

ASSESSING QUALITY IN MIDWEST ADULT DEGREE
COMPLETION PROGRAMS: AN EXPLORATORY STUDY

By

JENI MCRA Y

B.S., Oklahoma City University, 1995
M.S., Newman University, 1998

AN
ABSTRACT OF A DISSERTATION

Submitted in partial fulfillment
of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Educational Leadership
College of Education

Kansas State University
Manhattan Kansas

2005

ABSTRACT

There has been a steady rise in the number of adult degree completion programs in the last twenty years, and predictions indicate the trend will continue. Simultaneously there is a growing concern for quality in higher education. One of the ways that any organization can assess quality is to gain consensus from a variety of stakeholders as to what institutional goals should be pursued and then measure the level to which those goals are met. The Institutional Goals Inventory consists of 90 goal statements that measure 20 outcome and process goal areas and asks a variety of stakeholders to assess perceptions of both real and ideal goals within an institution. This exploratory, descriptive study polled faculty, students and administrators (n=224) in three Kansas area adult degree completion programs. Questions guiding this study included finding out what goal areas the various stakeholders deemed most and least important, whether or not there was a significant difference in those perceptions between stakeholder groups and/or institutions, and how well each of the institutions is meeting the goals their stakeholders deem most important. Results indicate that all stakeholder groups agree that the Principles of Good Practice for Alternative and External Degree Programs both is and should be important in these programs. Other highly ranked real and ideal goal areas were Academic Development, Community, and Intellectual Orientation. The results also show that while there is a fair amount of consensus among and between stakeholders and institutions on real and ideal goal in these programs, in virtually all instances the stakeholders rated all ideal goal areas as significantly higher than the real goal areas. Several recommendations for adult degree completion programs are offered as well as a lengthy list of suggestions for future research.

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Major Professor
Dr. W. Franklin Spikes

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CHAPTER ONE – INTRODUCTION

The landscape of higher education changed dramatically towards the latter end of the 20th century. While many social, political, economic, and institutional events contributed to this altered landscape (Maehl, 2004), the two events which are most pertinent to the focus of this study are the simultaneous rise in nontraditional programs in higher education (American Council on Education, 1990; Donaldson & Graham, 1999; Kasworm, 1990, 1994) and the growing concern for quality in higher education (Baker, 2002; Cleary, 2000; Culver, 1993; Hu & Kuh, 2000).

Background

The American Council on Education (ACE, 1990) published a comprehensive report detailing a sharp and steady rise in nontraditional students and the programs that serve them, and found that beginning in the 1960's many alternative and external degree programs were created to increase access to a growing number of adult professional students. Characteristics of these programs, including both content and delivery, have evolved over the years. Some were simply traditional programs moved off campus or delivered at night or on the weekend; others were programs that stretched the traditional ideas about content, delivery, power, knowledge construction and purposes of higher education. Most of the nontraditional programs provided features such as flexible scheduling, student-designed majors, credit for prior learning or experiential learning, distance learning, self-directed independent study, and/or on-site evaluation. Names for these types of programs varied, and included external, off-campus, individualized, weekend, special, or alternative programs.

In addition to varying names, various administrative structures for these alternative programs also existed. “The degree program may be the single goal of a free-standing

institution; it may represent a major unit within a college or university; it may be an extension of other institutional services; or it may be a small department within a larger college or university” (American Council on Education, 1990, p. 6).

As enrollments continued to increase throughout the years, more and more colleges and universities began serving the adult population. In fact, as early as 1990, Spanard (1990) argued that almost every college and university had at least one of these types of programs. While the most recent “Condition of Education” report published by the National Center for Education Statistics (2002) does not reveal the exact number of alternative programs, or the number of institutions presently offering such programs today, it does estimate that 73% of all students in postsecondary institutions today are nontraditional in some way, a statistic that supports the inference that these nontraditional programs will likely continue to proliferate.

Adult Degree Completion Programs

One of the most common types of alternative programs to emerge from the plethora of nontraditional programs is the Adult Degree Completion Program, which a North Central Association of Schools and Colleges Task Force described in the following way:

An adult degree completion program is one that is designed especially to meet the needs of the working adult who, having acquired sixty or more college credit hours during previous enrollments, is returning to school after an extended period of absence to obtain a baccalaureate degree. The institution’s promise that the student will be able to complete the program in fewer than two years of continuous study is realized through provisions such as establishing alternative class schedules, truncating the traditional semester/quarter time frame, organizing student cohorts, and awarding credit for prior learning experiences equivalent to

approximately 25 percent of a bachelor's degree credit hour total. (Taylor, 2002,p. 2).

The American Council on Education (1993) identified 100 of these programs in the United States as of 1983; by 1993 the number had risen to 283. By 1999, the North Central Association (NCA) of Schools and Colleges identified 110 institutions in its accreditation region alone, a region that currently serves 980 schools (NCA, 2004) that fit the above definition. In 2002, the NCA predicted this number had risen or at least remained somewhat steady (Taylor, 2002). Data which describes the current profile of these types of programs nationwide is not available, either, because comprehensive research on degree completion programs is scarce (Maehl, 2004).

Concern for Quality

Along with to the rise in the number of nontraditional programs came a concern about the quality of higher education (; Cleary, 2000; Culver, 1993; Hu & Kuh, 2000). A report on the status of education in this country entitled "A Nation at Risk" was published in 1983 (NCEE, 1983). This report was concerned with how the overall educational system in this country was rapidly becoming inferior to those of other nations, thus placing America at risk for not being able to effectively compete in a global market. The overall efficiency and effectiveness of all types of educational institutions became imperative almost overnight (Baker, 2002; Culver, 1993). Many institutions began evaluating and assessing specific outcomes of education. This was true at all levels of education in general, but the concern for quality in higher education of nontraditional programs was especially great for many reasons, including the explosion of "diploma mills."

Miller (1991) investigated the topic of “diploma mills.” She found results that would startle many who care about the quality of higher education institutions. Among things she discussed were organizations who would create fake degrees for a fee, and “schools” that award students a doctor of philosophy degree in religion for studying a new condensed version of the Bible, getting a score on a twenty-question test, and mailing in a \$100.00 fee.

Miller (1991) also contacted some nontraditional colleges, none of which were associated with degree-granting institutions. Many of them were not regionally accredited or associated with the Council on Postsecondary Education, which accredits accrediting agencies. Most, however, reported they were accredited by some official-sounding organization. Upon closer investigation, many of these “accrediting agencies” require little more than a fee for their stamp of approval (Miller, 1991).

The National Postsecondary Education Cooperative (1997) and Cleary (2001) both explored other reasons for the increase in concern with quality in higher education. Their findings included information about: employers’ dissatisfaction with college graduates, increasingly stringent accreditation requirements, issues of economic competitiveness, heightened news attention relating to financial mismanagement at colleges and universities, and baccalaureate recipients who do not secure employment despite a healthy economy.

Additionally, as financial support for higher education is becoming more scarce, costs are rising. According to the Chronicle of Higher Education Almanac (2002), more than 4,100 public and private education service providers expend more than \$195 billion educating more than 14 million students each year. More than twenty per cent of that amount originates from state taxpayers. In 1991, for the first time in over 30 years, state funding for higher education dropped (Michael, Sower, & Motwani, 1997). Baker (2002) asserts that public confidence in higher

education declined also due to a shift in values from viewing education as an individual benefit to a societal one where direct and immediate return on investment was demanded. For all of the preceding reasons, an environment where accountability became of paramount importance (Baker, 2002; Cleary, 2001) was created.

Assessing Quality

Assessing quality in any organization is a highly complex process. This is particularly true in higher education, which has always enjoyed a large degree of diversity in structure and governance (Kerr, 2001). Today, there are numerous sizes and types of institutions of higher learning with varying missions and programs., The Carnegie Classification of Institutions of Higher Education, the most common classification system for higher education, identifies 2,272 institutions in the United States that offer baccalaureate degrees of some sort (Carnegie Foundation for the Advancement of Teaching, 2001).

In addition to the wide array of types of higher education institutions, many other factors contribute to the complexity of assessing quality in higher education. There are many different opinions about what the purposes of higher education are, and what the particular outcomes and processes should be (Breckon, 1989; Culver, 1993; Donald & Denison, 2001). This is true for institutions as a whole and true for the programs within those institutions. However, even if these issues are addressed, another layer of complexity arises when attempting to gain agreement about how to measure and assess the attainment of those outcomes and processes (Harvey & Green, 1993).

Given all these circumstances, this research focuses upon how to assess quality in adult degree completion programs. The American Council on Education has published “Principles of Good Practice for Alternative and External Degree Programs for Adults,” which the North

Central Association and other regional accrediting bodies agree should apply to adult degree completion programs. Despite this, minimal research has been conducted to assess the level to which these programs are following these or any other uniform guidelines. More germane to this study is that no research has been conducted to determine the extent to which stakeholders in adult degree completion programs agree on which principles to apply or how to apply them.

So, how do we begin to answer questions regarding quality in adult degree completion programs? A few alternatives exist. One is to look towards models of assessing quality in traditional higher educational programs. Another is to look at business models of assessing quality.

Traditional Higher Education Models

Over time, higher education institutions have used several different models to define what quality in education means. Among them are the input-environment-output model (Astin, 1994), the reputation and resources model (Astin, 1985), the student satisfaction model (Betz, Klingensmith, & Menne, 1990), the alumni satisfaction and productivity model (Pascarella, 2001), the student engagement model (Hu & Kuh, 2001), and the faculty research productivity, attainment of desired outcomes, and performance indicator systems models (Cleary, 2001). With this in mind, Stuart (1995) examined reputational rankings of colleges and universities from 1870 and discussed the quality of the current ranking systems employed by U.S. News & World Report and Money Magazine, which are highly popular with consumers, but which likewise have several weaknesses (National Opinion Research Center, 2002). Additionally, accreditation reviews are frequently conducted to make sure that whole institutions are meeting minimum standards (Baker, 2002). Many argue that more than “minimum” standards should be met and

agree that accreditation is only one step in the whole process of evaluating quality in higher education.

Quality is a multi-dimensional concept. No one model has been embraced by all, nor is one model applicable to all. In fact, many of the current models used today to rate and rank institutions of higher education are not applicable to some institutions or programs, most specifically those colleges or programs that serve exclusively adult, professional students (Baker, 2002; Hussman, 1979).

Business Models

In addition to looking at traditional methods of assessing quality in higher education, it is beneficial to consider some recent trends in the business sector that have been applied in college and university settings.

One growing trend is to turn to the business sector's success with Total Quality Management (TQM) to serve as a model for how to define and measure quality in higher education. While there is some resistance to this, and there are some areas of concern with how appropriate business models are for higher education, it is nevertheless being done more and more. Rubach (1994) showed that 414 educational institutions in the United States have implemented either quality improvement practices in their administration or quality-related courses in the curricula, or both. This is a 43 per cent increase from the year before. There is nothing to suggest that this trend is slowing.

Several schools have had self-reported success implementing TQM, including Oregon State University, which is generally considered one of the leaders of the TQM movement in higher education. Other schools include Northwest Missouri, Harvard, Boston, Columbia, Northern Arizona and Tennessee (Michael, Sower, & Motwani, 1997).

Total Quality Management is best defined as a general management philosophy and set of tools which allow an institution to pursue a definition of quality and a means for attaining quality, with quality being seen as an activity of continuous improvement, which is measured by customers' contentment with the services they have received (Blow, 1995; Brown & Koenig, 1993; Greenbaum, 1993; Harris & Bagget, 1992). It intersects somewhat with strategic and institutional planning, but offers more precise, specific definitions and criteria.

So, according to the general definition above, quality is what the customer says it is. In higher education, who is the customer? Deciding the answer to that question is both a controversial and problematic exercise. In fact it is one of the biggest challenges to implementing TQM in higher education. Reavill (1997) argues that the service model is not accurate in its definition of customer and offers a "stakeholder" model instead. He argues that there are nine possible stakeholders in education: student; employer; family and dependants of the student; universities and their employees (faculty, staff, administrators); suppliers of goods and services to the university; other universities; commerce and industry; the nation, as represented by government; and local and national taxpayers.

Using such a schema as this, and after the primary stakeholders in higher education have been identified (usually acknowledged at a minimum to be students, faculty and administrators), the institution must then define what those stakeholders want. In this way, an organization can set the goals for achieving its mission, another universally agreed upon necessity for achieving "quality." Who sets those goals? Do the stated aims and objectives address the needs of all the stakeholders? How does an organization strike a reasonable balance between the stakeholders' needs when those needs conflict? These are some of the questions guiding this study.

Rationale for Study

Adult students who are part of a traditional campus environment and take classes with traditional students from traditional faculty are likely markedly different from those adult learners who are enrolled in adult degree completion programs (Kasworm & Blowers, 1994). Likewise, the programs themselves, in terms of content, delivery, time frame, governance and structure are often markedly different (Alden, 2001; Kasworm & Pike, 1994; Miller, 1991; Taylor, 2002).

Astin (1993, 1994) and Kasworm (2003) argue that it is problematic to assess quality these days without acknowledging that there are important differences between alternative degree programs and traditional higher education programs. Many of the current research efforts underway to assess outcomes of any type risk serious confounding variables if they do not separate the type of student/program they are seeking to study. Astin (1993) states:

...it would be a serious mistake to lump “nontraditional” students together with traditional age full-time students in a single study. Anyone who has worked with adults and part-timers knows full well that the issues and problems confronting [this population] are quite different from those confronting the traditional age full-time student. (p. xviii)

Kasworm (1990, 2000) also posits that because environmental and social effects are very different for both groups, a study of nontraditional students is necessary but difficult because they don't pass through the same screens and orientation procedures that traditional aged students do. Unfortunately, most of the current assessments ranking efforts in higher education do exactly what these researchers warn against. Colleges and universities are studied as a whole,

with little regard for any individual programs except perhaps business and engineering, and even then, there is rarely any mention of alternative programs existing within these structures.

This set of circumstances then provides a solid rationale for studying nontraditional programs that exclusively serve adult professional students separately from traditional undergraduate programs or even those courses or programs that serve both traditional and nontraditional students. The indicators of quality and educational goals of a variety of stakeholders in these types of programs are often very different than those of traditional model stakeholders (Cleary, 2001) and thus clearly merit further attention and examination.

Statement of the Problem

To date, there has not been a comprehensive look at how the institutional/program goals of adult degree programs are set, whether or not there is agreement among the stakeholders as to what the goals should be, and how those goals compare to each other or to other baccalaureate programs. Relatively few studies have focused specifically on quality in degree completion programs for adult undergraduate students. A report published jointly by the Council for Adult and Experiential Learning, and the American Council on Education (1993), states “remedying the dearth of research on quality issues in adult learning ... available to institutions, practitioners, administrators and consumers is both an immediate and long-term need” (p. 28).

More importantly, and more germane to this proposed study, is that no studies have determined, from a multi-stakeholder perspective, what are acceptable criteria of programmatic quality in adult degree completion programs. Cleary (2001) argues that existing research which outlines methodologies for determining the quality and effectiveness of educational service providers has lacked depth because “no identified investigation has queried multiple stakeholder groups... ” (p. 4) to ascertain the specific indicators of quality within individual programs.

Instead, “educational practitioners have typically been asked to offer assessment measures appropriate to the broader academy” (p. 5).

Evaluating the quality of educational programs is a multi-step, highly complex process. In order to effectively rank, rate and make comparisons among different types of institutions and programs, often a goal for consumers and colleges and universities (Stuart, 1995), developing an understanding of the goals of those institutions/programs is required (Joy, 2001; Koss, 1987; Peterson, 1970; Vinson, 1982). Peterson (1970) and other researchers (Cleary, 2001; Dyer, 1963) argue it is only in evaluating the content and attainment of stated goals that some measure of quality can be determined. Indeed, regional accrediting commissions have incorporated criteria based upon goal achievement and the level of agreement with regard to institutional results and institutional intentions as the primary indices of higher educational quality and effectiveness (Baker, 2002).

Statement of Purpose

One of the indicators of quality, by almost anyone’s definition, is that an organization’s key stakeholders must define goals specific to the organization’s mission (Peterson, 1970; Petersen, 1999; Reavill, 1997). Thus, in keeping with this idea, this study seeks to measure the level of congruence between students’ and faculty members’ perceptions of both real and ideal program goals, as measured by the Institutional Goals Inventory, and applied to university level adult degree completion programs.

Instrumentation

The Institutional Goals Inventory (IGI) is an instrument which is designed to help various stakeholders identify, assess and reach consensus about institutional goals (Beil, 1996). The original IGI, a copy of which can be found in Appendix A, consists of 90 goal statements, each

to be rated as to its perceived importance. Eighty of the statements are clustered, four a piece, into 20 goal areas, as shown in Appendix B. The remaining 10 questions each reflect a goal judged to be sufficiently important to be included, but as a single statement only. For each goal statement, the respondent completes a five-point rating scale ranging from “of no importance” to “of extremely high importance.” For each of the 20 goal areas the inventory provides two group means: an is response, which represents a respondent’s perception of the present importance of the goal, and the should be response, signifying the respondent’s opinion of how important that goal ought to be for the institution. In addition to the 20 goal areas, the instrument also leaves room for locally made, institution-specific goals statements to be added particular to each responding institution. Discussing these “is” and “should be” ratings using those technical inventory terms can be cumbersome, so throughout this study they will be referred to instead as “real” and “ideal” goals, respectively.

While the IGI was developed for individual institution-wide goal planning, this exploratory study used a slightly modified instrument, which focused on collecting information at the program level. The modified version of the IGI appears in Appendix C and was designed to ascertain what administrators, faculty and students perceive to be the real and ideal goals in several Midwestern, urban adult degree completion programs. The goal statements that were added to the modified version of the IGI were included in order to determine the level to which these programs are following the *Principles of Good Practice in Alternative and External Degree Programs*. A detailed list of the principles and sub-principles can be found in Appendix D. The added goal statements can be found in Appendix E.

Research Questions

The following research questions guided this study.

1. What real and ideal goal areas, as defined by the Institutional Goals Inventory, do faculty, students and administrators perceive to be most important in the Adult Degree Completion Program with which they are associated?
2. Are there specific real and ideal goal areas where stakeholder groups in adult degree completion programs significantly differ in their ratings?
3. Are there significant differences in real and ideal goal ratings between institutions that offer adult degree completion programs?
4. How well is each of the institutions meeting ideal goals, according to each stakeholder group?

Significance of Study

This research represents an early attempt to understand the complex process of evaluating the presence or absence of quality in adult degree completion programs. Defining institutional goals is merely one of the very beginning steps to assessing and determining quality in any institution. It is the one component that is agreed upon by strategic planners and leaders in the quality movement. “Quality ratings of institutions are most commonly performed in light of institutional goals” (National Opinion Research Center, 2002). Much research supports the fact that a clear statement of goals and objectives is the most important tool administrators can have for long range and short-term decision-making. Henry Dyer (1963) said:

...there are three major classes of institutional problems in which measurement is indispensable. They are: (a) the definition of institutional goals, (b) the determination of how well the goals are being met, and (c) the identification of factors that facilitate or impede the goals. (p. 459)

Hopefully, the results of this research will provide at least preliminary answers to the first two in order to spark productive discourse on the third.

Delimitations

1. This study is limited to the responses of stakeholders in three small private Kansas liberal arts adult degree completion programs and therefore may not be representative of degree completion programs in other geographical areas or other types of institutions.
2. This study is limited to seeking information from only three adult degree completion program stakeholder groups – faculty, students and administrators.
3. The Institutional Goals Inventory was designed to be administered campus-wide rather than within an individual program.
4. There may be other aspects of quality in adult degree completion programs that were not measured by the Institutional Goals Inventory.

Definitions

The following definitions are used in this study:

Adult Degree Completion Program (ADCP): For the purposes of this study a modified broader version of NCA's definition (Taylor, 2002) will be used. An *adult degree completion program* is one that is designed especially to meet the needs of the working adult who, having acquired at least 35 college credit hours during previous enrollments, is seeking a baccalaureate degree. Characteristics of the program may include a combination of the following: alternative class schedules, truncating the traditional semester/quarter time frame, organizing student cohorts, offering classes at sites remote to the main campus of the institution, offering online classes, and/or awarding credit for prior learning experiences equivalent to no more than 25 percent of a bachelor's degree credit hour total.

“Nontraditional” or Adult Student: This study identifies nontraditional students as those who are at least “moderately nontraditional” according to the National Center for Education statistics, which means that they meet at least two of the following criteria:

- ♦ Delays enrollment (does not enter postsecondary education in the same calendar year that he or she finished high school);
- ♦ Attends part time for at least part of the academic year;
- ♦ Works full-time (35 hours or more per week) while enrolled;
- ♦ Is considered financially independent for purposes of determining eligibility for financial aid;
- ♦ Has dependents other than a spouse (usually children, but sometimes others);
- ♦ Is a single parent (either not married or married but separated and has dependents); or
- ♦ Does not have a high school diploma (completed high school with a GED or other high school completion certificate or did not finish high school).

Faculty Member: A faculty member is anyone who has taught three or more ADCP courses within the last calendar year.

Administrator: An administrator is anyone who is defined by the institution as having an administrative or management position in the ADCP program with significant decision-making, academic or strategic planning as part of his or her job function. This also includes those who directly supervise administrators/managers of the ADCP program.

The following terms are provided by Romney & Bogan (1978), who have worked extensively with the IGI and are directly applicable.

Mission: The statement of mission for an institution or organization is a statement of its enduring purpose. As such, it describes only the most general focus or direction. Mission statements tend to be very similar for institutions of the same general type (p. 19).

Goals: The goals for an institution represent circumstances sought in pursuit of its mission. Like missions, goals are stated in rather broad, qualitative terms, but they are more specific than mission statements.

Summary

This study is an exploratory descriptive study where both real and ideal goals, as measured by the Institutional Goals Inventory, were assessed by faculty, students, and administrators in three Kansas area adult degree completion programs. Hopefully, the results hopefully provide insights for program administrators in the areas of strategic planning and institutional goal setting.

CHAPTER TWO – LITERATURE REVIEW

This chapter is divided into five sections. The first section provides a relatively brief history of higher education up to 1960. It includes sections on research universities, liberal arts religious colleges and community colleges. The second section discusses the current state of higher education today, specifically in the rise of nontraditional programs and students since 1960. The third section discusses the complex concept of quality and the role that educational goal setting plays in assessing the attainment of quality in higher education. The fourth section details the history of and specific studies utilizing the Institutional Goals Inventory. Lastly, the fifth section focuses on the history of and specific research studies having to do with adult degree completion programs.

A Historical Perspective on American Higher Education

The roots of the university date back to the 4th century B.C. Competing philosophies about the uses and purposes of education have also dated back that far. The Academy of Plato and the Lyceum of Aristotle are the earliest examples of institutional education in philosophy. At that time, the ultimate goal was to seek truth and wisdom, and was aimed at developing the entire person from an emotional, physical, and intellectual perspective. The Sophists also had schools at this time and their focus was on advancing the attainable skills of life rather than discerning the unattainable nature of the truth. The Pythagoreans, also active in the 4th century, sought philosophical answers in mathematics and astronomy. Humanists (Platonists), professional specialists (Sophists), and research scientists (Pythagoreans) would thus seem to all have their roots at relatively the same time and place in history (Kerr, 2001). Formal institutional higher education has existed in some form or another since.

The Renaissance brought a major shift in societal attitudes about the nature of education and in the institutions themselves. This was the era of enlightenment, a period of “explorative intellectualism when scholars such as Galileo Galilei, Johannes Kepler, Nicolaus Copernicus, Francis Bacon, Sir Isaac Newton, and Rene Descartes, totally transformed...Western society” (Spies, 2000, p 23). Humanism was born, and the sciences, geography, history, mathematics, music, and other applied sciences were added to educational curricula. Because of various societal forces, even the religious institutions, (both Protestant and Catholic) began teaching secular subjects (Kerr, 2001).

American higher education began towards the end of the Renaissance with the founding of Harvard College in 1636. Sixty years later, William and Mary was established, followed by Yale, Princeton, Columbia, Brown, University of Pennsylvania, Rutgers, and Dartmouth. These were the only nine institutions of higher learning that predated the American Revolution. After the United States was formed, and hence overall national and individual state identities were being established, many colleges and universities were born. Initially the offerings were classical: Latin, Greek, philosophy, rhetoric, religion, and mathematics. By 1861 there were about 250 colleges in the US. Of those, 185 still exist in some form or other today.

Change in higher education came slowly for the next two centuries. Two hundred years after the founding of Harvard, the curriculum was still classical, because so many of the colleges and universities were founded by religious institutions for religious purposes. The purposes of higher education in colonial times were to “train ministers” and “to educate professional men” from the upper classes of colonial society (Brubacher & Rudy, 1976, p. 6). Most were modeled after the British examples of Oxford and Cambridge. At this time, all college presidents and

most of the faculty in early American institutions were members of the clergy, and many of the graduates went on to become clergymen as well.

Research Universities

The most significant forces to shape modern higher education happened during the period of time between the latter part of the Industrial Revolution and the end of WWII. This was the period of development for the modern university and it coincided with the establishment of land grant colleges. These two forces taken together provided the basis for how our higher education system is governed today.

The first force came in around 1876 when Johns Hopkins, a highly respected institution at the time (and still today) added a graduate school that focused heavily on research. This was based on the German model of a university, specifically of Berlin, where the emphasis was on philosophy, science, research and graduate instruction, and freedom for students and instructors (Kerr, 2001).

Also during the latter part of the 19th century, Charles Eliot succeeded in transforming Harvard College into a model that the modern university follows by placing more emphasis on professional and graduate education and research (Grant & Riesman, 1978). He also transformed the way classes were designed and delivered by being the first to successfully implement the elective system (although others had tried and failed before him). Eliot envisioned a curriculum where the students had much more freedom in designing their courses of study. He believed “electivism” respected the individual talents, interests and worth of every student. He identified electives with liberty, better teaching, and the rise of desired specialization (Grant, 1978). Eliot was not fond of classical higher education. While he understood it had its place, he believed that Harvard should be more progressive and produce

graduates who were allowed and even encouraged to take more courses in applied science, economics, and mathematics. He felt this would provide support for the emerging industrial manufacturing class. The elective system sprung up literally thousands of courses. Faculty were free to create individualized, specialized courses, and students were free to take them (Kerr, 2001).

