support for cultural identity and ethnicity.

A-2 Student Instrumental goal category, items 47, 32, and 24, in rank positions 4, 6, and 8, obtained mean values of 5.79, 5.75, and 5.75. Representing 19% of the ideal institutional goal items, the obtained mean values revealed that the items were perceived as slightly more than "of great importance" in being addressed to the need for new and viable academic programs for students.

The B-4 Attainment goal category, items 29, 34, and 31, ranked in positions 1, 2, and 7. The obtained mean values on the items were 5.92, 5.92, and 5.75, indicating that the items which were addressed to the need for the institution to produce top quality outstanding graduates were perceived as slightly more than "of great importance" to slightly less than "of absolutely top importance."

A-3 Research and B-3 Integration goal categories, represented by items 18 and 15, were scored once or 6% of the times respectively by the college officials. The mean value of 5.71 for the A-3 Research goal category and its corresponding item show that it was perceived as slightly more than "of great importance," especially as it related to items that were addressed to the need to collect objective data as the basis for instructional improvement. The B-3 Integration goal category, in rank position 9 with a mean value of 5.75 for item 18, revealed that the need for faculty loyalty and commitment was perceived by the officials as slightly more than "of great importance."

The Second Percentile Group  
of Ideal Institutional Goal  
Items

In the second percentile (34.0) group of 16 medium priority ideal institutional goal items and related goal categories in Table 2, the B-3 Integration goal category was represented by five, or 31%, of the 16 items. As the high priority goal category in this second percentile group, it ranked in positions 19, 21, 22, 30, and 32. The mean values on the corresponding ideal institutional goal items of 7, 4, 33, 16, and 9 were 5.58, 5.50, 5.50, 5.29, and 5.25, respectively. The mean values on items 7, 4, and 33 showed that in being addressed to the need for faculty loyalty and and commitment, the officials perceived those items and corresponding goal category as midpoint between "of great importance" and "of absolutely top importance." Items 16 and 9 were scored as slightly more than "of great importance."

The second priority goal category in the medium priority group of ideal institutional goal items was the A-1 Student-Expressive goal category, represented by scoring responses to three, or 19%, of the 16 items. The three ideal institutional goal items, 11, 10, and 37,

with mean values of 5.63, 5.46, and 5.38, were perceived as slightly more than "of great importance" in being addressed to the need to offer programs which provided support for cultural identity and ethnicity.

The B-1 Adaptation goal category was a third ranking goal category according to the number of times its related ideal institutional goal items were scored by the college officials. The three items represented 19% of the 16 items that were scored as being addressed to the need to involve faculty and students in governance and cooperative planning. Obtaining mean values of 5.50, 5.38, and 5.25 in rank positions 23, 27, and 31 respectively, items 6, 12, and 13 were perceived by the officials as more than "of great importance" as an ideal B-1 Adaptation goal category.

A-2 Student Instrumental, A-3 Research, and B-2 Maintenance goal categories, represented by items 3, 46, and 41 respectively, with mean values of 5.33, 5.54, and 5.63 in the rank positions of 29, 20, and 17, were each scored once, or 6%, out of the total number of 16 items. The mean values showed that those three goal categories were perceived by the officials as slightly more than "of great importance."

The Third Percentile Group  
of Ideal Institutional  
Goals

The third percentile (32.0) group of 15 low priority ideal institutional goal items in Table 2 were related to the B-1 Adaptation goal category as a top ranking goal category and to the succeeding ranking goal categories of A-2 Student Instrumental, A-4 Direct Service, A-1 Student-Expressive, B-3 Integration, and B-4 Attainment.

Items 43, 42, 1, and 2, corresponding with the B-1 Adaptation goal category yielded mean values of 5.13, 5.13, 4.88, and 4.50 respectively. The rank positions for those items was 35, 36, 41, and 44. On the basis of mean values, this low priority goal category was designated as ranging in importance from more than "of great importance" to midpoint between "medium importance" and "great importance."

A-2 Student Instrumental and A-4 Direct Service goal categories, represented by three, or 19%, of the 15 items respectively, ranked second and third in a group of six low priority goal categories.

The A-2 Student Instrumental goal category, represented by items 17, 21, and 35, in rank positions

than "of great importance." Item 28, corresponding with the A-1 Student-Expressive goal category, related to the need to offer programs which provided support for cultural identity and ethnicity.

The B-3 Integration goal category, item 14, related to the need for faculty loyalty and commitment. Out of a group of 15 items, it was scored once, or 6% of the times, by the officials. The mean value on item 14 was 4.92, indicating that its related goal category of B-3 Integration was slightly less than "of great importance."

Among the group of low priority ideal goal institutional items and related goal categories, B-4 Attainment, pertaining to producing top quality outstanding graduates in item 23, ranked 46. The mean value on item 23 was 4.21, indicating that the item and corresponding goal category was more than "of medium importance."

In recapitulation, the B-2 Maintenance goal category ranked first in the first percentile (34.0) group of high priority ideal institutional goal items. The second percentile (34.0) group of medium priority ideal institutional goal items revealed that the B-3 Integration goal category ranked first. In the third

percentile (34.0) group of low priority ideal institutional goal items, the B-1 Adaptation goal category ranked first. Rank positions of the goal categories in the three percentile groups were obtained by the number of times an item and its corresponding goal category was scored by the college officials.

Table 3 pertains to the differences between the means of ideal and actual institutional goal items, and the statistically significant differences between the means on 47 actual institutional goal items and 47 ideal institutional goal items. The data were organized in Table 3 by the researcher to present the two mean values, ideal and actual, and the differences between the two values. The t-test that was adjusted with the finite population correction factor formula was used as the parametric statistic to determine the differences that were significant between the two mean values, ideal and actual. The level of significance was set at .05. In addition, each of the items was designated as corresponding with one of the eight goal categories.

In the organization of the data, the 47 actual and 47 ideal institutional goal items and the corresponding goal categories were ranked on the basis of the low

Table 3

Mean Differences, Standard Deviation, and Adjusted t-Test Values on Differences  
Between Ideal--Actual Means

Goal Category	Item	Rank	Ideal Mean	Actual Mean	Mean Diff.	S.D.	Adjusted t-test Values	PR>:T:
B-3.Integration	7	1	5.21	5.04	0.17	0.49	1.17	0.27
B-1.Adaptation	2	2	4.50	4.29	0.21	0.75	0.96	0.36
B-4.Attainment	23	3	4.21	4.00	0.21	0.78	0.92	0.38
B-1.Adaptation	6	4	5.50	5.25	0.25	0.50	1.73	0.11
B-1.Adaptation	13	5	5.25	5.00	0.25	0.45	1.91	0.08
A-2.Stud.Instruc.	21	6	4.91	4.66	0.25	0.50	1.73	0.11
A-2.Stud.Instruc.	3	7	5.33	4.91	0.42	0.73	1.97	0.07
B-1.Adaptation	1	8	4.88	4.42	0.46	0.75	2.11	0.56
B-3.Integration	4	9	5.54	5.08	0.46	0.45	3.53	<0.01
B-3.Integration	16	10	5.29	4.83	0.46	0.45	3.53	<0.01
A-4.Direct Service	19	11	5.42	4.96	0.46	0.45	3.53	<0.01
B-1.Adaptation	43	12	5.13	4.67	0.46	0.39	4.00	<0.01
B-3.Integration	14	13	4.92	4.42	0.50	0.37	4.69	<0.01
B-3.Integration	33	14	5.50	5.00	0.50	0.45	3.63	<0.01
A-2.Stud.Instruc.	24	15	5.75	5.17	0.58	0.60	3.39	<0.01
A-1.Stud.Express.	8	16	5.79	5.16	0.63	0.53	4.10	<0.01
A-1.Stud.Express.	28	17	4.92	4.29	0.63	0.61	3.56	<0.01
A-3.Research	46	18	5.54	4.91	0.63	0.68	3.19	<0.01
A-3.Research	29	19	5.71	5.04	0.67	0.62	3.75	<0.01
B-4.Attainment	18	20	5.92	5.25	0.67	0.65	3.55	<0.01
B-4.Attainment	31	21	5.75	5.08	0.67	0.62	3.75	<0.01

Table 3--Continued

Goal Category	Item	Rank	Ideal Mean	Actual Mean	Mean Diff.	S.D.	Adjusted t-test Values	PR>:T
B-4.Attainment	34	22	5.92	5.25	0.67	0.75	3.08	<0.01
B-2.Maintenance	40	23	5.71	5.04	0.67	0.72	3.22	<0.01
B-3.Integration	9	24	5.25	4.54	0.71	0.62	3.96	<0.01
A-1.Stud.Express.	10	25	5.46	4.75	0.71	0.50	4.93	<0.01
A-1.Stud.Express.	11	26	5.63	4.92	0.71	0.54	4.53	<0.01
B-1.Adaptation	12	27	5.38	4.67	0.71	0.50	4.93	<0.01
A-3.Research	25	28	4.25	3.54	0.71	0.40	3.39	<0.01
A-2.Stud.Instruc.	32	29	5.75	5.00	0.75	0.50	5.20	<0.01
A-2.Stud.Instruc.	35	30	4.21	3.46	0.75	0.69	3.76	<0.01
B-1.Adaptation	42	31	5.13	4.38	0.75	0.50	5.20	<0.01
B-3.Integration	15	32	5.75	4.96	0.79	0.62	4.42	<0.01
A-1-Stud.Express.	36	33	5.67	4.88	0.79	0.94	2.92	<0.01
B-2.Maintenance	45	34	5.63	4.84	0.79	0.58	4.71	<0.01
B-4.Attainment	29	35	5.92	5.25	0.67	0.65	3.55	<0.01
B-2.Maintenance	22	36	5.71	4.88	0.83	0.54	5.38	<0.01
A-4.Dir.Service	38	37	5.33	4.50	0.83	0.75	3.86	<0.01
A-1.Stud.Express.	44	38	5.66	4.83	0.83	0.78	3.71	<0.01
A-2.Stud.Instruc.	47	39	5.79	4.96	0.83	0.44	6.50	<0.01
A-1.Stud.Express.	37	40	5.38	4.50	0.88	0.64	4.71	<0.01
A-2.Stud.Instruc.	17	41	5.58	4.66	0.92	0.63	3.53	<0.01
A-3.Research	39	42	4.63	3.67	0.96	0.66	5.06	<0.01
B-2.Maintenance	26	43	5.88	4.88	1.00	0.77	6.19	<0.01
A-4.Dir.Service	30	44	5.13	3.92	1.21	0.78	5.35	<0.01
B-2.Maintenance	41	45	5.63	4.42	1.21	0.78	5.35	<0.01
A-4.Dir.Service	5	46	4.75	3.50	1.25	0.78	5.53	<0.01
B-2.Maintenance	27	47	5.66	4.33	1.33	0.58	8.00	<0.01

mean difference between the obtained ideal mean and the obtained actual mean for each item and its respective corresponding goal category.

In addition, the data were analyzed by the number and percentage of items and respective goal categories that comprised each percentile group and by the statistical differences that were found between an ideal and actual mean of an item and its corresponding goal category.

The First Percentile Group  
Data on the Rank Ordering  
of Mean Differences

In Table 3, the first percentile (34.0) group of 16 high priority items showed that the low mean difference between the 16 ideal and actual means ranged from 0.17 to 0.63. Among those 16 items with mean differences of 0.17 to 0.63, eight items showed significant differences between the obtained ideal and actual mean values and eight items did not.

The eight items that were significantly different, with respect to the difference between ideal and actual means, ranked from the ninth position to the sixteenth position in Table 3. These eight items with significant differences between ideal and actual means not only were

statistically significant at the .05 level but were statistically significant at the  $<.01$  level as well.

Among the eight items with statistically significant differences between ideal and actual means, 50% of the responses to those items related to the B-3 Integration goal category and were addressed to the need for faculty loyalty and commitment. Thirteen percent of the responses related to items that corresponded with the A-1 Student-Expressive, A-2 Student Instrumental, A-4 Direct Service, and B-1 Adaptation goal categories.

In the group of eight items that did not show statistically significant differences between an ideal and actual mean, 50% of the responses related to items that corresponded with the B-1 Adaptation goal category. Twenty-five percent of the responses pertained to items corresponding with the A-2 Student Instrumental goal category, 13% of the responses pertained to items corresponding with the B-3 Integration goal category, and 13% of the responses related to items that were designated as the B-4 Attainment goal category.

The Second Percentile Group  
Data on the Rank Ordering  
of Mean Differences

Among the second percentile (34.0) group of 16 medium priority items in Table 3, statistically significant differences between the ideal and actual mean of each item were found at the level of  $<.01$ . In addition, 19% of the items that were responded to by the officials, corresponded with the A-1 Student-Expressive, A-3 Research, and B-4 Attainment goal categories. Twelve percent of the items respectively corresponded with the A-2 Student Instrumental, B-1 Adaptation, and B-3 Integration goal categories. Six percent of the items related to the B-2 Maintenance goal category.

The Third Percentile Group  
Data on the Rank Ordering  
of Mean Differences

The third percentile (32.0) group in Table 3 was comprised of 15 low ranking items that were all statistically significant at the  $<.01$  level of probability. Five, or 33%, of the items related to the B-2 Maintenance goal category. Three items (20%) pertained to the A-1 Student-Expressive goal category, and three items (20%) related to the A-4 Direct Service goal category. Two

(13%) of the items pertained to the A-2 Student Instrumental goal category. One (7%) item related to the A-3 Research goal category and one (7%) item related to the B-4 Attainment goal category.

In recapitulation, there were 39 (83%) items that showed statistically significant differences between ideal and actual means in Table 3. Eight items, or 17%, did not show statistically significant differences between ideal and actual means. Statistical significance was sought at the .05 level of probability but was found at the  $<.01$  level as well.

In the first percentile (34.0) group of 16 high priority items in Table 3 the B-3 Integration goal category ranked first among four goal categories that were identified in the responses to the corresponding items by the college officials. The second percentile (34.0) group of 16 medium priority items revealed that A-1 Student-Expressive, A-3 Research, and B-4 Attainment goal categories were given equal rank in the officials' responses to items. Each goal category corresponded with 19% of the items respectively and were interpreted as the top ranking categories in the second percentile group. The third percentile (32.0) group of 15 low priority items

was comprised of the B-2 Maintenance goal category as a high ranking category. This goal category corresponded with 5, or 33%, of the 15 items which were scored by the college officials.

The Data on Officials' Perceptions  
of Actual/Ideal Institutional  
Goals

The researcher presents the data on 47 actual and 47 ideal institutional goal items in Table 4 to show the similarities and differences between the respondents', college presidents', and academic deans' perceptions of each of the 47 actual and 47 ideal institutional goal items. These data, representing the responses of the presidents and academic deans of the 12 colleges participating in the study, were analyzed in a narrative format. The statistical treatment of the data included obtaining the mean, the standard deviation, the minimum and maximum value of each item, and the level of significance for differences between the means with the adjusted t-test. Significance was set at .05.

