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ABSTRACT

Los Angeles City College participated in a Statewide survey of institutional goals. The Institutional Goals Inventory was given to 400 LACC faculty, day and evening students, and community people, and 92 percent were returned. Inventory statements covered 20 goal areas designed to determine present thinking as to what the institutional goals are and what they should be. Respondents were asked to respond to each of 90 statements in two ways (how important the goal is and how important it should be) on a 5-point importance scale. Ten additional statements about controversial educational issues were to be answered on a "should be" basis only. Data are given for the "is" and "should be" responses, for the discrepancies between the two, and for the responses from the 68 participating community colleges. Among the results were that: (1) vocational preparation was the top-ranking "should be" goal area for both LACC and the 68 colleges; (2) in 19 goal areas, LACC means were above those of the 68 colleges for both the "should be" ratings and the discrepancies; (3) no goal area showed a negative discrepancy given by any LACC subgroups; and (4) eight individual goal statements were ranked in the top five on both the "should be" scale and the discrepancy scale by one or more of the LACC subgroups and the total group. The Institutional Goals Inventory statements, rankings and mean responses of 90 statements by LACC respondents, and goal area means and standard deviations are provided in appendices. (KM)

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LOS ANGELES CITY COLLEGE

"THE INSTITUTIONAL GOALS INVENTORY, SPRING, 1972"

Research Study #73-2

JC 730 041

UNIVERSITY OF CALIF.  
LOS ANGELES

MAR 02 1973

Ben K. Gold  
Research Office  
January, 1973

CLEARINGHOUSE FOR  
JUNIOR COLLEGE  
INFORMATION

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## "THE INSTITUTIONAL GOALS INVENTORY, SPRING, 1972"

### PURPOSE OF THE STUDY

In April 1971, the California Legislature created the "Joint Committee on the Master Plan" with a mandate to "review any and all aspects of higher education in California, including the 1960 Master Plan." As part of its study, the Committee requested that Los Angeles City College participate in a statewide study utilizing the Institutional Goals Inventory, an instrument developed by Educational Testing Service (ETS).

According to the Committee, "the project is designed to learn what goals people wish their respective institutions to pursue. Our objectives are twofold:

1. to assemble information which the Joint Committee can use in its deliberations about California higher education policy, and
2. to provide information to each of the colleges in the state for their own self-study purposes."

The self-study referred to in the latter objective is the purpose of this study.

### PROCEDURE OF THE STUDY

Following LACC agreement to participate in the study, Educational Testing Service forwarded 400 copies of the Institutional Goals Inventory, along with a six page set of guidelines for selections of samples and administration of the instruments. The sample was to include faculty, day students, evening students, and community people.

**PROCEDURE OF THE STUDY (continued)**

The guidelines also included a stipulation that return rates of at least 85% be obtained and an admonition to "try not to 'load' the samples in any way."

Following are the procedures that were used in selecting the samples:

**(1) Faculty (100)**

Names of 125 faculty members were selected randomly from an alphabetic listing (including administrators). Letters of invitation to participate were sent to these 125 with additional names added until 100 acceptances were obtained. 175 invitations were required. The final tally included faculty from 27 departments and administrators (deans, assistant deans, coordinators).

**(2) Day students (125)**

The guidelines requested that sophomores\* only be included. Teachers of advanced classes (both transfer and vocational) were thus contacted to elicit cooperation. Questionnaires were distributed to classes in Psychology, Mathematics, Media Arts, and to the Student Counselors.

**(3) Evening students (75)**

Procedure was similar to that for day students. Classes used were Speech, Home Economics, Architecture, and Statistics.

**(4) Community people (100)**

Obtaining a "representative" sample of community people posed a problem of definition as well as a problem of selection. Discussions were held with administrators in Community Services, Instruction, and Student Personnel for suggested approaches. The sample was finally obtained by visits to the Hollywood-Los Feliz Coordinating Council and the L.A.C.C. Community Services Advisory Council, and by asking the Student Counselors to take two each to people in their community whom they respected.

\* this restriction was later modified

## PROCEDURE OF THE STUDY (continued)

Instruments were administered to the people described above and were sent to E.T.S. for analysis. Detailed computer printouts were later furnished to L.A.C.C. These printouts contained the data on which the findings of the next section are based.

## FINDINGS

Instruments were completed according to the following distribution:

Category	Number in sample	Number completing IGI	% Completion
Faculty	100	89	89%
Day Students	125	122	98%
Evening Students	75	68	91%
Community	100	90	90%
<b>TOTAL</b>	<b>400</b>	<b>369</b>	<b>92%</b>

Table 1 below tabulates responses to questions asking for information about the respondent: sex, race, amount of formal education, approximate family income, occupation, respondent group, age, and status (for students).

The survey instrument was designed to encompass twenty "goal areas" by grouping of selected items. Table 2 indicates these goal areas and identifies the questions included in the calculations for each area (a complete listing of items is included as Appendix A).

In completing the instrument, respondents were asked to respond to each statement in two different ways -- "first, how important is the goal at this institution at the present time?; then, in your judgment, how important should the goal be at this institution?"

**FINDINGS (continued)**

Responses were to be checked according to the following five point scale:

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

Means and standard deviations were calculated for each statement and for each goal area by sub-group (faculty, day students, evening students, and community) and the total group. Figures were given for the "Is" responses, the "Should Be" responses, and for the "Discrepancy" between the two.

In addition to the statistics just described for L.A.C.C., figures were also given for the grand total of 68 California Community Colleges (14,935 individuals) participating in the project.

Figures 1, 2, and 3 compare goal area mean responses of L.A.C.C. and the 68 colleges for the "Is" responses, the "Should Be" responses, and the "Discrepancies." (discrepancy = should be - is). Figures 4, 5, and 6 present similar profiles for the various L.A.C.C. sub-groups.

In order to assess the impact of particular statements, Tables 3 - 6 are included. Table 3 lists, in rank order of means of the Total group of L.A.C.C. respondents, the ten statements receiving the highest "Should Be" ratings, and also indicates the ranking to each statement given by each sub-group. Table 4 lists similarly the lowest "Should Be" statements, Table 5 the statements showing the largest discrepancy, and Table 6 the statements showing the smallest discrepancy.

## FINDINGS (continued)

Appendix B lists the complete rankings for all 90 items for these groups.