The second force occurred in 1862 when the US Congress passed the Morrill Act, which charged that each state was to be given 30,000 acres of land for each member of the states' Congressional delegation. The purpose of the land was to set up public colleges to teach agriculture and engineering. Some existing colleges were converted to land grant institutions, while others were newly established. Until this time, most colleges and universities were private and largely catered to the elite or prestigious few. Now, with the passage of the Morrill Act, the government was making education possible for the masses, and for very practical purposes. The idea that college was available to everyone began to take on. Adding to the strength of these colleges and universities was a supplemental law passed in 1914 in which Congress created the Agricultural Extension Service as a way to disseminate university-based research information to farmers and the communities at large.

All of these changes that were taking place in higher education sparked vigorous debate about the goals and purposes of higher education. Some waged what Kerr calls a "counterrevolution" (2001, p. 13) and tried to take colleges and universities back to Plato and Aristotle and focus more on core coursework than electives. Then too there began an increase in the social aspect of college life; extracurricular activities were on the rise. During the first part of the twentieth century many residence halls, counseling centers, student unions, and undergraduate libraries emerged on campus. Most notably, there was a sharp rise in the interest

of collegiate sports. As a result of the adoption of the elective system, as well as the creation of land-grant universities, there was little uniformity in the higher education curricula of the day. The entire system seemed to be in disarray. As always, there were numerous philosophies and experiments determined to put it all back together again (Rudolph, 1981).

It was at this time that the trend towards liberal general education thus emerged. The idea was to restructure undergraduate requirements so as to reflect democratic principles and define and enforce a common curriculum (Goodchild, 1997; Rudolph, 1981). The philosophy of this movement was that the college-educated person should be well-rounded, not too specialized. The elective system had given way to more scientific and material thought. Many thought there should be a restructuring to include a broad base of humanities, religion, and moral philosophy for the first two years of college, with a more concentrated study the last two years. Many turned to the “Great Books” curriculum (Rudolph, 1981). Kerr sums it all up best when he says:

Out of all these fragments, experiments, and conflicts a kind of unlikely consensus has been reached. Undergraduate life seeks to follow the British, who have done the best with it, and an historical line that goes back to Plato; the humanists often find their sympathies here. Graduate life and research follow the Germans, who once did the best with them, and an historical line that goes back to Pythagoras; the scientists lend their support to all this. The ‘lesser professions’ (lesser than law and medicine) and the service activities follow the American pattern, since the Americans have been best at them, and an historic line that goes back to the Sophists; the social scientists are more likely to be sympathetic...The resulting combination does not seem plausible

but has given America a remarkably effective educational institution. (pp. 13-14).

He calls this the “multiversity.” According to the Carnegie (2001) classification, there are 166 Doctoral/Research Universities in America today.

In addition to the creation of the modern research university, other changes were happening in the latter part of the nineteenth century and early part of the 20th century that would greatly impact higher education as a whole. These included the role that smaller higher education institutions and community and junior colleges played.

Smaller Colleges

All of the very early colleges in America were established by religious bodies or by laymen interested in training clergy. Most of the early church-related institutions of higher education were sponsored by Presbyterians and Congregationalists. Other denominations followed suit including Methodists, Baptists, Episcopalians, Quakers and Universalists. With the wave of Catholic immigrants that came to the United States from Ireland and Italy came an accompanying surge in the establishment of Catholic colleges and universities. While most of these colleges were either teachers’ colleges or had classical traditions in what we now call the Liberal Arts, they too were forced to change some of their structure and administration because of the same societal impacts that helped shape the research universities.

By the end of the nineteenth century most of these institutions were run by laymen and were largely secularized. Today, while many of these institutions still exist and have mission statements that reflect their church related roots, the fact is that the once pervasive influence of religion in the intellectual and cultural life of America’s preeminent colleges and universities has all but vanished (Marsden, 1994).

Today there are several different types of church related institutions. Some are research universities, some are comprehensive colleges, some are liberal arts colleges. There are Roman Catholic universities (Notre Dame), mainline Protestant universities (Emory and the University of Chicago), evangelical Bible colleges (Oral Roberts University), and liberal arts institutions of all religious varieties (Allegheny). Other types of colleges have also had an effect on America's higher education system as a whole. They include the small colleges begun exclusively for women (Vassar, Wellesley, Radcliffe, Barnard, Bryn Mawr, and Smith) and for African-Americans (Tuskegee Institute, Hampton Institute, Fisk University, Howard University).

Community Colleges

By the end of the nineteenth century a few private colleges offering only two years of college-level study had been established. They were most often considered finishing schools for young women. The very first public junior college was opened at Joliet Illinois in 1901 for the purpose of providing the first two years of undergraduate study to those who wished to transfer to University of Chicago. This began a trend in other areas to do the same. Almost all early two-year colleges had requirements that mirrored the first two years of undergraduate study at four-year institutions and primarily served those students who were planning to continue on to earn a baccalaureate degree. The surge in community college continued throughout the latter part of the 20th century.

There are currently almost as many associate degree-granting colleges listed in Carnegie's 2002 classification as there are all other colleges combined. There are 1,025 2-year colleges in the United States, most of which were created only in the last 50 years, so the impact of community and junior colleges on higher education cannot be overstated. In fact, associate's college make up 42% of all institutions of higher learning in this country.

Summary

Stehno (1988) offers description of five trends that have influenced the evolution of higher education in America. The first trend is that of moving from *aristocracy to equality*. The early colonial colleges served the prestigious few. Today, equality of educational opportunity is a national goal. Much of this occurred due to immigration, industrialization and scientific research.

The second trend is that of moving from the *traditional to the practical*. Early colonial colleges were built on the Oxford and Cambridge model, which was drawn from and related to the work of Plato. As America expanded and grew, and as commerce, railroads and river travel expanded, the demand for practical training increased. Higher education expanded to meet these needs with land grant colleges and the community college movement.

The third trend is that of moving from *transmission to creation*. Early colonial colleges were concerned with conserving existing knowledge and attaining an absolute truth. Advances in science, technology and research, however, created a new movement towards discovery and creation of knowledge.

The fourth trend is that of moving from *singular to diverse*. In the early colonial colleges, all stakeholders agreed on a narrowly prescribed curriculum. When Eliot and others waged and won the “central battle educational battle of nineteenth century America” (Brubacher & Rudy, 1976, p. 100), that of the elective system, a number of innovations resulted (Houle, 1973) including:

...course credit, concentration and distribution of content, majors and minors

based on firmly structured departments, a minimum number of credits required

for graduation, grade points...and other rules and processes now so familiar that they almost seem to have been in existence forever. (p. 4)

Colleges also continued to change and adapt to serve a more diverse group of people, starting with white male property owners, then farmers, then women, then minorities. So it not only moved from singular to diverse in course offerings, but from singular to diverse in type of student.

The fifth and final trend is that of moving from *uniformity to individuality*. Stehno (1988) argues that this is the one component that is the unifying theme of all major trends in higher education, which is the trend towards providing options and opportunities for individual students. Again, due to the adoption of today's elective system, students have a large amount of choice in their collegiate studies. Modern colleges and universities, unlike many of their predecessors, adapt not only to industrial, political, social, economic and technological needs of society, but also to the unique individual needs of each student.

Nontraditional Students and Programs

This adaptation has been most evident since about 1960 when colleges and universities started many nontraditional programs and began serving nontraditional students. The term nontraditional is not clearly defined as it applies to both programs and students. Some programs defined as nontraditional can have traditional students enrolled in them and vice versa. So before exploring the issue of quality in a nontraditional program it is important to clarify definitions. This section of the literature review will explore the definition of nontraditional programs, develop the history of how these programs have come about and how they have impacted higher education in general, and will focus on the specific characteristics of nontraditional programs and the students they serve.

It should be noted that many object to using the term nontraditional because of its marginalizing effect. In fact Carol Kasworm, a noted scholar in the field of adults in higher education, insists that the term “nontraditional” implies that adults are outsiders or unequal participants in higher education rather than respecting their individual worth and dignity (Kasworm, 1993; Kasworm, Sandmann, and Sissel, 2000). For purposes of clarity, it will continue to be used here because it is still widely used in the literature. To change terms may confuse the discussion of studies and current research.

Defining Nontraditional Programs

Before pursuing the historical perspective of nontraditional programs in American higher education, it is first necessary to define what nontraditional education means. Several definitions have been offered. Gould & Cross (1973) state: “Nontraditional study may be defined in its simplest terms as a group of changing educational patterns caused by the changing needs and opportunities of society” (p.1). Hartnett (1972) states that nontraditional learning “...refers to learning experiences that do not take place under the auspices and supervision of some formally recognized higher education institutions; or it may refer to learning that does take place under such auspices and supervisions but differs significantly from other formal educational efforts taking place there” (p.14). One of the most widely used definitions and descriptions of nontraditional study was written by the Commission on Nontraditional Study in 1973:

...more an attitude than a system and thus can never be defined except tangentially. This attitude puts the student first and the institution second, concentrates more on the former’s needs than the latter’s convenience, encourages diversity of individual opportunity rather than uniform prescription, and de-emphasizes time, space and even course requirements in favor of

competence, and where applicable, performance. It has concern for the learner of any age or circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study. (p. vx)

So the focus is on the individual needs of the learner. As the learners changed for a variety of reasons in the late 1950's and especially the 1960's, so too did undergraduate education. Kimmel clarifies nontraditional study even better when he says:

... suggesting that nontraditional study provides the means or the educational community to be more responsive to individual needs, does not mean that NTS is limited to 'individually-prescribed instruction', 'individual majors', or 'independent study.' Rather, NTS is a movement toward increasing the options open to an individual. In a sense, NTS is the evidence that the rather monolithic structure of programs of higher education in America (and most of the world) is giving way to a pluralistic structure which recognizes several choices along a number of dimensions: that learning occurs in many places, not just on college campuses; that learning occurs at many different times, not just between eight and two, Monday through Friday; that learning is not something defined by the faculty, but that the student can and should play an important role in defining his [or her] learning experience, and perhaps most important, that learning is not limited to persons under the age of 22, but rather, that learning should be a lifelong process with a person choosing different options at different stages in their life. Rather than a predefined path to be labeled an "educated man", and individual is now challenged through the many options to become a continuously learning person. (p. 35)

Background And History

Bean & Metzner (1985) offer five reasons for the rise in nontraditional study and students: institutional, curricular, political, economic, and social. Institutional survival sometimes depended on adaptation to serve a growing number of adult and nontraditional students. Community colleges boomed in the 1960's, as did the steady and sharp rise in adult enrollments. At the same time, projections for traditional student enrollment were down. Many administrators turned toward nontraditional programs as a way to stay alive.

Curricular offerings and missions also changed. Bean & Metzner (1985) state that course offerings changed ...”from a liberal arts emphasis to the inclusion of a smorgasbord or vocationally oriented certification and degree programs” (p.486). This also meant changing the times, places, and delivery formats to meet the needs of nontraditional students.

One of the political forces sparking the creation and expansion of nontraditional programs included the surge in democratic values and themes of education for all that occurred after WWII (Maehl, 2004). The federal government initiated aid to students, states and institutions with the aim of extending educational opportunity to all. The idea was that “every American should be enabled and encouraged to carry his education, formal and informal, as far as his native capacities permit” (p.234). Other political forces include the establishment of the GI Bill, the National Defense Education Act, the Higher Education Acts of 1965 and 1972, Pell Grants, and the Carnegie Commission on Higher Education's endorsement of lifelong learning (Bean & Metzner, 1985; Maehl, 2004).

Economic factors also contributed to the creation and expansion of nontraditional programming in higher education, most notably the decline in the blue-collar workforce. The shift from the industrial to the information age dramatically increased the need for a skilled

workforce. Also, major shifts in the economy impacted enrollment and participation rates. In the late 1970's and early 1980's the economy was tight, which meant that to compete in the job market required more skills and a higher level of education. Thus, more and more people returned to the classroom.

Social factors also influenced the creation and expansion of nontraditional programs. One was the sharp rise in women obtaining degrees in higher education since WWII. Society began viewing women as more capable, more interested, and more employable throughout the latter part of the twentieth century. Additionally, higher expectations of affluence that come with two income families sparked many to get an education for a better paying job, couples began having fewer children and thus more time and discretionary income, and there was "widespread social acceptance of lifelong learning for vocational and avocational reasons, including college attendance for older, part-time and commuter students" (Bean & Metzner, 1985, p. 487).

Evolution Of "Nontraditional" Program Characteristics

John R. Valley (in Gould & Cross, 1972) offered six categories/models of nontraditional undergraduate programs. Each is discussed separately, with relevant history and institutional examples included, and a summary of the status of nontraditional program characteristics today is then offered.

The *Administration-Facilitation* model is traced back to the extension degree. As the number of part-time students increased it became increasingly difficult to fit them into the internal degree structures (Houle, 1973). State universities, urban universities and land grant colleges began offering extension services and degrees regularly beginning in the 1950's.

The *Modes-of-Learning Model* sought to integrate the personal values and goals of the adult learner into an interdisciplinary and eclectic learning environment while providing a great

amount of flexibility and variety to accommodate diverse learning styles. Examples included programs awarding Bachelor of Liberal Studies degrees at Syracuse University, BYU, University of South Florida, Syracuse University, and University of Oklahoma. Valley (1972) states that:

In the modes-of-learning model, a degree-granting and instructional institution or agency establishes a new degree pattern of learning and teaching that seeks to adjust to the capacities, circumstances, and interests of a different clientele from that which it customarily serves. (p.100)

Other examples of this type of nontraditional program included the British Open University, and the University Without Walls experiments, which awarded credit for prior learning and offered courses through distance technology as well as individualized and group study and projects.

The *Examination Model* allows students to demonstrate mastery of subject matter through examinations. In these types of programs there are generally no time or residency requirements. The most popular example of this model is New York Regents External Degree, which stemmed as a model from the University of London External Degree. Nyquist summarizes Regents External Degree by saying:

The University of the State of New York awards undergraduate degrees to those who are able to demonstrate that they possess knowledge and abilities equivalent to those of a degree recipient from a New York State College or university, irregardless of how the candidates had prepared themselves. (pp. 7-8)

Houle (1973) argues this degree program was instrumental in changing several procedures historically associated with higher education. “Formal admission requirements were

abandoned, all effective methods of learning are accepted as valid, [and] varied methods of measuring accomplishment are used...” (p. 97).

The *Validation Model* includes programs and institutions that evaluate a student’s total learning experience, including awarding credit for life and prior work experiences, more recently called “experiential” learning. This type of degree validates learning from a variety of sources, including but not limited to examinations, work experience, prior school credit, and Advanced Placement classes.

The *Credits Model* is different from the other models in that the “institution or agency that does not itself offer instruction awards credits and degrees for which it sets standards and vouches for the quality of student programming (Valley, 1972, p. 117). The credit system itself is an outgrowth of the elective system as the method of keeping track of educational accomplishments. The earliest example of this type of model was the Commission on the Accreditation of Service Enterprises (CASE) of the American Council on Education. CASE examined the content of military courses and recommends the number of credits that can reasonably be awarded; thus, it only recommends but does not award credits or degrees.

The *Complex-Systems Model* is defined by Valley (1972) as:

A degree-granting institution or agency reshapes its pattern of services in a variety of ways, sometimes by combining various ways, sometimes by combining simpler models of external degree programs so as to meet the needs of a different clientele. (p.119)

One of the best known early examples of the complex systems model was Empire State College, which awarded degrees but offered no courses. It allowed for different modes such as independent study, cooperative study, formal course work, prior-learning

assessment, tutorials, transfer credit, self-instruction, and direct experience. Another example includes Minnesota Metropolitan State College, which was developed in 1971 to provide alternative ways for adults to participate in higher education by developing highly individualized, community-based, student centered educational process that gives adult students the authority and responsibility for determining the content and criteria for quality higher education (CAEL, 1976).

Today, the *administrative-facilitation* and *complex systems* models are the most popular for nontraditional programming. Watkins and Ruyle (1977) argue because there are so many variations of nontraditional programs any attempt at discussing them requires they be grouped by like type. They offer the following categories:

- ♦ On-campus curricula and degrees extended by flexible scheduling and location, such as degree completion programs.
- ♦ Periodic short-term residence alternating with longer periods of self-disciplined study, following a program-prescribed course of study.
- ♦ Individually developed or negotiated degree programs of study defined by contract or series of agreements between a student and the program, such as external degree programs.

An argument can be made that a fourth category be added, which is degrees offered entirely through distance technology. Historically, “distance” education was any education not offered in the traditional pedagogical fashion. Most were referred to as “external degrees.” In fact, formalized correspondence courses started in 1840 and grew relatively rapidly. The first Department of External Studies was established at the University of Queensland in Australia in 1911. By 1969 the United Kingdom’s Open University developed a program that utilized a

mixed-media approach to education. Its course materials were delivered through audio, video, television, and traditional correspondence.

With the technology explosion of the last few decades, distance education now looks very different. Now the term has generally come to mean education delivered through technological means. Distance education now employs the following:

- ♦ Audio conferencing
- ♦ Audiocassette
- ♦ Audiographic conferencing
- ♦ Television
- ♦ CD – ROM
- ♦ Computer conferencing
- ♦ Tutorials
- ♦ Email
- ♦ Internet
- ♦ Labs without walls
- ♦ Satellite networks
- ♦ Satellite television
- ♦ Teleclasses
- ♦ Videocassette
- ♦ Videoconferencing
- ♦ Voice Mail
- ♦ Telephone

Waits & Lewis (2003) estimate 3,430 students received degrees and 1,970 received certificates in 1994-1995 by taking distance education exclusively. Education statistics show that there was a 72 percent increase in the number of institutions offering distance education from 1995 to 1998, when 1,680 institutions offered about 54,000 online course enrolling 1.6 million students. In the 2000-2001 school year, there were an estimated 3,077,000 in all distance education courses offered by two and four year institutions of higher learning, with the Internet and two-way video/audio or one-way video as the primary modes of instruction delivery.

Summary

There are several characteristics of contemporary nontraditional programs that differ from traditional degree programs:

- ♦ They often require little or no residency at the degree granting institution.

- ♦ These programs are built on the concept that college-level knowledge can be learned both inside and outside the classroom. These programs tend to be much more liberal about how degree requirements may be fulfilled.
- ♦ Experiential learning credit is based on the idea that adults have amassed a high degree of knowledge prior to entering (or most often, reentering) college and come to the learning experience with many skills and expertise. Experiential, sometimes referred to as “portfolio” credits award students for this knowledge and expertise.
- ♦ Many programs allow individualized majors or courses of study, designed in large part by the student in conjunction with faculty.
- ♦ Alternative learning experiences, such as written books, research reports, computer programs, and other independent projects can be used to fulfill requirements for the degree.
- ♦ Focus is placed on accelerated, concentrated progression towards degree completion since the nontraditional student is not necessarily influenced by or involved with campus life, nor do they necessarily care to be.

Defining Nontraditional Students

Because nontraditional programs were designed almost exclusively to serve adult nontraditional students, it is necessary to attempt to identify the common characteristics of these students and how they differ from the traditional undergraduate. This is a complex proposition.

The heterogeneity of this group seems to defy any clear definition. Traditionally, undergraduate students were between the ages of 18 and 22, lived in dormitories on campus, and made college their number one priority (Murray & Hall, 1998; Pascarella, 1981). Additionally, arguments can be made about the race and socioeconomic status of traditional students.

However, with the rising diversity of our nation and focus on “equality of educational opportunity” measures of the 1960’s and 1970’s these lines have been further blurred (Merriam & Caffarella, 1999).

Stewart and Rue (1983) identified nontraditional students as being 25 years or older. Chickering (1974) defined nontraditional students as commuters. Pascarella (1980) identified part-time attendance with nontraditional students, as enrolling in an institution part-time reduces the socializing influence of college. Bean and Metzner (1985) conducted an exhaustive literature review to determine the precise differences between nontraditional and traditional students and came up with a widely accepted definition:

A nontraditional student is older than 24, or does not live in a campus residence, or is a part-time student, or some combination of these three factors; is not greatly influenced by the social environment of the institution; and is chiefly concerned with the institution’s academic offerings... (p.489)

Many of these nontraditional students are married, have families, and work full or part time as well.

The National Center for Education Statistics in its Condition of Education Report (2002) chose a different approach. It first defined “traditional undergraduate” and then determined that to some degree everyone who didn’t fit that definition was in some way “nontraditional.” They defined traditional undergraduate as “one who earns a high school diploma, enrolls full-time immediately after finishing high school, depends on parents for financial support, and either does not work during the school year or works part time” (p. 25).

They then go on to categorize nontraditional students based on the presence of the following characteristics as either minimally nontraditional (one characteristic), moderately

nontraditional (two or three characteristics) or highly nontraditional (four or more characteristics) (National Center for Education Statistics, 2002, p. 26).

- ♦ Delays enrollment (does not enter postsecondary education in the same calendar year that he or she finished high school);
- ♦ Attends part time for at least part of the academic year;
- ♦ Works full-time (35 hours or more per week) while enrolled;
- ♦ Is considered financially independent for purposes of determining eligibility for financial aid;
- ♦ Has dependents other than a spouse (usually children, but sometimes others);
- ♦ Is a single parent (either not married or married but separated and has dependents); or
- ♦ Does not have a high school diploma (completed high school with a GED or other high school completion certificate or did not finish high school).

This is the broadest model for defining nontraditional students, and while missing some of the complexity (not taking reentry and age into account), it does provide a detailed framework from which to begin discussion. In 1999-2000, the breakdown, based on the above definitions was as follows:

Traditional – 27%

Highly Nontraditional – 28%

Moderately Nontraditional – 28%

Minimally Nontraditional- 17%

The Condition of Education Report (2002) goes on to provide a detailed analysis of the interrelationships among nontraditional characteristics. The picture that emerges is one of great diversity. Many college students today simply are not the same as college students of years past.

The demographics and societal situations have gotten far more complex, as have the ways in which colleges and universities have responded to these students.

Goals and Their Relationship to Quality

This section of the literature review will briefly explore the notion of the term quality, delineate various approaches to measuring quality in higher education institutions, and establishes the importance of institutional or program goal-setting as the first step towards achieving quality.

“Quality” As A Concept

Harshman (1979) argues that there are two uses for the word quality: one which equates with characteristics, the other which is concerned with the relative worth of something. In the case of the latter, there are various kinds of quality—quality of content, quality of construction, and quality of function. When making judgments about one or more of the types of quality, the following occur: (1) criteria for quality are determined (standards are set), (2) assessment of measures for the standards occurs, and (3) judgments are made about the relationship between predetermined standards and their assessments.

This general exploration of the concept of quality yields two principles that apply to higher education. First, there may be different kinds of programs or different components to the notion of quality. And second, determining whether quality exists consists, at a minimum, of setting standards, assessing the extent to which the standards exist, and making a decision about the relationship between the two.

Various Measures Of Quality In Higher Education

Historically, standards of what constitutes quality in higher education have been defined differently, depending on a host of social, economic, and political factors. Haworth and Conrad

(1997) reviewed many research studies, scholarly essays and books on quality in traditional undergraduate and graduate education and came up with five criteria that have historically been used to define quality in higher education. The quality of a higher education institution has been judged by (1) the quality of its faculty; (2) the quality of its students; (3) the quantity of its resources, (4) the rigor of its academic requirements, or (5) the relative strength of all of the four previously mentioned criteria, forming a multidimensional perspective.

Pascarella (2001) categorized the concept of quality in higher education as measured by three areas: reputation and resources; student or alumni outcomes; or effective educational practices or processes.

U.S. News & World Report (2003), touted as one of the most popular ranking systems of higher education institutions amongst consumers, uses seven broad categories to define quality, including both input and output measures. These categories include peer assessment, retention, faculty resources, student selectivity, financial resources, alumni giving, and graduation rate performance.

Regional accreditation is another important measure of an institution's quality, particularly in accelerated and nontraditional programs (Wlodkowski (2003). In fact, Baker (2002) argues that accreditation is the "oldest and best known seal of collegiate approval" (p. 3). The role of regional accrediting bodies is to ensure that an institution meets minimum standards of quality. They evaluate the entire institution using qualitative standards that emphasize achievement of institutional mission and goals. Consequently, quality cannot always be defined in precisely the same terms for all institutions, since they do not all possess the same goals.

Regional accrediting commissions expect each accredited institution to define its mission, set goals that lead to the fulfillment of the mission, identify indicators of goal achievement,

develop and implement methods of assessing its effectiveness, evaluate the results of the assessments, and demonstrate that assessments and evaluations are used in an ongoing cycle (Simpson, 2004).

Institutional or Program Goals in Higher Education

Peterson (1971a) provides an exhaustive look at the history and concept of institutional goals in his work done in developing the Institutional Goals Inventory. He states that there are 6 broad uses of institutional or program goals, one of which is institutional evaluation. Suchman (1967) puts identification of the goals to be evaluated first in a list of steps essential for evaluation of any organization, not just higher education institutions.

Other researchers also provide studies and models that require setting goals as the initial step in achieving quality. Caffarella and Drummond (1982) provide a process for evaluating non-traditional programs at post secondary institutions that includes three major stages, the first of which is identifying goals and objectives and having those reviewed by all major stakeholders, including faculty, administrators, and students.

Harshman (1979), in an extensive research study about the aims and purposes of quality assessment, concluded that “a model of assessing quality should serve the decision-making needs of various constituencies, with those of the institution (or program) having the highest priority” (p 10).

Ewell (1984) noted that effective institutions exhibit three characteristics: (1) they clearly state what kinds of outcomes they are trying to produce; (2) they explicitly assess the degree to which they are attaining those outcomes, and they make appropriate changes.

Cameron (1987) argues that educational quality is primarily concerned with measuring the productive results of academic programs according to stated missions of the institution or

program and thus posits that a campus or organization is “effective” if it successfully performs its main function according to stated goals and objectives (p. 323).

Jonas (1993) and Donald and Denison (2001) also argue that quality assessment must be aligned with the goals of the institution. They further argue that because different types of stakeholders have their own perspectives and goals, they assign different values to criteria of quality and should thus be involved in the process of setting goals.