An item analysis in narrative format is included in the following pages. This item analysis included a brief description of the differences and similarities

Table 4  
 Presidents'-Deans' Perceptions of Actual--Ideal Goals in Private Predominantly Black Colleges in the  
 Southeastern Region of the United States

Item	No.	Officials	Mean ( $\bar{X}$ )		Standard Deviation		Standard Error		Range		Adjusted t-Test Value		DF		Prob. [t]*			
			Actual	Ideal	Actual	Ideal	Actual	Ideal	Minimum	Maximum	Actual	Ideal	Actual	Ideal	Actual	Ideal		
			Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal		
1	9	Presidents	4.11	4.56	0.92	1.13	0.31	0.19	2.00	3.00	5.00	6.00	1.31	1.11	17.0	18.0	0.21	0.28
	10	Deans	4.60	5.00	0.69	0.63	0.22	0.18	4.00	4.00	6.00	6.00	1.29	1.05	16.8	12.0	0.22	0.11
2	10	Presidents	4.20	4.45	1.03	0.93	0.33	0.28	2.00	3.00	5.00	6.00	0.17	-0.23	14.0	20.0	0.86	0.82
	11	Deans	4.27	4.54	0.90	0.93	0.27	0.28	3.00	3.00	6.00	6.00	0.17	-0.23	16.0	20.0	0.87	0.82
3	11	Presidents	4.82	5.50	0.87	0.71	0.26	0.22	4.00	4.00	6.00	6.00	0.81	-0.99	20.0	19.0	0.43	0.33
	13	Deans	5.09	5.18	0.70	0.75	0.21	0.23	4.00	4.00	6.00	6.00	0.81	-1.00	19.0	19.0	0.43	0.33
4	11	Presidents	5.18	5.64	0.60	0.50	0.18	0.15	4.00	5.00	6.00	6.00	-1.18	-0.33	20.0	20.0	0.20	0.49
	11	Deans	4.91	5.45	0.54	0.69	0.16	0.21	4.00	4.00	6.00	6.00	-1.18	-0.71	14.0	18.3	0.28	0.49
5	11	Presidents	3.90	5.40	1.20	0.52	0.38	0.16	3.00	5.00	6.00	6.00	-1.20	-2.16	14.0	19.0	0.21	0.04
	10	Deans	3.27	4.36	1.19	1.43	0.35	0.43	2.00	2.00	6.00	6.00	-1.20	-2.24	16.3	12.8	0.24	0.04
6	11	Presidents	5.36	5.50	0.92	0.53	0.28	0.17	1.00	5.00	6.00	6.00	+0.73	0.20	20.0	19.0	0.48	0.85
	11	Deans	5.09	5.55	0.83	0.52	0.25	0.16	3.00	5.00	6.00	6.00	+0.73	0.20	14.0	18.8	0.48	0.85
7	11	Presidents	5.00	5.10	1.18	1.17	0.36	0.35	2.00	2.00	6.00	6.00	+0.01	+0.01	20.0	20.0	1.00	1.00
	11	Deans	5.00	5.10	0.63	0.60	0.19	0.18	4.00	4.00	6.00	6.00	+0.01	+0.01	14.3	15.0	1.00	1.00
8	11	Presidents	5.27	6.00	0.79	0.00	0.24	0.00	4.00	6.00	6.00	6.00	-0.23	-1.84	20.0	20.0	0.82	0.08
	11	Deans	5.18	5.55	1.08	0.82	0.33	0.25	3.00	4.00	6.00	6.00	-0.23	-1.84	18.3	10.0	0.82	0.09
9	11	Presidents	4.27	5.18	0.90	1.17	0.27	0.35	2.00	2.00	5.00	6.00	1.66	0.23	20.0	20.0	0.11	0.82
	11	Deans	4.02	5.27	0.60	0.65	0.18	0.19	4.00	4.00	6.00	6.00	1.66	0.23	17.8	15.6	0.11	0.82

Table 4--Continued

Item	No.	Officials	Mean ( $\bar{X}$ )		Standard Deviation		Standard Error		Range		Adjusted t-Test Value	DF		Prob.  t *				
			Actual	Ideal	Actual	Ideal	Actual	Ideal	Minimum	Maximum		Actual	Ideal	Actual	Ideal			
			Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal		
10	11	Presidents	4.82	5.45	1.25	1.21	0.18	0.37	3.00	2.00	6.00	6.00	-0.19	<0.01	20.0	20.0	0.85	1.00
	11	Deans	4.73	5.45	1.01	0.69	0.30	0.21	3.00	4.00	6.00	6.00	-0.19	<0.01	15.1	15.8	0.85	1.00
11	11	Presidents	4.73	5.55	0.90	0.69	0.27	0.21	3.00	4.00	6.00	6.00	0.87	0.73	20.0	20.0	0.39	0.45
	11	Deans	5.09	5.73	1.04	0.47	0.32	0.14	3.00	5.00	6.00	6.00	0.87	0.73	17.0	17.1	0.39	0.48
12	11	Presidents	4.27	5.30	1.01	1.25	0.30	0.40	2.00	2.00	6.00	6.00	2.21	1.34	20.0	19.0	0.04	0.73
	11	Deans	5.09	5.45	0.70	0.69	0.21	0.21	4.00	4.00	6.00	6.00	2.21	0.35	17.8	13.7	0.04	0.74
13	11	Presidents	4.91	5.30	1.14	1.25	0.34	0.40	2.00	2.00	6.00	6.00	0.70	-0.06	20.0	19.0	0.49	0.95
	11	Deans	5.10	5.27	0.60	0.65	0.18	0.19	4.00	4.00	6.00	6.00	0.70	-0.06	15.2	13.2	0.49	0.95
14	11	Presidents	4.45	4.93	0.69	0.83	0.21	0.25	4.00	4.00	6.00	6.00	-0.23	<0.01	20.0	20.0	0.82	1.00
	11	Deans	4.36	4.93	1.12	0.83	0.34	0.25	4.00	4.00	6.00	6.00	-0.23	<0.01	16.6	20.0	0.82	1.00
15	11	Presidents	4.82	5.64	0.87	0.67	0.26	0.20	4.00	4.00	6.00	6.00	1.14	1.23	20.0	20.0	0.27	0.24
	11	Deans	5.18	5.93	0.60	0.30	0.18	0.09	4.00	5.00	6.00	6.00	1.14	1.23	17.8	13.8	0.27	0.24
16	11	Presidents	4.46	5.18	1.29	1.17	0.39	0.35	2.00	2.00	6.00	6.00	0.80	0.45	20.0	20.0	0.43	0.66
	11	Deans	5.00	5.36	0.77	0.67	0.23	0.20	4.00	4.00	6.00	6.00	0.80	0.45	16.4	16.0	0.43	0.66
17	11	Presidents	4.36	5.55	0.81	0.69	0.24	0.21	3.00	4.00	6.00	6.00	1.88	<0.01	20.0	20.0	0.07	1.00
	11	Deans	5.00	5.55	0.77	0.69	0.23	0.21	4.00	4.00	6.00	6.00	1.88	<0.01	20.0	20.0	0.07	1.00
18	11	Presidents	4.91	5.55	0.83	0.69	0.25	0.12	4.00	4.00	6.00	6.00	0.88	1.13	20.0	20.0	0.38	0.27
	11	Deans	5.18	5.82	0.60	0.40	0.18	0.21	4.00	5.00	6.00	6.00	0.88	1.13	18.2	16.2	0.38	0.27
19	11	Presidents	5.09	5.45	0.98	0.82	0.30	0.25	3.00	4.00	6.00	6.00	0.58	-0.28	20.0	20.0	0.57	0.78
	11	Deans	4.82	5.36	1.22	0.67	0.36	0.20	4.00	4.00	6.00	6.00	0.58	-0.28	19.1	19.3	0.57	0.78
20	11	Presidents	4.27	5.09	1.00	0.70	0.30	0.21	2.00	4.00	6.00	6.00	0.65	0.93	20.0	20.0	0.52	0.36
	11	Deans	4.54	5.36	0.94	0.67	0.28	0.20	3.00	4.00	6.00	6.00	0.65	0.93	17.9	20.0	0.52	0.36

Table 4--Continued

Item	No.	Officials	Mean ( $\bar{x}$ )		Standard Deviation		Standard Error		Range				Adjusted t-test Value		DF		Prob. [t]*			
			Actual Ideal		Actual Ideal		Actual Ideal		Minimum		Maximum		Actual Ideal		Actual Ideal		Actual Ideal			
			Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal
21	11	Presidents	4.64	4.82	1.03	1.17	0.31	0.25	3.00	3.00	5.00	6.00	0.00	0.43	20.0	20.0	1.00	0.67		
	11	Deans	4.64	5.00	0.92	0.77	0.28	0.23	3.00	4.00	6.00	6.00	0.00	0.43	19.0	17.4	1.00	0.67		
22	10	Presidents	4.70	5.70	0.94	0.48	0.20	0.15	3.00	5.00	6.00	6.00	0.64	-0.19	15.0	19.0	0.53	0.34		
	11	Deans	5.00	5.64	1.18	0.52	0.36	0.28	2.00	3.00	6.00	6.00	0.64	-0.20	16.7	15.4	0.53	0.85		
23	10	Presidents	4.10	4.20	1.37	1.62	0.43	0.51	2.00	2.00	6.00	6.00	-0.17	-0.30	15.0	18.0	0.86	0.77		
	11	Deans	4.00	4.00	1.26	1.33	0.38	0.42	2.00	2.00	6.00	6.00	-0.17	-0.30	16.4	17.4	0.86	0.77		
24	10	Presidents	5.00	5.02	0.82	0.40	0.26	0.12	4.00	5.00	6.00	6.00	0.78	0.77	15.0	20.0	0.43	0.45		
	11	Deans	5.27	5.63	0.79	0.67	0.26	0.20	4.00	4.00	6.00	6.00	0.78	0.77	16.6	16.4	0.45	0.45		
25	9	Presidents	3.55	4.33	1.13	1.41	0.38	0.47	2.00	2.00	6.00	6.00	-0.12	-0.67	17.0	18.0	0.90	0.51		
	10	Deans	3.50	4.00	0.85	0.77	0.27	0.23	2.00	3.00	4.00	6.00	-0.12	-0.63	17.0	11.9	0.91	0.54		
26	11	Presidents	4.73	5.82	0.90	0.60	0.27	0.18	4.00	4.00	6.00	6.00	1.19	0.38	15.0	19.0	0.25	0.71		
	10	Deans	5.20	5.90	0.92	0.32	0.29	0.10	3.00	5.00	6.00	6.00	1.19	0.39	16.7	15.4	0.25	0.70		
27	11	Presidents	1.36	5.64	0.67	0.50	0.20	0.15	3.00	5.00	5.00	6.00	-0.18	0.44	15.0	20.0	0.86	0.66		
	10	Deans	4.30	5.73	0.95	0.47	0.10	0.14	3.00	5.00	6.00	6.00	-0.18	0.44	14.1	19.9	0.86	0.66		
28	11	Presidents	1.05	5.00	1.04	1.10	0.31	0.33	2.00	3.00	6.00	6.00	0.68	-0.41	20.0	20.0	0.50	0.69		
	11	Deans	1.39	4.82	0.81	0.98	0.34	0.30	3.00	3.00	6.00	6.00	0.68	-0.41	16.8	19.8	0.50	0.69		
29	11	Presidents	5.36	6.00	0.67	0.00	0.20	0.00	4.00	6.00	6.00	6.00	-0.60	-1.49	20.0	20.0	0.56	0.15		
	11	Deans	5.18	5.82	0.75	0.40	0.23	0.12	4.00	5.00	6.00	6.00	-0.60	-1.49	15.8	30.0	0.56	0.16		
30	10	Presidents	1.00	5.10	1.33	1.39	0.42	0.41	2.00	2.00	6.00	6.00	-0.36	0.02	15.0	19.0	0.72	0.39		
	11	Deans	1.81	5.09	0.98	1.13	0.30	0.34	3.00	3.00	5.00	6.00	-0.35	-0.02	14.5	18.1	0.73	0.99		

Table 4--Continued

Item	No.	Officials	Mean ( $\bar{X}$ )		Standard Deviation		Standard Error		Range		Adjusted t-Test Value	DF		Prob. (t)*				
			Actual Ideal		Actual Ideal		Actual Ideal		Minimum	Maximum		Actual Ideal		Actual Ideal				
			Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal	Actual	Ideal		
31	11	Presidents Deans	5.00	5.73	0.63	0.40	0.19	0.14	4.00	5.00	6.00	6.00	0.61	0.49	20.0	20.0	0.55	0.63
			5.18	5.82	0.75	0.47	0.22	0.12	4.00	5.00	6.00	6.00	0.61	0.49	19.4	19.6	0.55	0.63
32	11 9	Presidents Deans	4.91	5.82	0.70	0.40	0.21	0.12	4.00	5.00	6.00	6.00	0.29	-0.75	16.0	18.0	0.73	0.46
			5.00	5.67	0.71	0.50	0.24	0.12	4.00	5.00	6.00	6.00	0.29	-0.73	17.2	15.1	0.78	0.47
33	11	Presidents Deans	5.00	5.36	0.77	0.67	0.23	0.20	4.00	4.00	6.00	6.00	0.01	0.95	20.0	20.0	1.00	0.35
			5.00	5.63	0.77	0.67	0.23	0.20	4.00	4.00	6.00	6.00	0.01	0.95	20.0	20.0	1.00	0.35
34	11	Presidents Deans	5.09	5.91	0.83	0.30	0.25	0.09	4.00	5.00	6.00	6.00	0.95	0.01	20.0	20.0	0.41	1.00
			5.36	5.91	0.67	0.30	0.20	0.09	4.00	5.00	6.00	6.00	0.85	0.01	19.2	20.0	0.41	1.00
35	10 10	Presidents Deans	3.50	4.10	1.08	1.60	0.34	0.50	2.00	2.00	6.00	6.00	0.70	0.13	17.9	19.0	0.85	0.90
			3.40	4.18	1.17	1.25	0.34	0.38	2.00	2.00	6.00	6.00	0.20	0.13	16.0	17.1	0.85	0.98
36	11 11	Presidents Deans	4.82	5.73	0.98	0.65	0.30	0.19	3.00	4.00	6.00	6.00	0.21	-0.37	20.0	20.0	0.84	0.72
			4.91	5.63	1.04	0.50	0.31	0.15	3.00	5.00	6.00	6.00	0.21	-0.37	19.9	18.9	0.84	0.72
37	11 11	Presidents Deans	4.82	5.45	0.98	0.91	0.30	0.28	2.00	3.00	6.00	6.00	1.52	-0.24	20.0	20.0	0.14	0.81
			4.18	5.36	0.98	0.81	0.30	0.24	2.00	4.00	6.00	6.00	1.52	-0.24	20.0	19.6	0.14	0.81
38	11 11	Presidents Deans	4.55	5.36	0.82	0.81	0.37	0.24	3.00	4.00	6.00	6.00	0.00	0.01	20.0	20.0	1.00	1.00
			4.55	5.36	1.21	0.92	0.25	0.28	2.00	4.00	6.00	6.00	0.00	0.01	17.6	19.7	1.00	1.00
39	11 11	Presidents Deans	3.27	4.27	1.10	1.79	0.33	0.54	2.00	2.00	6.00	6.00	1.44	0.97	20.0	17.6	0.17	0.34
			4.00	4.91	1.26	1.22	0.38	0.37	2.00	2.00	6.00	6.00	1.44	0.97	19.6	20.0	0.16	0.34
40	11 11	Presidents Deans	5.09	5.82	0.70	0.40	0.21	0.12	4.00	5.00	6.00	6.00	0.01	-0.93	20.0	20.0	1.00	0.36
			5.09	5.63	0.70	0.50	0.21	0.15	4.00	5.00	6.00	6.00	0.01	-0.93	20.0	19.1	1.00	0.36