In addition to the 90 statements contributing the bulk of the inventory, ten additional statements were included -- these to be answered on a "should be" basis only. These statements concerned issues having some degree of controversy but now under consideration by some educational leaders. Figure 7 compares L.A.C.C. responses on these questions with the group of 68 colleges, and Figure 8 shows mean responses of the L.A.C.C. sub-groups.

**TABLE 1 - Information Items (Figures in percent; number responding in parentheses)**

	Total	Faculty	Day Students	Even. Students	Community
No. of respondents	369	89	121	68	90
Indicate your sex:	(286)	(73)	(85)	(50)	(71)
1. male	48	65	54	44	28
2. female	51	35	46	56	72
Your race:	(273)	(73)	(83)	(48)	(70)
1. White	49	86	33	41	31
2. Black/Negro	28	5	30	30	50
3. Mex-Amer., Chicano	5	3	7	5	9
4. Amer. Indian- Native Amer.	1	0	3	1	0
5. Oriental	9	5	19	14	0
6. Other	7	1	7	8	10

Continued on page 6.



TABLE 1 (continued)

	Total	Faculty	Day Students	Even. Students	Community
Indicate amount of formal education you have had: (students:hope to complete)					
	(269)	(73)	(82)	(47)	(69)
1. None	1	0	3	1	0
2. Grade school	1	0	1	0	1
3. Some high school	3	0	3	0	4
4. Finished high school	8	0	12	9	12
5. Business or grade school	1	0	3	0	3
6. Some college	26	2	27	51	34
7. Four yrs. college	11	0	16	15	16
8. Some graduate school	5	5	3	6	5
9. Master's degree or higher	44	92	31	18	25
Median	#7	#9	#7	#6	#6
-----					
Approximate family income					
	N/A	N/A	(77)	(49)	(66)
1. less than \$6000	N/A	N/A	34	23	35
2. \$6000-11,999	N/A	N/A	34	45	36
3. \$12,000-17,999	N/A	N/A	21	17	18
4. \$18,000-23,999	N/A	N/A	3	13	9
5. \$24,000-29,999	N/A	N/A	3	1	0
6. \$30,000 or more	N/A	N/A	3	1	1
Median income	N/A	N/A	8825	9600	8500
-----					
Which best describes your occupation(community only)					
	N/A	N/A	N/A	N/A	(45)
1. Home maker	N/A	N/A	N/A	N/A	12
2. Semi skilled worker	N/A	N/A	N/A	N/A	6
3. Service worker	N/A	N/A	N/A	N/A	22
4. Skilled tech.	N/A	N/A	N/A	N/A	4
5. Sales or office worker	N/A	N/A	N/A	N/A	18
6. Small Bus. owner	N/A	N/A	N/A	N/A	14
7. Large Bus.Exec.	N/A	N/A	N/A	N/A	2
8. Acad.Professor	N/A	N/A	N/A	N/A	8
9. Other Prof. requiring BA	N/A	N/A	N/A	N/A	8
10. Prof. regular adv. degree	N/A	N/A	N/A	N/A	4
-----					

Continued on page 7.

TABLE 1 (continued)

	Total	Faculty	Day Students	Even. Students	Community
Mark the <u>one</u> that describes you best					
	(347)	(89)	(115)	(59)	(85)
1. Faculty member	22	87	0	1	1
2. Student	57	0	99	90	40
3. Administrator	3	11	0	0	0
4. Gov. Bd. Member	0	0	0	0	0
5. Alumna/alumnus	2	0	0	4	4
6. Member of off-camp's community group	10	2	0	1	40
7. Other	5	0	1	4	15
-----					
Indicate age at last birthday					
	(347)	(87)	(113)	(61)	(86)
1. under 20	16	0	40	7	9
2. 20-29	38	0	53	63	39
3. 30-39	16	15	7	20	25
4. 40-49	12	28	1	5	15
5. 50-59	14	41	0	3	10
6. 60 or over	4	16	0	1	1
Median age	28.5	51	21.5	26.5	31.5
-----					
Students indicate status					
	N/A	N/A	(116)	(59)	N/A
1. Full-time, day	N/A	N/A	84	5	N/A
2. Part-time, day	N/A	N/A	14	8	N/A
3. Evening only	N/A	N/A	0	85	N/A
4. Extension	N/A	N/A	0	0	N/A
5. Other	N/A	N/A	2	1	N/A

**TABLE 2 - "Goal Areas" of the Institutional Goals Inventory**

<u>GOAL AREA IDENTIFICATION</u>		<u>Questions Included</u>
<u>Output Goals</u>		
No. 1.	Academic Development (acquisition of knowledge, academic mastery, etc.)	1, 4, 6, 9
2.	Intellectual Orientation (as an attitude, style, commitment to learning, etc.)	2, 5, 7, 10
3.	Individual Personal Development (of one's unique human potential, etc.)	3, 8, 11, 13
4.	Humanism/Altruism (idealism, social concern, etc.)	14, 17, 20, 23
5.	Cultural/Esthetic Awareness (appreciation, sensitivity to the arts, etc.)	15, 18, 21, 24
6.	Traditional Religiousness	16, 19, 22, 25
7.	Vocational Preparation	26, 30, 36, 38
8.	Advanced Training (graduate, professional)	27, 31, 32, 41
9.	Research	28, 34, 35, 37
10.	Meeting Local Needs (community public service, etc.)	29, 33, 39, 40
11.	Public Service (to regional, state, national, international agencies)	44, 47, 50, 51
12.	Social Egalitarianism (meeting educ. needs of people throughout the social system)	42, 45, 48, 52
13.	Social Criticism/Activism (toward change in American life)	43, 46, 49, 53
<u>Process Goals (internal college goals intended to help realize the "output" goals)</u>		
14.	Freedom (academic, personal)	54, 57, 60, 63
15.	Democratic Governance (emphasizing structural factors)	55, 58, 61, 64
16.	Community (emphasizing attitudinal factors--morale, spirit, ethos)	56, 59, 62, 65
17.	Intellectual/Esthetic Environment (intellectual stimulation, excitement, etc.)	66, 69, 73, 76
18.	Innovation	67, 70, 74, 77
19.	Off-campus learning	68, 72, 75, 78
20.	Accountability/Efficiency	79, 81, 83, 87