Cleary (2002) defined “effectiveness” as a measure of how well an institution succeeds in accomplishing its stated mission, goals, strategies and objectives. It is a comparison of results achieved to goals intended. He also argues that this process is incomplete without involving all major constituent groups in the goal-setting process.

The American Council on Educational and the Council for Adult and Experiential Learning (1993), in a report dealing specifically with quality in adult programs, also acknowledges that quality is multidimensional and includes adherence to a program’s stated goals and mission.

Additionally, a review of related business literature on performance indicators, total quality management, strategic planning, and organizational effectiveness all indicate the importance of setting goals with respect to an organization’s mission and including multiple stakeholders in the process (Anderson, 1982; Daft, 1992; Harvey & Green, 1993; Michael, Sower, & Motwani, 1997; Newall & Dale, 1991; Petersen, 1999; Reavill, 1997).

Institutional Goals Inventory Research

Background

Peterson & Uhl (1977) developed a comprehensive instrument entitled the Institutional Goals Inventory (IGI), beginning in 1970. They note that prior to the mid-1960s there was a

modicum of consensus regarding the goals of most colleges but then began to break down due to the social and political turmoil that defined that decade. They list five dimensions to the conflict between various stakeholders as to the goals of institutions of higher learning: academic learning vs. vocational preparation; teaching vs. research; personal vs. noncognitive development; quality vs. egalitarianism; and public service vs. “the essentials” or the “basics.” They developed the instrument, in part, to give colleges and universities a tool to begin reaching consensus on basic goals.

The IGI was an outgrowth of an earlier study conducted by Gross and Gamsch (1968), which was the most significant effort up to that point to examine the nature and structure of university goals. From that, Peterson and Uhl first developed a theoretical framework – a conceptualization of institutional goals – and then wrote goal statements that reflected the twenty goal areas conceived.

Early IGI Studies

A preliminary IGI was used in a study of five east coast schools that was designed in part to test the value of the Delphi Technique as a method for achieving consensus among diverse constituent groups regarding institutional goals (Peterson, 1971b). A second goal of this study was to define the goal structures of five colleges. To accomplish this study, approximately 1,000 preliminary IGIs were distributed to a mixture of undergraduates, graduate students, faculty, administrators, trustees, alumni and even some local community members. The scope of this particular study was limited to 5 East Coast institutions. Results of this study:

...were clear in showing (1) differential patterns of goal understandings for the various constituencies at the five institutions, and (2) that, with some interesting exceptions – such as goals relating to religious emphasis and

personal freedom – beliefs about goals generally did in fact converge with repeated administrations of the Inventory and feedback of the results. (p. 3)

In a second major study, a refined version of the IGI was administered to faculty and students from 10 West Coast Colleges and Universities. The results of this study may be found in Peterson (1971b). The results in general indicated:

(1) similarity between student and faculty *Is* perceptions of current goals and (2) marked differences in *Should Be* beliefs, with faculty emphasizing academic and intellectual goals and students tending to stress vocational preparation and socially oriented goals such as Public Service, Egalitarianism, and Social Criticism. (p. 6)

The Peterson report also contains some results from a survey of 48 state college presidents that utilized the revised IGI.

Following another revision of the IGI a third major study jointly sponsored by the California legislature was carried out in 1972, and provided a database for additional analyses of the statistical properties of the Inventory and comparative data for the instrument. It involved samples of all the major constituent groups associated with 116 colleges and universities in the state of California, for a total of close to 24,000 respondents.

In addition to the California study a slightly modified twenty-six item version of the IGI was used in the spring of 1971 as one part of a study of community colleges. Bushnell reported in 1973 that in this study goal ratings were obtained from approximately 2,500 faculty, 10,000 students, and 90 presidents from a nationwide sample of 92 public or private junior colleges. The results of these studies and others are detailed later in this literature review.

Goal Areas Measured by the Institutional Goals Inventory

The results of all of these studies provided the researchers with invaluable data in refining the instrument to its final form. The final IGI yields data for 20 goal areas.

Thirteen are classed as outcome goals and seven are termed process goals. Peterson and Uhl (1977) offer the following descriptions summarizing the goal areas:

Outcome Goals

- ♦ *Academic development* has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.
- ♦ *Intellectual Orientation* relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.
- ♦ *Individual Personal Development* means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.
- ♦ *Humanism/Altruism* reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.
- ♦ *Cultural/Aesthetic Awareness* entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

- ♦ *Traditional Religiousness* is intended to mean religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental – in short, traditional rather than secular or modern.
- ♦ *Vocational Preparation* means offering specific occupational curriculum (as in accounting or nursing) programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.
- ♦ *Advanced Training* can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.
- ♦ *Research* involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking to generally extend the frontiers of knowledge through scientific research.
- ♦ *Meeting Local Needs* is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.
- ♦ *Public Service* means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

- ♦ *Social Egalitarianism* has to do with open admissions and suitable education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.
- ♦ *Social Criticism/Activism* means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

Process Goals

- ♦ *Freedom* is defined as protecting the rights of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own lifestyles.
- ♦ *Democratic Governance* means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance, opportunity for individuals to participate in all decision affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.
- ♦ *Community* is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty and administrators.
- ♦ *Intellectual/Aesthetic Environment* means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural

activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

- ♦ *Innovation* is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.
- ♦ *Off-Campus Learning* includes time away from the campus in travel, work-study, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance.
- ♦ *Accountability/Efficiency* is defined to include cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving its stated goals.

IGI Research Studies

Most of the studies undertaken using the IGI have been conducted by single institutions in strategic planning, accreditation self-study and evaluation efforts. For example, as a step toward the development of their 1976 Campus Master Plan, Alfred State College surveyed its academic and non-academic faculty to determine their perceptions of institutional goals and goal priorities (Dumont, 1975). The IGI was sent to 335 faculty members; 208 (62 percent) responded. College Council members and the President were also surveyed. The faculty perceived only two Outcome Goals (Vocational Preparation and Academic Development) and one Process Goal (Accountability/Efficiency) as being currently afforded slightly greater than

medium importance. All other goal areas were perceived as being currently afforded only medium or less than medium importance. Each `Should Be` score was higher than its corresponding `Is` score; however, the `Is` and `Should Be` profiles were generally similar, suggesting perceived and desired priority structures which do not differ radically.

Additionally, in order to identify and clarify the goals of Allegany Community College (ACC), the IGI was distributed to all 77 members of the ACC faculty and 15 administrators, a random sample of 230 part- and full-time ACC students, a random sample of 139 high school juniors in ACC's service area and 139 of their parents, and a group of 103 identified community representatives and leaders. In all, 463 instruments were returned, a 65 percent response rate (Allegheny State College, 1974). In general, each of the groups tended to generate a significantly higher mean score within the `should be` than within the `is` mode. The average mean differences between the `is` and `should be` modes were greatest for the goal areas of intellectual orientation, individual personal development, humanism/altruism, vocational preparation, community, and intellectual aesthetic environment.

Also, institutional image and desired goals for the University of Bridgeport, Connecticut, were assessed using IGI (Lyons & Choi, 1973). All faculty and administrators of the private college were administered the IGI, and their responses were compared to those of the faculty four years previously. Interviews with all major campus constituencies and observations of the psychological climate also were undertaken. The outcome goal that received the highest rating and that also demonstrated the greatest discrepancy between what was operating and what respondents thought should be functioning was "intellectual orientation." The lowest ranking and smallest discrepancy occurred on "traditional religiousness." The process goal of "sense of community" showed the highest ranking and the greatest discrepancy, while "off-campus

learning” showed the lowest ranking and the smallest discrepancy. Agreement between faculty and administrators indicated shared goals.

In addition to initial strategic planning efforts, many institutions have also used the IGI more than once to compare results. Walters (1975) administered the IGI as part of a self-evaluation study for accreditation and compared the result to two years prior. Heneghan and Soares (1981) share the results of a four-year follow-up study of faculty, in which very little changed. Kraetzer (1984) details the results of a 10-year longitudinal self-study utilizing the IGI, among other instruments. And Beil (1996) used the IGI and the Delphi technique to do a 20-year follow up at Seattle University.

While not as common, some studies have been conducted that have compared responses for like institutions, most often with Community Colleges. For example, the IGI was administered to full-time faculty and administrators at Oakton Community College (OCC) in fall 1974 (Bers, 1975). In order to determine whether or not OCC responses were similar to responses obtained at other public community colleges, OCC faculty and administrator responses on 17 goal areas in the IGI were compared to the responses on those 17 areas by faculty and administrators at six other community colleges nationwide. Results indicated that the OCC administrators differed significantly from the other administrators on only 10.8% of the items. OCC faculty members differed significantly from other faculty on 53.2% of the total goal areas measured; however, 80.2% of those differences were found in the scale which measures what is perceived as currently important at their respective institutions. Thus, the OCC faculty may be considered fairly different from the other faculties surveyed regarding their perceptions of what `is important` at their schools, but the OCC faculty and the faculties at each of the other institutions were basically in agreement regarding the goals which `should be important.` The

OCC administrators and the administrators at the other schools were basically in agreement regarding the goals as they perceived them to be at present and as they should be.

The current study was designed to evaluate the applicability and usefulness of the IGI for assessing perceptions of faculty, administrators and students of real and ideal goals in adult degree completion programs. Rather than being used as a tool for developing a consensus, its use in this current study was limited to testing its use in the individual alternative degree programs within several like institutions and identifying areas of consensus and disagreement on goals between and within these programs. The current study also reveals additional areas for future research on the goals of alternative degree programs. While there is no published research utilizing the IGI for individual programs within an institution, nor for colleges that offer only adult degree completion programs, Petersen (1977) does say that it is appropriate to utilize the IGI to assess “possible differences among subgroups within a major campus group” (p. 32). Adult degree completion programs, as explored in the final section of this literature review, can be considered a “major campus group” at many colleges, particularly the ones who will participate in this study, due to the ratio of enrollments in the nontraditional program as compared to traditional undergraduate programs.

Adult Degree Completion Programs

As mentioned earlier, there is a whole host of research having to do with nontraditional higher education in its many variations, including external studies, distance education, etc. But there is a dearth of information and research dealing specifically with adult degree completion programs (Maehl, 2004; Taylor, 2000; American Council on Education, 1993). This section of the literature review will outline some history of adult degree completion programs (ADCP),

discuss the *Principles of Good Practice in Alternative and External Degree* programs as they apply to these programs, and discuss specific research studies on ADCP's.

History

According to Balzer (1996), in 1992 ACE/CAEL compiled a list of sixty-nine degree completion programs using the following criteria for inclusion:

1. Senior year integrated curriculum,
 - a. accelerated format
 - b. modularized, lock-step courses
 - c. applied research projects
 - d. one class session per week
2. Designed for transfer students with approximately two years of previous academic credit.
3. Prior learning assessment as an integral component of the program. A portfolio development course may be a requirement in the senior year curriculum or an elective course available to students.

These types of programs were created fairly rapidly beginning in the mid 1970's. The Institute for Professional Development set up schools in the San Francisco area based on this model, and then created University of Phoenix as a proprietary school. The Institute then brought the model on a contractual basis to seventeen established institutions of higher education, including the University of Redlands in California. Some of these institutions then contracted with other institutions to set up programs, including Spring Arbor College in Michigan, who subsequently established programs in thirteen other institutions. In addition, two other consultant groups provided the model to sixteen other institutions.

So these programs grew quite rapidly and were all similarly related to one another in structure and governance. In many urban areas there are three or more ADCP's from which adults can choose in completing their baccalaureate degrees. Again, it is unknown the exact number of programs following this model for two main reasons. First, there isn't a clear definition of these programs. Although the general model was implemented, there has been an evolutionary process over the last 20 or so years and some of the original characteristics have been modified (Maehl, 2004). For example, when first begun these programs were designed for people who had earned approximately 60 hours of college credit (equivalent to an Associate's Degree). Many programs now require only around 35 or so credit hours and offer some of the general education requirements needed to make up the first two years of study. Second, the research on this particular type of program is very sparse. Some of the most recent published research that has been done (Balzer, 1996; Lee, 2000; Taylor, 2000) has focused on the extent to which programs are following the *Principles of Good Practice in Alternative and External Degree Programs* (American Council on Education, 1990).

Principles of Good Practice

Various organizations began developing various principles of "good practice" beginning in the early 1980's. Then, after the publication of "A Nation at Risk" (National Commission on Excellence in Education, 1983) even more were created to assess quality and accountability in higher education. CAEL developed the *Principles of Good Practice in Assessing Experiential Learning*. Five different organizations collaborated to develop the *Principles of Good Practice in College Admissions and Recruitment*. Beginning in 1984, various groups collaborated over 6 years to develop the *Principles of Good Practice by the National Association of Independent Schools*. The National Society for Internships and Experiential Education (NSIEE) produced ten

principles with related explanations between 1987 and 1989 entitled *Principles of Good Practice in Combining Service and Learning*.

The Council on the Continuing Education Unit (CCEU) and the National University Continuing Education Association (NUCEA) published the most comprehensive group of principles in 1984 entitled the *Principles of Good Practice in Continuing Education*. This included eleven principles and sixty-six sub-principles divided among the following headings: learning needs, learning outcomes, learning experiences, assessment of learning outcomes, and education administration. Before they were published there was a three-year research project involving hundreds of continuing education administrators. One of the conclusions of this project was that almost all organizations agreed with the assertion that standards of practice enhance quality assurance (House, 1983).

In 1987, the American Association of Higher Education and the Education Commission of the States sponsored a research project that resulted in seven *Principles of Good Practice in Undergraduate Education*. In summary these practices encourage student faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect of diverse talents and ways of learning (Chickering, 1989).

Most germane to this study are the *Principles of Good Practice in Alternative and External Degree Programs*, which was published in 1990. The principles were written by a nine-person task force sponsored by the Center for Adult Learning and Educational Credentials and The Alliance: An Association for Alternative Degree Programs for Adults. According to the ACE/Alliance (1990), the preamble to the document states the need for:

...those standards and principles by which evolving practice may be assessed and improved. We realize that our failure to do so will mean that our work will be

judged according to how closely it resembles that of more traditional educational approaches, designed in other times, for other purposes, other populations. (p.1)

So the principles were given a “distinct identity” while at the same time “weaving these programs into the academic fabric of institutions” (p. 3). American Council on Education (1993, p. 4) summarized the eight principles as follows:

- ♦ The program has a mission statement that complements the institutional mission;
- ♦ Faculty and academic professionals share a commitment to serve adult learners and have the attitudes knowledge, and skills required to work with adult students;
- ♦ Clearly articulated programmatic learning outcomes, that include student goals, frame the curriculum;
- ♦ The program is designed to provide diverse learning experiences;
- ♦ Student assessment is used to determine learning outcomes;
- ♦ The policies, procedures, and practices of the program take into account the characteristics of adult learners;
- ♦ Administrative structures are sufficient for accomplishing the program mission;
- ♦ Program evaluation involves faculty, academic professionals, administrators, and students on a continuing, systematic basis to assure quality.

An external degree is defined as one in which “...a high percentage of the learning required for a degree can be completed outside of the central campus. Further, many programs identified as external offer ways of recognizing learning gained outside the college environment...(American Council on Education, 1990, p. 29). Alternative programs are also defined: “this term typically refers to an educational program that is designed to be different from the typical structures and requirements of higher education programs. The difference might

focus on how the learning is accomplished, what is learned, how learning is evaluated, who teaches, who evaluates and who is responsible, or who is to learn” (p. 26).

Adult degree completion programs often (if not always) meet both the definition for external and alternative, and therefore ADCP administrators often look to these principles of good practice for guidance. A detailed list of the practices and sub-principles can be found in Appendix D.

Specific ADCP Studies

One of the most recent comprehensive studies undertaken to evaluate the extent to which ADCP’s adhere to the *Principles of Good Practice* was conducted by a task force of the North Central Association of Schools and Colleges (Taylor, 2000). Additionally, the survey sought to determine the relative importance of each practice by having the respondents rate the importance of a practice as well as the consistency of that practice at the institution. A survey instrument was mailed to all 110 institutions having an Adult Degree Completion Program in the NCA region. The survey was completed by the chief academic officer in charge of the ADCP. Mean differences between the consistency and importance of each practice were reported. The results showed a mixture of strengths and weaknesses with respect to the adherence to the *Principles of Good Practice* and numerous recommendations were offered as a guide to administrators of these programs. A major conclusion of this study was that “...an institution’s mission should articulate its vision, purposes and goals so that the programs and services offered are reflective thereof...Institutions that plan well know best who they are, the environments in which they operate, and the constituencies they serve” (p. 10). Other studies related to the *Principles of Good Practice of Alternative and External Degree Programs* include Lee (2000) and Balzer (1996).

Most of the other research conducted specifically on Adult Degree Completion Programs deals with single constituency groups. Hall (1990) provides a descriptive study of the profile of existing ADCP's in Baccalaureate I and II institutions. Jones (2001) reports the institutional satisfaction with cohort business degree completion programs as perceived by the chief academic officer. Sherlock (1997), Wood (1998), and Puckett (2001) evaluate student learning outcomes in adult degree completion programs. Culver (1993) conducted a detailed alumni survey at one institution. Alden (2001) and Pelon (2000) evaluated adult learning in cohort based adult degree completion programs. To date, there has not been a study that ascertains multiple constituency perspectives in the same study.

This literature review covered an historical perspective of higher education institutions, discussed nontraditional programs and students, explored the concept of quality and the relationship that goal-setting plays with attaining quality, and detailed the history of the IGI and Adult Degree Completion Programs and summarized related research on both.

CHAPTER THREE – METHODOLOGY

The purpose of this study was to determine the perceptions of faculty members, administrators, and students concerning ideal and real goals in adult degree completion programs, and examine how similar or different their ideas may be when examined by various individual and institutional factors.

Research Questions

The following research questions guided this study:

1. What real and ideal goal areas, as defined by the Institutional Goals Inventory, do faculty, students and administrators perceive to be most important in the Adult Degree Completion Program with which they are associated?
2. Are there specific real and ideal goal areas where stakeholder groups significantly differ in their ratings?
3. Are there significant differences in real and ideal goal ratings between institutions in the study?
4. How well is each of the institutions meeting ideal goals, according to each stakeholder group?

Instrumentation

The Institutional Goals Inventory (IGI) was developed by the Educational Testing Service (Peterson & Uhl, 1971a) to assist colleges and universities in formulating goals, allocating resources among competing demands, and evaluating the extent to which it has been effective. The IGI was also designed to measure the beliefs people have about the goals of an institution of higher education. By a goal, Peterson and Uhl (1973), the developers of the instrument, mean a desired condition, either to be achieved or maintained. Originally the IGI

was designed to be administered at whole higher educational institutions, or at smaller colleges within larger institutions. In this study a slightly modified version of the IGI was administered at the academic program level. The modified version of the instrument can be found in Appendix C, and a description of the modifications made to the IGI for this research appear later in this chapter.

In its original form the IGI consists of 90 goal statements, each of which is to be rated as to its perceived importance at the institution both as it is and as it should be. Usually, raters of goal importance include the faculty members, students and administrators. Sometimes other stakeholder groups, including trustees, alumni, local employers, and other outside groups having an interest in the institution, also participate in the process. Eighty of the statements are clustered, four apiece into twenty goal areas. The remaining 10 miscellaneous statements each reflect a goal judged to be sufficiently important to be included. For each goal statement, the respondent uses a five point rating scale:

- | | |
|--|-----------------------------------|
| 1 = of no importance or not applicable | 4 = of high importance, and |
| 2 = of low importance | 5 = of extremely high importance. |
| 3 = of medium importance | |

Of the twenty IGI goal areas, 13 are classed as *outcome* goals and seven are termed *process* goals. For each goal area, the inventory provides two group means: an is response is the group's perception of the present importance of the goal and the should be response is the group's opinion about how important that goal ought to be for the institution. Brief definitions of each of the goal areas together with the goal statements contained in each one are included in Appendix B.

The inventory also contains seven demographic questions about the respondent. These focus on: (a) role of faculty/student, etc., (b) teaching or research field for the faculty or major for the student, (c) faculty rank, (d) faculty teaching arrangement (full-time, part-time, etc), (e) age, (f) student's class level, and (f) student's enrollment status.

Reliability

When addressing the reliability of the IGI, Uhl (1973) assessed whether or not the goal areas were internally consistent. Specifically, he sought to determine if each of the goal statements that comprised a given goal area actually measured a group's current perceptions (is responses) or value opinions (should be responses) of that goal area? If it were found that the goal area items were not consistent with each other, ambiguity about the meaning of the goal area would remain. Mean item scores were used to judge consistency among the goal area items. Uhl used the coefficient alpha to measure the internal consistency. Estimates of the reliability of each goal area were presented based on the ratings of present (is) and preferred (should be) importance by each constituent group.

Group means of faculty (N=105 institutions), students (N=105 institutions), administrators (N=52 institutions), community (N=88 institutions), and trustees (N=26) were used to compute coefficient alphas for each goal area as it "is" and "should be." This sample was based on a 1972 study of 116 colleges and universities in California that included 24,000 respondents.

"Academic development" (one of the outcome goal areas) had lower alphas than any other group, with a median value of .69 for ratings of present importance and .65 for ratings of preferred importance. Of the 40 median reliability estimates, based on ratings of present and preferred importance for each goal area, all were above .65, 38 were above .70, 33 were above

.80, and 11 were above .90. According to Helmstadter (1964), attitude scale reliabilities are categorized as low at .47, medium at .79 and high at .98. In addition, the standard errors of measurement were reported for each goal area, based upon ratings of present and preferred importance, as well as for mean discrepancies (the difference between preferred and present ratings).

Intercorrelations among the goal areas were calculated separately for each constituent group's ratings of present and preferred importance. Approximately 10% to 15% of the 190 correlations in each of the 10 matrices had values of .60 or higher.

Uhl (1971) concluded that: "The reliabilities of the goal areas are of sufficient magnitude for group comparisons and interpretations. Standard errors of measurement are included to assist in this interpretation" (p. 56).

Validity

The content validity of the IGI was examined by Peterson and Uhl (1975). They reported that the IGI format was modified three times between 1970 and 1972 in order to increase the content validity. It was also further refined and updated in 1992. One factor pointing to the validity was that the development process included the input of numerous content experts and an exhaustive review of the literature on institutional goals.

Uhl (1975) considered validity very thoroughly, focusing most specifically on concept of construct validity. Evidence was provided from several different procedures to support the construct validity of the IGI. It is based on: principal components factor analysis of the scales; scale correlations with institutional data; correlations between each scale for various groups to assess its convergent and discriminant validity, and analyses based on education specialists familiar with the sample institutions. The findings supported the validity of nearly all 20 goal

areas; however, "...one goal area – accountability and efficiency – seemed to hold different meanings for different groups and therefore should be interpreted with caution" (Peterson & Uhl, 1971, p. 4). Criterion validity, neither concurrent nor predictive, is assessed.

Additional Instrumentation Issues

Three sets of modifications were made to the original Institutional Goals Inventory for the purposes of this study. These include changes in format, goal statements, and demographic questions. A description of each follows.

Format Changes

The original IGI was designed as a scannable form available for analysis at ETS. It is no longer available in that format, so it was reformatted in a word processing program for use in this study. As shown in Appendix C, the instrument used in this research was made to look as visually similar to the original as possible.

Goal Statement Changes

Since the IGI was originally designed to be administered at an institution-wide level, and this study was instead administered at the program level, questions that referred specifically to the whole institution were modified to specifically ask about the adult degree completion program rather than the college or university as a whole. For example, the original goal statement number 9 read "...to hold students throughout the *institution* to high standards of intellectual performance..." The modified version states "...to hold students throughout the *program* to high standards of intellectual performance..." A total of 17 questions were modified for this reason.

The IGI also allows for locally made goal statements. In this case, 8 goal statements as found in Appendix E were included in the modified instrument that sought to determine

stakeholder perceptions about the *Principles of Good Practice in Alternative and External Degree Programs* (see Appendix D). For example, the first principle states: “The program has a mission statement that reflects an educational philosophy, goals, purposes, and general intent that clearly complements the institutional mission.” The goal statement regarding this states: “to have a program mission statement that reflects an educational philosophy, goals, purposes, and general intent that clearly complements the larger institution’s mission...” A list of the eight adult degree completion program-specific goal statements can be found in Appendix E.

Demographic Question Changes

The original demographic questions were modified for this application as well. The modified version asks about (a) role, (b) teaching field or major of study, (c) academic rank for faculty and class rank for students, (d) type of courses taught and faculty load (full-time or part-time), (e) age, (f) student enrollment status (full-time or part-time), (g) length of time enrolled in or employed by the program, and (h) type of employment organization for those employed at other than the program.

Pilot Study

Even though the IGI has a substantial research history and has been shown to be both a reliable and valid tool for collecting information about stakeholders’ perceptions of institutional goals, a pilot study was nevertheless performed. The intention of the pilot study was to seek information from participants about the slightly modified instrument rather than for collecting additional statistical information.

Thirteen people participated in the pilot study - two faculty members and eleven students. No members of the pilot study were included in the final population. Once the instruments were completed by the participants, the researcher asked questions regarding the length of time it took

to complete the instrument, whether the respondents understood the directions, if the instrument was easy to understand and user-friendly, and whether there were additional goal statements that should be added. Additionally, the reliability alphas for the pilot study were consistent with Peterson's reports, with a range from .67 to .83. As a result of the information provided in this focus group, no additional changes were made to the Modified IGI, which appears in Appendix C.

Population and Sample

There are two categories of populations for this study. First, a population of institutions was determined. Next, a population of stakeholders within the chosen institutions was established. Information about both follows.

Institutions

The institutions in the population for this study had to meet the following criteria in order to be considered for participation.

- meet the definition provided in Chapter 1 of an Adult Degree Completion Program (ADCP);
- have been in existence for at least two years;
- are non-profit education providers;
- offer more than one major of study;
- enroll at least 100 students and have at minimum of 20 faculty members so that sample sizes are large enough to yield usable data (Peterson, 1971)
- is part of a larger campus organization. (no freestanding ADCP's like University of Phoenix were included because governance, funding and structure are significantly different at these institutions than they are for ADCP's within larger institutions).