Table 4--Continued

Item	No.	Officials	Mean ( $\bar{X}$ )		Standard Deviation		Standard Error		Range		Adjusted t-Test Value		DF		Prob. [t]*			
			Actual	Ideal	Actual	Ideal	Actual	Ideal	Minimum	Maximum	Actual	Ideal	Actual	Ideal	Actual	Ideal		
43	11	Presidents	4.27	5.63	0.64	0.56	0.19	0.15	3.00	5.00	6.00	6.00	0.49	0.01	23.0	20.0	0.63	1.00
	11	Deans	4.45	5.63	1.04	0.50	0.31	0.15	3.00	5.00	5.00	6.00	0.49	0.01	16.8	20.0	0.63	1.00
42	10	Presidents	4.30	5.10	1.16	1.29	0.36	0.31	2.00	2.00	6.00	6.00	0.47	-0.22	11.0	19.0	0.65	0.83
	10	Deans	4.50	5.00	0.71	0.77	0.22	0.23	4.00	3.00	6.00	6.00	0.47	-0.21	14.9	14.5	0.65	0.83
43	11	Presidents	4.82	5.18	1.17	1.25	0.35	0.38	2.00	2.00	6.00	6.00	-0.74	-0.39	20.0	20.0	0.47	0.70
	11	Deans	4.45	5.00	1.13	0.89	0.34	0.27	2.00	3.00	6.00	6.00	-0.74	-0.39	20.0	18.1	0.47	0.70
44	11	Presidents	4.91	5.73	0.94	0.47	0.28	0.14	3.00	5.00	6.00	6.00	-0.51	-0.44	17.0	20.0	0.62	0.67
	10	Deans	4.70	5.64	0.95	0.50	0.30	0.15	3.00	5.00	6.00	6.00	-0.51	-0.44	17.8	19.9	0.62	0.67
45	11	Presidents	4.73	5.45	0.65	0.87	0.19	0.25	4.00	4.00	6.00	6.00	0.53	1.32	21.0	20.0	0.60	0.20
	11	Deans	4.91	5.82	0.94	0.40	0.28	0.12	3.00	5.00	6.00	6.00	0.53	1.32	17.7	14.6	0.60	0.20
46	11	Presidents	5.09	5.73	0.83	0.47	0.25	0.20	4.00	5.00	6.00	6.00	-1.21	-1.47	21.0	20.0	0.24	0.16
	11	Deans	4.64	5.36	0.92	0.67	0.28	0.14	3.00	4.00	6.00	6.00	-1.21	-1.47	15.8	17.8	0.24	0.16
47	11	Presidents	5.18	5.72	0.75	0.47	0.23	0.14	4.00	5.00	6.00	6.00	-1.39	0.15	21.0	20.0	0.18	0.63
	11	Deans	4.73	5.82	0.79	0.40	0.24	0.12	3.00	5.00	6.00	6.00	-1.39	0.15	21.0	19.6	0.18	0.63

\*Probability level for the value of  $t$  is .05.

that were found in the responses of the presidents and academic deans to each actual and ideal goal item. It should be mentioned that the data includes varying numbers of responses on particular items due to the fact that some items were not answered on every returned questionnaire. The researcher compensated for this in the treatment of the data.

The mean value was used as the statistic to describe the degree of importance that was assigned to each actual and ideal goal item by the total number of presidents and deans responding to an item. The item analysis produced the following information:

Item 1, "Hold our staff in the face of inducements offered by other universities and colleges," revealed that nine (75%) presidents and ten (83%) deans responded higher to the item as an ideal goal than as an actual goal. According to the dean's responses, this item was slightly less than "of great importance." The presidents perceived the item to be slightly more than "of medium importance," indicating that the deans favored the item, as an actual and ideal goal, more than did the presidents. There was no significant difference between the presidents' and deans' responses to the item.

Item 2, "Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail," revealed that 10 (83%) presidents and 11 (92%) deans agreed that the statement was "of medium importance," as an actual goal and as an ideal goal. The mean value on the deans' responses, actual and ideal, was higher than the mean value on the presidents' responses, indicating that the deans favored the item as an actual and ideal goal more strongly than did the group of presidents. There was no significant difference between the presidents' and deans' response to the item.

Item 3, "Encourage students to go into graduate work," showed that 11 (92%) presidents and 11 (92%) deans perceived the item as one that was "of great importance" as an ideal goal. As an actual goal, the deans perceived the item as one that was "of great importance" while the presidents saw it as "of medium importance" according to the mean value on the responses of the two groups of officials. There was no significant difference between the presidents' and deans' responses to the item.

Item 4, "Protect the faculty's right to academic freedom," revealed that 11 (92%) of the presidents and

11 (92%) of the deans perceived the item, as an ideal goal, as one that was "of great importance." As an actual goal, the group of presidents saw the item as one that was "of great importance." The deans perceived it as slightly less than "of great importance." In addition, the mean value on the presidents' responses, actual and ideal, was higher than the mean value on the deans' responses, showing that the presidents more strongly favored protecting the faculty's right to academic freedom. There were no significant differences between the presidents' and deans' responses to the item.

Item 5, "Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, etc.," showed that 11 (92%) presidents perceived the item as slightly less than "of medium importance" as an actual goal. The presidents saw the item, as an ideal goal, as one that was slightly more than "of great importance." The mean value on the presidents' responses indicated a large variation between the actual and the ideal. The mean value on the response to the item as an actual goal was much lower than as an ideal goal. Ten (83%) deans perceived the item, as an actual goal, as one that was

"of little importance." However, as an ideal goal, the item was slightly more than "of medium importance." The discrepancy in the deans' responses, actual and ideal, was not as large as was seen in the presidents' responses according to the actual and ideal mean values. There was a significant difference in the responses of the two groups of officials. As an ideal goal, the presidents more strongly favored the goal than did the group of deans. However, as an actual goal, the group of presidents and deans were not too far apart in their perceptions of the item as being slightly more than "of little importance."

Item 6, "Involve faculty on all college committees," showed that 11 (92%) presidents and 11 (92%) deans perceived the item, as an actual and ideal goal, as one that was between it is "of great importance" and it is "of absolutely top importance." However, the mean value was higher for the item as an ideal goal than as an actual goal. There was no significant difference between the two groups' responses to the item as an actual or ideal goal. There was close agreement between the presidents and the deans that faculty should be involved on all college committees.

Item 7, "Appoint faculty to represent college on cooperative planning bodies," revealed that there were similarities in the actual and ideal mean values in the responses of the presidents and the deans. The two groups of officials, represented by 11 (92%) presidents and 11 (92%) deans, were in complete agreement that the item, actual and ideal, was one that was "of great importance." There was no significant difference between the presidents' and deans' responses to the item.

Item 8, "Develop the inner character of students so that they can make sound, correct moral choices," showed that 11 (92%) presidents perceived the item as one that was "of absolutely top importance" according to the high ideal mean value. The actual mean value showed that the item was slightly more than "of great importance." Eleven (92%) deans perceived the item, according to the actual mean value, as one that was slightly more than "of great importance." The mean value of the ideal goal showed that the item was considered to be halfway between "of great importance" and "of absolutely top importance." The ideal mean value on the responses of the group of presidents and the group of deans was higher than the actual mean value. There was

no significant difference between the two groups of officials. According to the actual and ideal mean values, the presidents and the deans were almost identical in their agreement about the importance of the item.

Item 9, "Conduct routine student surveys to obtain their ideas for change," obtained a higher ideal mean value than an actual mean value. At the ideal goal level, 11 (92%) presidents and 11 (92%) deans perceived the item as slightly more than "of great importance." At the actual goal level, the mean value showed that the presidents and the deans perceived the item to be one that was more than "of medium importance." There was no significant difference between the presidents' and deans' responses to the item.

Item 10, "Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices," yielded ideal mean values that showed similarities in the responses of 11 (92%) presidents and 11 (92%) deans. The two groups of officials were in agreement that the item, as an ideal mean value was halfway between "of great importance" and "of absolutely top importance." As an actual goal, the group of presidents perceived the item as one that was

almost "of great importance." The actual mean value of the group of deans' responses to the item was lower than that of the group of presidents. However, the mean value showed that the deans' perceptions were very close to the presidents' perceptions of the item as being one that was between "of medium importance" and "of great importance." There was no significant difference in the responses of the two groups of officials.

Item 11, "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," obtained a higher ideal mean value from 11 (92%) presidents and 11 (92%) deans. The deans were stronger in their response that the item, at the ideal goal level, was almost "of absolutely top importance." The presidents perceived the item as halfway between "of great importance" and "of absolutely top importance." As an actual goal, the presidents perceived the item as slightly more than "of medium importance." The group of 11 deans saw the item, according to the actual mean value, as being "of great importance." Among the two groups, the deans were stronger in their response that the item was "of great importance," as an ideal goal and as an

actual goal. There was no significant difference between the two groups' responses to the item.

Item 12, "Involve faculty in workshops oriented to student problems," produced a higher ideal mean value than an actual mean value among the group of 11 (92%) presidents and the group of 11 (92%) deans. The group of deans more strongly favored the item as an actual and ideal goal. As an actual goal, the deans perceived it as being slightly more than "of great importance." As an ideal goal, the item was perceived as being halfway between "of great importance" and "of absolutely top importance." The group of presidents perceived the item, as an actual goal, as being slightly more than "of medium importance." However, as an ideal goal, the item was perceived as being slightly more than "of great importance." The deans were less in agreement about the item as an actual goal and more in agreement about the item as an ideal goal. There was a significant difference found between the two groups of officials.

Item 13, "Conduct periodic interdepartmental meetings," yielded a higher ideal mean value from the responses of 11 (92%) presidents and 11 (92%) deans. The two groups of officials perceived the item, as an

ideal goal, as being slightly more than "of great importance." As an actual goal, the item was seen as being slightly less than "of great importance" among the group of presidents. According to the actual mean value on the item, the group of deans perceived the item as being slightly more than "of great importance." However, the group of presidents were more strongly in favor of the item as an ideal goal than the group of deans. There was no significant difference in the responses of the two groups of officials.

Item 14, "Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria," yielded the same ideal mean value in the group of 11 (92%) presidents and the group of 11 (92%) deans. The similarity in the agreement among the presidents and the deans indicated that the item was slightly less than "of great importance" as an ideal goal. Moreover, the presidents and the deans were close in their agreement about the item as an actual goal. There was no significant difference in the responses of the two groups of officials.

Item 15, "Develop greater pride on the part of faculty, staff, and students in their university/college and the things it stands for," reflected a higher ideal than actual mean value on the responses of 11 (92%) deans. As an ideal goal, the group of deans saw the item as being slightly less than "of absolutely top importance." As an actual goal, the item was seen as being slightly more than "of great importance." The group of 11 (92%) presidents saw the item, as an ideal goal, as being halfway between "of great importance" and "of absolutely top importance." As an actual goal, the item was seen as being slightly less than "of great importance" by the group of 11 presidents. The presidents favored the item less strongly than the deans as an actual goal and as an ideal goal. There were no significant differences between the two groups' responses to the item.

Item 16, "Keep up-to-date and responsive by identifying with educational planning consortia," obtained a higher ideal mean value than actual mean value on the responses of 11 (92%) presidents and 11 (92%) deans. As an ideal goal, the item was perceived as slightly more than "of great importance." The deans were more strongly

in favor of the item as an actual goal and as an ideal goal. The presidents perceived the item, as an actual goal, as one that was slightly more than "of medium importance." As an ideal goal, the groups of presidents saw it as slightly more than "of great importance." There was no significant difference between the presidents' and deans' responses to the item.

Item 17, "Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history," reflected ideal mean values which were similar for the 11 (92%) presidents and the 11 (92%) deans. They agreed that the item was halfway between "of great importance" and "of absolutely top importance." As an actual goal, the presidents perceived the item as being slightly more than "of medium importance" as compared to the deans who saw the item as being "of great importance." There was no significant difference between the presidents' and deans' responses to the item.

Item 18, "Train students in methods of scholarship and/or scientific research, and/or creative endeavor," reflected higher ideal than actual mean values on the responses of 11 (92%) presidents and 11 (92%) deans.

However, the group of deans perceived the item, as an ideal goal, as being slightly less than "of absolutely top importance." The ideal mean value revealed that the presidents perceived the item as being halfway between "of great importance" and "of absolutely top importance." As an actual goal, the presidents saw it as slightly less than "of great importance" while the deans saw it as slightly more than "of great importance." There was no significant difference between the two groups' responses to the item.

Item 19, "Serve as a center for the preservation of the cultural heritage," yielded higher ideal than actual mean values that indicated that 11 (92%) presidents and 11 (92%) deans perceived the item as slightly more than "of great importance." As an ideal goal, the presidents' responses yielded a higher mean value than did the deans' responses. At the actual goal level, the deans' responses produced a lower mean value than the presidents' responses. The deans saw the item as slightly less than "of great importance." There was no significant difference between the two groups' responses to the item. As an actual and ideal goal item, the mean values showed that the presidents more strongly favored

the role of the college as a center for the preservation of the cultural heritage.

Item 20, "Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region," produced higher ideal mean values than actual mean values among the group of 11 (92%) presidents and 11 (92%) deans. The two groups saw the item as slightly more than "of great importance." At the actual goal level, the two groups saw the item as being slightly more than "of medium importance," with the deans responding more strongly than the presidents. Moreover, the actual and ideal mean values showed that the deans responded more strongly to the item than did the presidents. There was no significant differences between the two groups' responses to the item.

Item 21, "Involve students in the government of the university/college," yielded the same actual mean values on the responses of 11 (92%) presidents and 11 (92%) deans, showing that the two groups were in complete agreement that the item was more than "of medium importance" in their perceptions. The deans' responses yielded a higher ideal mean value than the ideal mean value on the presidents' responses. The deans saw the

item as one "of great importance," while the presidents saw it as slightly less than "of great importance." There was no significant difference between the two groups' responses to the item.

Item 22, "Make sure the university/college is run by those selected according to their ability to attain the goals of the university/college in the most efficient manner possible," produced a higher ideal mean value on the responses of 10 (83%) presidents and a higher actual mean value on the responses of 11 (92%) deans. At both the actual and ideal goal levels, the deans and the presidents perceived the item to be one that was "of great importance" and one that was halfway between "of great importance" and "of absolutely top importance," respectively. In addition, at the actual goal level, the group of presidents saw the item as one that was more than "of medium importance" while at the ideal goal level it was close to being "of absolutely top importance." The deans responded more strongly than the presidents in considering the item as one "of great importance" at the actual goal level. There was no significant difference between the two groups' responses to the item.

Item 23, "Keep this place from changing; that is, preserve its peculiar emphases and point of view, its character," yielded the same actual and ideal mean values on the responses of 11 (92%) deans. The group of deans perceived the item as one that was "of medium importance." Ten (83%) presidents saw the item, actual and ideal, as one that was slightly more than "of medium importance," indicating stronger responses to the item. There was no significant difference between the two groups' responses to the item.

Item 24, "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," reflected a high ideal mean value, showing that 10 (83%) of the presidents considered the item to be slightly less than "of absolutely top importance." Among the group of 11 (92%) deans, the item, at the ideal goal level, was perceived to be halfway between "of great importance" and "of absolutely top importance." Among the group of presidents, the item, at the actual goal level, was perceived to be one "of great importance" and slightly more than "of great importance" among the group of 11 deans. There

was no significant difference between the two groups' responses to the item.

Item 25, "Carry on pure research," reflected higher ideal mean values than actual mean values among the group of nine (75%) presidents and 10 (83%) deans. The deans saw the item as one that was "of medium importance," and the presidents saw it as slightly more than "of medium importance." As an actual goal, the group of presidents and deans perceived the item as one that was halfway between "of little importance" and "of medium importance." There was no significant difference between the two groups' responses to the item.