**TABLE 3 - Statements Receiving Highest "Should Be" Ratings**

No.	Statement	R A N K I N G S				
		Total	Fac.	Students Day	Even.	Comm.
3	to help students identify their own personal goals and develop means of achieving them	1	3	1	1	2
44	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	2	6	2	9	1
26	to provide opportunities for students to receive training for specific occupational careers	3	7	3	2	7
29	to provide opportunities for continuing education for adults in the local area	4	12	4	3	4
65	to maintain a climate of mutual trust and respect among students, faculty, and administrators	5	1	14	13	13
30	to develop educational programs geared to new and emerging career fields	6	10	6	10	5
36	to provide retraining opportunities for individuals whose job skills have become out of date	7	25	8	6	8
38	to assist students in deciding upon a vocational career	8	9	5	11	18
64	to assure individuals the opportunity to participate or be represented in making any decisions that affect them	9	4	10	17	25
12*	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency	10	8	12	5	15

\* not a "goal area" statement

**TABLE 4 - Statements Receiving Lowest 'Should Be Ratings**

No.	Statement	Total	R A N K I N G S			
			Fac.	STUDENTS		Comm.
				Day	Ever.	
19	to help students become aware of the potentialities of a full-time religious vocation	90	88	90	89	90
16	to educate students in a particular religious heritage	89	85	89	90	89
25	to help students develop a dedication to serving God in everyday life	88	82	88	84	86
22	to develop students' ability to understand and defend a theological position	87	83	86	87	88
28	to perform contract research for government, business, or industry	86	87	87	86	86
78	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination	85	80	84	88	42
86	to excel in intercollegiate athletic competition	84	78	83	83	85
79	to apply cost criteria in deciding among alternative academic and non-academic programs	83	74	85	85	84
34	to conduct basis research in the natural sciences	82	84	70	78	82
27	to develop what would generally be regarded as a strong and comprehensive graduate school	81	90	52	48	79

**TABLE 5 - Statements Showing Largest Discrepancies Between "Should Be" and "Is"**

No.	Statement	R A N K I N G S				
		Total	Fac.	Students Day	Even.	Comm.
64	to assure individuals the opportunity to participate in making any decisions that affect them	1	3	6	18	9
59	to maintain a climate in which communication throughout the organizational structure is open and candid	2	2	27	22	3
65	to maintain a climate of mutual trust and respect among students, faculty, and administrators	4	30	2	10	1
44	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	4	30	2	10	1
5	to increase the desire and ability of students to undertake self-directed learning	5	7	5	5	25
62	to maintain a campus climate in which differences of opinion can be aired openly and amicably	6	4	16	31	5
69	to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests	7	17	9	1	33
36	to provide retraining opportunities for individuals whose job skills have become out of date	8	25	10	6	6
3	to help students identify their own personal goals and develop means of achieving them	9	17	9	1	33
8	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events	10	18	8	2	18

**TABLE 6 - Statements Showing Smallest Discrepancies  
Between "Should Be" and "Is"**

No.	Statement	R A N K I N G S				
		RTotal	Fac.	Students Day	Even.	Comm.
86*	to excel in intercollegiate athletic competition	90	83	90	90	90
79	to apply cost criteria in deciding among alternative academic and non-academic programs	89	54	89	89	61
28	to perform contract research for government, business or industry	88	85	87	86	87
19	to help students become aware of the potentialities of a full-time religious vocation	87	79	85	73	88
16	to educate students in a particular religious heritage	86	82	83	88	86
87	to be <u>accountable</u> to funding sources for the effectiveness of college programs	85	90	82	84	82
18	to require students to complete some course work in the humanities or arts	84	63	88	87	83
80*	to maintain or work to achieve a reputable standing for the institution within the academic world	83	58	86	78	81
22	to develop students' ability to understand and defend a theological position	82	77	74	71	85
6	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school	81	60	76	51	79

\* not a "goal area" statement

**FIGURE 1 - Profile of "Is" Means, Goal Areas: 68 California Community Colleges vs. L.A.C.C.C.**

Importance Scale:

Extremely High 5

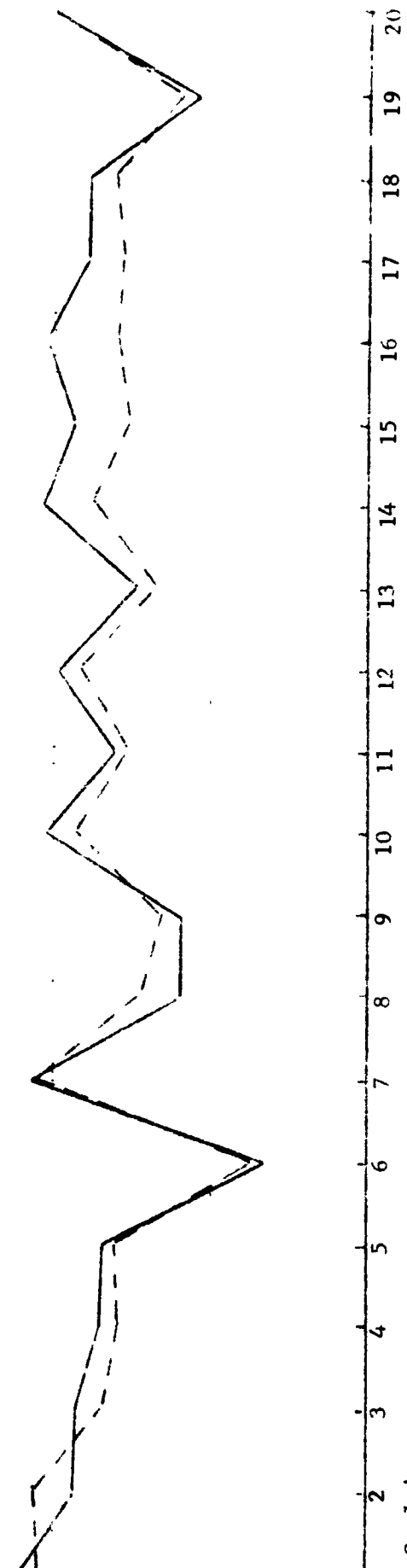
High 4

Medium 3

Low 2

None 1

68 California Community Colleges ———  
 Los Angeles City College - - - - -



Goal Area

1. Academic Development
2. Intellectual Orientation
3. Individual Personal Development
4. Humanism/Altruism
5. Cultural/Esthetic Awareness
6. Traditional Religiousness
7. Vocational Preparation
8. Advanced Training
9. Research
10. Meeting Local Needs