There are four Adult Degree Completion Programs in the Kansas area that meet the criteria for participation in this study: Tabor College's *Center for Adult Studies*, which serves Wichita only; Southwestern College's *Professional Studies*, which serves Winfield and three sites in Wichita; Baker University's *School for Professional and Graduate Studies*, which serves Kansas City, Wichita, Lawrence and Topeka; and Friends University's *College of Adult and Professional Studies*, which serves Topeka, Kansas City, Wichita, Mission, and Independence, Missouri. All but Tabor College agreed to participate in the study.

Individual Respondents

The student population consisted of all students who were enrolled in the ADCP during the calendar year 2003 and completed at least 9 hours of credit. The total student population was 1,254, from which random sample of 200 students from each of the institutions was drawn (N=600). The faculty population included all faculty members who taught at least three ADCP classes within the calendar year 2003 (N=236). This ensured that the faculty and students had at least minimal knowledge about how the program functions. All administrators, as defined in Chapter One, were part of the administrator population (N=16). These definitions and parameters were provided to the administrators of the participating programs and a list of names and addresses was provided to the researcher.

Procedures

The procedures for administration included a mail survey following a slightly modified version of Dillman's Tailored Design Method (2000). A pre-notice postcard signed by the chief administrator of the ADCP was mailed to all potential respondents first (Appendix F). One week later a cover letter (Appendix G) along with the instrument and a self-addressed stamped envelope were mailed to each participant. A third mailing included a combination thank

you/reminder postcard (Appendix H), sent one week after the second mailing. A fourth mailing consisting of another cover letter (See Appendix I), survey, and self-addressed stamped envelope was mailed to all non-respondents two weeks later.

Data Analysis Procedures

In order to answer the first research question, which addresses the stakeholders groups' perceptions of the most important real and ideal goal areas, ratings from faculty, students and administrators, by institution, were rank ordered. Paired sample t-tests were conducted to identify significant differences in the ratings of the various goal areas and added goal statements.

In order to answer the second research question, which addresses whether there are significant differences between faculty and students on their real and ideal goal area ratings, independent sample t-tests (two-tailed, $p < .05$) were conducted.

In order to answer the third research question, which assesses whether there are significant differences between institutions, separate analyses of variance of responses from students by institution and of faculty by institution (two-tailed, $p < .05$), were conducted.

In order to answer the fourth research question, which asks how well each institution is meeting its ideal goals as perceived by faculty and students, paired sample t-tests (two-tailed, $p < .05$) of the "is" and "should be" responses for each of the 20 goal areas and added goal statements for each institution were conducted.

Limitations of the Study

The following limitations to this study exist:

1. This study is limited to the responses of faculty, students and administrators at three small private Kansas liberal arts adult degree completion program stakeholders and

therefore may not be representative of degree completion programs in other regional accrediting areas.

2. This study is limited to only three stakeholder groups – faculty, students and administrators.
3. The Institutional Goals Inventory was designed to be used campus-wide rather than within an individual program. This is the first study for it to be used in this way. Further research is needed to assess the validity of program-wide use.
4. There may be other aspects of quality in adult degree completion programs that were not measured by the Institutional Goals Inventory.

Summary

This research used a modified version of the Institutional Goals Inventory (IGI) which was administered to three stakeholder groups (students, faculty and administrators) at three Kansas area adult degree completion programs to assess their opinions on both real and ideal goals within the programs. Data were analyzed using descriptive information from the demographic portion of the survey. Research questions were analyzed using paired sample t-tests and ANOVA's. Results from the data and further details of the analysis are discussed in Chapter Four, which follows.

CHAPTER FOUR – PRESENTATION AND ANALYSIS OF DATA

Overview of Study

This study sought to determine the perceptions of faculty members, administrators and students concerning real and ideal programmatic goals in three adult degree completion programs using a modified version of the Institutional Goals Inventory and focused upon identifying areas of consensus and disagreement on goals between and within these programs.

Data Collection Methods

Data for this study were collected using Dillman's (2000) methods for mail surveys. Initially, 836 postcards (Appendix F) were mailed notifying participants of the upcoming arrival of a survey. One week later, 836 personalized packets were mailed along with a cover letter (Appendix G), instructions, the Institutional Goals Inventory, and a self-addressed stamped envelope. The researcher received notification that two of the potential respondents had passed away. Two weeks later 834 postcards (Appendix H) were mailed thanking those who had returned the packets and urging the others to return theirs soon. Two weeks later, all non-respondents were mailed an additional cover letter (Appendix I) and survey packet.

Of the 834 potential respondents, 14 returned their surveys blank, 2 only partially completed the instrument, and 4 others refused to participate.

Two hundred and twenty four (224) participants returned surveys either immediately or upon receiving the thank you postcard. This represents an initial response rate of 27%. After the non-respondents were notified, an additional 55 people responded, which resulted in 279 total usable surveys, an overall response rate of 33%.

Description of Respondent Demographics

This section of the chapter includes demographic data concerning participants in this research. Tables 1 through 9 provide information concerning the following descriptive characteristics in the research sample: role, age, field of study, academic rank, length of time in the program, and employment.

As indicated in Table 1, thirty-four per cent (34%) of the respondents were faculty members, fifty-eight per cent (58%) were students and nine per cent (9%) were administrators.

Table 1

Distribution of Participants Role by Adult Degree Participation Program

Role	Program A	Program B	Program C	Total	Percent
Faculty Member	38	11	42	91	34
Student	52	53	52	157	58
Administrator	13	1	10	24	9
Total	103	65	104	272	100

* All figures have been rounded to the nearest whole number and may not add to 100% due to rounding.

The age distribution of the respondents is shown in Table 2. The majority, or eighty-three per cent (83%), of the respondents were between the ages of thirty to fifty-nine, with forty per cent (40%) being between 40-49. No respondent was under the age of twenty.

Table 2

Age Distribution of Participants by Adult Degree Program

Age	Program A	Program B	Program C	Total	
	Number	Number	Number	Number	Percent
Under 20	0	0	0	0	0
20 to 29	13	7	14	34	13
30 to 39	21	13	15	49	18
40 to 49	34	30	44	108	40
50 to 59	29	15	24	68	25
60 or over	6	0	7	13	5
Total	103	65	104	272	100

Table 3 presents data concerning the respondents' field of interest. The vast majority of all respondents, sixty-seven per cent (67%), were in a business related field. Seventy-four per cent (74%) of student respondents indicated the business field. Nineteen percent (19%) of the respondents marked "Other," and indicated that their interest dealt with computers.

Table 3

Field of Teaching or Research Interest / Major Field of Study by Category of Respondent

Field	Faculty Number	Students Number	Administrators Number	Total Number	Percent
Education	7	4	4	15	6
Business	51	113	4	168	67
Criminal Justice	1	6	0	7	3
Nursing	4	1	0	5	2
Religion	6	4	0	10	4
Other	22	24	1	47	19
Total	91	152	9	252	100

Tables 4 and 5, respectively, show the teaching arrangement and type of courses that were taught by the faculty respondents. Given that different institutions use different descriptors for part-time faculty members, this research used the general descriptor “Instructor” to represent adjunct, affiliate, or part-time faculty. Sixty-six per cent (66%) of the faculty respondents marked this response. There was an almost even split between teaching ADCP courses only rather than teaching both ADCP and traditional courses (53% and 47% respectively).

Table 4

Distribution of Academic Rank of Faculty by Type of Appointment

Rank	Full-Time	Part-Time	Total	Percent
Instructor	1	59	60	66
Assistant Professor	4	1	5	5
Associate Professor	4	4	8	9
Professor	3	2	5	5
Other	0	13	13	14
Total	12	79	91	100

Table 5

Distribution of Faculty by Types of Courses Taught

Type of Courses	Number	Percent
Degree Completion Courses Only	47	53
Degree Completion Courses <u>and</u> Traditional Courses	42	47
Total	89	100

Information concerning the year of enrollment in college of the student respondents in this study is presented in Table 6. The largest number of student respondents in this study identified themselves as graduates of the program at fifty-three per cent (53%). Fourth-year, or senior level undergraduate students, comprised the second largest category of student respondents at thirty-five per cent (35).

Table 6

Students Year in College by Program

Year	Program A	Program B	Program C	Total	
	Number	Number	Number	Number	Percent
Sophomore	0	0	1	1	1
Junior	6	1	10	17	11
Senior	25	21	8	54	35
Graduate	20	30	32	82	53
Total	51	52	51	154	100

Table 7 indicates that eighty-eight per cent (88%) of all respondents had at least one year of involvement, with a majority, (51%) having more than two years' involvement with the program.

Table 7

All Participants Length of Time in Program by Program

Time in Program	Program A Number	Program B Number	Program C Number	Total Number	Percent
Less than 6 months	1	0	4	5	2
6 months to 1 year	6	7	15	28	11
Between 1 and 2 years	32	37	29	98	37
Over 2 years	60	20	55	135	51
Total	99	64	103	266	100

Table 8 indicates that there was an almost even split between full-time and part-time status of student respondents. In this research, fifty-one per cent (51%) indicated that they had full-time status. It is important to note that because the programs involved in this study are accelerated in nature, students could be enrolled in only two classes per session and still be considered as having full-time status.

Table 8

Students Current Enrollment Status by Program

Year	Program A	Program B	Program C	Total	
	Number	Number	Number	Number	Percent
Full-Time	25	20	11	56	51
Part-Time	13	12	28	53	49
Total	38	32	39	109	100

One hundred per cent of all respondents indicated they were employed in some capacity, either full-time for the college, in the case of full-time faculty members and administrators, or outside of the degree completion program (students and adjunct faculty). Table 9 shows that many different businesses' and industries' employees are represented, the highest number, 56, being in private manufacturing, comprising twenty-six per cent (26%) of the total.

Table 9

Employment Outside the Adult Degree Completion Program (All Participants) by Program

Employment	Program A	Program B	Program C	Total	
	Number	Number	Number	Number	Percent
Private Manufacturing	15	9	32	56	26
Education	10	7	11	28	13
Nonprofit service	3	4	3	10	5
Self-Employed	4	3	4	11	5
Medical/Health Care	4	0	5	9	4
Legal Financial	10	6	3	19	9
Military	1	0	9	10	5
Government	7	14	8	29	13
Religious	1	0	2	3	1
Other	22	9	12	43	20
Total	77	52	89	218	100

Research Question Analysis

In preparation for the analysis for each of the four research questions, goal area scores were calculated by averaging the ratings for each statement within a given goal area. Because this study was exploratory in nature a higher probability of Type I error, i.e. $p < .10$, is justifiable; however, due to the large number of tests of the same data without allowance for multiple comparisons, a Type I error p value of .05 was selected (Keppel, 1991).

Because of the large amount of data and the cumbersome nature of large data tables, only significant results for each research question will be presented in this chapter. All raw data tables relating to each research question have been placed in Appendices J, K, L and M, respectively.

Additionally, as a reminder, the instrument asks respondents to rate both an “is” and a “should be” response for each goal area. In other words, it asks how important the stated goals are in reality and how important they should ideally be? To reduce confusion when discussing the results, many times the “is” responses are referred to as *real*, and the “should be” responses are referred to as *ideal*.

Research Question One: *What real and ideal goal areas, as defined by the Institutional Goals Inventory, do faculty, students and administrators perceive to be most important in the Adult Degree Completion Program with which they are associated?*

To answer this question, average group ratings (is and should be) for each goal area by each group (faculty, student and administrator) at each program (A, B & C) were rank ordered. Paired samples t-tests were then conducted to identify where in each rank ordered group significant differences ($p < .05$) existed. Goal area descriptions and their abbreviations are found in Appendix B.

Out of the 21 possible significant differences in goal area rankings, almost all of the significant results for Research Question One occurred either in the top four ranked goal areas or in the bottom two; there were very few significant results within the middle rankings.

Table 10
Rank-Ordered Goal Areas By Program and Stakeholder Group

	Faculty Real	Faculty Ideal	Student Real	Student Ideal
Program A	1. PGP *	1. PGP *	1. PGP *	1. PGP *
	2. COM	2. COM *	2. IO *	2. COM
	3. IO	3. IO *	3. COM *	3. IO
	4. AD	4. AD	4. AD *	4. AD
	20. OCL	20. OCL	20. OCL	20. CAA
	21. TR *	21. TR *	21. TR *	21. TR *
Program B	Not statistically analyzed due to low N's		1. AD	1. PGP
			2. PGP	2. COM
			3. IO	3. AD
			4. COM	4. IO
			20. PS	20. CAA
			21. TR *	21. TR *
Program C	1. PGP	1. IO	1. PGP *	1. VP *
	2. IO	2. PGP	2. IO *	2. PGP *
	3. VP	3. AD	3. AD *	3. COM *
	4. AD	4. VP	4. COM *	4. IO *
	20. TR	20. CAA	20. CAA	20. CAA *
	21. RES	21. TR	21. TR *	21. TR *

LEGEND FOR INTERPRETING TABLE 10 (FULL DESCRIPTIONS FOUND IN APPENDIX B)

PGP – Principles of Good Practice
 IO – Intellectual Orientation
 VP – Vocational Preparation
 AD – Academic Development
 PS – Public Service

COM – Community
 CAA – Cultural/Aesthetic Awareness
 TR – Traditional Religiousness
 OCL – Off-Campus Learning
 RES - Research

Table 10 displays the top four and bottom two ranked goal areas on which paired sample t-tests were performed. Statistical significance at the $p < .05$ level is noted by an *. Because of the low number of administrator responses overall and the low number of faculty responses at Program B, those groups were removed from analysis. All related raw data and Paired Sample t-test Summary Tables can be found in Appendix J.

Each of the top four goal areas that include an * mean that the marked goal areas were rated significantly higher than all of the lower-ranked goal areas, and each lowest ranked goal area that includes an * means that the marked goal area was ranked significantly lower than all higher-ranked goal areas. For example, the Principles of Good Practice goal area was rated by all faculty and students at Program A, both in the real and ideal categories, as significantly higher than all other goal areas in this program. Likewise, Traditional Religiousness was ranked significantly lower than all other goal areas. For Program B, the only significant result was that Traditional Religiousness was ranked significantly lower than all other goal areas. In Program C, there weren't any significant results in the faculty real or ideal rankings; however, all but one of the student real and ideal rankings was statistically significant.

Research Question Two: *Are there specific real and ideal goal areas where stakeholder groups significantly differ in their ratings?*

While the responses Research Question One provide a rank ordering of the goal areas according to each program's constituent groups, responses to Research Question Two examine differences in ratings of the goal areas *between* constituent groups. To answer the second research question, independent samples t-tests were performed and differences with a p value of $< .05$ were identified.

Appendix K displays the mean faculty and student ratings for each goal area for Programs A, B, and C. The data includes both real (“is”) and ideal (“should be”) responses and the number of respondents for each question as well as the standard deviations for each group. Tables 11, 12 & 13 display the t-test summary table of significant results between groups.

Table 11 shows that program A’s faculty rated the ideal Intellectual Orientation goal area significantly more important than did students. Students rated the ideal goal area of Individual Personal Development significantly more important than did faculty. Also, students’ real ratings for the goal area Humanism/Altruism were significantly higher than those of faculty. And faculty rated the ideal goal area of Off-Campus Learning as significantly lower than students. As a reminder, the instrument asks respondents to mark both an “is” and a “should be” response for each goal statement. The “is” statement represents the real goal and the “should be” statement represents the ideal goal.

Table 11

Program A Faculty vs. Student t-Test Summary Table

Goal Areas	<i>Group</i>	<i>M</i>	<i>Mean Diff.</i>	<i>df</i>	<i>t</i>	<i>p</i>
Intellectual Orientation Should Be	Faculty	4.21	0.25	88	2.068	0.042
	Students	3.96				
Individual Personal Development Should Be	Faculty	3.59	-0.31	88	2.041	0.044
	Students	3.90				
Humanism/Altruism Is	Faculty	2.37	-0.35	88	2.326	0.015
	Students	2.72				
Off-Campus Learning Should Be	Faculty	2.56	-0.49	88	2.832	0.006
	Students	3.05				

Table 12

Program B Faculty vs. Student t-Test Summary Table

Goal Areas	<i>Group</i>	<i>M</i>	<i>Mean Diff.</i>	<i>df</i>	<i>t</i>	<i>p</i>
Intellectual Orientation Is	Faculty	2.89	-0.63	62	2.46	0.02
	Students	3.51				
Individual Personal Development Is	Faculty	2.89	-0.57	62	2.08	0.04
	Students	3.46				
Advanced Training Is	Faculty	2.32	-0.68	62	2.51	0.015
	Students	3.00				
Advanced Training Should Be	Faculty	3.00	-0.83	62	3.55	0.001
	Students	3.83				
Research Is	Faculty	1.98	-0.65	62	2.262	0.027
	Students	2.63				
Freedom Is	Faculty	2.70	-0.58	62	2.022	0.048
	Students	3.28				
Intellectual/Aesthetic Environment Is	Faculty	2.48	-0.47	62	2.344	0.026
	Students	2.95				
Innovation Is	Faculty	2.50	-0.41	62	2.445	0.019
	Students	2.91				

Table 12 shows that Program B's students rated the "is" statements on Individual Personal Development, Freedom, Research, Intellectual Orientation, Intellectual/Aesthetic Environment, and Innovation as significantly more important than the respective faculty ratings. Also, students' real and ideal ratings for the goal area Advanced Training were both rated significantly higher than the respective faculty ratings.

Table 13 shows that program C's students' rated the "is" statements on the goal areas of Academic Development, Meeting Local Needs, Intellectual/Aesthetic Environment, and Principles of Good Practice as significantly more important than the respective faculty ratings. Also, students' real and ideal ratings for the goal areas Community, Research and Advanced

Training were significantly higher than the respective faculty ratings. Finally, students' ideal ratings for Individual Personal Development, Vocational Preparation, Democratic Governance and Off-Campus Learning were significantly higher than the respective faculty ratings.

Table 13

Program C Faculty vs. Student t-Test Summary Table

Goal Areas	<i>Group</i>	<i>M</i>	<i>Mean Diff.</i>	<i>df</i>	<i>t</i>	<i>p</i>
Academic Development Is	Faculty	3.11	-0.52	92	3.75	0.00
	Students	3.63				
Intellectual Orientation Is	Faculty	3.13	-0.56	91	3.52	0.00
	Students	3.69				
Individual Personal Development Should Be	Faculty	3.43	-0.44	92	2.751	0.007
	Students	3.87				
Vocational Preparation Should Be	Faculty	3.91	-0.40	92	2.868	0.005
	Students	4.31				
Advanced Training Is	Faculty	2.53	-0.49	91	3.031	0.003
	Students	3.01				
Advanced Training Should Be	Faculty	3.44	-0.40	92	2.421	0.017
	Students	3.84				
Research Is	Faculty	2.14	-0.58	91	3.659	0
	Students	2.72				
Research Should Be	Faculty	2.69	-0.67	92	3.686	0
	Students	3.36				
Meeting Local Needs Is	Faculty	2.63	-0.34	91	2.548	0.013
	Students	2.96				
Democratic Governance Should Be	Faculty	3.11	-0.49	92	2.661	0.009
	Students	3.60				
Community Is	Faculty	3.00	-0.55	91	3.135	0.002
	Students	3.55				
Community Should Be	Faculty	3.82	-0.41	92	2.716	0.008
	Students	4.23				
Intellectual/Aesthetic Environment Is	Faculty	2.55	-0.35	91	2.188	0.031
	Students	2.90				
Off-Campus Learning Should Be	Faculty	2.68	-0.35	92	2.016	0.047
	Students	3.03				
Principles of Good Practice Is	Faculty	3.31	-0.46	91	2.892	0.005
	Students	3.77				

Research Question Three: *Are there significant differences in real and ideal goal ratings between institutions in the study?*

While Research Questions One and Two both deal with individual stakeholders, the Research Question Three deals with differences between the three institutions. To answer this question for faculty and students, one-way analyses of variance were performed and significant differences were based on $p < .05$. When a significant difference was identified, a Bonferroni post hoc test was performed to identify the specific groups that differed significantly and to minimize the risk of Type I errors due to multiple comparisons. Independent sample t-tests were performed to test differences between administrators at program A and C. The Program B administrator group was not analyzed due to low response rate (N=1).

Appendix L displays means, standard deviations, and sample sizes for the faculty, student and administrator responses to all goal areas, both real and ideal, at each institution.

Table 14Faculty Differences Between Programs (A, B & C) ANOVA Summary Table

Between Groups	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Groups</i>	Bonferroni
Cultural/Aesthetic Awareness Should Be	2	4.720	2.360	4.246	0.017	B vs. C	0.049
Traditional Religiousness Is	2	6.330	3.165	5.423	0.006	A vs. C	0.005
Traditional Religiousness Should Be	2	9.049	4.525	4.112	0.020	A vs. C	0.041
Democratic Governance Should Be	2	7.524	3.762	5.969	0.004	A vs. C	0.021
Community Should Be	2	3.904	1.952	4.137	0.019	A vs. C	0.048
Principles of Good Practice Is	2	4.400	2.200	4.289	0.017	A vs. C	0.013

Table 14 shows the ANOVA summary results for faculty differences between programs. There were only six instances in which there were significant differences between faculty ratings of the goal areas between programs. For each of these differences a Bonferroni post hoc analysis was performed to identify which specific programs differ significantly. Program B faculty rated the ideal Cultural/Aesthetic Awareness goal area significantly higher than program C faculty. Program C's faculty rated both the real and ideal responses for Traditional Religiousness significantly higher than program A's faculty. Additionally, programs A's faculty rated ideal responses for the Democratic Governance and Community goal areas and the real responses for the Principles of Good Practice goal area as significantly higher than program C's faculty.

Table 15Student Differences Between Programs (A, B & C) ANOVA Summary Table

Between Groups	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Groups</i>	Bonferroni
Individual Personal Development Is	2	4.777	2.388	3.630	0.029	A vs. B	0.028
Humanism/Altruism Should Be	2	5.655	2.827	3.329	0.038	B vs. C	0.054
Cultural/Aesthetic Awareness Is	2	6.564	3.282	5.343	0.006	B vs. C	0.004
Traditional Religiousness Is	2	5.844	2.922	3.217	0.043	A vs. B	0.057
Vocational Preparation Is	2	8.062	4.031	5.584	0.005	A vs. C	0.003
Vocational Preparation Should Be	2	5.058	2.529	5.350	0.006	A vs. C	0.004
Advanced Training Is	2	4.771	2.386	3.575	0.030	A vs. C	0.058
Advanced Training Should Be	2	6.159	3.080	5.490	0.005	A vs. B,C	0.016
Research Should Be	2	5.795	2.898	3.469	0.034	A vs. C	0.028
Meeting Local Needs Should Be	2	4.782	2.391	3.852	0.023	A vs. C	0.048
Freedom Is	2	6.178	3.089	3.743	0.026	A vs. B	0.023

Table 15 displays the ANOVA summary results for student differences between programs. When comparing the student responses between programs A and B, in all instances where there was a significant difference, program B's students rated the goal area higher. These goal areas included the real responses for Individual Personal Development, Freedom, and Traditional Religiousness. When comparing the student responses between programs B and C, in all instances where there was a significant difference, program B rated the goal areas higher. These goal areas included the ideal responses for Humanism/Altruism, and the real responses for Cultural/Aesthetic Awareness. When comparing program A student responses and program C student responses, in all instances where there was a significant difference program C's responses were rated higher. These goal areas included the real responses for Vocational Preparation and Advanced Training, and the ideal responses for Vocational Preparation. There was one instance

in which program A’s students rated an ideal area as significantly lower in importance than both program B and C. This goal area was Advanced Training.

Table 16

Administrator Differences Between Programs (A & C) t-Test Summary Table

Goal Areas	<i>df</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Vocational Preparation Is	21	4.378	0.000	1.790
Vocational Preparation Should Be	21	5.243	0.000	1.836
Meeting Local Needs Is	21	2.306	0.031	0.936
Meeting Local Needs Should Be	21	2.186	0.044	0.665
Freedom Should Be	21	2.288	0.033	0.873

The t-test summary results as displayed in Table 16 show that there was a significant difference between administrators at programs A and C for the Vocational Preparation and Meeting Local Needs goal areas. In both instances program C’s administrators rated these areas significantly more important than program A. Additionally, program A’s administrators rated the real Freedom goal area significantly higher than administrators at program C.

Research Question Four: *How well is each of the institutions meeting ideal goals, according to each stakeholder group?*

While the first three Research Questions focus on various differences between constituent groups, Research Question Four focuses on the differences between the real and ideal ratings for each goal area within constituent groups. All of the paired sample t-test summary tables for the three programs and stakeholder groups can be found in Appendix M. The results are simple. In Program A, all faculty, students and administrators rated all ideal goal areas as significantly

higher than all real goal areas, most at the $p < .000$ level. The same is true of Program C's faculty and student ratings.

For Program B's faculty, the ideal responses for all goal areas except Freedom and Accountability/Efficiency were rated significantly higher than the corresponding real ratings.

Administrators in program C also rate the ideal responses for 15 of the 21 goal areas significantly higher than the corresponding real ratings.

Summary

The goal areas of Principles of Good Practice, Academic Development, Community and Intellectual Orientation overall were most important to faculty and students. Vocational Preparation was highly important to both students and faculty at program C. Additionally, Traditional Religiousness (TR), a goal area intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, *traditional* rather than "secular" or "modern," was ranked last by nearly all constituent groups.

Overall, for each program there were 42 instances (21 goal areas, each with real and ideal ratings) in which significant differences could have occurred. For program A, there were four where faculty and students differed as to how important the goal areas are and should be. In program B, there were six areas where students rated the real scales as significantly higher than the faculty, but there were no ideal goal areas where there were significant differences in the ratings. In Program C, there were fourteen instances in which students rated goal areas significantly higher than faculty, 7 real and 7 ideal.

Out of the 63 possible combinations on which the stakeholders between institutions could have shown a significant difference in goal ratings (21 goal areas, 3 institutions, each with a real

and ideal rating), 6 significant differences occurred between faculty, and nine occurred between students.

All respondents in all programs showed a significant difference between the real and ideal goal area ratings. All rated the ideal responses significantly higher than the real responses.