Item 26, "Keep costs down as low as possible through more efficient utilization of time, and space, reduction of course duplication, etc., the group of 10 (83%) deans and 11 (92%) presidents were close in their perceptions of the item as an ideal goal by seeing it as one that was slightly less than "of absolute top importance. As an actual goal, the group of deans saw it as slightly more than "of great importance." The presidents perceived the item as halfway between "of medium importance" and "of great importance." There

was no significant difference between the two groups' responses to the item.

Item 27, "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/college," yielded ideal mean values on the responses of 11 (92%) presidents and 10 (83%) deans which showed that the two groups considered the item as one that was halfway between "of great importance" and "of absolutely top importance." Moreover, the two groups perceived the item, as an actual goal, as one that was slightly more than "of medium importance." There was no significant difference between the two groups' responses to the item.

Item 28, "Protect and facilitate the students' right to advocate direct action of a personal or social kind, and any attempts on their part to organize efforts to attain personal or social goals," yielded higher ideal mean values than actual mean values on the responses of 11 (92%) presidents and 11 (92%) deans. However, the group of presidents perceived the item, as an ideal goal, to be one that was "of great importance." The deans saw it as slightly less than "of great importance." As an

actual goal, the group of presidents and deans saw the item as slightly more than "of medium importance." There was no significant difference between the two groups' responses to the item.

Item 29, "Produce a well-rounded student, that is, one whose physical, social, moral, intellectual, and esthetic potentialities have all been cultivated," produced an ideal mean value on the group of 11 (92%) presidents responses that showed that they felt that the item was "of absolutely top importance." As an actual goal, the item was slightly more than "of great importance," according to the responses of the group of presidents. Among the group of 11 (92%) deans, the item, as an actual goal, was slightly more than "of great importance." As an ideal goal, the item was slightly less than "of absolutely top importance," according to the perceptions of the group of deans. There was no significant difference between the two groups' responses to the item.

Item 30, "Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching," yielded ideal mean values that showed

that the item was slightly more than "of great importance," according to the perceptions of 10 (83%) presidents and 11 (92%) deans. As an actual goal, the group of presidents saw the item as one that was "of medium importance" while the deans saw the item as one that was slightly less than "of medium importance." More specifically, the actual mean values on the responses of the group of deans showed that the item was halfway between "of little importance" and "of medium importance." There was no significant differences between the two groups' responses to the item.

Item 31, "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/colleges, and respected persons in intellectual or artistic circles," reflected ideal mean values which showed that the item was slightly less than "of absolutely top importance" according to the perceptions of 11 (92%) presidents and 11 (92%) deans. At the actual goal level, the presidents perceived the item as one that was "of great importance" while the deans saw it as one that was slightly more than "of great importance." There was no

significant difference between the two groups' responses to the item.

Item 32, "Maintain a balanced level of quality across the whole range of programs we engage in," reflected high ideal mean values which showed that the item was more than "of great importance" among the group of 11 (92%) presidents and 9 (75%) deans. However, the group of presidents responded more strongly to the item as an ideal goal than the group of deans. As an actual goal, the presidents responded lower than the deans. They saw the goal as slightly less than "of great importance" while the group of deans saw it as an item "of great importance." There was no significant differences between the two groups' responses to the item.

Item 33, "Make sure the university/college is run democratically insofar as that is feasible with faculty and students involved in an all college governance body," yielded the same actual mean values on the responses of 11 (92%) presidents and 11 (92%) deans. The two groups were in agreement that the item, as an actual goal, was "of great importance." The groups of deans' responses to the item, as an ideal goal, was

higher than that of the group of presidents. The ideal mean value on the group of deans' responses showed that they perceived the item to be halfway between "of great importance" and "of absolutely top importance." The presidents saw the item, as an ideal goal, as one that was slightly more than "of great importance." There was no significant difference between the two groups' responses to the item.

Item 34, "Produce a student who is able to perform his citizenship responsibilities effectively," reflected the same ideal mean values on the responses of 11 (92%) presidents and 11 (92%) deans. The shared agreement among the two groups of officials was that the item was slightly less than "of absolutely top importance." Among the groups of presidents and deans, the item was slightly more than "of great importance" as an actual goal. There was no significant difference between the two groups' responses to the item.

Item 35, "Accommodate only students of high potential in terms of the specific strengths and emphases of this university/college," produced actual mean values showing that 10 (83%) presidents and 10 (83%) deans perceived the item as one that was more than "of little

importance." As an ideal goal, the item was slightly more than "of medium importance." There was no significant difference in the responses of the presidents and the deans.

Item 36, "Assist students to develop objectively about themselves and their beliefs and hence examine those beliefs critically," yielded higher ideal mean values than actual mean values among the group of 11 (92%) presidents and 11 (92%) deans. The two groups perceived the item as halfway between "of great importance" and "of absolutely top importance." In perceiving the item as an ideal goal, the presidents responded higher than the deans. At the actual goal level, the deans perceived the item as being slightly less than "of great importance," and they scored higher in their responses than the presidents. Although the actual mean value on the responses of the president was lower than the deans, there was not too much variation in the agreement that the item was almost "of great importance." There was no significant difference in the responses of the two groups of officials.

Item 37, "Prepare students specifically for useful careers," yielded higher ideal mean values on the

responses of 11 (92%) presidents and 11 (92%) deans. The two groups perceived the item as slightly more than "of great importance," with the presidents responding more strongly to the item as an ideal goal. The group of presidents responded higher to the item as an actual goal and perceived it to be one that was slightly less than "of great importance." The group of deans perceived the item as being slightly more than "of medium importance." There was no significant difference in the responses of the two groups.

Item 38, "Provide cultural leadership for the community through university/college 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," yielded actual and ideal mean values that reflected agreement between the group of 11 (92%) presidents and that of 11 (92%) deans. At the ideal goal level, the similarity in the responses of the presidents and of the deans showed that the item was perceived as being slightly more than "of great importance." At the actual goal level, the presidents' and the deans' similar responses showed that the item was

halfway between "of medium importance" and "of great importance." There was no significant difference found in the responses of the presidents and that of the deans.

Item 39, "Encourage applied research through all departments," reflected higher ideal mean values on the responses of 11 (92%) presidents and 11 (92%) deans. At the ideal goal level, the deans scored higher than the presidents, showing that they perceived the item as one that was slightly less than "of great importance." The groups of presidents perceived the item as one that was slightly more than "of medium importance." At the actual goal level, the group of deans responded higher than the presidents and saw the item as one "of medium importance." The presidents saw the item, as an actual goal, as one that was slightly more than "of little importance." There was no significant difference in the responses of the two groups of officials.

Item 40, "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/college," reflected higher ideal mean values than actual mean values among the group of 11 (92%)

presidents and 11 (92%) deans. The two groups perceived the item as one that was close to being "of absolutely top importance," with the presidents responding higher than the deans. As an actual goal, the mean values indicated that the group of presidents and the group of deans were in complete agreement in their responses to the item. The similarity of responses showed that the two groups considered the item as one that was slightly more than "of great importance." There was no significant difference in the responses of the two groups.

Item 41, "Conduct annual review to make sure that salary, teaching assignments and prerequisites always reflect the contribution that the person involved is making to his own profession or discipline," reflected ideal mean values on the responses of 11 (92%) presidents and of 11 (92%) deans which showed that the two groups were in complete agreement that the item was halfway between "of great importance" and "of absolutely top importance." However, there was less agreement about the item as an actual goal as it was perceived by the presidents and the deans. The deans were stronger in their response to the item as one that was slightly more than "of medium importance" than the presidents. There was

no significant difference in the responses of the presidents and that of the deans.

Item 42, "Emphasize expanding the scope of undergraduate instruction by coordinating instructional planning with that of educational consortia," reflected higher ideal mean values than actual mean values which showed that 10 (83%) presidents and 10 (83%) deans felt that the item was "of great importance," with the presidents responding more strongly than the deans. As an actual goal, the item was favored more strongly by the group of deans than by the group of presidents. However, the two groups perceived the item as one that was slightly more than "of medium importance." There was no significant difference in the responses of the two groups of officials.

Item 43, "Involve faculty in the government of the university/college," yielded ideal mean values which showed that 11 (92%) presidents and 11 (92%) deans felt that the item was "of great importance," with the presidents responding more strongly than the deans. As an actual goal, the item obtained a higher mean value on the responses of the presidents than was found on the responses of the deans. The presidents perceived the

item as one that was slightly less than "of great importance" while the deans perceived it as one that was "of medium importance." There was no significant difference in the responses of the two groups of officials.

Item 44, "Provide a broad scope of student activities to help students identify with future citizenship roles," reflected ideal mean values that showed 11 (92%) presidents considered the item as one that was close to "of absolutely top importance." Although the 10 (83%) deans scored lower, they still perceived the item as slightly less than "of great importance." The group of deans scored the item halfway between "of medium importance" and "of great importance." There was no significant difference in the responses of the two groups.

Item 45, "Increase the prestige of the university/college or, if you believe it is already extremely high, ensure maintenance of that prestige," yielded a higher ideal mean value than actual mean value on the responses of 11 (92%) deans who perceived the item as one that was more than "of great importance." Eleven presidents (92%) perceived the item as an ideal goal as slightly

more than "of great importance." The deans responded more favorably to the item as an actual goal by indicating that they considered it to be one that was slightly less than "of great importance." The presidents viewed that item as an actual goal as being one that was slightly more than "of medium importance." There was no significant difference in the response of the two groups.

Item 46, "Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in," yielded high actual and ideal mean values on the responses of 11 (92%) presidents. At the ideal goal level, the mean value showed that the presidents perceived the item as one that was more than halfway between "of great importance" and "of absolutely top importance." At the actual goal level, the item was viewed as one that was slightly more than "of great importance." Eleven (92%) deans perceived the item as slightly more than "of great importance" as an ideal goal. As an actual goal, the deans saw the item as one that was halfway between "of medium importance" and "of great importance."

There was no significant difference in the responses of the two groups.

Item 47, "Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)," showed little variation in the agreement of 11 (92%) presidents and 11 (92%) deans that the item was halfway between "of great importance" and "of absolutely top importance" as an ideal goal. The groups of deans were stronger in their response to the item as an ideal goal than the presidents. However, as an actual goal, the item obtained stronger responses from the group of presidents. They perceived the item as one that was slightly more than "of great importance." The deans perceived the item as an actual goal as being one that was halfway between "of medium importance" and "of great importance." There was no significant difference in the responses of the presidents and that of the deans.

An encapsulation of the data in Table 4 showed that there were similarities in the perceptions of 11 (92%) presidents and 12 (100%) deans toward the following actual institutional goal items: (a) appointing faculty to represent college on cooperative planning bodies;

(b) involving students in the government of the college; (c) keeping the college from changing by preserving its emphases and character; (d) involving faculty and students in the all-college governance body; and (e) ensuring the continued confidence and hence support of contributors to the financial and other material needs of the college. As ideal institutional goals, the following items were similarly perceived by the 11 (83%) presidents and 12 (92%) deans: (a) making a good consumer of the student; (b) allowing maximum opportunity for faculty to pursue and develop careers by their own criteria; (c) helping the student to become permanently affected by the great minds of history; (d) training students in methods of scholarship, scientific research, or other creative endeavor, (e) producing a student who is able to perform citizenship responsibilities effectively; and (f) conducting annual reviews of salaries, teaching assignments, and other data that reflect the contribution that a faculty member makes to his profession of discipline.

Both the group of 11 (92%) presidents and 12 (100%) deans were similar in perceiving the need to ensure the continued confidence, and hence support, of contributors to the financial and other material needs of the college

as an actual and ideal institutional goal item. Moreover, the 11 (92%) presidents and 12 (100%) deans were similar in their perceptions of providing cultural leadership for the community through college sponsored programs in the arts, public lectures, displays, or celebrations which present the best of culture, popular or not, as an actual and ideal institutional goal.

There were three ideal institutional goal items that were more strongly perceived by the 11 (92%) presidents than the 12 (100%) deans: (a) developing the inner character of students so that they make sound, correct moral choices; (b) conducting routine student surveys to obtain ideas for change; and (c) conducting periodic interdepartmental meetings.

A significant difference between the perceptions of 11 (92%) presidents and 12 (100%) deans was found in the item relating to involving faculty in workshops oriented to student problems. As an actual and ideal institutional goal item, the 12 (100%) deans were stronger in their perceptions of that item than the 11 (92%) presidents.

In recapitulating the data in Table 4, 22 items, or 23%, of the 94 actual and ideal institutional goal

items were statistically different at the level of  $p = .05$ . Out of the 47 actual institutional goal items, 28 (60%) of the items were perceived more strongly by 12 (100%) deans than by 11 (92%) presidents. Out of the 47 ideal institutional goal items, 27 (57%) of those items were perceived more strongly by 12 (100%) deans than by 11 (92%) presidents.

Statistically Significant  
Differences Between Officials'  
Perceptions of Actual and  
Ideal Institutional Goal  
Items

Data were presented in Table 5 by the researcher to show the difference between the president's and the dean's perceptions of 47 actual and 47 ideal goal items according to the obtained mean value for an item and the results of the adjusted paired  $t$ -test. Twenty-two of the items, or 23% out of a total number of 94 items, actual and ideal, were found to be statistically different at the .05 level of significance. The actual and ideal goal items that were statistically different were identified by an asterisk in Table 5. Seventy-two of the items, or 77%, were not statistically significant.

Table 5

Analysis of Actual and Ideal Goal Items According to  
Differences Found in Responses Between Presidents  
and Academic Deans

Item	Mean Value	Adjusted Paired t-Test
P-D A1	-0.571	-1.96
P-D A2	-0.111	-0.58
P-D A3	-0.200	-1.27
P-D A4	0.200	2.08
P-D A5	0.444	1.44
P-D A6	0.200	0.89
P-D A7	-0.100	-0.52
P-D A8	0.200	0.85
P-D A9	-0.500	-2.43*
P-D A10	0.000	0.00
P-D A11	-0.600	-2.77*
P-D A12	-1.000	-6.97*
P-D A13	-0.400	-2.08
P-D A14	0.200	0.81
P-D A15	-0.300	-2.39*
P-D A16	-0.400	-1.96
P-D A17	-0.600	-7.63*
P-D A18	-0.300	-2.08
P-D A19	-0.300	-1.31
P-D A20	-0.300	-1.87
P-D A21	-0.200	-1.06
P-D A22	-0.333	-1.28
P-D A23	-0.222	-0.87
P-D A24	-0.444	-2.38*
P-D A25	0.429	1.31
P-D A26	-0.333	-2.54*
P-D A27	0.000	0.00
P-D A28	-0.500	-2.29*
P-D A29	0.400	3.12*
P-D A30	0.222	0.99
P-D A31	-0.200	-1.44
P-D A32	-0.250	-1.29
P-D A33	-0.200	-1.16
P-D A34	-0.200	-1.66
P-D A35	0.125	0.50
P-D A36	-0.100	-0.75

Table 5--Continued

Item	Mean Value	Adjusted Paired t-test
P-D A37	0.600	4.08*
P-D A38	0.000	0.00
P-D A39	-0.800	-2.72*
P-D A40	0.100	0.75
P-D A41	-0.200	-1.44
P-D A42	0.125	0.89
P-D A43	0.200	0.75
P-D A44	0.222	0.91
P-D A45	-0.200	-1.16
P-D A46	0.400	2.45*
P-D A47	0.500	2.79*
. . . . .		
P-D I1	-0.625	-2.03
P-D I2	-0.200	-1.27
P-D I3	0.444	2.38*
P-D I4	0.100	0.89
P-D I5	0.666	2.38
P-D I6	-0.222	-1.80
P-D I7	-0.100	-0.89
P-D I8	0.500	3.87*
P-D I9	-0.200	-1.00
P-D I10	-0.100	-0.48
P-D I11	-0.300	-2.39*
P-D I12	-0.333	-1.28
P-D I13	-0.222	-0.92
P-D I14	0.000	0.00
P-D I15	-0.400	-3.76*
P-D I16	-0.300	-1.71
P-D I17	0.000	0.00
P-D I18	-0.300	-2.93*
P-D I19	0.000	0.00
P-D I20	-0.500	-4.66*
P-D I21	-0.400	-1.96
P-D I22	0.111	0.65
P-D I23	-0.125	-0.45
P-D I24	0.200	1.44
P-D I25	0.500	1.18
P-D I26	-0.111	-0.78
P-D I27	-0.200	-2.08
P-D I28	0.000	0.00

Table 5--Continued

Item	Mean Value	Adjusted Paired t-test
P-D I29	0.200	3.12*
P-D I30	-0.111	-0.36
P-D I31	-0.200	-2.08
P-D I32	0.000	0.00
P-D I33	-0.400	-3.12
P-D I34	-0.333	-1.37
P-D I35	0.000	0.00
P-D I36	-0.100	-0.67
P-D I37		
P-D I38	-0.200	-2.08
P-D I39	-0.900	-2.70*
P-D I40	0.100	1.16
P-D I41	-0.100	-1.16
P-D I42	0.111	0.78
P-D I43	0.100	0.40
P-D I44	0.000	0.00
P-D I45	-0.500	-3.39
P-D I46	0.300	2.39*
P-D I47	-0.100	-1.16*

Note. Number of presidents, 11; number of deans, 12.