11. Public Service
12. Social Egalitarianism
13. Social Criticism/Activism
14. Freedom
15. Democratic Governance
16. Community
17. Intellectual/Esthetic Environment
18. Innovation
19. Off-Campus Learning
20. Accountability/Efficiency



**FIGURE 2 - Profile of "Should Be" Means, Goal Areas:  
68 California Community Colleges vs LACC**

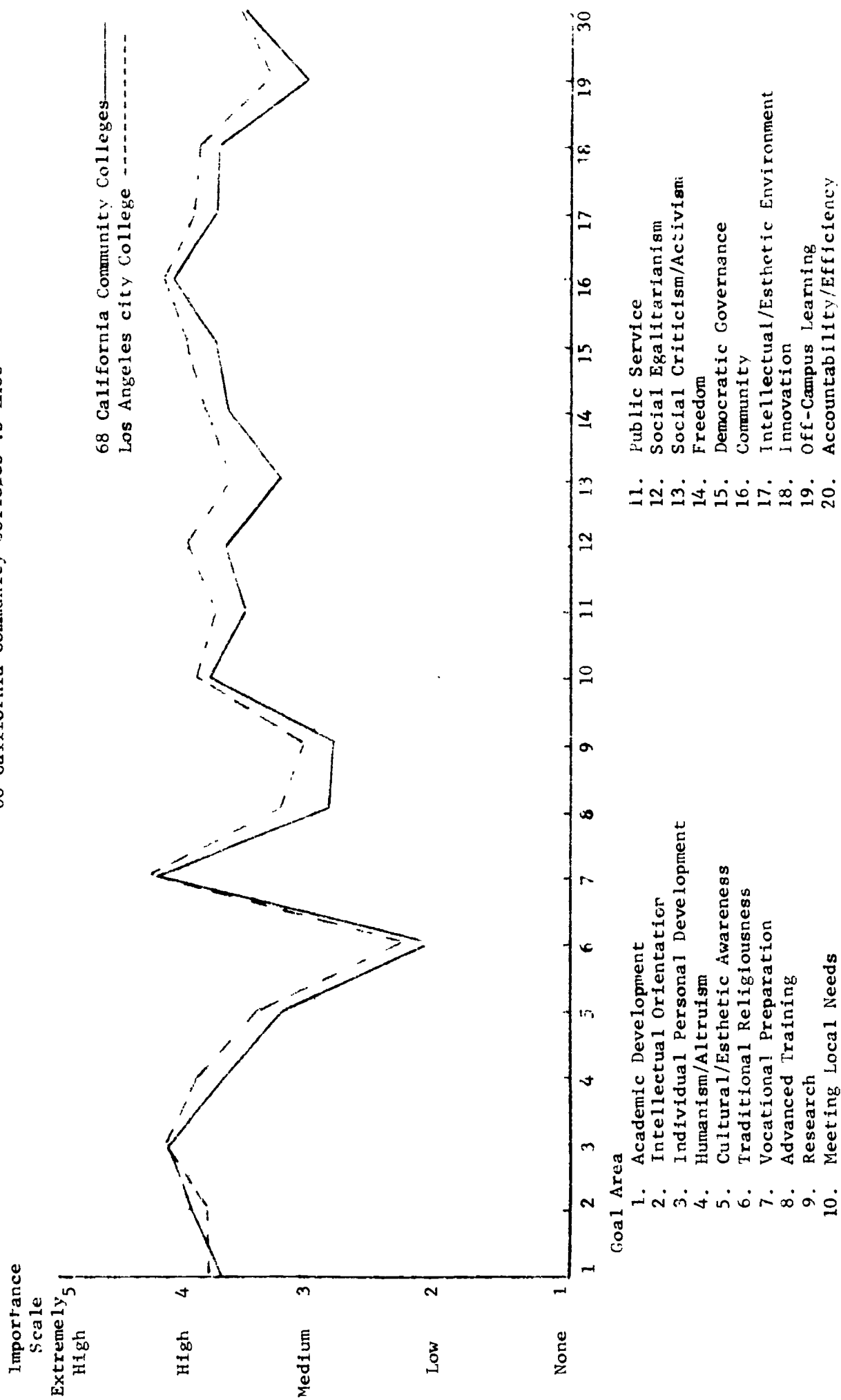
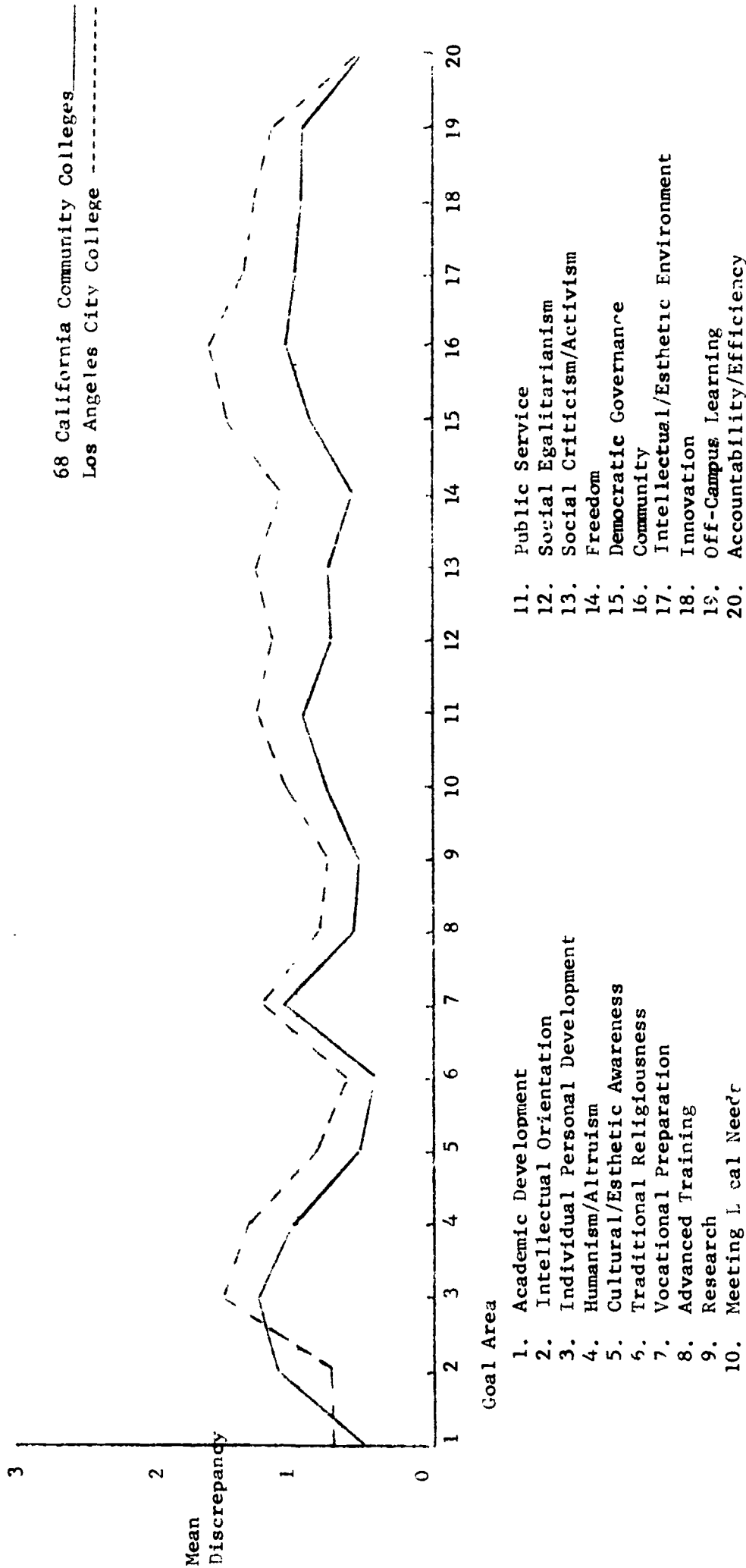
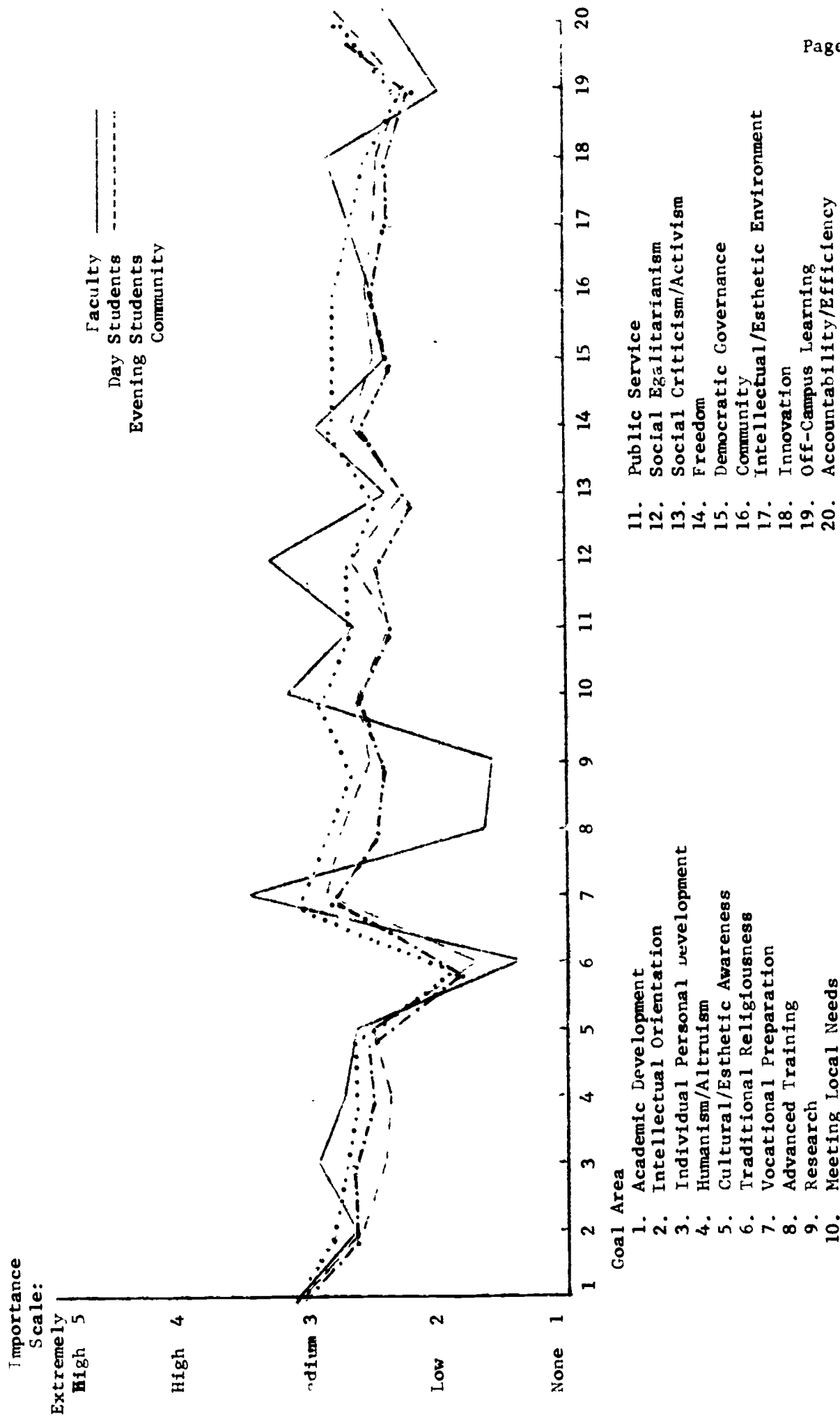