CHAPTER FIVE – DISCUSSION OF RESULTS

Summary of Study

As stated in Chapter One, there are two relatively recent trends in higher education that drive the focus of this study: the simultaneous rise in nontraditional programs for adult professional students, specifically adult degree completion programs, and the growing concern for quality in higher education as a whole. While the Principles of Good Practice in Alternative and External Degree Programs (ACE, 1990) exist to serve as guidelines for the development and administration of adult degree completion programs, only one other limited study (Kadel, 2000) has been conducted to assess the level to which these programs are following those or any other guidelines to ensure quality. More importantly, no identified research has been conducted to determine the extent to which stakeholders - primarily faculty, students and administrators- even agree on what goals or guidelines are important in adult degree completion programs.

The Institutional Goals Inventory (1972) was used to collect data for this study. It was designed as an instrument to be administered to a variety of stakeholders to assess their perceptions of both real and ideal goals of a college or university. This research polled faculty, students and administrators in three adult degree completion programs in Kansas and sought to provide comprehensive descriptive data about those results. Questions guiding this study included finding out what goal areas the various stakeholders deemed most and least important; whether or not there was a significant difference in those perceptions between stakeholder groups and/or institutions; and how well each of the institutions is meeting the goals their stakeholders deem important.

It is important to remember that this is an exploratory study and is only the very first step in assessing the consensus among and between constituent groups in these types of programs.

There is very little existing research data on which to make any meaningful comparisons between the findings of this research and information found in related, empirically based literature. As such, the results of this study actually pose more questions than are answered.

Discussion of Demographic Data

Overall, the institutional and individual demographic data from this study is consistent with what might be expected to be the case in adult degree completion programs. Eighty-three per cent of all student respondents are over 30 years old, ninety-nine per cent indicated Junior status or higher; and one hundred per cent indicated that they were working at least part-time. Virtually all studies completed on adult students in higher education, specifically those studies on adult degree completion students, show similar demographic data (Hall, 1990; Jones, 2001; Taylor, 2000).

While one would normally expect to see a higher proportion of students indicating part-time status in an adult degree completion program, this study shows 51% were full-time students. That circumstance could perhaps be due to the technical definition of full-time status according to financial aid guidelines and the nature of accelerated programs. In other words, students attending class two nights per week, even occasionally, can technically be considered a full-time student.

Additionally, a large majority of the faculty respondents indicated part-time teaching status, with fifty-three per cent teaching only degree completion courses and no “traditional” courses. While normally one might expect to see a larger percentage teaching only degree completion courses, one of the institutions in this study schedules many full-time professors to teach some of the ADCP courses and conversely uses quite a few adjunct faculty to teach “traditional” courses.

Discussion of Research Questions

RQ1: Because various stakeholder groups may have significantly different expectations of ADCPs, working to develop consensus is a logical prerequisite to effectively and efficiently improving the quality of the programs. Without consensus on institutional goals, the impact of efforts to improve quality may depend on whether you are a student, faculty member, administrator or member of another stakeholder group. Knowing the relative importance of various institutional goals can help focus improvement efforts on what stakeholders deem is most important.

The results of this study clearly show a pattern of consistency between and among faculty and students as to what goal areas are most important. The real and ideal goal areas of Principles of Good Practice, Academic Development, Community, and Intellectual Orientation were consistently ranked at the top by most faculty and student respondents. The Principles of Good Practice are specific to adult degree programs and offer an institution a guide as to how to administer these types of programs, so it is not surprising at all that this goal area would be the most important to the stakeholders. The goal area Academic Development has to do with high intellectual standards throughout the program, preparing students for graduate school, and acquiring both general and specialized knowledge. Intellectual Orientation relates to attitudes about learning, familiarity with problem solving methods, the capacity for self-directed learning, and a commitment to lifelong learning. Additionally, the goal area of Community has to do with maintaining a climate of open and candid communication, open airing of differences, and mutual trust and respect among students, faculty and administrators, all of which consistently show up in the literature as important to adult students (Kasworm & Blowers, 1994; Wlodkowski & Kasworm, 2001). In this study, those same things were important to faculty and administrators,

which implies these programs have a solid understanding of adult learners and their unique needs.

An interesting anomaly occurred in Program C, where the goal area Vocational Preparation, which deals with offering specific occupational curriculums, programs geared to emerging career fields, opportunities for retraining or upgrading skills, and career planning assistance, was ranked as the most important ideal goal area for students. These things are often used as marketing points for adult degree completion programs and are often part of the organizational culture, so it is interesting that this goal area did not show up as more highly ranked for the other two institutions. It begs the question as to how Programs A and B differ from Program C.

Although there is no meaningful data on adult degree completion programs with which to make comparisons, there are data on community colleges and other colleges and universities with which to make comparisons about rankings. The results of this study differ from previous research in that with many campus-wide administrations of the Institutional Goals Inventory, there were marked differences in ideal goal areas, with faculty emphasizing academic and intellectual goals and students emphasizing vocational preparation and other service goal areas. (Peterson, 1971b).

Although all three institutions are private colleges with religious histories and backgrounds, the goal area Traditional Religiousness showed up for most stakeholders at all programs as the lowest ranked goal area. This is consistent with past research on the IGI. The only time Traditional Religiousness comes up as a highly ranked goal is at evangelical religious colleges like Oral Roberts University (Peterson, 1977).

An additional result of the rankings of goal areas has to do with outcome vs. process goals, which are explained in detail in Chapter Two. The IGI assesses 13 outcome goal areas, 7 process goal areas, and 1 (PGP) that can be considered both outcome and process related. When looking at the top-rated goal areas by each stakeholder group it is clear that the majority of the top-ranked goals for students and faculty are outcome goals (Academic Development, Intellectual Orientation, Vocational Preparation, PGP), whereas the top-ranked goal areas for administrators were mostly process goals (Innovation, Freedom, Accountability/Efficiency, PGP). A study conducted by Cleary (2001) on the indicators of quality at community colleges showed similar findings with regard to faculty and students but differed in its findings with regard to administrators. In that study, administrators, students and faculty all rated outcome indicators as consistently more important as a measure of institutional quality than process indicators.

In sum, there is generally agreement between faculty and students about both real and ideal goals in adult degree completion programs, and administrators share the views with faculty and students about the importance of the Principles of Good Practice in Alternative and External Degree Programs. In other areas, administrators disagreed with students and faculty about what is and should be most important.

RQ2: The results for assessing whether stakeholders groups significantly differed in their ratings of how important the real and ideal goals are is important because if stakeholders don't agree it will limit what a program can do from a quality improvement standpoint. In order to be effective in quality improvement, organizations need to establish what is important to the stakeholders, gain consensus on that, and then measure how well the stated goals are being met.

The results from this question suggest that there is general consensus, especially at Programs A and B, and is a good starting point for institutional goal planning.

It should be noted, however, that Program C showed the least amount of consensus of all three institutions. There were significant differences in seven areas in both the real and ideal categories, with the students rating all goal areas as significantly higher than faculty.

Four of these significant differences exist in the highest ranked goal areas at this program. This suggests that the administrators of this program may need to work harder to establish communication about program goals between faculty and students and better communicate to faculty how they are meeting the guidelines set forth in the Principle of Good Practice in Alternative and External Degree Programs. Additionally, program C's administrators should address the students' unmet need for placing even more importance on vocational preparation.

There are two other observations from this set of data that are interesting. One is that across institutions in all but one instance in which there was a significant difference, the students gave higher mean ratings than the faculty. This may suggest that students are more invested in the programs than the faculty.

The second is that the only goal area across institutions that students rated significantly higher than faculty was the Individual/Personal Development goal area. This deals with the identification of personal goals and development of means for achieving them, the ability to have open, honest and trusting relationships with others, and enhancement of a sense of self-worth and self-confidence.

This has emerged as a theme in some studies having to do with adult college students' development and persistence in earning a degree. Kasworm (2003) conducted a case study of

adult learner experiences of accelerated degree programs and found that students very much appreciated programs structures that assisted students with setting and reaching academic goals. Programs doing so had a higher rate of student persistence. Additionally, Kasworm (2003) found that self-worth and self-confidence increased for adult students in accelerated programs whose sense of identity was “clearly anchored to the program and the related set of participatory involvements (p. 23).” The students interviewed in that study felt they were affirmed by predictable and supportive programs structures, believed the degree program was going to help them succeed, and saw their experiences as creating more competence in the world of work, thereby increasing self-worth and self-confidence.

In sum, the results for this research question provide very valuable data for each individual program. Additionally there are two very general conclusions to be made: faculty, students, and administrators don’t always agree on the importance of goal areas beyond what is most important, and ADCP students seem to have higher expectations than ADCP faculty.

RQ3: The only significant result that occurred in one of the top ranked goal areas was that Program A rated the Principles of Good Practice goal area as significantly higher than Program C. The practical result from this is that overall there is not a lot of difference in goal area ratings between the faculty in these programs.

For the students, there were 9 combinations with a significant difference, only one occurring in a highly ranked goal area. In this instance, both the real and ideal scales of Vocational Preparation for program C were significantly higher than program A. These results show that, as with faculty, the practical significance of the differences on student ratings between institutions is negligible. This suggests an inference that these programs are similar enough in

nature to be categorized and studied as a group, having significantly similar organizational cultures.

RQ4: Of all of the research questions posed in this study this one is arguably the most important to administrators of adult degree completion programs. This is one that indicates presently where the program stands in quality, as measured by meeting goals deemed important to stakeholder groups. Unfortunately for these institutions the short answer to the question is “not very well.” While in general the history of the IGI (and human nature) shows that the ideal usually exceeds reality, it is telling that in virtually all instances, the ideal ratings were significantly higher than the real ratings. In a large majority of the cases, the probability of the difference significance was $\leq .001$. In other words, there were almost always large differences between perceptions of what “is” and what “should be” important to all stakeholders at all programs. However, the profiles for the real and ideal goal areas were similar, suggesting perceived and desired priority structures that are not terribly different.

The practical significance of this finding shows that these programs have a lot of room for improvement and growth, particularly in the top-ranked goal areas of Principles of Good Practice, Academic Development, Intellectual Orientation, Community, and Vocational Preparation.

Contributions to the Field

The results of this study are important in many ways. First, it is the first study conducted that assesses the consensus among and between major stakeholder groups in adult degree completion programs. As these programs continue to proliferate, it is important for administrators of these programs to understand, from an institutional planning standpoint, what

goals their constituents deem important and to be aware of difference where they exist. This is one facet to ensuring quality (Peterson & Uhl, 1979; Cleary, 2001).

Additionally, the results indicate a significant gap exists between what faculty and students think should be important in adult degree completion programs and what actually is important. This has implications for how to market and govern programs, how to recruit and retain faculty, and what areas of faculty development should be stressed. It also has implications for student and faculty satisfaction. It can be argued that the extent to which a program meets the goals that faculty and students deem important, the greater the satisfaction with the program.

The results of this study suggest the need for increased communication between stakeholder groups in adult degree completion programs about program goals and perceptions related to the importance of them and how this relates to overall quality.

This study also was the first to administer the IGI at a program rather than institutional level and indicates that it may be successfully adapted to individual adult degree completion programs. This is supported by the analysis of reliability of the goal areas in this study, as discussed in Chapter Three.

This exploratory study was a basic first step in understanding program goals in adult degree completion programs. Much more research is needed in order to draw any substantive conclusions. In fact, one of the significant contributions to the field from this study is the additional research questions generated.

Recommendations for Future Research

First, a qualitative study of administrators of ADCP's could provide deeper insight into many areas such as how useful the Principles of Good Practice in Alternative and External Degree Programs is from a practical standpoint, how they go about creating consensus (if they

do) among stakeholder groups, and why process seems more important to this group than outcome.

Second, a larger more representative study of ADCP's using the Institutional Goals Inventory in either a regional or national area would provide more comprehensive data. This would further the research in two ways. First, it would be another test of the usefulness of the IGI at the program rather than institutional level. Second, it would more thoroughly test for differences among and between stakeholder groups as to the importance of goal areas.

Additionally, Kadel (2001) conducted a study in which administrators of ADCP's responded to a detailed instrument about the extent to which the programs should and were following the Principles of Good Practice in Alternative and External Degree Programs (PGP), including all of the subprinciples (Appendix D). While this current study addressed the real and ideal rankings of the main principles of the PGP, expanding on both Kadel's (2001) research and the current study by creating IGI goal statements for the PGP subprinciples would provide a more comprehensive measure of the entire set of principles, particularly since this was ranked by faculty, students and administrators as the most important ideal goal area.

Another interesting future research study could focus on the extent to which there is agreement between stakeholder groups on the meaning of the principles and subprinciples of the PGP. In other words, while this study found that all stakeholder groups felt that the PGP were and should be important in adult degree completion programs, it did not address the extent to which stakeholder groups interpret what is meant by each of the Principles of Good Practice in Alternative and External Degree Programs. Also, other research designs on the usefulness of the PGP, particularly from the standpoint of using the adherence to those guidelines in the accrediting process, could also be useful.

More research should be conducted on adult students in ADCP's on the areas that the Individual Personal Development scale taps, including how important personal goal setting is in the collegiate process, how adult students set and achieve their personal goals, and the impact that attaining a degree (both process and outcome) has on their sense of self-worth and self-confidence. It could be useful to see how the data available on traditional students and/or adults attending program designed for traditional students compare in these areas.

Because there were certain goal areas that were generally agreed to be the most important for adult degree completion programs, more research should be conducted in these areas, including how these program ensure the acquisition of general and specialized knowledge, prepare students for advanced study, and maintain a high level of intellectual standards.

It would also be beneficial to conduct a study about whether there is a correlation between institutions with low student differences in goal area ratings and student persistence. In other words, is there a higher graduation rate among those students who perceive that the program meets institutional goals that students deem important? Preliminary results from Wlodkowski & Kasworm's (2001) work on accelerated degree programs indicates that this may be the case, but further specific research correlating the two is needed.

Another stakeholder group that is important to adult degree completion programs is local employers. Many of these programs design degree offerings to match community employment needs (Taylor, 2000). Adding local employers to the IGI respondent group would provide another dimension in assessing consensus on goals in adult degree completion programs.

Finally, the trend towards moving more of these programs either partly or wholly online, which significantly reduces the "face-time" of faculty to administrator and student to faculty,

means that there should be more research conducted on how to ensure continued input from stakeholder groups about program goals and outcomes.

Conclusion

Quality, by its definition, is a very elusive term. There are no all-purpose measures for assessing institutional quality across all institutions or programs in higher education. Assessing the perceptions as to the importance and relevance of various program goals and the extent to which those goals are being met is only one measure of quality. Adult degree completion program administrators should expend the effort to gain consensus from major stakeholder groups to define for themselves what quality means in their programs because defining quality is far too complex to be left to any one group. The Institutional Goals Inventory, adapted for the program level, is a useful tool for doing just that.

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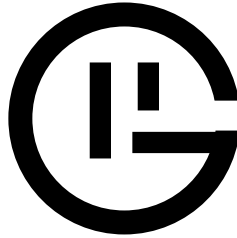
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APPENDIX A

– Institutional Goals Inventory



To the respondent:

Numerous educational, social, and economic trends periodically make it advisable for colleges and universities to reach new understandings about their goals. Financial and enrollment concerns can underscore the need for institutions to specify the objectives to which limited resources may be directed.

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

The *Inventory* was designed to address possible goals of all types of higher education institutions. Most of the goal statements in the *Inventory* refer to what may be thought of as "outcome" goals--substantive objectives institutions may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to "process" goals--goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups--faculty, students, administrators, boards, and so forth. In no instance will responses of individuals be reported. The *Inventory* should take no longer than 45 minutes to complete.

NAME OF INSTITUTION _____

EDUCATIONAL TESTING SERVICE, PRINCETON, NJ 08541

Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
1. To help students acquire depth of knowledge in at least one academic discipline...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
2. To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
3. To help students identify their own personal goals and develop means of achieving them...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
4. To ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
5. To increase the desire and ability of students to undertake self-directed learning...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
6. To prepare students for advanced academic work, e.g., at a graduate or professional school...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
7. To develop students' ability to synthesize knowledge from a variety of sources...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
8. To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
9. To hold students throughout the institution to high standards of intellectual performance...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

		Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .				
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
10.	To instill in students a lifelong commitment to learning...	is ○ ○	○ ○	○ ○	○ ○	○ ○
11.	To help students achieve deeper levels of self-understanding...	is ○ ○	○ ○	○ ○	○ ○	○ ○
12.	To ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is ○ ○	○ ○	○ ○	○ ○	○ ○
13.	To help students be open, honest, and trusting in their relationships with others...	is ○ ○	○ ○	○ ○	○ ○	○ ○
14.	To encourage students to become conscious of the important moral issues of our time...	is ○ ○	○ ○	○ ○	○ ○	○ ○
15.	To increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is ○ ○	○ ○	○ ○	○ ○	○ ○
16.	To educate students in a particular religious heritage...	is ○ ○	○ ○	○ ○	○ ○	○ ○
17.	To help students understand and respect people from diverse backgrounds and cultures...	is ○ ○	○ ○	○ ○	○ ○	○ ○
18.	To require students to complete some course work in the humanities or arts...	is ○ ○	○ ○	○ ○	○ ○	○ ○

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
19.	To help students become aware of the possibilities of full-time religious vocations...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	To encourage students to become committed to working for world peace...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	To encourage students to express themselves artistically, e.g., in music, painting, film-making...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	To develop students' ability to understand and defend a theological position...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	To encourage students to make concern about the welfare of all humankind a central part of their lives...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	To acquaint students with forms of artistic or literary expression in non-Western countries...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	To help students develop a dedication to serving God in everyday life...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	To provide opportunities for students to prepare for specific occupation, e.g., accounting, engineering, nursing...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	To develop what would generally be regarded as a strong and comprehensive graduate school...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .				
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
28.	To perform contract research for government, business, or industry...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	To develop educational programs geared to new and emerging career fields...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31.	To prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32.	To offer graduate programs in such professions as engineering, education, and social work...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33.	To serve as a cultural center in the community served by the campus...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34.	To conduct basic research in the natural sciences...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35.	To conduct basic research in the social sciences...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36.	To provide retraining opportunities for individuals whose job skills have become out of date...	is <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
37. To contribute, through research, to the general advancement of knowledge...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
38. To assist students in deciding upon a vocational career...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
39. To provide skilled workers for local-area business, industry, and government...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
40. To facilitate involvement of students in neighborhood and community-service activities...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
41. To conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
42. To provide educational experiences relevant to the interests of women in the United States...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
43. To provide critical evaluation of prevailing practices and values in U.S. society...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
44. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
45. To move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
46. To serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
47. To work with governmental agencies in designing new social and environmental programs...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
48. To offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
49. To help students learn how to bring about change in U.S. society...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
50. To focus resources of the institution on the solution of major social and environmental problems...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
51. To be responsive to regional and national priorities when considering new educational programs for the institution...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
52. To provide educational experiences relevant to the interests of African Americans, Latinos, Asian/Pacific Americans and American Indians...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
53. To be engaged, <u>as an institution</u> , in working for basic changes in U.S. society...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
54. To ensure that students are not prevented from hearing speakers presenting controversial points of view...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

		Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .					
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance	
55.	To create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
56.	To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
57.	To ensure the freedom of students and faculty to choose their own life-styles (living arrangements, personal appearance, etc.)...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
58.	To develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
59.	To maintain a climate in which communication throughout the organizational structure is open and candid...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
60.	To place no restrictions on off-campus political activities by faculty or students...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
61.	To decentralize decision making on the campus to the greatest extent possible...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
62.	To maintain a campus climate in which differences of opinion can be aired openly and amicably...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
63.	To protect the right of faculty members to present unpopular or controversial ideas in the classroom...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

		Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .					of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
		is	should be								
64.	To assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
65.	To maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
66.	To create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
67.	To build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
68.	To encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, work-study programs, VISTA, etc....	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
69.	To create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
70.	To experiment with different methods of evaluating and grading student performance...	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
71.	To maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
72.	To participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

		Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .				
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
73.	To sponsor each year a rich program of cultural events-lectures, concerts, art exhibits, and the like...	is ○ ○	○ ○	○ ○	○ ○	○ ○
74.	To experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is ○ ○	○ ○	○ ○	○ ○	○ ○
75.	To award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...	is ○ ○	○ ○	○ ○	○ ○	○ ○
76.	To create an institution known widely as an intellectually exciting and stimulating place...	is ○ ○	○ ○	○ ○	○ ○	○ ○
77.	To create procedures by which curricular or instructional innovations may be readily initiated...	is ○ ○	○ ○	○ ○	○ ○	○ ○
78.	To award the bachelor's and/or associated degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study on- or off-campus, necessary)...	is ○ ○	○ ○	○ ○	○ ○	○ ○
79.	To apply cost criteria in deciding among alternative academic and nonacademic programs...	is ○ ○	○ ○	○ ○	○ ○	○ ○
80.	To maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is ○ ○	○ ○	○ ○	○ ○	○ ○
81.	To regularly provide evidence that the institution is actually achieving its stated goals...	is ○ ○	○ ○	○ ○	○ ○	○ ○

		Please respond to these goal statements by filing in one oval after <u>is</u> and one after <u>should be</u> .				
		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
82. To carry on a broad and vigorous program of extracurricular activities and events for students...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
83. To be concerned about the efficiency with which college operations are conducted...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
84. To be organized for continuous short-, medium-, and long-range planning for the total institution...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
85. To include local citizens in planning college programs that will affect the local community...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
86. To excel in intercollegiate athletic competition...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
87. To be accountable to funding sources for the effectiveness of college programs...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
88. To create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
89. To systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
90. To achieve consensus among people on the campus about the goals of the institution...	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

ADDITIONAL GOAL STATEMENTS
(Local Option)

- If you have been provided with supplementary goal statements, use this section for responding. Use the same answer key as you use for the first 90 items, and respond to both *is* and *should be*. If no additional goal statements were given, leave this page blank and answer the information questions on the next page.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
91.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	98.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
92.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	99.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
93.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	100.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
94.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	101.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
95.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	102.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
96.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	103.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
97.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	104.	is should be	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

Please mark one answer for each of the information questions below that apply to you.

105. Mark the one that best describes your role.

- 1 Faculty member
- 2 Student
- 3 Administrator
- 4 Governing Board Member
- 5 Alumna/Alumnus
- 6 Member of off-campus community group
- 7 Other _____

106. Faculty and students: mark one field of teaching and/or research interest, or for students, major field of study.

- 1 Biological sciences
- 2 Physical sciences
- 3 Mathematics
- 4 Social sciences
- 5 Humanities
- 6 Fine arts, performing arts
- 7 Education
- 8 Business
- 9 Engineering
- 10 Other _____

107. Faculty: indicate academic rank.

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

108. Faculty: indicate current teaching arrangement.

- 1 Full-time
- 2 Part-time
- 3 Evening only
- 4 Off-campus—extension only, etc.
- 5 Other _____

109. All respondents: indicate age at last birthday.

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

110. Students: indicate class in college.

- 1 Freshman
- 2 Sophomore
- 3 Junior
- 4 Senior
- 5 Graduate
- 6 Other _____

111. Students: Indicate current enrollment status.

- 1 Full-time, day
- 2 Part-time, day
- 3 Evening only
- 4 Off-campus only—e.g., extension, correspondence, TV, etc.
- 5 Other _____

112. Subgroups—one response only.

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

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

113. SUPPLEMENTARY INFORMATION QUESTIONS.

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

114.	115.	116.	117.	118.	119.	120.
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10

APPENDIX B

– Descriptions of the 20 Goal Areas in the Institutional Goals Inventory

OUTCOME GOALS

Academic Development(AD)--this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1,4,6,9)*

Intellectual Orientation(IO)--this goal area relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning. (2,5,7,10)

Individual Personal Development(IPD)--this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3,8,11,13)

Humanism/Altruism(HA)--this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14,17,20,23)

Cultural/Aesthetic Awareness(CAA)--this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15,18,21,24)

Traditional Religiousness(TR)--this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, *traditional* rather than "secular" or "modern." (16,19,22,25)

Vocational Preparation(VP)--this goal area means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26,30,36,38)

Advanced Training(AT)--this goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas. (27,31,32,41)

Research(RES)--this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28,34,35,37)

Meeting Local Needs(MLN)--this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29,33,39,40)

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

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

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

PROCESS GOALS

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

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

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

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

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

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

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

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

Miscellaneous goal statements not included in goal areas (12, 71,80, 82, 84, 85, 86, 88, 89, 90)

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APPENDIX C

– Modified Institutional Goals Inventory

Institutional Goals Inventory

To the respondent:

Numerous educational, social, and economic trends periodically make it advisable for colleges and universities to reach new understandings about their goals. Financial and enrollment concerns can underscore the need for institutions to specify the objectives to which limited resources may be directed.

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

The *Inventory* was designed to address possible goals of all types of higher education institutions. Most of the goal statements in the *Inventory* refer to what are thought of as “outcome” goals – substantive objectives institutions may seek to achieve (e.g. qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to “process” goals – goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups – faculty, students, and administrators. In no instance will responses of individuals be reported.

The *Inventory* should take no longer than 45 minutes to complete.

This is a slightly modified version of the Institutional Goals Inventory published by the Educational Testing Service in 1992. The results from this modified instrument will only be used for the purposes of dissertation research.

Please consider the degree completion program only when making your judgments.

DIRECTIONS

The Inventory consists of 98 statements of possible program goals. Using the answer key shown in the example below, you are asked to respond to each statement in two different ways:

First—How important is the goal in this Adult Degree Completion Program at the present time?

Then—In your judgment, how important should the goal be in the Adult Degree Completion Program?

EXAMPLES		Level of Importance				
		None or NA	Low	Medium	High	Extremely High
A. to require a common core of learning experiences for all students...	Is	1	2	3	4	<input type="text" value="5"/>
	Should Be	1	2	<input type="text" value="3"/>	4	5
In this example, the respondent believes the goal “to require a common core of learning experiences for all students” is presently of extremely high importance, but thinks that it should be of medium importance.						
B. to give alumni a larger and more direct role in the work of the institution...	Is	1	<input type="text" value="2"/>	3	4	5
	Should Be	1	2	3	<input type="text" value="4"/>	5
In this example, the respondent believes the goal “to give alumni a larger and more direct role in the work of the institution” as presently being of low importance, but thinks that it should be of high importance.						
IMPORTANT!!!!!!!!!!!!!!						
<ul style="list-style-type: none"> • Please consider the Adult Degree Completion Program <u>only</u> when making your judgments, not the broader institution. • In giving “should be” responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained. • Please try to respond to every goal statement in the Inventory by circling one number after is and one number after should be. 						