\*Item is statistically significant.

Since 94 actual and ideal goal items were involved in Table 5, an item analysis was presented in narrative form on those 22 items that were statistically significant. The actual goal items that were statistically significant were: 9, 11, 12, 15, 17, 24, 26, 28, 29, 39, 46, and 47. The items that were statistically significant as ideal goals were: 3, 8, 11, 15, 18, 20, 29, 39, 46, and 47.

Item 9, "Conduct routine student surveys to obtain their ideas for change," yielded a mean of  $-0.50$ , indicating that at the actual goal level 11 (92%) of the dean's responses were slightly higher than 11 (92%) of the president's responses. This further revealed that the deans felt that students' ideas for the school were of greater concern than did the presidents. However, at the ideal goal level there was no significant difference.

Item 11, "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," yielded a mean of  $-0.60$ , indicating that 11 (92%) of the dean's responses were slightly stronger in their disagreement than those of the 11 (92%) presidents.

Item 12, "Involve faculty in workshops oriented to student problems," showed that the mean was  $-1.00$ , indicating that 11 (92%) of the deans were very much in favor of faculty's involvement in workshops that were addressed to student problems. At the ideal goal level, the mean was  $-0.33$ . This indicated that little importance was assigned to this goal by both the 11 (92%) presidents and the 11 (92%) deans. At the ideal goal level, there was no statistical difference.

Item 15, "Develop greater pride on the part of faculty, staff, and students in their college and the things it stands for," showed a mean of  $-0.30$  at the actual goal level revealing that the deans felt little importance was attached to this goal. At the ideal goal level, the mean was  $-0.40$ . This goal item was statistically significant. The mean score of  $-0.40$  indicated that the deans considered it to be "of medium importance."

Item 17, "Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history," showed a mean of  $-0.60$  at the actual goal level, revealing that 11 (92%) of the deans considered this goal to be "of absolutely top importance."

This actual goal was statistically significant, which indicated that the presidents were not in agreement with this actual goal.

Item 18, "Train students in methods of scholarship and/or scientific research, and/or creative endeavor," yielded a mean of -0.30 which showed that little importance was assigned to the item by 11 (92%) of the deans and 11 (92%) of the presidents. It was not statistically significant as an actual goal but it was statistically significant as an ideal goal. The mean of -0.30, indicated that there was disagreement among the deans and presidents about the importance of the goal.

Item 20, "Orient ourselves to the satisfactions of the special needs and problems of the immediate geographical region," showed a mean of -0.30. This revealed that both 11 (92%) of the deans and 11 (92%) of the presidents agreed at the actual goal level. At the ideal goal level, the mean was -0.50 for this item and it was statistically different for the presidents and the deans. It also revealed that the deans felt that the goal was "of great importance."

Item 24, "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," yielded a mean of -0.44. Eleven (92%) of the deans and 11 (92%) of the presidents responded. The item was statistically significant in that the deans were stronger in agreement about this item than the presidents.

Item 28, "Protect and facilitate the student's right to advocate direct action of a personal or social kind, and any attempts on their part to organize efforts to attain personal or social goals," yielded a mean of -0.50, indicating that 11 (92%) of the deans thought it was "of great importance" as compared to the response of 11 (92%) of the presidents.

Item 29, "Produce a well-rounded student, that is, one whose physical, social, moral, intellectual, and esthetic potentialities have all been cultivated," showed a mean of -0.40, or it was "of medium importance" as indicated by 11 (92%) deans. However, for the same item as an ideal goal, the mean was 0.20, indicating that 11 (92%) of the presidents considered it to be "of little importance."

Item 39, "Encourage applied research through all departments," yielded an actual mean of -0.80 and an ideal mean of -0.90. This showed that 11 (92%) deans felt that the actual and ideal goals were "of top importance" while 11 (92%) presidents did not.

Item 46, "Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in," showed an actual mean of 0.40. As revealed by 11 (92%) of the presidents and 11 (92%) of the deans, the actual goal was "of medium importance." As an ideal goal, the mean was 0.30 which indicated that little importance was assigned to the goal by the presidents while the deans assigned more importance to the item. Thus, the students' right to inquire, investigate, and examine critically ideas and programs from an idealistic framework was "of little importance" to the presidents but "of medium importance" to the deans.

Item 47, "Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards," showed an actual mean of 0.50 by 11 (92%) of the presidents and 11 (92%) deans. The ideal mean of -0.10 was statistically

different as well according to the difference in the perceptions of 11 (92%) of the deans and 11 (92%) of the presidents.

Item 3, "Encourage students to go into graduate work," showed an ideal mean of 0.44 indicating that 11 (92%) of the presidents felt that this goal was "of medium importance" for students while 11 (92%) of the deans perceived it as more important.

Item 8, "Develop the inner character of students so that they can make sound, correct moral choices," revealed an ideal mean of 0.50 indicating that 11 (92%) of the presidents felt that this item was "of great importance" and 11 (92%) deans perceived it as less important. The great importance that was given to this item by the 11 (92%) presidents may well be attributed to the fact that the majority of the colleges in this study were founded and controlled by religious institutions.

An encapsulation of the analysis of Table 5 was that 11 (92%) presidents were strongly in favor of maintaining academic programs that would prepare students to become top quality outstanding graduates. Further, it was revealed that instructional program-related institutional goal items were strongly favored by the 11 (92%)

deans. Moreover, the 11 (92%) deans' responses were slightly higher for student-related and faculty-related institutional actual and ideal goal items as well than were the responses of the 11 (92%) presidents.

The 11 (92%) presidents and the 11 (92%) deans were in agreement that ideally little importance should be given to involving faculty in workshops that were addressed to student problems. However, as an actual institutional goal, the two groups were in agreement. The little importance that was given to involving faculty in workshops that were addressed to student-related problems as an ideal institutional goal appeared to indicate that the colleges were realizing this as an actual goal and did not perceive it as an ideal goal. With respect to direct services that were directed to instruction and services for persons or groups outside of the institutional community, the 11 (92%) deans and the 11 (92%) presidents agreed that the college should seek to implement this goal as an actual institutional goal. As an ideal institutional goal, the two groups disagreed.

The Data on Statistically  
Significant Differences  
Between Eight Goal  
Categories

In order to test for the statistically significant difference in the actual means between the eight goal categories, Duncan's New Multiple Range Comparison test was used as the parametric statistic and more importantly, as an extension of the adjusted  $t$ -test. The researcher organized the data in Table 6 to show where statistically significant differences were found between the means of the eight goal categories.

In Table 6, the alphabet letter A indicated that the means of six goal categories were not significantly different. Those goal categories that were not significantly different were: B-4 Attainment; B-3 Integration; A-1 Student-Expressive; B-2 Maintenance, A-2 Student Instrumental; and, B-1 Adaptation.

However, the B-4 Attainment goal category obtained the high mean value of 4.90 within the group of six goal categories that were not statistically different. The obtained high mean value of 4.90 indicated that as an administration-related goal, the need for the institution to produce top quality outstanding graduates was

Table 6

Analysis of Statistical Differences in the Actual  
Means of Eight Goal Categories with Duncan's  
New Multiple Range Comparison Test

Alphabet Grouping	Mean	Goal Category
A	4.895388	B-4
A	4.839286	B-3
A	4.761905	A-1
A	4.729167	B-2
A	4.690476	A-2
A	4.666667	B-1
B	4.291667	A-3
B	4.250000	A-4

Alpha Level, or  $p = .05$ ;  $DF = 77$ ;  $MS = 0.406489$

perceived as slightly less than "of great importance" by the respondents.

The two goal categories in the B alphabet group were statistically different, at the actual level, from the six goal categories within the A alphabet group. Within the B alphabet group, the A-3 Research goal category and the A-4 Direct Service goal category obtained low mean values of 4.29 and 4.25 respectively. This indicated that these two goal categories were perceived by the college officials as being slightly more than "of medium importance." The A-3 Research goal category pertained to the need to collect objective data to serve as a basis for instructional improvement. The A-4 Direct Service goal category, pertaining to services which were directed at instruction to serve persons or groups outside of the institutional community was assigned the lowest priority on the basis of the low mean value of 4.25.

In Table 7, Duncan's New Multiple Range Comparison test was used by the researcher as the statistic to test for significant differences in the ideal means between eight goal categories. According to the data in Table 7 that the researcher obtained from the computer print out, the alphabet groups of A, B, C, and D were comprised of

Table 7

Statistical Differences in the Ideal Means of  
Eight Goal Categories With Duncan's  
New Multiple Range Comparison Test

Alphabet Grouping	Mean	Goal Category
A	4.701389	B-2
B	5.500000	A-1
B	5.447917	B-4
C B	5.351190	B-3
C B	5.333333	A-2
C D	5.166667	A-4
D	5.107143	B-1
D	5.031250	A-3

Alpha Level, or  $p = .05$ ;  $DF = 77$ ;  $MS = 0.324608$

one of the eight goal categories. The goal categories that were not statistically different were identified by the same alphabet letter. The goal categories that were statistically different were identified by different alphabet letters.

In Table 7, the B-2 Maintenance goal category in alphabet group A was statistically different from four goal categories in alphabet group B and from three goal categories in alphabet group D. The four goal categories in alphabet group B were: A-1 Student-Expressive, B-4 Attainment, B-3 Integration, and A-2 Student Instrumental. The three goal categories in alphabet group D were: A-4 Direct Service, B-1 Adaptation, and A-3 Research.

It was interesting to note that alphabet group C emerged to overlap with two goal categories in alphabet group B which were B-3 Integration and A-2 Student Instrumental, and to overlap with one goal category, A-4 Direct Service, in alphabet group D. The overlapping of alphabet group C with two goal categories in alphabet group B indicated that those two goal categories in alphabet group B were significantly different from the remaining two goal categories within the B alphabet group. In addition, the overlapping of alphabet group C with

one goal category in the D alphabet group indicated that it was significantly different from the remaining two goal categories within the D alphabet group.

At the ideal level, Table 7 showed that the A-1 Student-Expressive goal category with a mean of 5.50 was a high priority goal category. The lowest priority goal category was B-2 Maintenance, with a mean of 4.70.

Statistical Differences in Actual  
and Ideal Institutional Goal  
Items for Cooperative and  
Independent Planning Colleges

The data in Table 8 were organized by the researcher to compare the means of 47 actual and 47 ideal institutional goal items as they were obtained from the colleges that the researcher classified as cooperative planning and independent planning. Along with the mean value, the adjusted  $t$ -test was used to determine which items, actual and ideal, were significantly different. The level of significance was established at .05.

The adjusted  $t$ -test in Table 8 showed that 33 of the 47 actual institutional goal items were significantly different at the level of .05 between the cooperative and independent planning colleges. Twenty-six ideal

Table 8

Statistical Difference Between Cooperative and Independent Planning Colleges' Responses to Actual and Ideal Institutional Goal Items

Actual Item	Cooperative		Independent		Adjusted Standard Error	Adjusted t-Test
	Planning (No. 7 colleges) Actual Means	Actual Means	Planning (No. 5 colleges) Actual Means	Actual Means		
1	4.57	4.20	4.20	0.06	6.18*	
2	4.29	4.30	4.30	0.10	-0.14	
3	4.79	5.10	5.10	0.07	-4.82*	
4	5.14	5.00	5.00	0.06	2.25	
5	3.50	3.50	3.50	0.14	0.00	
6	5.21	5.30	5.30	0.08	-1.13	
7	5.36	4.60	4.60	0.07	10.18*	
8	5.07	5.30	5.30	0.09	-2.54*	
9	4.50	4.60	4.60	0.05	-1.83	
10	5.14	4.20	4.20	0.08	11.26*	
11	5.14	4.60	4.60	0.08	6.48*	
12	4.79	4.50	4.50	0.07	4.38*	
13	5.00	5.00	5.00	0.07	0.00	
14	4.42	4.40	4.40	0.07	0.40	
15	5.00	4.90	4.90	0.08	1.30	
16	5.07	4.50	4.50	0.06	9.51*	
17	4.79	4.50	4.50	0.09	3.36*	
18	5.07	5.00	5.00	0.07	1.00	
19	5.14	4.70	4.70	0.07	5.96*	
20	4.57	4.10	4.10	0.11	4.21*	
21	4.71	4.60	4.60	0.12	0.94	

Table 8--Continued

Actual Item	Cooperative		Independent		Adjusted Standard Error	Adjusted t-Test
	Planning (No. 7 colleges) Actual Means	Actual Means	Planning (No. 5 colleges) Actual Means	Actual Means		
22	5.14	4.50	4.50	0.05	0.05	12.73*
23	4.50	3.30	3.30	0.16	0.16	7.54*
24	5.43	4.80	4.80	0.09	0.09	6.99*
25	3.79	3.20	3.20	0.09	0.09	6.27*
26	5.21	4.40	4.40	0.11	0.11	7.53*
27	4.43	4.20	4.20	0.06	0.06	3.80*
28	4.57	3.90	3.90	0.10	0.10	6.86*
29	5.29	5.20	5.20	0.09	0.09	0.92
30	4.50	3.10	3.10	0.12	0.12	12.10*
31	5.21	4.90	4.90	0.05	0.05	5.98*
32	5.00	5.00	5.00	0.09	0.09	0.00
33	5.00	5.00	5.00	0.09	0.09	0.00
34	5.50	4.90	4.90	0.08	0.08	7.78*
35	3.79	3.00	3.00	0.11	0.11	7.27*
36	5.36	4.20	4.20	0.07	0.07	15.56*
37	4.79	4.10	4.10	0.08	0.08	9.05*
38	4.71	4.20	4.20	0.09	0.09	5.51*
39	3.86	3.40	3.40	0.09	0.09	4.96*
40	5.07	5.00	5.00	0.08	0.08	0.90
41	4.79	3.90	3.90	0.07	0.07	13.58*
42	4.71	3.90	3.90	0.08	0.08	10.75*
43	4.93	4.30	4.30	0.10	0.10	6.43*
44	5.00	4.60	4.60	0.09	0.09	4.64*
45	5.14	4.40	4.40	0.03	0.03	22.79*
46	5.14	4.60	4.60	0.08	0.08	6.48*
47	5.07	4.80	4.80	0.03	0.03	10.75*