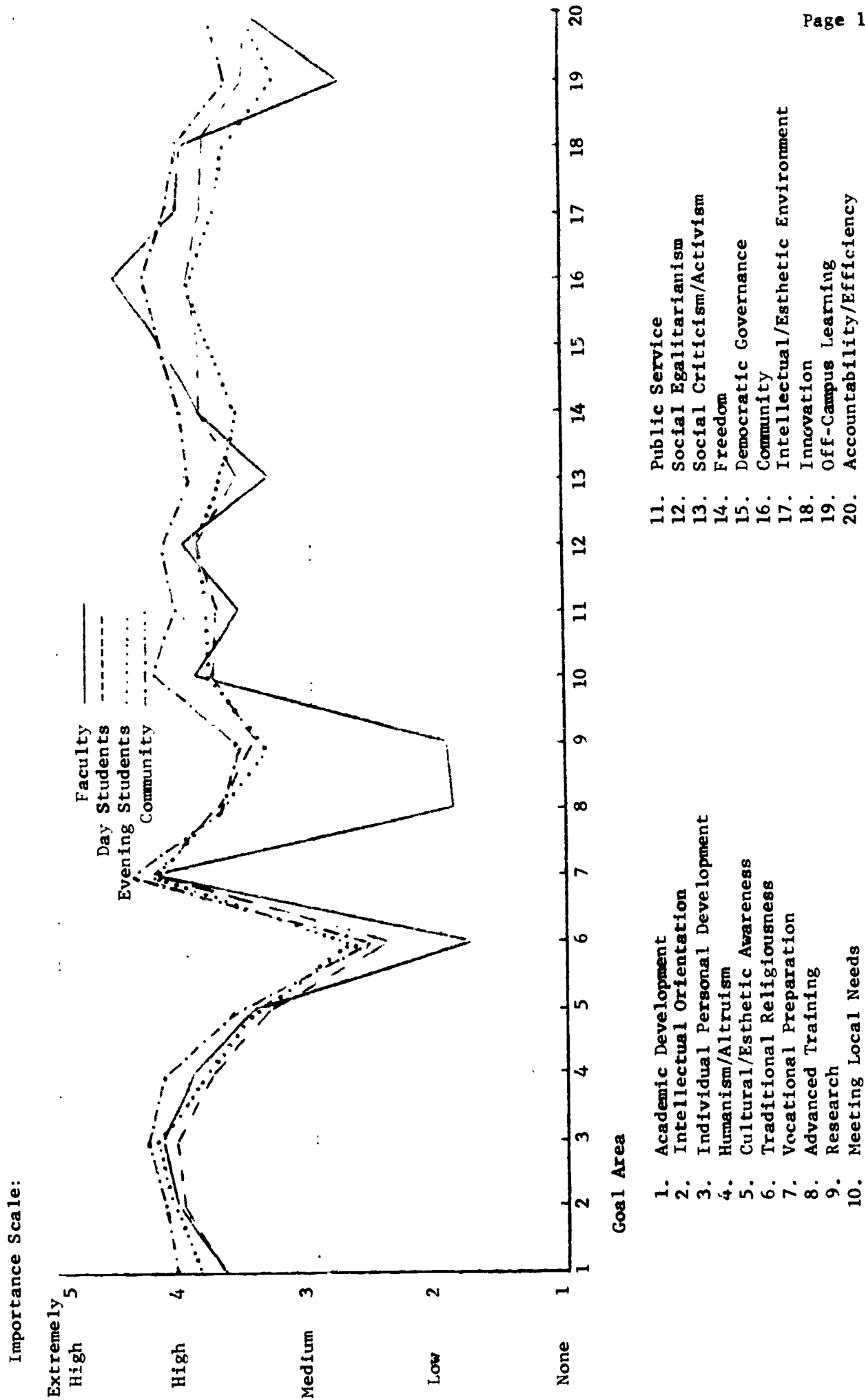
FIGURE 3 - Profile of Discrepancy Means, Goal Areas:  
68 California Community Colleges vs LACC