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
1. to help students acquire depth of knowledge in at least on academic discipline...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
2. to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
3. to help students identify their own personal goals and develop means of achieving them...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
5. to increase the desire and ability of students to undertake self-directed learning...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
6. to prepare students for advanced academic work, e.g. at a four-year college or graduate or professional school...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
7. to develop students' ability to synthesize knowledge from a variety of sources...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
9. to hold students throughout the program to high standards of intellectual performance...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
10. to instill in students a life-long commitment to learning...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
11. to help students achieve deeper levels of self-understanding...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
13. to help students be open, honest, and trusting in their relationships with others...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
14. to encourage students to become conscious of the important moral issues of our time...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
16. to educate students in a particular religious heritage...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
17. to help students understand and respect people from diverse backgrounds and cultures...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
18. to require students to complete some coursework in the arts and humanities...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
19. to help students become aware of the possibilities of a full-time religious vocation...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
20. to encourage students to become committed to working for world peace...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
21. to encourage students to express themselves artistically, e.g. in music, painting, film-making...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
22. to develop students' ability to understand and defend a theological position...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
24. to acquaint students with forms of artistic or literary expression in non-Western countries...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
25. to help students develop a dedication to serving God in everyday life...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
27. to develop what would generally be regarded as a strong and comprehensive graduate school...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
28. to perform contract research for government, business or industry...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
29. to provide opportunities for continuing education for adults in the local area, e.g. on a part time basis...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
30. to develop educational programs geared to new and emerging career fields...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
31. to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
32. to offer graduate programs in such professions as engineering, education, and social work...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
33. to serve as a cultural center in the community served by the campus...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
34. to conduct basic research in the natural sciences...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
35. to conduct basic research in the social sciences...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
36. to provide retraining opportunities for individuals whose job skills have become out of date...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
37. to contribute, through research, to the general advancement of knowledge...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
38. to assist students in deciding upon a vocational career...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
39. to provide skilled manpower for local-area business, industry and government...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
40. to facilitate involvement of students in neighborhood and community-service activities...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
41. to conduct advanced study in specialized problem areas, e.g. through research institutes, centers, or graduate programs...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
42. to provide educational experiences relevant to the evolving interests of women in America...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
43. to provide critical evaluation of prevailing practices and values in American society...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
45. to move or to maintain a policy of essentially open admissions, and them to develop meaningful educational experiences for all who are admitted...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
47. to work with governmental agencies in designing new social and environmental programs...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
49. to help students learn how to bring about change in American society...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
50. to focus resources of the institution on the solution of major social and environmental problems...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
51. to be responsive to regional and national priorities when considering new educational programs...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
52. to provide educational experiences relevant to the evolving interests of African Americans, Latinos, Asian-Pacific Americans and American Indians...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
53. to be engaged, <u>as an organization</u> , in working for basic changes in American society....	Is	1	2	3	4	5
	Should be	1	2	3	4	5
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
55. to create a system of program governance that is genuinely responsive to the concerns of all people in the program...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
56. to maintain a climate in which faculty commitment to the goals and well-being of the program is as strong as commitment to professional careers...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
57. to ensure the freedom of students and faculty to choose their own lifestyles (living arrangements, personal appearance, etc.)	Is	1	2	3	4	5
	Should be	1	2	3	4	5
58. to develop arrangements by which students, faculty, administrators and trustees can be significantly involved in program governance....	Is	1	2	3	4	5
	Should be	1	2	3	4	5
59. to maintain a climate in which communication throughout the organizational structure is open and candid...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
60. to place no restrictions on off-campus political activities by faculty or students...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
61. to decentralize decision-making on the campus to the greatest extent possible...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
62. to maintain a program climate in which differences of opinion can be aired openly and amicably....	Is	1	2	3	4	5
	Should be	1	2	3	4	5
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
66. to create a program climate in which students spend much of their free time in intellectual and cultural activities...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
67. to build a climate in the program in which continuous educational innovation is accepted as an organizational way of life...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, work-study programs, VISTA, etc...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
70. to experiment with different methods of evaluating and grading students performance...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
71. to maintain or work to achieve a large degree of program autonomy or independence in relation to governmental or other educational agencies...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
73. to sponsor each year a rich program of cultural events, lectures, concerts, art exhibits, and the like...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g. in extension or tutorial centers, by correspondence, or through field work...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
76. to create a program known widely as an intellectually exciting and stimulating place...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
77. to create procedures by which curricular or instructional innovations may be readily initiated...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an accepted examination (with no college-supervised study, on or off-campus, necessary)...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
79. to apply cost criteria in deciding among alternative academic and nonacademic programs...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
80. to maintain or work to achieve a reputable standing for the program within the academic world (or in relation to similar programs)...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
81. to regularly provide evidence that the program is actually achieving its stated goals....	Is	1	2	3	4	5
	Should be	1	2	3	4	5
82. to carry on a broad and vigorous program of extracurricular activities and events for students...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
83. to be concerned about the efficiency with which program operations are conducted...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
84. to be organized for continuous short-, medium-, and long-range planning for the program...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
85. to include local citizens in planning college programs that will affect the local community...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
86. to excel in intercollegiate athletic competition...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
87. to be accountable to funding sources for the effectiveness of college programs...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
88. to create a climate in which systematic evaluation of the program is accepted as an institutional way of life...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
89. to systematically interpret the nature, purpose, and work of the program to citizens off the campus....	Is	1	2	3	4	5
	Should be	1	2	3	4	5
90. to achieve consensus among people involved in the program about the goals of the program...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please respond to these goal statements by circling one number after is and one after should be .		Level of Importance				
		N/A or None	Low	Medium	High	Extremely High
91. to have a program mission statement that reflects an educational philosophy, goals, purposes, and general intent that clearly complements the larger institution's mission...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
92. to employ faculty and staff that have a commitment to serving adult learners and the attitudes, skills, and knowledge required to teach, advise, counsel, and assist such students...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
93. to have clearly articulated learning outcomes throughout the curriculum...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
94. to provide diverse learning experiences that respond to the characteristics and contexts of adult learners while meeting established academic standards...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
95. to assess student learning based on the achievement of comprehensive and specific learning outcomes...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
96. to have a program whose policies, procedures and practices take into account the conditions and circumstances of adult learners and promote the success of those students...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
97. to ensure that the administrative structures and human, fiscal, and learning resources are sufficient for accomplishing the program's mission...	Is	1	2	3	4	5
	Should be	1	2	3	4	5
98. to evaluate the program by involving faculty, academic professionals, administrators, and students on a continuing, systematic basis to assure quality and standards and to stimulate program improvement...	Is	1	2	3	4	5
	Should be	1	2	3	4	5

Please check one answer for each of the information questions below that apply to you.

99. Check the one that best describes your role.

- Faculty Member
- Student
- Administrator

100. Faculty and students: Mark one field of teaching and/or research interest, or for student, major field of study.

- Education
- Business
- Criminal Justice
- Nursing
- Religion
- Other _____

101. Faculty: indicate academic rank.

- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Other _____

102. Faculty: indicate current teaching arrangement.

- Full-time
- Part-time

103. Faculty: indicate types of courses taught.

- Degree Completion courses only
- Degree Completion courses and Traditional courses

104. All respondents: indicate age at last birthday.

- Under 20
- 20 to 29
- 30 to 39
- 40 to 49
- 50 to 59
- 60 or over

105. Students: indicate class in college.

- Sophomore
- Junior
- Senior
- Graduate

106. Students: indicate current enrollment status.

- Full-time
- Part-time

107. All Respondents: indicate length of time either enrolled in or employed by the Adult Degree Completion Program.

- Less than 6 months
- 6 months to 1 year
- Between 1 and 2 years
- Over 2 years

108. Faculty and Students: If you are employed at an organization other than the Adult Degree Completion Program, please indicate the type of employment organization. If not, please leave this item blank.

- Private Manufacturing
- Education
- Nonprofit service
- Self-Employed
- Medical/Health Care
- Legal/Financial
- Military
- Government
- Religious
- Other _____

APPENDIX D

– Principles of Good Practice in Alternative and External Degree Programs

Principle 1: Mission Statement

The program has a mission statement that reflects an educational philosophy, goals, purposes, and general intent that clearly complements the larger institution's mission.

Subprinciples

- 1.1 The program mission statement is congruent with, extends from or is a part of the institutional mission.
- 1.2 The program mission statement is reflected in program planning, goal setting, decision making, and in program policies.
- 1.3 The program mission statement is included in the institution's catalog and program materials.
- 1.4 The program mission statement is reviewed periodically and revised, as necessary, to reflect changes in the program, institution, and the larger community.

Principle 2: Personnel – Faculty and Academic Professionals

Faculty and academic professional working in alternative and external degree programs share a commitment to serve adult learners and have the attitudes, knowledge and skills required to teach, advise, counsel, and assist such students.

Subprinciples

- 2.1 In addition to academic and professional expertise, faculty and academic professionals have an understanding of adult learning and development, and other characteristics and needs of adult students.
- 2.2 Professional development is systematically planned and implemented for all personnel involved in the program in order to improve understanding of adult learners and to enhance academic and professional expertise.

- 2.3 Faculty and academic professionals actively participate in establishing, implementing, and evaluating the curricular and academic standards of their program.
- 2.4 Criteria, rationale, and procedures for the selection and evaluation of faculty and academic professionals in the program are congruent with the standards of the institution.
- 2.5 Specific criteria, standards, and expectations for the role of part-time or adjunct faculty are clearly articulated.
- 2.6 Faculty and academic professionals in the program participate in the institution's systems for evaluation, incentive, and reward, e.g. promotion and tenure.

Principle 3: Learning Outcomes

Clearly articulated programmatic learning outcomes form the comprehensive curriculum as well as specific learning experiences; in developing these outcomes the program incorporates general student goals and in implementing them it accommodates individual goals.

Subprinciples

- 3.1 The faculty and other academic professionals determine the program's learning outcomes to form a coherent curriculum.
- 3.2 Learning outcomes reflect the core values and standards of the program and institution, and the general learning goals of their students.
- 3.3 The achievement of learning outcomes for the specific learning experiences can be demonstrated and assessed.
- 3.4 Programmatic learning outcomes are described so that students can relate the specific learning outcomes of each learning experience to the comprehensive outcomes of the program.
- 3.5 Learning outcomes for specific experiences are framed in consultation with students.
- 3.6 Learning outcomes provide a context for faculty/student discussions of academic progress and help guide student program implementation and modification.

- 3.7 Learning outcomes are clearly described so that external audiences (graduate schools, employers, etc.) understand both comprehensive and specific programmatic outcomes.
- 3.8 Programmatic learning outcomes are periodically revised to reflect changes in the program, institution, student population, and larger community.

Principle 4: Learning Experiences

The program is designed to provide diverse learning experiences that respond to the characteristics and contexts of adult learners while meeting established academic standards.

Subprinciples

- 4.1 Specific learning experiences are determined by faculty and academic professionals in consultations with students in order to facilitate the achievement of learning outcomes, to use and extend the strengths of the individual's learning style, and to develop the student's social and work environment as a resource.
- 4.2 Learning experiences equip learners to develop progressively those habits, skills and values necessary for lifelong learning.
- 4.3 Learning experiences make use of current research and theory about how adults learn.
- 4.4 Learning experiences are offered in a variety of ways, settings, and time frames to accommodate individual learning styles and life situations.
- 4.5 Learning experiences are designed to provide feedback to learners regarding their progress in achieving the specific learning outcomes.
- 4.6 Program design and specific learning experiences recognize an individual's prior and current extra institutional post-secondary learning.
- 4.7 Learners are assisted in examining the relationship of prior and current institutional and extra institutional learning to their learning abilities, learning outcomes, and overall degree goals.

Principle 5: Assessment of Student Learning

The assessment of a student's learning is based on the achievement of comprehensive and specified learning outcomes.

Subprinciples

- 5.1 Assessment is designed to be an integral and active part of each learning experience.
- 5.2 Student learning is evidenced by what the student knows and can do through demonstration of knowledge and skills.
- 5.3 The assessment criteria, methods, techniques, or strategies are developed by faculty and academic professionals on the basis of how effectively they might determine the extent to which the specific learning outcomes are achieved.
- 5.4 The assessment process for student learning provides ongoing feedback between teacher and learner regarding the acquisition of both knowledge and skills.
- 5.5 The development of student self-assessment skills is an integral part of the learning process and is critical to the growth of self-managing, autonomous learning.
- 5.6 The program has policies and procedures for assessing and recognizing extra institutional learning, as well as learning that takes place at accredited post-secondary institutions.
- 5.7 Program policy for recognizing prior or current extra institutional learning specifies standards or criteria, administrative and faculty responsibility, means of assessment, recording of results on transcripts, and the maximum number of credits or other forms of recognition allowable.

Principle 6: Student Services

The policies, procedures and practices of the program take into account the conditions and circumstances of adult learners and promote the success of those students.

Subprinciples

- 6.1 Promotional materials present a clear, comprehensive, and accurate description of the educational program and the services offered, including information concerning admission requirements, degree(s) awarded, curriculum, costs, learning formats, assessment methods, graduation requirements, policies regarding the recognition of extra institutional learning, and accreditation.

- 6.2 Admission and retention policies take into account qualitative and well as quantitative data that reflect the student's current motivation and ability.
- 6.3 Financial arrangements and student financial assistance policies and procedures for adult students are equitable with those for other students at the institution.
- 6.4 Program entry services help students assess and understand their academic and learning skills as a basis for undertaking the program; students are assisted to strengthen these skills.
- 6.5 Program entry services are provided to help students understand themselves as learners and their new learning environment.
- 6.6 Academic progress of students is monitored and intervention strategies geared to adult learners are developed to improve student success.
- 6.7 A program plan is developed for student achievement and retention; follow-up research is conducted to ascertain reasons for problems and success of student and graduates.
- 6.8 Students in the program are included in the various institutional policies and practices with regard to awards, recognition, and honors.
- 6.9 Student support services of the institution are available, accessible and appropriate for the adult learner; such services are designed to assist the student from admission to graduation.

Principle 7: Program Administration

The administrative structures and the human, fiscal, and learning resources are sufficient, appropriate, and stable for accomplishing the program mission.

Subprinciples

- 7.1 Administrators provide leadership to assure that program operation grows out of an integration of administrative, academic and student support commitments to the adult learner.
- 7.2 Criteria, standards, and expectations are clearly articulated for the roles of faculty and academic professionals in the program. Specific requirements are delineated for part-time faculty.

- 7.3 Faculty and academic professional participate in the development, review, and revision or program policies, procedures, and practices.
- 7.4 Funding and fiscal policies of a program are consistent with its own mission and with the general fiscal directions, purposes, and goals of the institution as a whole.
- 7.5 Adequate learning resources, including but not limited to computer support, laboratories, and library materials and services are available for students, faculty and academic professionals.
- 7.6 Academic systems provide clearly stated standards and methods for managing and maintaining the quality of faculty, students curricula, and program design.
- 7.7 Administrative arrangements are reviewed periodically to determine the extent to which they support program and institutional goals, purposes, and values.
- 7.8 The administrative structure and governance system provide ongoing planning and analysis of program directions an practices.
- 7.9 Criteria used to determine tuition and fees reflect the purposes, practices, services and outcomes of the program.

Principle 8: Program Evaluation

Evaluation of the program involves faculty, academic professional administrators, and students on a continuing systematic basis to assure standards and quality and to stimulate program improvement

Subprinciples

- 8.1 In the context of the program and institutional missions, program evaluation focuses on both the attainment of goals and objectives and the processes designed to attain them.
- 8.2 Program evaluation provides for the inclusion of information from various constituencies, including faculty, academic professionals, administrators, students, graduates, and other appropriate groups.
- 8.3 Program evaluation processes encourage the participation of professionals from outside the program or the institution.
- 8.4 Results of program evaluation are reported to the institution's chief academic administrator, and to administrators, faculty, students, and others involved in the

program; the results are used to modify and improve the program as well as to provide the basis for planning.

8.5 Both the processes and the results of program evaluation are incorporated in institutional accreditation review.

APPENDIX E

– Eight Adult Degree Completion Program-Specific Goal Statements

91. to have a mission statement that reflects an educational philosophy, goals, purposes, and general intent that clearly complements the larger institution's mission...
92. to employ faculty and staff that have a commitment to serving adult learners and the attitudes, skills, and knowledge required to teach, advise, counsel, and assist such students...
93. to have clearly articulated learning outcomes throughout the curriculum...
94. to provide diverse learning experiences that respond to the characteristics and contexts of adult learners while meeting established academic standards...
95. to assess student learning based on the achievement of comprehensive and specific learning outcomes...
96. to have a program whose policies, procedures and practices take into account the conditions and circumstances of adult learners and promote the success of those students...
97. to ensure that the administrative structures and human, fiscal, and learning resources are sufficient for accomplishing the program's mission...
98. to evaluate the program by involving faculty, academic professionals, administrators, and students on a continuing, systematic basis to assure quality and standards and to stimulate program improvement...

APPENDIX F

– Pre-Notice Post Card

[School Logo]

In about one week, you will receive a survey instrument entitled the “Institutional Goals Inventory.” This instrument is part of a doctoral dissertation study Jeni McRay is conducting at Kansas State University, and the results may be very beneficial for our adult degree completion program.

The inventory was developed as a tool to help colleges delineate goals and establish priorities among them. In order to do this well, input from a variety of stakeholders is imperative. Your input is extremely important to our institutional planning. We very much care what your opinions are about how this institution functions in reality and how it should function ideally.

The Inventory should take about 30 minutes to complete and is entirely anonymous. Please set aside some time to complete it. If you have further questions, feel free to contact Jeni at.

Sincerely,

[Principal Administrator]

APPENDIX G

– Cover Letter

Jeni McRay
3158 Ridgeport
Wichita KS, 67212
(316) 722-4197
jmcray@cox.net

March 25, 2004

Dear Participant:

I hope you received the note sent to you last week requesting your participation in conducting my doctoral research. My study is designed to measure the perceptions of administrators, faculty and students in Kansas area adult degree completion programs with respect to both real and ideal institutional goals.

As you probably know, research studies often include survey instruments, and this one is no exception. There is one instrument, the Institutional Goals Inventory, as well as a sheet of demographic questions included in this packet. I know time is one of your most precious commodities, but I would really appreciate it if you could take approximately 30 minutes to complete this and return it in the enclosed self-addressed stamped envelope by April 3.

I am interested only in overall results, not individual results. Your answers will be completely confidential and will be released only as summary information. The code on the top of the survey is merely for demographic purposes. All identifying information will be removed from your packet when it is returned and will not be connected in any way to the survey instruments. All data generated will be used as group data and none of the information you provide will or can be used to identify you. This survey is voluntary, and by filling out and returning the survey, you are agreeing to be a participant. If for some reason you prefer not to respond, please let me know by returning the blank questionnaire in the enclosed stamped envelope.

If you have questions or comments about this study, I will be more than happy to talk with you. My contact information is listed at the top of this letter. Additionally, you may reach Dr. Frank Spikes, Principal Investigator at 785-532-5873 or wfs3@ksu.edu or Rick Scheidt, Chair of the Committee on Research Involving Human Subjects, 1 Fairchild Hall, Kansas State University, Manhattan KS, 66506, (785) 532-3224.

My hope is that this information will contribute to serious discourse within and between adult degree completion programs to ensure the highest quality educational experience for all. Thank you.

Sincerely,

Jeni McRay
Kansas State University Doctoral Candidate

APPENDIX H

– Thank You/Reminder Post Card

Hello!

Two weeks ago I sent you a packet of materials for research I'm conducting for my doctoral dissertation. If you have already completed and returned the survey to me, *I sincerely appreciate it.* If not, I hope you will do so today. I am especially grateful for your help because asking people like you to share your opinions will help ensure better quality in adult degree completion programs overall.

If you did not receive a packet, or if it was misplaced, please let me know at jmcray@cox.net or (316) 722-4197 and I will get another one in the mail to you.

Jeni McRay
Kansas State University Doctoral Student

APPENDIX I

– Final Packet Cover Letter

Jeni McRay
3158 Ridgeport
Wichita KS, 67212
(316) 722-4197
jmcray@cox.net

April 16, 2004

Dear Participant:

On March 25th, about three weeks ago, I sent a survey packet asking you to complete the Institutional Goals Inventory and some demographic questions. To the best of my knowledge, I have not received them back. Knowing that you are probably extremely busy with college and family activities, I have decided to write you again because your input is so very important to the outcome of my study. It is only by gaining the perspectives of all faculty, administrators and students that we can begin to assess the congruence between these groups on the goals of adult degree completion programs.

The data collection process is drawing to a close, and I hope you will be able to take about 30 minutes to complete the survey and return it to me.

Again, let me restate that I am interested only in overall results, not individual results. Your answers will be completely confidential and will be released only as summary information. If you have questions or comments about this study, I will be more than happy to talk with you. My contact information is listed at the top of this letter.

If by chance you have already completed the survey please disregard this letter and accept my appreciation for your participation.

Sincerely,

Jeni McRay
Kansas State University Doctoral Student

APPENDIX J

– Raw Data Tables and Paired Sample t-test Tables for Research Question 1

Table 17

Program A Faculty Descriptive Statistics for Each Goal Area

Is	M	SD	n	Difference	Sig?
Principles of Good Practice	3.78	0.58	38		
Community	3.47	0.77	37	0.32	0.010
Intellectual Orientation	3.36	0.52	38	0.10	
Academic Development	3.29	0.58	38	0.07	
Freedom	3.14	0.79	37	0.15	
Accountability/Efficiency	3.10	0.68	38	0.05	
Democratic Governance	3.06	0.61	37	0.04	
Individual Personal Development	2.99	0.64	38	0.07	
Vocational Preparation	2.99	0.78	38	0.00	
Innovation	2.95	0.65	38	0.04	
Advanced Training	2.80	0.80	38	0.16	NS
Intellectual/Aesthetic Environment	2.76	0.76	38	0.04	
Meeting Local Needs	2.72	0.62	38	0.04	
Social Egalitarianism	2.49	0.68	38	0.23	0.049
Social Criticism/Activism	2.41	0.67	38	0.08	
Humanism/Altruism	2.37	0.53	38	0.04	
Cultural/Aesthetic Awareness	2.26	0.57	38	0.11	
Public Service	2.19	0.58	38	0.07	
Research	2.15	0.94	38	0.04	
Off-Campus Learning	2.07	0.59	38	0.08	
Traditional Religiousness	1.63	0.69	38	0.45	0.002

Table 18

Program A Faculty Paired Sample t-Test Summary Table

Is	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Principles of Good Practice vs. Community	36	0.297	2.739	0.010	1.00
Innovation vs. Advanced Training	36	0.158	1.157	0.255	--
Meeting Local Needs vs. Social Egalitarianism	36	0.228	2.039	0.049	0.58
Off-Campus Learning vs. Traditional Religiousness	37	0.445	3.363	0.002	0.68

Table 19

Program A Faculty Descriptive Statistics for Each Goal Area

Should Be	M	SD	n	Difference Sig?	
Principles of Good Practice	4.31	0.49	38		
Community	4.25	0.46	37	0.06	
Intellectual Orientation	4.21	0.50	38	0.04	
Academic Development	3.93	0.53	38	0.27	.003
Vocational Preparation	3.78	0.70	38	0.16	
Innovation	3.73	0.66	38	0.05	
Democratic Governance	3.72	0.65	37	0.01	
Freedom	3.68	0.83	37	0.03	
Accountability/Efficiency	3.63	0.68	38	0.06	
Individual Personal Development	3.59	0.66	38	0.03	
Intellectual/Aesthetic Environment	3.51	0.76	38	0.09	
Advanced Training	3.43	0.90	38	0.08	
Meeting Local Needs	3.18	0.80	38	0.24	NS
Social Criticism/Activism	3.14	0.80	38	0.04	
Humanism/Altruism	3.13	0.77	38	0.02	
Social Egalitarianism	3.06	0.87	38	0.07	
Cultural/Aesthetic Awareness	2.92	0.78	38	0.14	
Public Service	2.92	0.79	38	0.00	
Research	2.76	1.07	38	0.16	
Off-Campus Learning	2.56	0.75	38	0.20	
Traditional Religiousness	1.93	0.99	38	0.63	.003

Table 20Program A Faculty Paired Sample t-Test Summary Table

Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Intellectual Orientation vs. Academic Development	37	0.274	3.131	0.003	0.92
Advanced Training vs. Meeting Local Needs	37	0.243	1.686	0.100	--
Off-Campus Learning vs. Traditional Religiousness	37	0.627	3.171	0.003	0.54

Table 21Program A Student Descriptive Statistics for Each Goal Area

Is	M	SD	<u>n</u>	Difference	Sig?
Principles of Good Practice	3.59	0.81	52		
Intellectual Orientation	3.41	0.64	52	0.18	
Community	3.38	0.91	52	0.04	
Academic Development	3.33	0.66	52	0.04	
Individual Personal Development	3.04	0.83	52	0.29	.007
Accountability/Efficiency	3.01	0.81	52	0.02	
Democratic Governance	2.87	0.82	52	0.14	
Freedom	2.80	0.93	52	0.07	
Humanism/Altruism	2.72	0.82	52	0.08	
Intellectual/Aesthetic Environment	2.72	0.76	52	0.00	
Vocational Preparation	2.71	0.77	52	0.01	
Innovation	2.70	0.72	52	0.01	
Advanced Training	2.64	0.78	52	0.06	
Meeting Local Needs	2.63	0.78	52	0.01	
Cultural/Aesthetic Awareness	2.50	0.80	52	0.13	
Social Egalitarianism	2.48	0.80	52	0.02	
Social Criticism/Activism	2.46	0.88	52	0.01	
Research	2.42	0.93	52	0.04	
Public Service	2.36	0.77	52	0.06	
Off-Campus Learning	2.22	0.65	52	0.14	
Traditional Religiousness	1.91	0.92	52	0.32	.016