Table 8--Continued

Actual Item	Cooperative Planning (No. 7 colleges)		Independent Planning (No. 5 colleges)		Adjusted Standard Error	Adjusted t-Test
	Actual Means	Actual Means	Actual Means	Actual Means		
1	5.07	4.60	0.10	4.82*		
2	4.64	4.30	0.13	2.72*		
3	5.07	5.70	0.06	-10.46*		
4	5.64	4.50	0.05	4.81*		
5	4.71	4.80	0.19	-0.45		
6	5.50	5.50	0.05	0.00		
7	5.36	5.00	0.06	5.62*		
8	5.79	5.80	0.05	-0.27		
9	5.29	5.20	0.05	1.63		
10	5.71	5.10	0.05	11.69*		
11	5.64	5.60	0.64	0.67		
12	5.57	5.10	0.11	4.48*		
13	5.29	5.20	0.09	0.92		
14	5.00	4.80	0.04	5.18		
15	5.79	5.70	0.05	1.63		
16	5.50	5.00	0.07	7.48*		
17	5.64	5.50	0.07	1.92		
18	5.64	5.80	0.07	-2.11		
19	5.50	5.30	0.05	3.67*		
20	5.36	5.00	0.10	3.57*		
21	4.93	4.90	0.10	0.29		
22	5.86	5.50	0.03	10.95*		
23	4.79	3.40	0.13	10.90*		
24	5.79	5.70	0.04	2.40		
25	4.36	4.10	0.07	3.46*		

Table 8--Continued

Actual Item	Cooperative Planning (No. 7 colleges)		Independent Planning (No. 5 colleges)		Adjusted Standard Error	Adjusted t-Test
	Actual Means	Actual Means	Actual Means	Actual Means		
26	5.93	5.80	5.80	0.03	5.09*	
27	5.64	5.70	5.70	0.05	-1.13	
28	5.07	4.70	4.70	0.10	3.80*	
29	5.93	5.90	5.90	0.03	1.13	
30	5.36	4.80	4.80	0.12	4.63*	
31	5.79	5.70	5.70	0.05	1.63	
32	5.64	5.90	5.90	0.05	-5.09*	
33	5.64	5.30	5.30	0.06	5.39*	
34	6.00	5.80	5.80	0.00	*	
35	4.43	3.90	3.90	0.17	3.19*	
36	5.71	5.60	5.60	0.05	2.17	
37	5.29	5.50	5.50	0.10	-2.12	
38	5.43	5.20	5.20	0.11	2.04	
39	4.93	4.20	4.20	0.15	4.97*	
40	5.71	5.70	5.70	0.05	0.27	
41	5.64	5.60	5.60	0.05	0.85	
42	5.36	4.80	4.80	0.06	8.77*	
43	5.29	4.90	4.90	0.09	4.13*	
44	5.57	5.80	5.80	0.06	-3.80*	
45	5.64	5.60	5.60	0.06	-0.67	
46	5.43	5.70	5.70	0.06	-4.52*	
47	5.86	5.70	5.70	0.05	3.11*	

\*Significant at the 0.05 level of probability.

institutional goal items were significantly different between the cooperative and independent planning colleges. The level of significance was established at .05. The 14 actual institutional goal items that were not significantly different indicated that there was agreement among the colleges about those items. The group of 23 ideal institutional goal items that were not significantly different showed that there was agreement among the colleges toward those particular 23 items.

In comparing the means on the 47 actual institutional goal items that were obtained from the responses of the seven cooperative planning colleges and the five independent planning colleges, the researcher noted that five items were found to have higher mean values among the independent planning colleges than was found among the cooperative planning colleges. Those items were 2, 3, 6, 8, and 9. Items 3, 8, 9, were student-related institutional goal items, while items 2 and 6 were faculty-related institutional goal items. At the ideal level, there were higher mean values on items 3, 5, 8, 18, 27, 32, 37, 44, 46, and 47 among the five independent planning colleges than there were among the seven cooperative planning colleges. Of the group of 10 items, six

items, 3, 8, 18, 37, 44, and 46, were student-related ideal institutional goal items. Items 5 and 32 were instructional-related ideal institutional goal items. Item 27 was a faculty-related ideal institutional goal item and item 47 was an administration-related ideal institutional goal item. Within the context of this particular data, the independent planning colleges had great concern about student-related institutional goals, actual and ideal.

Significant Differences Within  
the Eight Goal Categories in  
the Cooperative and Independent  
Planning Colleges

The researcher presented data in Table 9, using Duncan's New Multiple Range Comparison test, to show the significance of differences that were found between the eight goal categories among the seven cooperative planning colleges and the five independent planning colleges. The level of significance was  $\alpha = .05$ . In addition, the data were analyzed with respect to the rank order of importance of a mean value that was obtained on each high ranking goal category among the cooperative planning and independent planning colleges. Moreover it was

Table 9

Tests of Significance Between Eight Goal Categories,  
Using Duncan's New Multiple Range Comparison Test\*

Classifi- cation	Alphabet Grouping	Mean Value	Goal Category
Actual			
Cooperative			
Planning	A	5.125000	B-4
	A	5.010204	A-1
	A	4.964286	B-2
	A	4.928571	B-3
	A	4.795918	A-2
	A	4.785714	B-1
	B	4.485714	A-4
	B	4.464286	A-3
.....			
Ideal			
Cooperative			
Planning	A	5.738095	B-2
	B A	5.625000	B-4
	B A C	5.540816	A-1
	B D C	5.459184	B-3
	E B D C	5.336735	A-2
	E D C	5.271429	A-4
	E D	5.244898	B-1
	E	5.089286	A-3
.....			
Actual			
Independent			
Planning	A	4.714286	B-3
	A	4.575000	B-4
	A	4.542857	A-2
	A	4.500000	B-1
	B A	4.414286	A-1
	B A	4.400000	B-2
	B C	4.050000	A-3
	C	3.920000	A-4
.....			

Table 9--Continued

Classifi- cation	Alphabet Grouping	Mean Value	Goal Category
Ideal Independent Planning	A	5.65000	B-2
	B A	5.442857	A-1
	B C	5.328571	A-2
	B C D	5.200000	B-3
	B C D	5.200000	B-4
	C D	5.020000	A-4
	D	4.950000	A-3
	D	4.914286	B-1

\*Actual Cooperative Planning Goal Variable: Alpha Level  
= .05, DF = 42, MS = 0.40835

Ideal Cooperative Planning Goal Variable: Alpha Level  
= .05, DF = 42, MS = 0.335305

Actual Independent Planning Goal Variable: Alpha Level  
= .05, DF = 28, MS = 0.387415

Ideal Independent Planning Goal Variable: Alpha Level  
= .05, DF = 28, MS = 0.30894

discussed at the actual and ideal levels of response from the two groups of colleges.

Table 9 shows that the means of each of the eight goal categories with the same alphabet letters were not significantly different. At the ideal level for cooperative and independent planning, there was an overlapping which indicated that those goal categories had characteristics in common. According to Blommers and Lindquist (1960), overlapping presents a less concrete description of the degree of differences which may or may not exist.

The data showed that among the seven cooperative planning colleges, there was a difference in the actual means of the following goal categories in alphabet group A: B-4 Attainment, A-1 Student-Expressive, B-2 Maintenance, B-3 Integration, A-2 Student Instrumental, and B-1 Adaptation. Even though there were no significant differences between the A-4 Direct Service and A-3 Research goal categories in alphabet group B, there was a difference between those two goal categories in alphabet group B and the six goal categories in alphabet group A.

Among the seven cooperative planning colleges, the B-2 Maintenance goal category, at the ideal level,

had the highest priority and did not overlap with the other goal categories. The A-3 Research goal category in alphabet group E had the lowest priority and there was no overlapping. There was overlapping between the six goal categories in alphabet groups B, C, D, and E.

Within the five independent planning colleges, there were no significant differences between the B-3 Integration goal category and the goal categories of B-4 Attainment, A-2 Student Instrumental, B-1 Adaptation, A-1 Student-Expressive, and B-2 Maintenance at the actual level. The B-2 Integration goal category yielded a mean of 4.71, and ranked as a high priority goal category among the group of eight goal categories.

However, there was an overlapping between the A-1 Student-Expressive goal category, the B-2 Maintenance goal category, and the A-3 Research goal category groups, in the A, B, and C alphabet groups. Among those eight goal categories, the A-4 Direct Service goal category in alphabet group C obtained the lowest mean value of 3.92 which indicated that it had the lowest priority when compared to the goal categories in alphabet groups A

and B. This goal category did not overlap with the goal categories in the A, B, or C alphabet groups.

Among the five independent planning colleges, the B-2 Maintenance goal category did not overlap and was statistically different from the goal categories in alphabet groups B, C, and D. It had the highest priority over the other seven goal categories on the basis of the obtained mean value of 5.65. The B-1 Adaptation goal category had the lowest priority according to the low mean value of 4.91. There was overlapping among the goal categories of A-1 Student-Expressive, A-2 Student Instrumental, B-3 Integration, and B-4 Attainment in alphabet groups A, B, C, and D. This indicated that there were no clear significant differences between the overlapping alphabet groups. However, there were significant differences between the two goal categories of B-2 Maintenance and A-1 Student-Expressive in alphabet group A, and the four goal categories of A-2 Student Instrumental, B-3 Integration, B-4 Attainment, and A-4 Direct Service in alphabet group C, as well as between the two goal categories of A-3 Research and B-1 Adaptation in alphabet group D.

In recapitulation, the researcher noted from the data in Table 9 that among the seven cooperative planning colleges at the actual level, the B-4 Attainment goal category had a high mean value, indicating that it had a high priority. The A-3 Research goal category had a low mean value, indicating that it had a low priority. Among the five independent planning colleges, the B-3 Integration goal category had a high mean value, indicating that at the actual level it was given a high priority among the group of eight goal categories. The low mean value on the A-4 Direct Service goal category suggested that it was low priority in the group of eight goal categories.

Among the group of seven cooperative planning colleges, the B-2 Maintenance goal category obtained a high priority, and the A-3 Research goal category obtained a low priority at the ideal level. The five independent planning colleges assigned a high priority to the B-2 Maintenance goal category and a low priority to the B-1 Adaptation goal category at the ideal level. Moreover, it was noted that at the ideal level, both the cooperative planning colleges and the independent planning colleges assigned a high priority to the B-2 Maintenance goal category.

### The Testing of the Hypotheses

Four statistical hypotheses were presented in a null form in Chapter I. The test of significance that was selected to determine if the hypotheses were to be accepted or rejected was the adjusted t-test, the adjusted paired t-test, and Duncan's New Multiple Range Comparison test. The level of significance for testing the hypotheses was established at .05.

Based on the three tests of significance, the following hypotheses were given statistical treatment:

1. There will be no significant statistical difference in the perception of actual and ideal institutional goals between presidents and deans in the participating institutions. Using the adjusted paired t-test as the statistic to determine if there were significant differences, the hypothesis was rejected. Significant differences were found at the  $p = .05$  level of significance.

2. There will be no significant statistical difference between actual or ideal institutional goals between those participating institutions who plan cooperatively and those who plan independently. Using the adjusted t-test, the hypothesis was rejected at the

$p = .05$  level of significance. Significant differences were found.

3. There will be no significant statistical difference in actual and ideal institutional goals of the output substructure and the support substructure as found in the participating institutions. Using the adjusted  $t$ -test, the hypothesis was rejected at the  $p = .05$  level of significance. Significant differences were found.

4. There will be no significant statistical difference in the actual and ideal institutional goals of the eight goal categories as found in those institutions who plan cooperatively and those who plan independently. Using Duncan's New Multiple Range Comparison test, the hypothesis was rejected. Significant differences were found at the level of  $\alpha = .05$ .

### Findings

The following findings can be drawn from the analysis of 94 actual and ideal institutional goal items that were responded to by 11 (92%) presidents and 12 (100%) academic deans:

1. The B-3 Integration goal category, addressed

to the motivational dimension in the support substructure of the universal goal structure, received a high priority among the group of eight goal categories which corresponded with each of the 16 actual high-ranking institutional goal items that comprised the first percentile (34.0) group in the analysis of items. Eleven (92%) presidents and 12 (100%) deans responded.

2. Within the second percentile (34.0) group of 16 actual middle-ranking institutional goal items, the A-1 Student-Expressive goal category, addressed to the intellectual dimension in the output substructure of the universal goal structure was given a high priority by 11 (92%) presidents and 12 (100%) deans.

3. Within the third percentile (32.0) group of 15 actual low-ranking institutional goal items, both the A-4 Direct Service goal category that was addressed to the intellectual dimension of the output substructure, and the B-1 Adaptation goal category that was addressed to the motivational dimension in the support substructure of the universal goal structure were given a high priority by 11 (92%) presidents and 12 (100%) deans.

4. Within the first percentile (34.0) group of 16 ideal high-ranking institutional goal items, the

B-2 Maintenance goal category, addressed to the motivational dimension in the support substructure of the universal goal structure, was given a high priority by 11 (92%) presidents and 12 (100%) deans.

5. Within the second percentile (34.0) group of 16 ideal middle-ranking institutional goal items, the B-3 Integration goal category, addressed to the motivational dimension in the support substructure within the universal goal structure was given a high priority by 11 (92%) presidents and 12 (100%) deans.

6. Within the third percentile (32.0) group of 15 ideal low ranking institutional goal items, the B-1 Adaptation goal category, addressed to the motivational dimension in the support substructure within the universal goal structure was given a high priority by 11 (92%) presidents and 12 (100%) deans.

7. In the analysis of mean differences between 94 actual and ideal institutional goal items, 39 of the items were statistically different at the .05 level of significance.

8. Eleven (92%) presidents and 12 (100%) deans were similar in their perceptions of actual and ideal

perception of that item as an actual and ideal institutional goal than were the group of 11 (92%) presidents.

13. Twenty-two (23%) of the 94 actual and ideal institutional goal items were statistically different at the level of  $p = .05$ . Among the group of 47 actual institutional goal items, 28 (60%) of the items were perceived more strongly by 12 (100%) deans than by 11 (92%) presidents. Out of the group of 47 ideal institutional goal items, 27 (57%) of those items were perceived more strongly by 12 (100%) deans than by 11 (92%) presidents.

14. In a test for statistical differences between eight goal categories that corresponded with one of the 47 actual institutional goal items, six of the eight goal categories were statistically different from two goal categories at the level of  $\alpha = .05$ .

15. Within the same group of eight goal categories that was tested for significant differences at the level of  $\alpha = .05$ , the B-4 Attainment goal category, addressed to the motivational dimension within the support substructure of the universal goal structure obtained the highest rank position according to the high mean value of 4.90. The lowest mean value of 4.25

assigned to the A-4 Direct Service goal category the lowest ranking position.

16. Within the group of eight goal categories that corresponded with one of the 47 ideal institutional goal items that was tested for significant differences at the level of  $\alpha = .05$ , the B-2 Maintenance goal category, addressed to the motivational dimension within the support substructure of the universal goal structure obtained the highest rank position according to the high mean value of 5.70. The A-3 Research goal category obtained the lowest mean value of 5.03. It was the lowest ranking goal category within the group of eight goal categories.