**FIGURE 4 - Profile of "Is" Means, Goal Areas:  
LACC Sub-groups**



**FIGURE 5 - Profile of "Should Be" Means, Goal Areas:  
LACC Sub-groups**



**FIGURE 6 - Profile of Discrepancy Means ("Should Be" - "Is"),  
Goal Areas: LACC Sub-Groups**

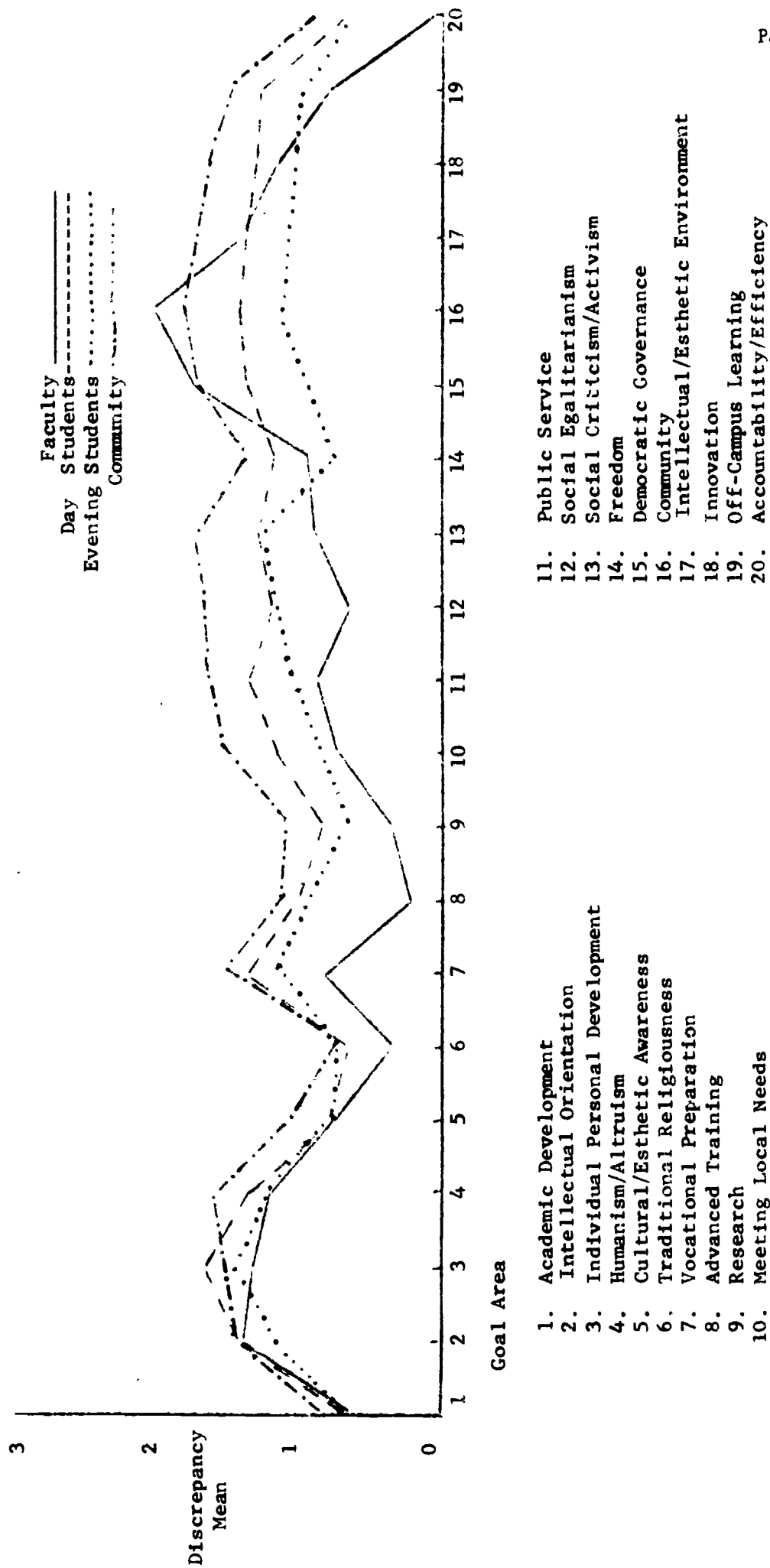
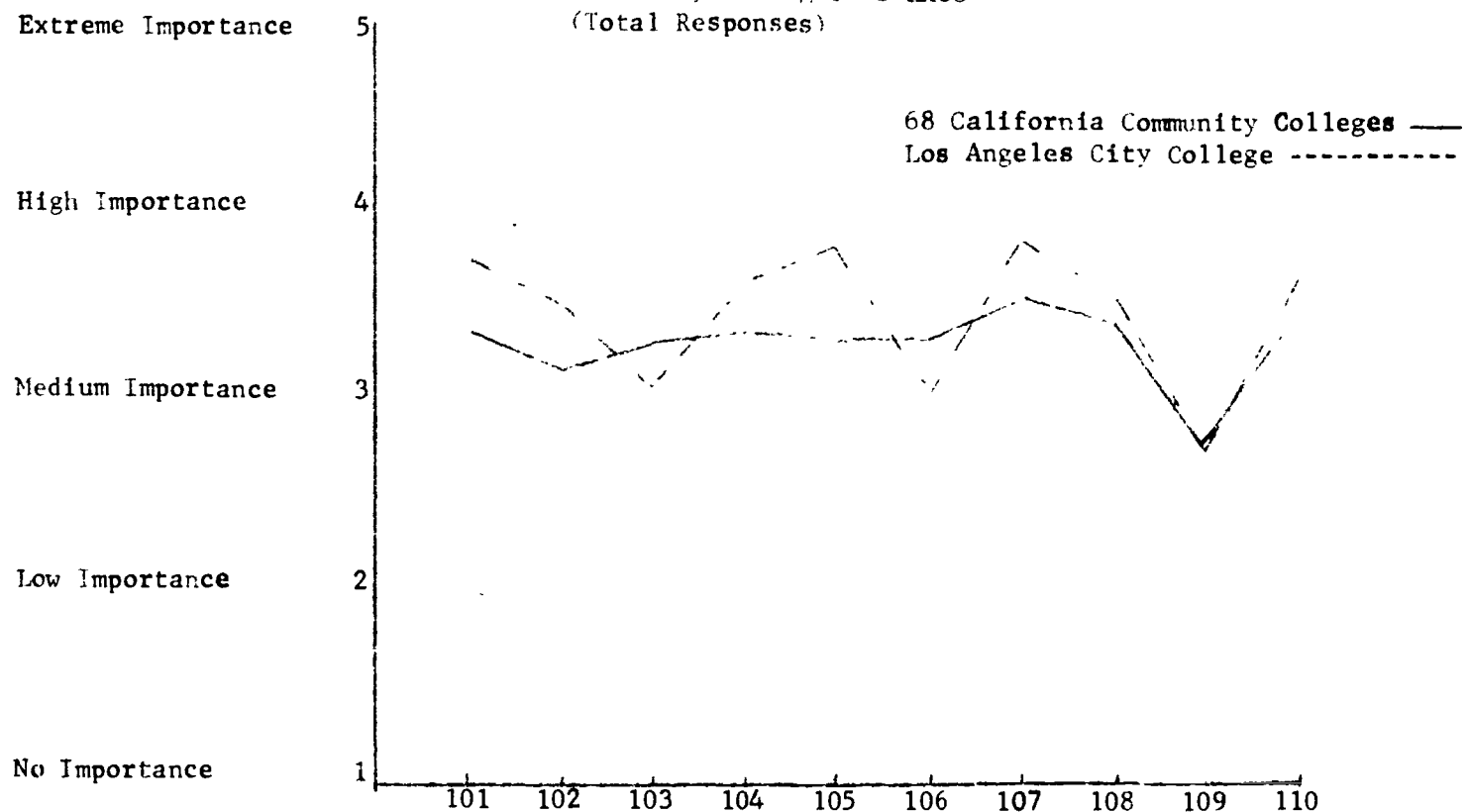