Table 22Program A Student Paired Sample t-Test Summary Table

Is	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Principles of Good Practice vs. Intellectual Orientation	51	0.180	1.672	0.101	--
Academic Development vs. Individual Personal Development	51	0.295	2.801	0.007	0.77
Off-Campus Learning vs. Traditional Religiousness	51	0.316	2.490	0.016	0.54

Table 23

Program A Student Descriptive Statistics for Each Goal Area

Should Be	M	SD	n	Difference	Sig?
Principles of Good Practice	4.34	0.56	52		
Community	4.05	0.68	52	0.28	0.000
Intellectual Orientation	3.96	0.60	52	0.09	
Academic Development	3.95	0.48	52	0.01	
Individual Personal Development	3.90	0.74	52	0.05	
Vocational Preparation	3.87	0.75	52	0.03	
Accountability/Efficiency	3.85	0.70	52	0.02	
Innovation	3.61	0.72	52	0.23	0.011
Democratic Governance	3.58	0.79	52	0.03	
Advanced Training	3.41	0.84	52	0.17	
Intellectual/Aesthetic Environment	3.40	0.77	52	0.01	
Freedom	3.35	0.99	52	0.06	
Humanism/Altruism	3.24	0.90	52	0.11	
Meeting Local Needs	3.16	0.72	52	0.07	
Social Egalitarianism	3.13	1.00	52	0.03	
Public Service	3.10	0.86	52	0.03	
Social Criticism/Activism	3.07	0.93	52	0.03	
Off-Campus Learning	3.05	0.86	52	0.01	
Research	2.89	0.99	52	0.16	NS
Cultural/Aesthetic Awareness	2.82	0.78	52	0.07	
Traditional Religiousness	2.13	1.06	52	0.68	0.000

Table 24Program A Student Paired Sample t-Test Summary Table

Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Principles of Good Practice vs. Community	51	0.284	4.391	0.000	2.30
Accountability/Efficiency vs. Innovation	51	0.234	2.628	0.011	0.90
Off-Campus Learning vs. Research	51	0.164	1.123	0.267	--
Cultural/Aesthetic Awareness vs. Traditional Religiousness	51	0.684	5.743	0.000	1.98

Table 25Program B Student Descriptive Statistics for Each Goal Area

Is	M	SD	<u>n</u>	Difference Sig?
Academic Development	3.56	0.72	53	
Principles of Good Practice	3.52	0.82	53	0.04
Intellectual Orientation	3.51	0.80	53	0.00
Community	3.46	0.91	52	0.05
Individual Personal Development	3.46	0.86	53	0.01
Freedom	3.25	0.90	52	0.20
Accountability/Efficiency	3.16	0.91	53	0.10
Democratic Governance	3.03	0.93	52	0.13
Advanced Training	3.00	0.86	53	0.03
Humanism/Altruism	2.95	0.97	53	0.05
Intellectual/Aesthetic Environment	2.95	0.98	53	0.00
Vocational Preparation	2.93	0.96	53	0.02
Innovation	2.91	0.93	53	0.02
Meeting Local Needs	2.86	0.99	53	0.05
Social Egalitarianism	2.77	0.90	52	0.09
Cultural/Aesthetic Awareness	2.76	0.84	53	0.01
Social Criticism/Activism	2.70	0.89	52	0.06
Research	2.63	0.90	53	0.08
Off-Campus Learning	2.58	1.01	53	0.05
Public Service	2.51	1.02	52	0.07
Traditional Religiousness	2.35	1.04	53	0.16

Table 26

Program B Student Paired Sample t-Test Summary Table

Is	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Individual Personal Development vs. Freedom	52	0.173	1.478	0.145	--

Table 27

Program B Student Descriptive Statistics for Each Goal Area

Should Be	M	SD	<u>n</u>	Difference	Sig?
Principles of Good Practice	4.22	0.58	53		
Community	4.11	0.66	52	0.12	
Academic Development	4.06	0.56	53	0.05	
Intellectual Orientation	4.06	0.56	53	0.00	
Vocational Preparation	4.04	0.76	53	0.02	
Individual Personal Development	3.97	0.72	53	0.07	
Accountability/Efficiency	3.88	0.72	53	0.09	
Advanced Training	3.83	0.67	53	0.05	
Intellectual/Aesthetic Environment	3.67	0.88	53	0.15	
Innovation	3.66	0.80	53	0.02	
Democratic Governance	3.65	0.84	52	0.01	
Freedom	3.60	0.89	52	0.05	
Humanism/Altruism	3.60	0.90	53	0.00	
Meeting Local Needs	3.53	0.90	53	0.07	
Social Criticism/Activism	3.45	0.97	52	0.08	
Social Egalitarianism	3.39	1.00	52	0.06	
Public Service	3.35	1.00	52	0.04	
Off-Campus Learning	3.17	0.92	53	0.18	NS
Research	3.15	0.89	53	0.02	
Cultural/Aesthetic Awareness	3.00	0.91	53	0.16	
Traditional Religiousness	2.65	1.16	53	0.35	.01

Table 28

Program B Student Paired Sample t-Test Summary Table

Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Public Service vs. Off-Campus Learning	51	0.212	1.913	0.061	--
Cultural/Aesthetic Awareness vs. Traditional Religiousness	52	0.349	2.686	0.010	0.93

Table 29

Program C Faculty Descriptive Statistics for Each Goal Area

Is	M	SD	n	Difference	Sig?
Principles of Good Practice	3.31	0.81	41		
Intellectual Orientation	3.13	0.66	41	0.18	NS
Vocational Preparation	3.11	0.72	41	0.02	
Academic Development	3.11	0.67	42	0.00	
Individual Personal Development	3.09	0.72	41	0.02	
Community	3.00	0.94	41	0.09	
Accountability/Efficiency	2.94	0.65	41	0.06	
Freedom	2.79	0.97	41	0.15	
Innovation	2.76	0.81	41	0.03	
Meeting Local Needs	2.63	0.59	41	0.13	
Democratic Governance	2.62	0.84	41	0.01	
Humanism/Altruism	2.58	0.69	41	0.04	
Intellectual/Aesthetic Environment	2.55	0.81	41	0.02	
Advanced Training	2.53	0.73	41	0.03	
Social Egalitarianism	2.52	0.84	41	0.00	
Public Service	2.35	0.72	41	0.17	
Social Criticism/Activism	2.32	0.82	41	0.04	
Cultural/Aesthetic Awareness	2.25	0.69	41	0.07	
Off-Campus Learning	2.20	0.77	41	0.05	
Traditional Religiousness	2.19	0.85	41	0.01	
Research	2.14	0.79	41	0.05	

Table 30

Program C Faculty Paired Sample t-Test Summary Table

Is	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Principles of Good Practice vs. Intellectual Orientation	40	0.183	1.463	0.151	--

Table 31

Program C Faculty Descriptive Statistics for Each Goal Area

Should Be	M	SD	n	Difference Sig?
Intellectual Orientation	4.15	0.68	41	
Principles of Good Practice	4.13	0.76	41	0.03
Academic Development	3.93	0.66	42	0.19 NS
Vocational Preparation	3.90	0.77	41	0.04
Community	3.82	0.87	41	0.07
Accountability/Efficiency	3.65	0.69	41	0.18
Innovation	3.54	0.85	41	0.10
Advanced Training	3.44	0.89	41	0.11
Individual Personal Development	3.43	0.86	41	0.01
Intellectual/Aesthetic Environment	3.30	0.84	41	0.12
Meeting Local Needs	3.20	0.74	41	0.11
Freedom	3.15	1.10	41	0.05
Democratic Governance	3.13	0.92	41	0.02
Humanism/Altruism	3.01	0.82	41	0.12
Public Service	2.97	0.75	41	0.04
Social Egalitarianism	2.88	0.94	41	0.09
Social Criticism/Activism	2.78	0.85	41	0.10
Research	2.70	0.91	41	0.09
Off-Campus Learning	2.68	0.83	41	0.01
Cultural/Aesthetic Awareness	2.55	0.74	41	0.13
Traditional Religiousness	2.50	1.08	41	0.05

Table 32

Program C Faculty Paired Sample t-Test Summary Table

Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Intellectual Orientation vs. Principles of Good Practice	41	0.182	1.889	0.066	--

Table 33

Program C Student Descriptive Statistics for Each Goal Area

Is	M	SD	n	Difference	Sig?
Principles of Good Practice	3.77	0.71	52		
Intellectual Orientation	3.69	0.72	52	0.08	
Academic Development	3.63	0.67	52	0.06	
Community	3.55	0.77	52	0.08	
Vocational Preparation	3.26	0.81	52	0.29	.005
Individual Personal Development	3.17	0.74	52	0.09	
Freedom	3.11	0.88	52	0.07	
Accountability/Efficiency	3.07	0.78	52	0.04	
Innovation	3.05	0.74	52	0.02	
Advanced Training	3.01	0.80	52	0.04	
Meeting Local Needs	2.96	0.67	52	0.05	
Democratic Governance	2.93	0.78	52	0.04	
Intellectual/Aesthetic Environment	2.90	0.72	52	0.02	
Research	2.72	0.73	52	0.18	NS
Humanism/Altruism	2.67	0.80	52	0.05	
Social Egalitarianism	2.62	0.66	52	0.05	
Social Criticism/Activism	2.61	0.77	52	0.01	
Public Service	2.49	0.69	52	0.12	
Off-Campus Learning	2.41	0.77	52	0.08	
Cultural/Aesthetic Awareness	2.26	0.70	52	0.15	
Traditional Religiousness	1.98	0.90	52	0.28	.008

Table 34

Program C Student Paired Sample t-Test Summary Table

Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Community vs. Vocational Preparation	51	0.293	2.965	0.005	1.01
Intellectual/Aesthetic Environment vs. Research	51	0.183	1.881	0.066	--
Cultural/Aesthetic Awareness vs. Traditional Religiousness	51	0.284	2.779	0.008	0.97

Table 35

Program C Student Descriptive Statistics for Each Goal Area

Should Be	M	SD	<u>n</u>	Order	Difference	Sig?
Vocational Preparation	4.31	0.53	52	7		
Principles of Good Practice	4.30	..5608	52	21	0.01	
Community	4.23	0.62	52	16	0.07	
Intellectual Orientation	4.18	0.53	52	2	0.05	
Academic Development	4.10	0.55	52	1	0.08	
Individual Personal Development	3.87	0.71	52	3	0.23	.05
Accountability/Efficiency	3.87	0.65	52	20	0.00	
Advanced Training	3.84	0.72	52	8	0.02	
Democratic Governance	3.60	0.87	52	15	0.24	.029
Innovation	3.59	0.74	52	18	0.01	
Intellectual/Aesthetic Environment	3.58	0.67	52	17	0.01	
Meeting Local Needs	3.54	0.73	52	10	0.04	
Freedom	3.53	0.95	52	14	0.01	
Research	3.36	0.86	52	9	0.17	
Humanism/Altruism	3.17	0.97	52	4	0.19	.172
Public Service	3.16	0.88	52	11	0.00	
Social Criticism/Activism	3.14	0.96	52	13	0.02	
Social Egalitarianism	3.03	0.84	52	12	0.11	
Off-Campus Learning	3.03	0.85	52	19	0.00	
Cultural/Aesthetic Awareness	2.70	0.90	52	5	0.34	.024
Traditional Religiousness	2.40	1.08	52	6	0.29	.021

Table 36Program C Student Paired Sample t-Test Summary Table

Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development vs. Individual Personal Development	51	0.226	2.010	0.050	0.34
Advanced Training vs. Democratic Governance	51	0.237	2.253	0.029	0.70
Research vs. Humanism/Altruism	51	0.192	1.384	0.172	--
Off-Campus Learning vs. Cultural/Aesthetic Awareness	51	0.337	2.321	0.024	0.45
Cultural/Aesthetic Awareness vs. Traditional Religiousness	51	0.293	2.374	0.021	0.84

APPENDIX K

– Raw Data Tables for Research Question 2

Table 37

Program A Faculty vs. Student Descriptive Statistics for t-Test

Goal Areas		M	SD	n
Academic Development Is	Faculty	3.29	0.58	38
	Students	3.33	0.66	52
Academic Development Should Be	Faculty	3.93	0.53	38
	Students	3.95	0.48	52
Intellectual Orientation Is	Faculty	3.36	0.52	38
	Students	3.41	0.64	52
Intellectual Orientation Should Be	Faculty	4.21	0.50	38
	Students	3.96	0.60	52
Individual Personal Development Is	Faculty	2.99	0.64	38
	Students	3.04	0.83	52
Individual Personal Development Should Be	Faculty	3.59	0.66	38
	Students	3.90	0.74	52
Humanism/Altruism Is	Faculty	2.37	0.53	38
	Students	2.72	0.82	52
Humanism/Altruism Should Be	Faculty	3.13	0.77	38
	Students	3.24	0.90	52
Cultural/Aesthetic Awareness Is	Faculty	2.26	0.57	38
	Students	2.50	0.80	52
Cultural/Aesthetic Awareness Should Be	Faculty	2.92	0.78	38
	Students	2.82	0.78	52
Traditional Religiousness Is	Faculty	1.63	0.69	38
	Students	1.91	0.92	52
Traditional Religiousness Should Be	Faculty	1.93	0.99	38
	Students	2.13	1.06	52
Vocational Preparation Is	Faculty	2.99	0.78	38
	Students	2.71	0.77	52
Vocational Preparation Should Be	Faculty	3.78	0.70	38
	Students	3.87	0.75	52
Advanced Training Is	Faculty	2.80	0.80	38
	Students	2.64	0.78	52
Advanced Training Should Be	Faculty	3.43	0.90	38
	Students	3.41	0.84	52
Research Is	Faculty	2.15	0.94	38
	Students	2.42	0.93	52

Research Should Be	Faculty	2.76	1.07	38
	Students	2.89	0.99	52
Meeting Local Needs Is	Faculty	2.72	0.62	38
	Students	2.63	0.78	52
Meeting Local Needs Should Be	Faculty	3.18	0.80	38
	Students	3.16	0.72	52
Public Service Is	Faculty	2.19	0.58	38
	Students	2.36	0.77	52
Public Service Should Be	Faculty	2.92	0.79	38
	Students	3.10	0.86	52
Social Egalitarianism Is	Faculty	2.49	0.68	38
	Students	2.48	0.80	52
Social Egalitarianism Should Be	Faculty	3.06	0.87	38
	Students	3.13	1.00	52
Social Criticism/Activism Is	Faculty	2.41	0.67	38
	Students	2.46	0.88	52
Social Criticism/Activism Should Be	Faculty	3.14	0.80	38
	Students	3.07	0.93	52
Freedom Is	Faculty	3.14	0.79	37
	Students	2.80	0.93	52
Freedom Should Be	Faculty	3.68	0.83	37
	Students	3.35	0.99	52
Democratic Governance Is	Faculty	3.06	0.61	37
	Students	2.87	0.82	52
Democratic Governance Should Be	Faculty	3.72	0.65	37
	Students	3.58	0.79	52
Community Is	Faculty	3.47	0.77	37
	Students	3.38	0.91	52
Community Should Be	Faculty	4.25	0.46	37
	Students	4.05	0.68	52
Intellectual/Aesthetic Environment Is	Faculty	2.76	0.76	38
	Students	2.72	0.76	52
Intellectual/Aesthetic Environment Should Be	Faculty	3.51	0.76	38
	Students	3.40	0.77	52
Innovation Is	Faculty	2.95	0.65	38
	Students	2.70	0.72	52
Innovation Should Be	Faculty	3.73	0.66	38
	Students	3.61	0.72	52
Off-Campus Learning Is	Faculty	2.07	0.59	38
	Students	2.22	0.65	52
Off-Campus Learning Should Be	Faculty	2.56	0.75	38
	Students	3.05	0.86	52
Accountability/Efficiency Is	Faculty	3.10	0.68	38
	Students	3.01	0.81	52

Accountability/Efficiency Should Be	Faculty	3.63	0.68	38
	Students	3.85	0.70	52
Principles of Good Practice Is	Faculty	3.78	0.58	38
	Students	3.59	0.81	52
Principles of Good Practice Should Be	Faculty	4.31	0.49	38
	Students	4.34	0.56	52

Table 38

Program B Faculty vs. Student Descriptive Statistics for t-Test

Goal Areas		M	SD	<u>n</u>
Academic Development Is	Faculty	3.11	0.52	11
	Students	3.56	0.72	53
Academic Development Should Be	Faculty	3.89	0.52	11
	Students	4.06	0.56	53
Intellectual Orientation Is	Faculty	2.89	0.58	11
	Students	3.51	0.80	53
Intellectual Orientation Should Be	Faculty	4.07	0.48	11
	Students	4.06	0.56	53
Individual Personal Development Is	Faculty	2.89	0.60	11
	Students	3.46	0.86	53
Individual Personal Development Should Be	Faculty	3.70	0.69	11
	Students	3.97	0.72	53
Humanism/Altruism Is	Faculty	2.67	0.45	11
	Students	2.95	0.97	53
Humanism/Altruism Should Be	Faculty	3.58	0.73	11
	Students	3.60	0.90	53
Cultural/Aesthetic Awareness Is	Faculty	2.61	0.47	11
	Students	2.76	0.84	53
Cultural/Aesthetic Awareness Should Be	Faculty	3.16	0.66	11
	Students	3.00	0.91	53
Traditional Religiousness Is	Faculty	2.02	0.67	11
	Students	2.35	1.04	53
Traditional Religiousness Should Be	Faculty	2.70	1.13	11
	Students	2.65	1.16	53
Vocational Preparation Is	Faculty	2.66	0.57	11
	Students	2.93	0.96	53

Vocational Preparation Should Be	Faculty	3.77	0.63	11
	Students	4.04	0.76	53
Advanced Training Is	Faculty	2.32	0.54	11
	Students	3.00	0.86	53
Advanced Training Should Be	Faculty	3.00	0.84	11
	Students	3.83	0.67	53
Research Is	Faculty	1.98	0.66	11
	Students	2.63	0.90	53
Research Should Be	Faculty	2.57	0.96	11
	Students	3.15	0.89	53
Meeting Local Needs Is	Faculty	2.61	0.47	11
	Students	2.86	0.99	53
Meeting Local Needs Should Be	Faculty	3.36	0.94	11
	Students	3.53	0.90	53
Public Service Is	Faculty	1.98	0.54	11
	Students	2.56	1.06	53
Public Service Should Be	Faculty	3.14	0.91	11
	Students	3.35	1.00	52
Social Egalitarianism Is	Faculty	2.57	0.46	11
	Students	2.81	0.95	53
Social Egalitarianism Should Be	Faculty	3.34	0.90	11
	Students	3.39	1.00	52
Social Criticism/Activism Is	Faculty	2.20	0.62	11
	Students	2.75	0.94	53
Social Criticism/Activism Should Be	Faculty	3.11	1.11	11
	Students	3.45	0.97	52
Freedom Is	Faculty	2.70	0.51	11
	Students	3.28	0.92	53
Freedom Should Be	Faculty	3.30	1.08	11
	Students	3.60	0.89	52
Democratic Governance Is	Faculty	2.64	0.38	11
	Students	3.06	0.95	53
Democratic Governance Should Be	Faculty	3.59	0.73	11
	Students	3.65	0.84	52
Community Is	Faculty	2.95	0.62	11
	Students	3.49	0.93	53
Community Should Be	Faculty	4.16	0.57	11
	Students	4.11	0.66	52
Intellectual/Aesthetic Environment Is	Faculty	2.48	0.49	11

	Students	2.95	0.98	53
Intellectual/Aesthetic Environment Should Be	Faculty	3.39	0.85	11
	Students	3.67	0.88	53
Innovation Is	Faculty	2.50	0.35	11
	Students	2.91	0.93	53
Innovation Should Be	Faculty	3.55	0.71	11
	Students	3.66	0.80	53
Off-Campus Learning Is	Faculty	2.07	0.57	11
	Students	2.58	1.01	53
Off-Campus Learning Should Be	Faculty	2.61	0.92	11
	Students	3.17	0.92	53
Accountability/Efficiency Is	Faculty	3.20	0.76	11
	Students	3.16	0.91	53
Accountability/Efficiency Should Be	Faculty	3.61	0.32	11
	Students	3.88	0.72	53
Principles of Good Practice Is	Faculty	3.53	0.74	11
	Students	3.52	0.82	53
Principles of Good Practice Should Be	Faculty	4.36	0.37	11
	Students	4.22	0.58	53

Table 39

Program C Faculty vs. Student Descriptive Statistics for t-Test

Goal Areas		M	SD	<u>n</u>
Academic Development Is	Faculty	3.11	0.67	42
	Students	3.63	0.67	52
Academic Development Should Be	Faculty	3.93	0.66	42
	Students	4.10	0.55	52
Intellectual Orientation Is	Faculty	3.13	0.81	41
	Students	3.69	0.72	52
Intellectual Orientation Should Be	Faculty	4.15	0.68	42
	Students	4.18	0.53	52
Individual Personal Development Is	Faculty	3.09	0.72	41
	Students	3.17	0.74	52
Individual Personal Development Should Be	Faculty	3.43	0.85	42
	Students	3.87	0.71	52

Humanism/Altruism Is	Faculty	2.58	0.69	41
	Students	2.67	0.80	52
Humanism/Altruism Should Be	Faculty	3.02	0.81	42
	Students	3.17	0.97	52
Cultural/Aesthetic Awareness Is	Faculty	2.25	0.69	41
	Students	2.26	0.70	52
Cultural/Aesthetic Awareness Should Be	Faculty	2.54	0.73	42
	Students	2.70	0.90	52
Traditional Religiousness Is	Faculty	2.19	0.85	41
	Students	1.98	0.90	52
Traditional Religiousness Should Be	Faculty	2.52	1.07	42
	Students	2.40	1.08	52
Vocational Preparation Is	Faculty	3.11	0.72	41
	Students	3.26	0.81	52
Vocational Preparation Should Be	Faculty	3.91	0.76	42
	Students	4.31	0.53	52
Advanced Training Is	Faculty	2.53	0.73	41
	Students	3.01	0.80	52
Advanced Training Should Be	Faculty	3.44	0.88	42
	Students	3.84	0.72	52
Research Is	Faculty	2.14	0.79	41
	Students	2.72	0.73	52
Research Should Be	Faculty	2.69	0.90	42
	Students	3.36	0.86	52
Meeting Local Needs Is	Faculty	2.63	0.59	41
	Students	2.96	0.67	52
Meeting Local Needs Should Be	Faculty	3.21	0.74	42
	Students	3.54	0.73	52
Public Service Is	Faculty	2.35	0.72	41
	Students	2.49	0.69	52
Public Service Should Be	Faculty	2.99	0.75	42
	Students	3.16	0.88	52
Social Egalitarianism Is	Faculty	2.52	0.84	41
	Students	2.62	0.66	52
Social Egalitarianism Should Be	Faculty	2.89	0.93	42
	Students	3.03	0.84	52
Social Criticism/Activism Is	Faculty	2.32	0.82	41
	Students	2.61	0.77	52
Social Criticism/Activism Should Be	Faculty	2.82	0.87	42

	Students	3.14	0.96	52
Freedom Is	Faculty	2.79	0.97	41
	Students	3.11	0.88	52
Freedom Should Be	Faculty	3.14	1.09	42
	Students	3.53	0.95	52
Democratic Governance Is	Faculty	2.62	0.84	41
	Students	2.93	0.78	52
Democratic Governance Should Be	Faculty	3.11	0.92	42
	Students	3.60	0.87	52
Community Is	Faculty	3.00	0.94	41
	Students	3.55	0.77	52
Community Should Be	Faculty	3.82	0.86	42
	Students	4.23	0.62	52
Intellectual/Aesthetic Environment Is	Faculty	2.55	0.81	41
	Students	2.90	0.72	52
Intellectual/Aesthetic Environment Should Be	Faculty	3.29	0.83	42
	Students	3.58	0.70	52
Innovation Is	Faculty	2.76	0.81	41
	Students	3.05	0.74	52
Innovation Should Be	Faculty	3.56	0.84	42
	Students	3.59	0.74	52
Off-Campus Learning Is	Faculty	2.20	0.77	41
	Students	2.41	0.77	52
Off-Campus Learning Should Be	Faculty	2.68	0.82	42
	Students	3.03	0.85	52
Accountability/Efficiency Is	Faculty	2.94	0.65	41
	Students	3.07	0.78	52
Accountability/Efficiency Should Be	Faculty	3.62	0.70	42
	Students	3.87	0.65	52
Principles of Good Practice Is	Faculty	3.31	0.81	41
	Students	3.77	0.71	52
Principles of Good Practice Should Be	Faculty	4.12	0.76	42
	Students	4.30	0.56	52

APPENDIX L

– Raw Data Tables for Research Question 3

Table 40

Faculty Differences Between Programs (A, B & C) Descriptive Statistics for One-Way ANOVA

Goal Areas		M	SD	<u>n</u>
Academic Development Is	Program A	3.29	0.577	38
	Program B	3.11	0.517	11
	Program C	3.11	0.672	42
Academic Development Should Be	Program A	3.93	0.529	38
	Program B	3.89	0.517	11
	Program C	3.93	0.660	42
Intellectual Orientation Is	Program A	3.36	0.524	38
	Program B	2.89	0.585	11
	Program C	3.13	0.810	41
Intellectual Orientation Should Be	Program A	4.21	0.496	38
	Program B	4.07	0.476	11
	Program C	4.15	0.676	42
Individual Personal Development Is	Program A	2.99	0.635	38
	Program B	2.89	0.595	11
	Program C	3.09	0.715	41
Individual Personal Development Should Be	Program A	3.59	0.659	38
	Program B	3.70	0.688	11
	Program C	3.43	0.849	42
Humanism/Altruism Is	Program A	2.37	0.529	38
	Program B	2.67	0.449	11
	Program C	2.58	0.685	41
Humanism/Altruism Should Be	Program A	3.13	0.766	38
	Program B	3.58	0.731	11
	Program C	3.02	0.814	42
Cultural/Aesthetic Awareness Is	Program A	2.26	0.565	38
	Program B	2.61	0.466	11
	Program C	2.25	0.687	41
Cultural/Aesthetic Awareness Should Be	Program A	2.92	0.784	38
	Program B	3.16	0.664	11