17. The B-2 Maintenance goal category was statistically different at the level of  $\alpha = .05$  from four goal categories in alphabet group B and three goal categories in alphabet group D (see Table 7). The goal categories in alphabet group B were: A-1 Student-Expressive; B-4 Attainment; B-3 Integration, and, A-2 Student Instrumental. The goal categories in alphabet group D were: A-4 Direct Service; B-1 Adaptation; and, A-3 Research. Two goal categories, B-3 Integration and A-2 Student Instrumental in alphabet group B, and one

goal category, A-4 Direct Service in alphabet group D overlapped with an emergent C alphabet group. This revealed additional significant differences.

18. Thirty-three (70%) of the 47 actual institutional goal items were statistically different at the level of  $p = .05$  between seven cooperative planning colleges and five independent planning colleges.

19. Twenty-six (55%) of the 47 ideal institutional goal items were statistically different at the level of  $p = .05$  between seven cooperative planning colleges and five independent planning colleges.

20. Among the eight goal categories that corresponded with one of the 47 actual institutional goal items, the B-4 Attainment goal category obtained a high mean value of 5.13 in the response of seven cooperative planning colleges. The lowest mean value of 4.46 was obtained by the A-3 Research goal category in the response of seven cooperative planning colleges. Six goal categories (B-4 Attainment, A-1 Student-Expressive, B-2 Maintenance, B-3 Integration, A-2 Student Instrumental, and B-1 Maintenance) in alphabet group A were significantly different at the level of  $\alpha = .05$  from two

goal categories (A-4 Direct Service and A-3 Research) in alphabet group B (see Table 9).

21. Among the eight goal categories that corresponded with one of the 47 ideal institutional goal items, the B-2 Maintenance goal category obtained the highest mean value of 5.74 in the response of seven cooperative planning colleges. The lowest mean value of 5.09 was obtained by the A-3 Research goal category. Three goal categories (B-2 Maintenance, B-4 Attainment, and A-1 Student-Expressive) in alphabet group A were significantly different at the level of  $\alpha = .05$  from four goal categories (B-3 Integration, A-2 Student Instrumental, A-4 Direct Service, and B-1 Adaptation) in alphabet group D, and from one goal category (A-3 Research) in alphabet group E. The emergence of alphabet groups B, C, and E caused overlapping to occur in alphabet groups A and D, thus contributing further to significant differences between the goal categories (see Table 9).

22. Among the eight goal categories that corresponded with one of the 47 actual institutional goal items, the B-3 Integration goal category obtained the highest mean value of 4.71 in the response of five

independent planning colleges. The A-4 Direct Service goal category obtained the lowest mean value of 3.92.

23. Six goal categories (B-3 Integration, B-4 Attainment, A-2 Student Instrumental, B-1 Adaptation, A-1 Student-Expressive, and B-2 Maintenance) in alphabet group A were significantly different at the level of  $\alpha = .05$  from two goal categories (A-3 Research and A-4 Direct Service) in alphabet group C. Alphabet group B emerged to overlap with alphabet groups A and C, causing additional significant differences (see Table 9).

24. Among the eight goal categories that corresponded with one of the 47 ideal institutional goal items, the B-2 Maintenance goal category obtained the highest mean value of 5.65 in the response of five independent planning colleges. The B-1 Adaptation goal category obtained the lowest mean value of 4.91.

25. Two goal categories (B-2 Maintenance and A-1 Student Instrumental) in alphabet group A were statistically different at the level of  $\alpha = .05$  from four goal categories (A-2 Student Instrumental, B-3 Integration, B-4 Attainment, and A-4 Direct Service) in alphabet group C and from two goal categories (A-3 Research and B-1 Adaptation) in alphabet group D.

26. The emergence of alphabet groups B and D were the subsequent overlapping of those two alphabet groups with alphabet groups A and C and caused additional significant differences to occur.

27. As an actual institutional goal, the seven cooperative planning colleges gave a high priority to the B-4 Attainment goal category, producing top quality graduates, while the five independent planning colleges gave a high priority to the B-3 Integration goal category which was addressed to obtaining faculty loyalty and commitment. The seven cooperative planning colleges gave the lowest priority to the A-3 Research goal category that was addressed to the need to collect objective data as a basis for instructional improvement. The five independent planning colleges gave the lowest priority to the A-4 Direct Service goal category which was addressed to instructional services for persons or groups outside of the institutional community.

28. As an ideal institutional goal, the seven cooperative planning colleges gave a high priority to the B-2 Maintenance goal category which addressed the need for obtaining facilities, funds, and other operating expenses while the five independent planning colleges

gave a high priority to the B-2 Maintenance goal category as well. The lowest priority was given to the A-3 Research goal category by the seven cooperative planning colleges while the five independent planning colleges gave the lowest priority to the B-1 Adaptation goal category which was addressed to the need to involve faculty and students in institutional governance and cooperative planning.

29. Four null hypotheses were tested with the adjusted  $t$ -test, the adjusted paired  $t$ -test, and Duncan's New Multiple Range Comparison test to determine if there were significant differences. The four hypotheses were rejected at the levels of  $p = .05$  and at the level of  $\alpha = .05$ .

### Summary

Data, which were collected from a questionnaire that was disseminated to the presidents and academic deans of certain private, predominantly black four-year colleges in the southeastern United States, were presented in narrative and tabular form.

Each of the 94 questionnaire items, actual and ideal institutional goals, were analyzed in the following

manner: (a) as a configuration of eight goal categories; (b) as 94 actual and ideal institutional goal items according to the perceptions of the responding presidents and deans; (c) as 94 actual and ideal institutional goal items within the cooperative planning and independent planning colleges; and, as a configuration of eight goal categories within the cooperative planning and independent planning colleges.

The data were treated statistically with the mean, standard deviation, range, and the percentage distribution of the goal categories in high, medium, and low priority groups. In order to test for significant differences, the adjusted t-test, the adjusted paired t-test, and Duncan's New Multiple Range Comparison test were used. The level of significance was established at  $p = .05$  for the adjusted t-test and the adjusted paired t-test. In using Duncan's New Multiple Range Comparison test, the level of significance was established at  $\alpha = .05$ .

The four null hypotheses were tested statistically with the adjusted t-test, the adjusted paired t-test, and Duncan's New Multiple Range Comparison test.

Those four null hypotheses were rejected statistically at the level of  $p = .05$  and  $\alpha = .05$ .

Chapter V, which follows, presents a summary of the study and conclusions based upon the data collected. Recommendations are also made for future research.

## CHAPTER V

### Summary, Conclusions, and Recommendations

#### Summary

This study attempted to compare actual and ideal institutional goals as perceived by presidents and academic deans within certain private, predominantly black four-year colleges in the southeastern region of the United States, and to determine if these goals differed in those institutions which engaged in cooperative planning as opposed to those which engaged in independent planning.

A review of the literature revealed that private, predominantly black four-year colleges were confronted with the problems of a declining student population, a transient faculty population, and budgetary constraints that accentuated the problem of scarce human and material resources. Some analysis of the problems that were imposed by official goals and policies, traditional

academic programs, and limited student and public-related services was needed in order to give direction for future planning.

There appeared to be a need for new goals and new direction if those colleges that had served black students for over 100 years were to compete effectively with larger and more strongly endowed institutions of higher education. A universal goal structure was presented as a strategy for analyzing the institutional goals of the polled institutions in order to study their actual (present) and ideal (future) direction as institutions of higher education.

Parsons (1951) thought that institutions could survive if they addressed their actions for solving problems to the four functional imperatives of goal attainment, adaptation, integration, latency, and maintenance. Gross and Grambsch (1974) suggested a paradigm of output goals that were addressed to academic programs, cultural enrichment programs, research, and public-related services. These output goals were Student-Expressive, Student Instrumental, Research, and Direct Service.

For the purpose of this study, a universal goal structure was formed by using Gross and Grambsch's (1971) suggested output goal categories and Parsons' (1951) functional imperatives as support goal categories. Therefore the resultant goal categories for the output substructure in this study were Student-Expressive, Student Instrumental, Research, and Direct Service. The goal categories for the support substructure were Adaptation, Maintenance, Integration, and Attainment.

The questionnaire, comprised of 47 actual and 47 ideal institutional goal items, was obtained from the literature (Gross & Grambsch, 1974). The study population included the presidents and the academic deans of 13 colleges in the states of Alabama, Florida, Georgia, and Mississippi. Seven colleges were classified as cooperative planning and five as independent planning colleges. Twelve colleges participated in the study. Eleven college presidents and 12 academic deans returned the questionnaire. There was a 92% rate of return from the colleges and an 88% rate of return from the officials.

The statistical treatment of the data included the mean, the standard deviation, and the range between

minimum and maximum values of an item as the descriptive statistics. The parametric statistics were an adjusted t-test, an adjusted paired t-test, and Duncan's New Multiple Range Comparison test. The level of significance was set at .05.

The obtained data were analyzed. Four statistical hypotheses were presented in null form and were tested at the .05 level of significance. Those four statistical hypotheses were rejected. The four null hypotheses were:

1. There will be no significant statistical difference in the perception of actual and ideal institutional goals between presidents and academic deans in the participating institutions.
2. There will be no significant statistical difference between actual and ideal institutional goals between those participating institutions who plan cooperatively and those who plan independently.
3. There will be no significant statistical difference in actual and ideal institutional goals of the output substructure and the support substructure as found in the participating institutions.

4. There will be no significant statistical difference in the actual and ideal institutional goals of the eight goal categories as found in those participating institutions who plan cooperatively and those who plan independently.

### Conclusions

Based upon the findings in this study, the following conclusions were drawn:

1. Obtaining and retaining faculty loyalty and other human and material resources appear to be of paramount importance to the presidents and deans in the colleges polled, since they addressed their priorities to the goal categories of Integration and Maintenance. While this is important it should not be stressed to the exclusion of concern for the student and his needs.
2. Valuing and providing a socio-cultural environment which is conducive to helping black students heighten their awareness of a positive, meaningful cultural ethnicity and identity appeared to be less important to the presidents and deans than faculty loyalty, yet they did see it of importance. Such an environment is important so that black students can develop their potential for

leadership roles in college, and in community life following graduation from college.

3. Involving students in the planning and governance of the colleges was not viewed as very important by the presidents and deans. This should receive a higher priority than it did. Students as well as faculty should be allowed consistent opportunities to provide input for decision-making so that their needs and interests are known and incorporated into program planning wherever appropriate.

4. Direct Service was seen of little importance by the respondents, indicating that they did not see the importance of providing non-traditional instructional programs for persons in the geographic area of the college. The extension of such programs to a non-traditional student population, especially to working adults, would insure that they did not feel insulated from their black community college. It would also assure them that their college recognizes their learning needs and aspirations for upward educational mobility.

5. Little concern appeared in this study for an expanded focus in the student population which these colleges seek to serve, or in a breadth of programs other

than the strictly academic. That is, the focus was on the high academic achiever in a traditional program of studies. Little apparently is being done to develop the skills of the marginal or average student.

6. Concern for the funding of these colleges appeared of greater importance to the respondents than did the development of intellectual and personal capacities of their students. While funds are essential, the neglect of attention to students can be instrumental in blocking such funds as well as in contributing to declining enrollment. Programs must be meaningful and worthwhile for private funds to be generated.

7. Neither the cooperative planning colleges nor the independent planning colleges were focusing upon programs for students. The one focused upon the generation of funds, the other upon faculty loyalty. Both types of institutions need to realize that the program delivery to students should be given top priority if these colleges are to flourish and grow.

8. The academic deans and presidents of these colleges were not in agreement about the instructional or student-related goals for their institutions. If these colleges are to succeed in building academic

programs with more breadth and strength, they need to reason a consensus in regard to the priorities which are given to both actual and ideal institutional goals.

9. The expectations for actual goals needs to be stronger, so that actual goals may more closely approach the ideal goals in each of these institutions.

### Recommendations

The following recommendations appear to be appropriate based upon an analysis of the data and the conclusions which have been drawn:

1. Both cooperative planning and independent planning colleges should give highest priority to instructional related actual and ideal institutional goals which may be addressed to the Student Instrumental and Student-Expressive goal categories.

2. Both cooperative planning and independent planning colleges should give higher priority to the goal categories of Direct Service and Research when those two goal categories are addressed to actual and ideal institutional goals.

3. Institutions of higher education should move toward obtaining a better mesh between actual and ideal

institutional goals. They should increase the level of expectation for actual institutional goals in order to approach the level of expectation for ideal institutional goals.

4. Academic programs that are encompassed in the Student Instrumental goal category and the Student-Expressive goal category should reflect innovative and expanded curricula that would meet the changing educational needs of students, and which would be addressed to a reinforcement of their cultural identity and heritage.

5. The Research goal category should be used to facilitate obtaining objective information about new and innovative instructional programs for the internal and external community, and to assess services that are required to strengthen relationships with groups outside of the institutional community.

6. College presidents and academic deans should share similar perceptions, and achieve consensus concerning actual and ideal institutional goals since the two groups of top officials are responsible for formulating, recommending, and implementing institutional goals.

7. The Adaptation goal category should be given a higher priority since it is addressed to involving

students and faculty in institutional governance and cooperative planning. As an administration-related goal category, top administrators could obtain ideas for change that were more relevant to student learning and which would use faculty skills and contributions more effectively.

8. There should be a re-ordering of priorities from the Maintenance and Integration goal categories in the support substructure which have an administrative and faculty-related focus. A higher priority should be given to the Student Instrumental, Student-Expressive, Research, and Direct Service goal categories in the output substructure of the universal goal structure.

9. The universal goal structure with the configuration of eight goal categories could constitute a required strategy for solving actual institutional goal problems which threaten the survival of private four-year colleges, black and white.

10. Future planning, cooperative or independent, should incorporate the configuration of eight goal categories in a universal goal structure as the strategy for

a more effective allocation of scarce human and material resources.

11. Further study needs to be conducted in the colleges in this study to determine if ideal goals have merged with actual goals and, in effect, have become actual goals.

APPENDIX A

CORRESPONDENCE

760 Ninth Court, West  
Birmingham, Alabama 35204  
June 9, 1977

Paul V. Grambsch, Ph.D.  
University of Minnesota  
Minneapolis, Minnesota

Dear Dr. Grambsch:

I am in the process of developing a research design to conduct a study to meet requirements for the Doctor of Philosophy degree in Educational Administration at The University of Alabama, Tuscaloosa, Alabama. For some time, I had been interested in Talcott Parsons' theory of social systems, particularly where emphasis was given to the functional imperatives of goals for the survival of social systems. This interest evolved from my studies in sociology and as an instructor in sociology at Jefferson State Junior College, Birmingham, Alabama.

Thus, when I decided to apply Dr. Parsons' theory to dissertation research, it was most gratifying to discover that important research had been conducted on the goal structures of major Universities. I am most anxious to use your research instrument (questionnaire) in a research study on the goal structure of predominantly black four-year institutions (colleges and universities) that are located in the southeastern region of the United States. I am writing a similar request to your colleague, Dr. Edward Gross. I discovered the questionnaire in the volume, Changes in University Organization, 1964-1971. Moreover, I was pleased to discover that the questionnaire was a valid and reliable instrument since it had been pre-tested at the University of Minnesota and had been used in significant empirical investigations.