	Program C	2.54	0.728	42
Traditional Religiousness Is	Program A	1.63	0.688	38
	Program B	2.02	0.666	11
	Program C	2.19	0.849	41
Traditional Religiousness Should Be	Program A	1.93	0.995	38
	Program B	2.70	1.134	11
	Program C	2.52	1.075	42
Vocational Preparation Is	Program A	2.99	0.783	38
	Program B	2.66	0.573	11
	Program C	3.11	0.723	41
Vocational Preparation Should Be	Program A	3.78	0.697	38
	Program B	3.77	0.627	11
	Program C	3.91	0.763	42
Advanced Training Is	Program A	2.80	0.803	38
	Program B	2.32	0.537	11
	Program C	2.53	0.727	41
Advanced Training Should Be	Program A	3.43	0.902	38
	Program B	3.00	0.837	11
	Program C	3.44	0.883	42
Research Is	Program A	2.15	0.938	38
	Program B	1.98	0.656	11
	Program C	2.14	0.793	41
Research Should Be	Program A	2.76	1.074	38
	Program B	2.57	0.962	11
	Program C	2.69	0.897	42
Meeting Local Needs Is	Program A	2.72	0.616	38
	Program B	2.61	0.466	11
	Program C	2.63	0.587	41
Meeting Local Needs Should Be	Program A	3.18	0.801	38
	Program B	3.36	0.938	11
	Program C	3.21	0.741	42
Public Service Is	Program A	2.19	0.576	38
	Program B	1.98	0.542	11
	Program C	2.35	0.718	41
Public Service Should Be	Program A	2.92	0.791	38
	Program B	3.14	0.911	11
	Program C	2.99	0.749	42
Social Egalitarianism Is	Program A	2.49	0.676	38
	Program B	2.57	0.462	11

	Program C	2.52	0.836	41
Social Egalitarianism Should Be	Program A	3.06	0.870	38
	Program B	3.34	0.896	11
	Program C	2.89	0.933	42
Social Criticism/Activism Is	Program A	2.41	0.671	38
	Program B	2.20	0.621	11
	Program C	2.32	0.820	41
Social Criticism/Activism Should Be	Program A	3.14	0.800	38
	Program B	3.11	1.109	11
	Program C	2.82	0.875	42
Freedom Is	Program A	3.14	0.792	37
	Program B	2.70	0.510	11
	Program C	2.79	0.969	41
Freedom Should Be	Program A	3.68	0.826	37
	Program B	3.30	1.077	11
	Program C	3.14	1.089	42
Democratic Governance Is	Program A	3.06	0.614	37
	Program B	2.64	0.377	11
	Program C	2.62	0.844	41
Democratic Governance Should Be	Program A	3.72	0.646	37
	Program B	3.59	0.727	11
	Program C	3.11	0.918	42
Community Is	Program A	3.47	0.769	37
	Program B	2.95	0.621	11
	Program C	3.00	0.935	41
Community Should Be	Program A	4.25	0.456	37
	Program B	4.16	0.573	11
	Program C	3.82	0.859	42
Intellectual/Aesthetic Environment Is	Program A	2.76	0.758	38
	Program B	2.48	0.493	11
	Program C	2.55	0.815	41
Intellectual/Aesthetic Environment Should Be	Program A	3.51	0.759	38
	Program B	3.39	0.847	11
	Program C	3.29	0.830	42
Innovation Is	Program A	2.95	0.655	38
	Program B	2.50	0.354	11
	Program C	2.76	0.809	41
Innovation Should Be	Program A	3.73	0.661	38
	Program B	3.55	0.706	11

	Program C	3.56	0.844	42
Off-Campus Learning Is	Program A	2.07	0.593	38
	Program B	2.07	0.571	11
	Program C	2.20	0.768	41
Off-Campus Learning Should Be	Program A	2.56	0.748	38
	Program B	2.61	0.924	11
	Program C	2.68	0.821	42
Accountability/Efficiency Is	Program A	3.10	0.678	38
	Program B	3.20	0.757	11
	Program C	2.94	0.654	41
Accountability/Efficiency Should Be	Program A	3.63	0.685	38
	Program B	3.61	0.323	11
	Program C	3.62	0.701	42
Principles of Good Practice Is	Program A	3.78	0.584	38
	Program B	3.53	0.740	11
	Program C	3.31	0.815	41
Principles of Good Practice Should Be	Program A	4.31	0.487	38
	Program B	4.36	0.370	11
	Program C	4.12	0.756	42

Table 41

Student Differences Between Programs (A, B & C) Descriptive Statistics for One-Way ANOVA

Goal Areas		M	SD	<u>n</u>
Academic Development Is	Program A	3.33	0.656	52
	Program B	3.56	0.723	53
	Program C	3.63	0.671	52
Academic Development Should Be	Program A	3.95	0.478	52
	Program B	4.06	0.559	53
	Program C	4.10	0.552	52
Intellectual Orientation Is	Program A	3.41	0.643	52
	Program B	3.51	0.802	53
	Program C	3.69	0.719	52
Intellectual Orientation Should Be	Program A	3.96	0.595	52
	Program B	4.06	0.563	53
	Program C	4.18	0.532	52
Individual Personal Development Is	Program A	3.04	0.828	52
	Program B	3.46	0.864	53
	Program C	3.17	0.735	52
Individual Personal Development Should Be	Program A	3.90	0.736	52
	Program B	3.97	0.721	53
	Program C	3.87	0.708	52
Humanism/Altruism Is	Program A	2.72	0.818	52
	Program B	2.95	0.969	53
	Program C	2.67	0.796	52
Humanism/Altruism Should Be	Program A	3.24	0.901	52
	Program B	3.60	0.895	53
	Program C	3.17	0.967	52
Cultural/Aesthetic Awareness Is	Program A	2.50	0.803	52
	Program B	2.76	0.840	53
	Program C	2.26	0.701	52
Cultural/Aesthetic Awareness Should Be	Program A	2.82	0.781	52
	Program B	3.00	0.909	53
	Program C	2.70	0.900	52
Traditional Religiousness Is	Program A	1.91	0.917	52
	Program B	2.35	1.036	53

	Program C	1.98	0.899	52
Traditional Religiousness Should Be	Program A	2.13	1.056	52
	Program B	2.65	1.156	53
	Program C	2.40	1.079	52
Vocational Preparation Is	Program A	2.71	0.770	52
	Program B	2.93	0.955	53
	Program C	3.26	0.810	52
Vocational Preparation Should Be	Program A	3.87	..7532	52
	Program B	4.04	0.757	53
	Program C	4.31	0.525	52
Advanced Training Is	Program A	2.64	0.783	52
	Program B	3.00	0.862	53
	Program C	3.01	0.804	52
Advanced Training Should Be	Program A	3.41	0.842	52
	Program B	3.83	0.674	53
	Program C	3.84	0.723	52
Research Is	Program A	2.42	0.929	52
	Program B	2.63	0.900	53
	Program C	2.72	0.734	52
Research Should Be	Program A	2.89	0.992	52
	Program B	3.15	0.886	53
	Program C	3.36	0.860	52
Meeting Local Needs Is	Program A	2.63	0.782	52
	Program B	2.86	0.990	53
	Program C	2.96	0.667	52
Meeting Local Needs Should Be	Program A	3.16	0.719	52
	Program B	3.53	0.898	53
	Program C	3.54	0.731	52
Public Service Is	Program A	2.36	0.771	52
	Program B	2.56	1.064	53
	Program C	2.49	0.690	52
Public Service Should Be	Program A	3.10	0.857	52
	Program B	3.35	1.002	52
	Program C	3.16	0.879	52
Social Egalitarianism Is	Program A	2.48	0.796	52
	Program B	2.81	0.945	53
	Program C	2.62	0.661	52
Social Egalitarianism Should Be	Program A	3.13	1.004	52
	Program B	3.39	0.996	52

	Program C	3.03	0.840	52
Social Criticism/Activism Is	Program A	2.46	0.878	52
	Program B	2.75	0.940	53
	Program C	2.61	0.772	52
Social Criticism/Activism Should Be	Program A	3.07	0.933	52
	Program B	3.45	0.973	52
	Program C	3.14	0.957	52
Freedom Is	Program A	2.80	0.929	52
	Program B	3.28	0.916	53
	Program C	3.11	0.879	52
Freedom Should Be	Program A	3.35	0.993	52
	Program B	3.60	0.889	52
	Program C	3.53	0.949	52
Democratic Governance Is	Program A	2.87	0.825	52
	Program B	3.06	0.951	53
	Program C	2.93	0.777	52
Democratic Governance Should Be	Program A	3.58	0.788	52
	Program B	3.65	0.839	52
	Program C	3.60	0.866	52
Community Is	Program A	3.38	0.911	52
	Program B	3.49	0.930	53
	Program C	3.55	0.766	52
Community Should Be	Program A	4.05	0.681	52
	Program B	4.11	0.656	52
	Program C	4.23	0.615	52
Intellectual/Aesthetic Environment Is	Program A	2.72	0.760	52
	Program B	2.95	0.984	53
	Program C	2.90	0.721	52
Intellectual/Aesthetic Environment Should Be	Program A	3.40	0.766	52
	Program B	3.67	0.879	53
	Program C	3.58	0.700	52
Innovation Is	Program A	2.70	0.716	52
	Program B	2.91	0.925	53
	Program C	3.05	0.737	52
Innovation Should Be	Program A	3.61	0.723	52
	Program B	3.66	0.799	53
	Program C	3.59	0.743	52
Off-Campus Learning Is	Program A	2.22	0.649	52
	Program B	2.58	1.009	53

	Program C	2.41	0.773	52
Off-Campus Learning Should Be	Program A	3.05	0.864	52
	Program B	3.17	0.917	53
	Program C	3.03	0.846	52
Accountability/Efficiency Is	Program A	3.01	0.810	52
	Program B	3.16	0.910	53
	Program C	3.07	0.780	52
Accountability/Efficiency Should Be	Program A	3.85	0.702	52
	Program B	3.88	0.723	53
	Program C	3.87	0.650	52
Principles of Good Practice Is	Program A	3.59	0.808	52
	Program B	3.52	0.824	53
	Program C	3.77	0.713	52
Principles of Good Practice Should Be	Program A	4.34	0.559	52
	Program B	4.22	0.583	53
	Program C	4.30	0.561	52

Table 42

Administrator Differences Between Programs (A & C) Descriptive Statistics for t-Test
(Program B not included; N=1)

Goal Areas		M	SD	n
Academic Development Is	Program A	3.12	0.546	13
	Program C	2.95	0.387	10
Academic Development Should Be	Program A	3.87	0.674	13
	Program C	3.95	0.575	10
Intellectual Orientation Is	Program A	3.46	0.728	13
	Program C	3.55	0.438	10
Intellectual Orientation Should Be	Program A	4.21	0.477	13
	Program C	4.33	0.501	10
Individual Personal Development Is	Program A	2.85	0.573	13
	Program C	3.28	0.629	10
Individual Personal Development Should Be	Program A	3.44	0.836	13
	Program C	3.78	0.640	10
Humanism/Altruism Is	Program A	2.23	0.554	13
	Program C	2.70	0.599	10
Humanism/Altruism Should Be	Program A	3.06	0.843	13
	Program C	3.18	0.866	10
Cultural/Aesthetic Awareness Is	Program A	2.13	0.658	13
	Program C	1.80	0.744	10
Cultural/Aesthetic Awareness Should Be	Program A	2.73	0.819	13
	Program C	2.28	0.953	10
Traditional Religiousness Is	Program A	1.44	0.570	13
	Program C	1.65	0.543	10
Traditional Religiousness Should Be	Program A	1.62	0.555	13
	Program C	1.80	0.675	10
Vocational Preparation Is	Program A	2.15	0.582	13
	Program C	3.25	0.612	10
Vocational Preparation Should Be	Program A	2.90	0.761	13
	Program C	4.30	0.405	10
Advanced Training Is	Program A	2.33	0.753	13
	Program C	2.15	0.679	10
Advanced Training Should Be	Program A	2.81	0.897	13
	Program C	2.98	0.893	10

Research Is	Program A	1.69	0.723	13
	Program C	1.68	0.825	10
Research Should Be	Program A	2.13	0.933	13
	Program C	2.08	0.943	10
Meeting Local Needs Is	Program A	1.98	0.582	13
	Program C	2.53	0.533	10
Meeting Local Needs Should Be	Program A	2.58	0.938	13
	Program C	3.20	0.369	10
Public Service Is	Program A	2.06	0.560	13
	Program C	2.18	0.657	10
Public Service Should Be	Program A	2.71	0.859	13
	Program C	2.80	0.771	10
Social Egalitarianism Is	Program A	2.19	0.655	13
	Program C	2.08	0.808	10
Social Egalitarianism Should Be	Program A	2.99	0.588	13
	Program C	2.95	0.815	10
Social Criticism/Activism Is	Program A	2.19	0.628	13
	Program C	2.23	0.661	10
Social Criticism/Activism Should Be	Program A	2.92	0.860	13
	Program C	2.60	1.036	10
Freedom Is	Program A	3.43	0.985	13
	Program C	2.93	0.800	10
Freedom Should Be	Program A	3.90	0.971	13
	Program C	3.05	0.744	10
Democratic Governance Is	Program A	2.73	0.657	13
	Program C	2.75	0.635	10
Democratic Governance Should Be	Program A	3.77	0.608	13
	Program C	3.53	0.595	10
Community Is	Program A	3.06	0.985	13
	Program C	3.05	0.888	10
Community Should Be	Program A	4.44	0.325	13
	Program C	4.38	0.317	10
Intellectual/Aesthetic Environment Is	Program A	2.27	0.616	13
	Program C	2.45	0.599	10
Intellectual/Aesthetic Environment Should Be	Program A	3.23	0.688	13
	Program C	3.08	0.578	10
Innovation Is	Program A	2.83	0.832	13
	Program C	3.10	0.699	10
Innovation Should Be	Program A	3.62	0.788	13

	Program C	3.95	0.575	10
Off-Campus Learning Is	Program A	1.90	0.761	13
	Program C	1.88	0.530	10
Off-Campus Learning Should Be	Program A	2.38	0.933	13
	Program C	2.25	0.979	10
Accountability/Efficiency Is	Program A	3.49	0.833	13
	Program C	3.28	0.931	10
Accountability/Efficiency Should Be	Program A	3.99	0.474	13
	Program C	3.93	0.590	10
Principles of Good Practice Is	Program A	4.12	0.428	13
	Program C	3.91	0.589	10
Principles of Good Practice Should Be	Program A	4.68	0.273	13
	Program C	4.46	0.409	10

APPENDIX M

– Paired Sample t-test Summary Tables for Research Question 4

Table 43

Program A Faculty Paired Sample t-Test Summary Table

Is vs. Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development	37	0.645	6.816	0.000	2.00
Intellectual Orientation	37	0.844	8.808	0.000	2.13
Individual Personal Development	37	0.599	6.270	0.000	2.46
Humanism/Altruism	37	0.757	6.541	0.000	1.90
Cultural/Aesthetic Awareness	37	0.665	5.549	0.000	1.61
Traditional Religiousness	37	0.305	2.244	0.031	0.82
Vocational Preparation	37	0.783	6.273	0.000	1.90
Advanced Training	37	0.632	5.626	0.000	2.82
Research	37	0.605	5.213	0.000	3.45
Meeting Local Needs	37	0.467	4.464	0.000	1.87
Public Service	37	0.733	6.524	0.000	2.23
Social Egalitarianism	37	0.568	4.184	0.000	1.21
Social Criticism/Activism	37	0.737	6.909	0.000	2.90
Freedom	36	0.541	5.594	0.000	3.50
Democratic Governance	36	0.655	6.142	0.000	1.91
Community	36	0.784	6.354	0.000	1.57
Intellectual/Aesthetic Environment	37	0.746	5.450	0.000	1.43
Innovation	37	0.776	5.220	0.000	0.87
Off-Campus Learning	37	0.487	4.032	0.000	1.09
Accountability/Efficiency	37	0.529	3.873	0.000	0.82
Principles of Good Practice	37	0.530	5.775	0.000	1.72

Table 44

Program A Student Paired Sample t-Test Summary Table

Is vs. Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development	51	0.617	7.901	0.000	2.41
Intellectual Orientation	51	0.550	5.758	0.000	1.30
Individual Personal Development	51	0.861	7.905	0.000	2.20
Humanism/Altruism	51	0.514	5.430	0.000	2.41
Cultural/Aesthetic Awareness	51	0.317	3.406	0.001	1.32
Traditional Religiousness	51	0.228	2.939	0.005	2.70
Vocational Preparation	51	1.164	8.788	0.000	1.55
Advanced Training	51	0.777	7.660	0.000	2.63
Research	51	0.471	4.906	0.000	2.64
Meeting Local Needs	51	0.534	4.966	0.000	1.30
Public Service	51	0.737	6.065	0.000	1.46
Social Egalitarianism	51	0.654	5.249	0.000	1.52
Social Criticism/Activism	51	0.606	6.234	0.000	2.90
Freedom	51	0.543	5.438	0.000	2.70
Democratic Governance	51	0.712	6.727	0.000	2.09
Community	51	0.678	6.204	0.000	1.88
Intellectual/Aesthetic Environment	51	0.683	8.651	0.000	4.32
Innovation	51	0.915	9.833	0.000	3.14
Off-Campus Learning	51	0.832	6.775	0.000	1.43
Accountability/Efficiency	51	0.832	8.638	0.000	2.89
Principles of Good Practice	51	0.743	8.898	0.000	3.72

Table 45Program A Administrator Paired Sample t-
Test Summary Table

Is vs. Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development	12	0.750	3.824	0.002	1.61
Intellectual Orientation	12	0.750	3.573	0.004	1.35
Individual Personal Development	12	0.596	4.647	0.001	8.54
Humanism/Altruism	12	0.827	3.559	0.004	1.49
Cultural/Aesthetic Awareness	12	0.596	3.692	0.003	3.53
Traditional Religiousness	12	0.173	1.996	0.069	--
Vocational Preparation	12	0.750	3.824	0.002	2.01
Advanced Training	12	0.481	2.221	0.046	1.41
Research	12	0.442	2.799	0.016	3.73
Meeting Local Needs	12	0.596	3.637	0.003	4.94
Public Service	12	0.654	5.097	0.000	10.87
Social Egalitarianism	12	0.801	4.835	0.000	2.93
Social Criticism/Activism	12	0.731	4.839	0.000	5.97
Freedom	12	0.468	3.681	0.003	9.28
Democratic Governance	12	1.039	3.583	0.004	0.73
Community	12	1.385	5.286	0.000	2.06
Intellectual/Aesthetic Environment	12	0.962	6.325	0.000	5.04
Innovation	12	0.789	4.114	0.001	3.14
Off-Campus Learning	12	0.481	3.028	0.011	4.00
Accountability/Efficiency	12	0.500	2.208	0.047	0.90
Principles of Good Practice	12	0.567	4.839	0.000	2.03

Table 46

Program B Faculty Paired Sample t-Test Summary Table

Is vs. Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development	10	0.773	4.087	0.002	1.67
Intellectual Orientation	10	1.182	5.341	0.000	1.70
Individual Personal Development	10	0.818	3.741	0.004	1.78
Humanism/Altruism	10	0.917	4.611	0.001	2.57
Cultural/Aesthetic Awareness	10	0.546	2.631	0.025	1.13
Traditional Religiousness	10	0.682	2.947	0.015	3.63
Vocational Preparation	10	0.114	6.203	0.000	0.39
Advanced Training	10	0.682	3.321	0.008	2.41
Research	10	0.591	3.420	0.007	5.54
Meeting Local Needs	10	0.750	2.947	0.015	1.59
Public Service	10	1.159	6.053	0.000	6.73
Social Egalitarianism	10	0.773	3.260	0.009	1.89
Social Criticism/Activism	10	0.909	4.359	0.001	7.55
Freedom	10	0.591	2.034	0.069	--
Democratic Governance	10	0.955	3.573	0.005	0.89
Community	10	1.205	4.473	0.001	1.21
Intellectual/Aesthetic Environment	10	0.909	3.390	0.007	1.28
Innovation	10	1.046	4.978	0.001	2.07
Off-Campus Learning	10	0.546	2.825	0.018	3.15
Accountability/Efficiency	10	0.409	1.563	0.149	--
Principles of Good Practice	10	0.828	5.685	0.000	9.68

Table 47

Program B Student Paired Sample t-Test Summary Table

Is vs. Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development	52	0.500	5.224	0.000	1.26
Intellectual Orientation	52	0.543	5.575	0.000	1.55
Individual Personal Development	52	0.511	5.155	0.000	1.76
Humanism/Altruism	52	0.651	5.605	0.000	1.88
Cultural/Aesthetic Awareness	52	0.231	2.665	0.010	1.42
Traditional Religiousness	52	0.300	2.551	0.014	1.16
Vocational Preparation	52	1.115	7.920	0.000	1.56
Advanced Training	52	0.829	6.887	0.000	1.50
Research	52	0.525	5.614	0.000	2.65
Meeting Local Needs	52	0.670	6.423	0.000	2.77
Public Service	51	0.841	7.159	0.000	2.82
Social Egalitarianism	51	0.623	5.341	0.000	1.90
Social Criticism/Activism	51	0.750	5.641	0.000	1.49
Freedom	51	0.346	3.877	0.000	2.08
Democratic Governance	51	0.623	5.675	0.000	1.98
Community	51	0.644	6.336	0.000	2.24
Intellectual/Aesthetic Environment	52	0.726	6.832	0.000	2.76
Innovation	52	0.750	7.359	0.000	2.79
Off-Campus Learning	52	0.594	6.316	0.000	3.48
Accountability/Efficiency	52	0.717	6.489	0.000	1.92
Principles of Good Practice	52	0.704	7.595	0.000	2.52

Table 48Program C Faculty Paired Sample t-Test Summary Table

Is vs. Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development	41	0.827	8.437	0.000	2.78
Intellectual Orientation	40	1.024	8.062	0.000	2.16
Individual Personal Development	40	0.342	3.345	0.002	1.58
Humanism/Altruism	40	0.435	4.149	0.000	1.70
Cultural/Aesthetic Awareness	40	0.299	2.765	0.009	0.92
Traditional Religiousness	40	0.311	2.419	0.020	1.10
Vocational Preparation	40	0.785	6.134	0.000	1.59
Advanced Training	40	0.913	7.889	0.000	3.07
Research	40	0.555	5.480	0.000	3.02
Meeting Local Needs	40	0.567	7.707	0.000	5.35
Public Service	40	0.616	6.410	0.000	2.86
Social Egalitarianism	40	0.358	2.529	0.015	0.77
Social Criticism/Activism	40	0.463	4.029	0.000	1.62
Freedom	40	0.360	2.765	0.009	1.37
Democratic Governance	40	0.512	4.159	0.000	1.65
Community	40	0.823	6.412	0.000	2.42
Intellectual/Aesthetic Environment	40	0.750	6.878	0.000	3.00
Innovation	40	0.789	6.951	0.000	2.84
Off-Campus Learning	40	0.488	5.454	0.000	3.35
Accountability/Efficiency	40	0.707	7.338	0.000	2.71
Principles of Good Practice	40	0.815	6.918	0.000	2.37

Table 49

Program C Student Paired Sample t-Test Summary Table

Is vs. Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development	51	0.466	4.967	0.000	1.15
Intellectual Orientation	51	0.490	5.103	0.000	1.22
Individual Personal Development	51	0.697	6.856	0.000	1.84
Humanism/Altruism	51	0.495	4.513	0.000	1.61
Cultural/Aesthetic Awareness	51	0.433	3.800	0.000	1.05
Traditional Religiousness	51	0.423	2.973	0.004	0.78
Vocational Preparation	51	1.048	8.995	0.000	1.70
Advanced Training	51	0.827	7.718	0.000	2.11
Research	51	0.639	6.273	0.000	2.09
Meeting Local Needs	51	0.575	5.995	0.000	1.71
Public Service	51	0.673	6.308	0.000	1.91
Social Egalitarianism	51	0.414	3.714	0.001	0.93
Social Criticism/Activism	51	0.534	4.966	0.000	1.80
Freedom	51	0.423	3.733	0.000	1.30
Democratic Governance	51	0.678	5.825	0.000	1.56
Community	51	0.676	7.316	0.000	2.26
Intellectual/Aesthetic Environment	51	0.678	7.633	0.000	2.61
Innovation	51	0.543	6.948	0.000	3.32
Off-Campus Learning	51	0.620	5.403	0.000	1.44
Accountability/Efficiency	51	0.798	7.715	0.000	2.01
Principles of Good Practice	51	0.531	7.430	0.000	3.39

Table 50

Program C Administrators Paired Sample t-Test Summary Table

Is vs. Should Be	<i>df</i>	<i>Mean</i>	<i>t</i>	<i>p</i>	<i>ES</i>
Academic Development	9	1.000	5.477	0.000	2.59
Intellectual Orientation	9	0.775	5.670	0.000	4.30
Individual Personal Development	9	0.500	2.631	0.027	1.85
Humanism/Altruism	9	0.475	2.141	0.061	--
Cultural/Aesthetic Awareness	9	0.475	2.273	0.049	2.59
Traditional Religiousness	9	0.150	1.327	0.217	--
Vocational Preparation	9	1.050	4.644	0.001	1.56
Advanced Training	9	0.825	2.745	0.023	1.23
Research	9	0.400	1.530	0.160	--
Meeting Local Needs	9	0.675	3.199	0.011	1.08
Public Service	9	0.625	1.849	0.097	--
Social Egalitarianism	9	0.875	2.801	0.021	1.20
Social Criticism/Activism	9	0.375	1.020	0.334	--
Freedom	9	0.125	0.808	0.440	1.28
Democratic Governance	9	0.775	2.570	0.030	1.02
Community	9	1.325	3.974	0.003	2.07
Intellectual/Aesthetic Environment	9	0.625	2.748	0.023	1.16
Innovation	9	0.850	3.356	0.008	1.36
Off-Campus Learning	9	0.375	1.671	0.129	--
Accountability/Efficiency	9	0.650	3.228	0.010	3.88
Principles of Good Practice	9	0.550	2.979	0.015	1.47