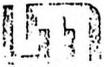
Due to the exigency of time and the constraint of resources, I would find it difficult to develop an appropriate instrument to conduct my research and meet deadline schedules for the completion of dissertation research this summer. Furthermore, I think that my

findings will add to the information that you and your colleague, Dr. Gross, have accumulated and which would be a contribution to the field of knowledge. I will be more than pleased to send you a copy of my dissertation as an expression of appreciation for your assistance.

For your convenience, I am enclosing a self-addressed and stamped envelope to facilitate a reply. I do hope that my request will be approved and an early reply will be forthcoming. Best wishes and continued success.

Sincerely yours,

Amyle Fay Boykin



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Business Administration and  
Graduate School of Business Administration  
Business Administration Building  
271 19th Avenue S.  
Minneapolis, Minnesota 55455

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June 16, 1977

Mrs. Anyle Fay Boykin  
760 Ninth Court, West  
Birmingham, Alabama 35204

Dear Mrs. Boykin:

I am very pleased that you are interested in furthering research in the area which is so close to my own interest. There is a great deal to learn in this field, and I am sure your research will make a contribution.

I am concerned about several matters. First of all, you mention that your population will be the predominantly black four year institutions that are located in the south-eastern region of the United States. This represents a substantial number of all of the four year institutions of this kind. In order to do a meaningful study with this many schools, will require a considerable amount of time and resources. Almost two years ago I conducted discussions with Dean Milton Wilson of the School of Business Administration at Howard University, and a close personal friend, about the possibility of doing a nation-wide study of predominantly black schools. I estimated at that time that to have a reasonable sample of faculty and administrators would require several thousand questionnaires plus the expenditure of time and money. I think you should calculate very carefully the cost which will be incurred and tailor your population to fit your resources. It would be far better to have a smaller population and end up with some data that you can defend rather than a larger study with indefensible and meaningless data.

It might be worthwhile to consider only the colleges within a specific state or to consider only private colleges for example. One of the areas that has been untouched, I believe, is that of the junior colleges such as the institution at which you are located. Some of the statements in our questionnaire would not be very appropriate, but with relatively little editing, you could develop a questionnaire that might fit your needs.

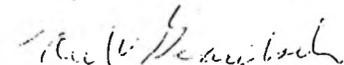
Dr. Gross and I are still hoping to do a national study on the predominantly black schools sometime in the next year or two and it might very well be that your work could act as a pilot for such a project. I trust you will go ahead with the idea, but I would caution that it would be useful to consider your research design very carefully. After all, a questionnaire of the magnitude of ours requires an individual to spend several hours to complete it. If it is to be worth his time it is important that the research design provide useful data.

Mrs. Amyle Fay Boykin  
Page Two  
June 16, 1977

Please keep in touch with me. We are definitely interested in your work and while we welcome the opportunity to have greater use made of our questionnaire, we are also interested in making sure it extends the area of knowledge in a solid way.

I will await your response before giving our concurrence.

Sincerely yours,



Paul V. Grambsch  
Professor

clb

cc: Dr. Edward Gross

760 Ninth Court, West  
Birmingham, Alabama 35204  
June 26, 1977

Dr. Paul V. Grambsch  
University of Minnesota  
Minneapolis, Minnesota

Dear Dr. Grambsch:

I was most pleased to receive your cordial letter of June 16, 1977. Please excuse my delay in responding to your suggestions. The pressure of studying for my doctoral (major) examinations which I took on Thursday and Friday, June 23rd and 24th respectively prevented me from pursuing other necessary activities. In the meantime, I am sharing our correspondence with Dr. Charles Warren and Dr. Nathan Essex, who are my committee mentors at The University of Alabama.

While the Junior College system evokes many thoughtful ideas for scientific inquiry, I am primarily interested in the future of predominantly black institutions in higher education. Perhaps, the interest stems from my matriculation in studies at Fisk University and Atlanta University which culminated in my receiving degrees. As you know, every researchers selection of a topic may be conditioned by a priori experiences that increases interest in topics for research.

When I considered the cost of financing the research from personal resources, I decided to limit the study population to college presidents and academic deans of four-year and private institutions in the Southeast region. I thought that the two population groups in those institutions would constitute an adequate data base to make reliable comparisons as perceptions about goals were analyzed. I am not going to study the power dimension. My focus was the support goal and output goal dimension. I am interested in determining differences in perceptions between the two population groups as institutional goals were

prioritized by rank order of importance in internal institutional planning systems or in inter-institutional cooperative planning systems. My research assumption was that institutions with inter-cooperative networks established different goals and assigned priorities to goals for future institutional behavior.

I hope that this information provides additional insights about my proposed research. As you know, I cannot complete the design until a decision has been made about the research instrument. Therefore, I would indeed appreciate your approving my use of the questionnaire that you and Dr. Gross developed.

I welcome your suggestions and am most pleased about your research which I think is timely. Due to the exigencies of time and other problems, I am not going to try to complete the research in time for an August commencement date. The availability of additional time will enable me to do the thorough job that I think is important to significant research.

Thank you again for your cooperation. I look forward to hearing from you soon. Enclosed is a return enveloped for your convenience. Best wishes to you.

Sincerely yours,

Amyle Fay Boykin

cc: Dr. Charles Warren, University of Alabama  
Dr. Nathan Essex, University of Alabama  
Dr. Edw. Gross, University of Washington



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Business Administration and  
Graduate School of Business Administration  
Business Administration Building  
271 19th Avenue S.  
Minneapolis, Minnesota 55455

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July 1, 1977

Mrs. Amyle Fay Boykin  
760 Ninth Court, West  
Birmingham, AL 35204

Dear Mrs. Boykin:

Your research sounds quite interesting and I see no reason why you should not go ahead. I am worried a little about the small sample. For example, you will have in your population only 17 presidents, and unless you make a super human effort, a number of them may not respond. The academic deans will respond, however, and that will be very good.

We would like to have a copy of your tabulations when the work is that far along. I don't know whether you will be putting them on punch cards, but I would strongly urge you to do so. It is much easier to work with the data off of the computer rather than to do everything by hand. If you do use the computer, a print out of the tabulations is easy to develop.

You have my very best wishes for success. Please do not hesitate to call upon me if I can be of any further assistance.

Sincerely yours,

A handwritten signature in cursive script that reads "Paul V. Grambsch".

Paul V. Grambsch  
Professor

clb

cc: Dr. Edward Gross

APPENDIX B

QUESTIONNAIRE

760 Ninth Court, West  
Birmingham, Alabama 35204  
June 15, 1977

Dear Colleague:

Enclosed is the questionnaire that I discussed in earlier correspondence. The questionnaire is to be used in a study on the goal structure of predominantly black four-year colleges and universities in the South-eastern region of the United States.

The instrument is being sent to college presidents and academic deans of institutions in the region. Your response will enable the researcher to obtain the data on how the goal structure is perceived by administrators. The results will appear in the form of a dissertation. Again, I am soliciting your cooperation by asking you to allocate some time in your busy schedule to respond to the items on the questionnaire.

The success of this investigation depends upon your kindness, generosity, and willingness to answer the questionnaire and return it to me immediately. For your added convenience, I am enclosing a self-addressed, stamped envelope.

May I thank you again for your generous assistance in helping me to meet with success on the completion of this study. Best wishes to you.

Very sincerely yours,

Amyle Fay Boykin

## INSTRUCTIONS

This is a study of how administrators of Black Institutions of Higher Education in the Southeastern of the United States perceive the existing goals of their institutions, and how they think they should be in an ideal situation. The best answer to each statement--both to the actual condition and the ideally expected one--is your personal opinion, your personal perception. Please, make an effort to record the answer that best reflects your perception of each of the goals. The information will be kept confidential.

Please, mark each statement in the right margin according to how much importance you perceive in each of the goals. Please, mark everyone, both for the actual and the ideal situation. Circle 1, 2, 3, 4, 5, 6, depending on how you feel in each case:

1. Do not know or cannot say.
2. It is of no importance.
3. It is of little importance.
4. It is of medium importance.
5. It is of great importance.
6. It is of absolutely top importance.

## THE GOALS OF THIS UNIVERSITY/COLLEGE ARE TO:

- |    |  |        |   |   |   |   |   |   |
|----|--|--------|---|---|---|---|---|---|
| 1. | Hold our staff in the face of inducements offered by other universities and colleges   | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Make sure that on all important issues (not only curriculum), the will of the full-time faculty shall prevail                        | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Encourage students to go into graduate work  | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Protect the faculty's right to academic freedom  | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Provide special training for part-time adult students, through extension courses, special short courses, correspondence courses, et. | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Involve faculty on all college committees  | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Appoint faculty to represent the college on cooperative planning bodies  | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Develop the inner character of students so that they can make sound, correct moral choices   | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Conduct routine student surveys to obtain their ideas for changes  | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|    |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |

- |     |  |        |   |   |   |   |   |   |
|-----|--|--------|---|---|---|---|---|---|
| 10. | Make a good consumer of the student--a person who is elevated culturally, has good taste, and can make good consumer choices                             | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | 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 | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Involve faculty in workshops oriented to student problems  | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Conduct periodic inter-department meetings   | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Make this a place in which faculty have maximum opportunity to pursue their careers in a manner satisfactory to them by their own criteria               | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | Develop greater pride on the part of faculty, staff, and students in their college and the things it stands for  | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | Keep up to date and responsive by identifying with educational planning consortia  | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | Make sure the student is permanently affected (in mind and spirit) by the great ideas of the great minds of history                                      | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |  | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |

18.	Train students in methods of scholarship and/or scientific research, and/or creative endeavor	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
19.	Serve as a center for the preservation of the cultural heritage	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
20.	Orient ourselves to the satisfaction of the special needs and problems of the immediate geographical region	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
21.	Involve students in the government of the university	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
22.	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	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
23.	Keep this place from changing; that is, preserve its peculiar emphases and point of view, its "character"	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
24.	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	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
25.	Carry on pure research	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6

- |     |   |        |   |   |   |   |   |   |
|-----|---|--------|---|---|---|---|---|---|
| 26. | Keep costs down as low as possible through more efficient utilization of time, and space, reduction of course duplication, etc.   | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |   | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. | 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/college | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |   | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. | Protect and facilitate the students' right to advocate direct action of a personal or social kind, and any attempts on their part to organize efforts to attain personal or social goals      | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |   | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. | Produce a well-rounded student, that is, one whose physical, social, moral, intellectual and esthetic potentialities have all been cultivated   | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |   | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. | Assist citizens directly through extension programs, advice, consultation, and the provision of useful or needed facilities and services other than through teaching                          | ACTUAL | 1 | 2 | 3 | 4 | 5 | 6 |
|     |   | IDEAL  | 1 | 2 | 3 | 4 | 5 | 6 |

31. 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/colleges, and respected persons in intellectual or artistic circles)	ACTUAL	1	2	3	4	5	6
	IDEAL	1	2	3	4	5	6
32. Maintain a balanced level of quality across the whole range of programs we engage in	ACTUAL	1	2	3	4	5	6
	IDEAL	1	2	3	4	5	6
33. Make sure the college is run democratically, insofar as that is feasible, with faculty and students involved in an all-college governance body	ACTUAL	1	2	3	4	5	6
	IDEAL	1	2	3	4	5	6
34. Produce a student who is able to perform his citizenship responsibilities effectively	ACTUAL	1	2	3	4	5	6
	IDEAL	1	2	3	4	5	6
35. Accommodate only students of high potential in terms of the specific strengths and emphases of this university	ACTUAL	1	2	3	4	5	6
	IDEAL	1	2	3	4	5	6
36. Assist students to develop objectively about themselves and their beliefs and hence examine those beliefs critically	ACTUAL	1	2	3	4	5	6
	IDEAL	1	2	3	4	5	6

- |  |                 |   |   |   |   |   |   |
|--|-----------------|---|---|---|---|---|---|
| 37. Prepare students specifically for useful careers   | ACTUAL<br>IDEAL | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. Provide cultural leadership for the community through college-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 | ACTUAL<br>IDEAL | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. Encourage applied research through all departments   | ACTUAL<br>IDEAL | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. 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 college  | ACTUAL<br>IDEAL | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. Conduct annual review to make sure that salary, teaching assignments, prerequisites always reflect the contribution that the person involved is making to his own profession or discipline   | ACTUAL<br>IDEAL | 1 | 2 | 3 | 4 | 5 | 6 |

42.	Emphasize expanding the scope of undergraduate instruction by coordinating instructional planning with that of educational consortia	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
43.	Involve faculty in the government of the college	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
44.	Provide a broad scope of student activities to help students identify with future citizenship roles	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
45.	Increase the prestige of the college or, if you believe it is already extremely high, ensure maintenance of that prestige	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
46.	Protect and facilitate the students' right to inquire into, investigate, and examine critically any idea or program that they might get interested in	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6
47.	Maintain top quality in those programs we feel to be especially important (other programs being, of course, up to acceptable standards)	ACTUAL	1	2	3	4	5	6
		IDEAL	1	2	3	4	5	6

APPENDIX C

COVER LETTERS

760 Ninth Court, West  
Birmingham, Alabama 35204  
June 13, 1977

Dear Sir:

I am presently engaged in dissertation research for a Doctor of Philosophy degree in Educational Administration at The University of Alabama, Tuscaloosa, Alabama. My research focus is the goal structure of predominantly black four-year institutions which are located in the Southeastern region of the United States.

I will deeply appreciate your cooperation in my efforts to obtain data from college presidents and the institution's academic deans. In the next few days, I will be sending out a questionnaire that will only take a few minutes of your time to complete. The instrument (questionnaire) will contain 47 items. Your prompt attention to this research will enable me to complete the project to meet requirements for obtaining the degree in the August commencement. In return for your assistance, I will send you a copy of the findings.

I do hope that you will assist me in this endeavor. Thank you again for your cooperation. Best wishes to you.

Sincerely yours,

Amyle Fay Boykin

760 Ninth Court, West  
Birmingham, Alabama 35204  
September 16, 1977

Dear Colleague:

Now that the pressures of new academic year concerns have subsided, I hope that you can give me a few minutes of your committed time. Although I am an instructor in Sociology at Jefferson State Junior College, I am in the process of completing requirements for the Ph.D. degree in Educational Administration at the University of Alabama in Tuscaloosa, Alabama

To finalize dissertation requirements, I need your assistance in completing the enclosed questionnaire. My dissertation topic pertains to the goal structure of predominantly black private liberal arts colleges that are located in the Southeastern region of the United States. Only college presidents and academic deans were selected as respondees. Therefore, my groups are small and your assistance is greatly needed to complete the study. All responses, of course will remain anonymous. Since I am a graduate of a liberal arts college, Fisk University in Nashville, Tennessee, I feel that the subject is important and most timely.

In the interest of academic progress, I do hope that I can prevail upon you for your prompt assistance. For your convenience, I am enclosing a stamped return envelope. Thank you again for your cooperation and most needed assistance. I look forward to receiving the completed questionnaire.

Best wishes to you for a most successful academic year.

Sincerely yours,

(Mrs.) Amyle Fay Boykin

760 Ninth Court, West  
Birmingham, Alabama 35204  
September 26, 1977

Dear Colleague:

In my correspondence of September 16, 1977, I failed to indicate a desired date for the return of the questionnaire that was sent to you on that date. It is really urgent that I receive the questionnaire by October 6, 1977 or before that date.

I am eighty percent through with the work involved in completing the research for the completion of my dissertation. Your prompt cooperation would enable me to be one hundred percent through in time to meet some eminent deadlines of the graduate school at the University of Alabama, Tuscaloosa, Alabama. Can I count on you?

Thank you again for your time and gracious cooperation.

Sincerely yours,

(Mrs.) Amyle Fay Boykin

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## REFERENCES

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