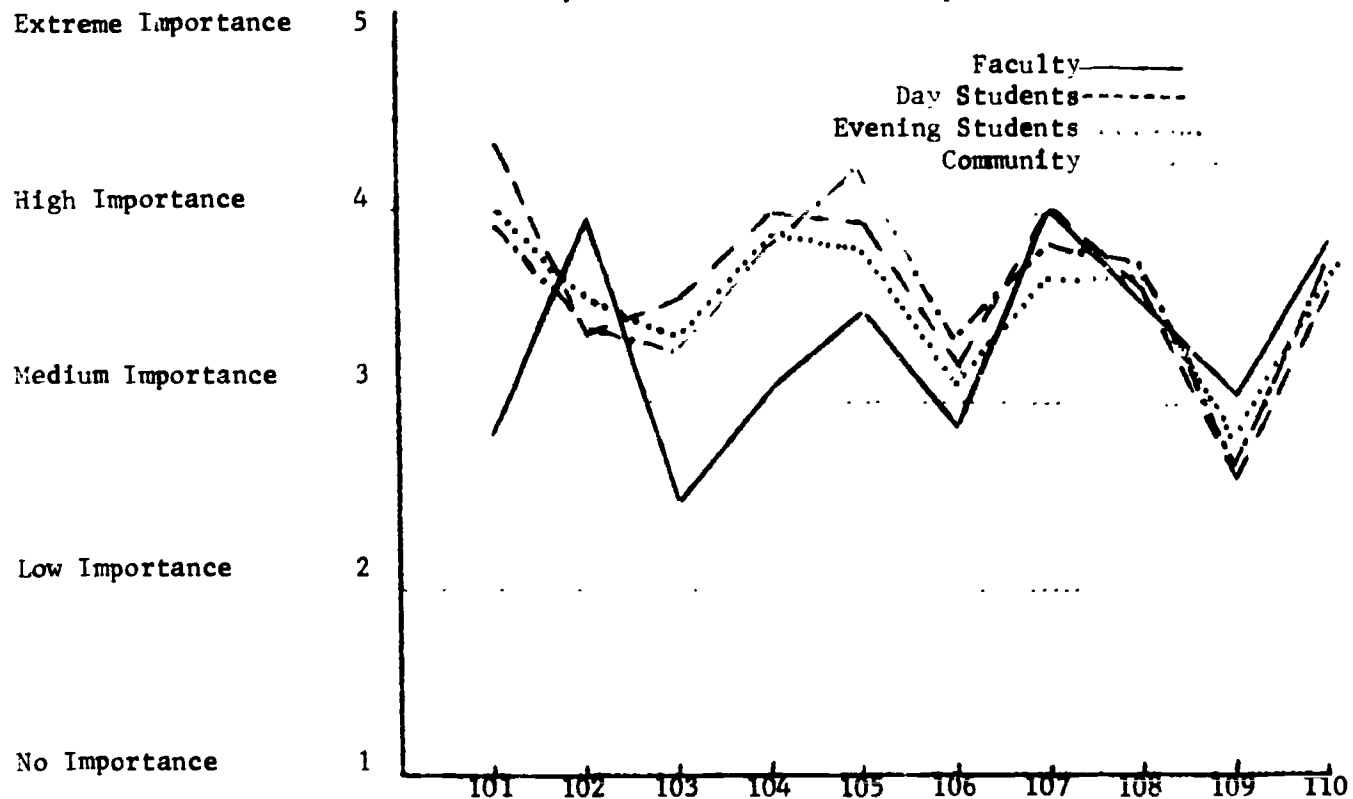
FIGURE 7 - Profile of "Should Be" Means,  
Local Questions: 68 California  
Community Colleges vs LACC  
(Total Responses)



QUESTIONS:

101. to establish a program in the state under which students are given grants (or vouchers) that may be used for attending any college in the state (public or private)....
102. to enable and encourage collective bargaining on the part of faculty in California colleges (through a faculty union or other faculty association)....
103. to substantially modify (or abolish) current provisions for lifetime tenure for faculty....
104. to provide to students the option of obtaining a Bachelor's Degree in three normal academic years....
105. to make the first two years of higher education at all public institutions tuition free....
106. to require all students who attend the University or the State University and Colleges to pay some portion of the costs of their education (not to exceed 25%)....
107. to allow persons otherwise qualified to attend a college or a university even though they lack a high school diploma....
108. to encourage colleges in a given region to cooperate in the sharing of facilities and staff, and in the cross-enrollment of students (enrollment in classes at more than one school at the same time)....
109. to require all undergraduates in public higher education to take their freshmen and sophomore years at a community college....
110. to create a broadly representative board of citizens which would screen and present to the Governor nominees for statewide higher education governing boards (Regents, Trustees, Governors)....

FIGURE 8 - Profile of "Should Be" Means, Local Questions: LACC Sub-Groups



QUESTIONS:

101. to establish a program in the state under which students are given grants (or vouchers) that may be used for attending any college in the state (public or private)....
102. to enable and encourage collective bargaining on the part of faculty in California colleges (through a faculty union or other faculty association)....
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108. to encourage colleges in a given region to cooperate in the sharing of facilities and staff, and in the cross-enrollment of students (enrollment in classes at more than one school at the same time)....
109. to require all undergraduates in public higher education to take their freshmen and sophomore years at a community college....
110. to create a broadly representative board of citizens which would screen and present to the Governor nominees for statewide higher education governing boards (Regents, Trustees, Governors)....

## SUMMARY AND CONCLUSIONS

This report summarizes the findings of a survey made in the Spring, 1972 semester at the request of the California State Legislative Joint Committee on the Master Plan. The instrument used was the Institutional Goals Inventory, an instrument created by the Educational Testing Service to determine present thinking as to what the goals of L.A.C.C. presently are and as to what they should be.

The project was an ambitious undertaking. All community colleges in the State were requested to participate; sixty-eight did so. The magnitude of the project obviously required compromises in "scientific" sampling, and the nature of the instrument -- its length, verbal style, and inclusion of concepts which might be misinterpreted by the layman -- cause some concern about generalizability of findings, especially upon the part of the community respondents. However, certain patterns seem to emerge from the study and it is to be hoped these findings will stimulate discussion as to appropriate goals for the college and the degree to which these goals are currently being met.

Characteristics of the L.A.C.C. samples of faculty, day students, and evening students are not inconsistent with those identified in other studies; sex, ethnic background, age. Generalizations from these groups therefore would seem to have some validity. Community respondents can scarcely be considered a random sample of the L.A.C.C. "community" inasmuch as females outnumbered males three to one, the percentage of minority respondents was high, and 40% of the group were students. Nevertheless, it seems appropriate to consider carefully



SUMMARY AND CONCLUSIONS (continued)

what this group of people with a high degree of interest in L.A.C.C. has to say.

Following are some observations, based on the data presented in the findings section of this study:

- (1) Both L.A.C.C. and the 68 colleges indicated the top ranking "Should Be" goal area to be Vocational Preparation. Following closely were the areas of Individual Personal Development (of one's unique potential, etc.) and Community (emphasizing attitudinal factors -- morale, spirit, ethos). Others ranked high by both groups were Intellectual Orientation (as an attitude, style, commitment to learning, etc.) and Meeting Local Needs (community public service, etc.)
- (2) Ranking relatively high in the "Should Be" category by both groups, but with L.A.C.C. significantly above the 68 colleges, were the areas of Social Egalitarianism (meeting educational needs of people throughout the social system) and Democratic Governance (emphasizing structural factors).
- (3) In nineteen of the twenty goal areas, L.A.C.C. means were above those of the 68 colleges for both the "Should Be" ratings and the "Discrepancies" (difference between "Should Be" and "Is").
- (4) Both L.A.C.C. and the 68 colleges clearly indicated the goal area of Traditional Religiousness to be a lowest importance. Other areas ranked low on the importance scale were Advanced Training (graduate, professional) and Research.
- (5) Largest goal area discrepancies between "Should Be" and "Is" for L.A.C.C. respondents were the areas of Democratic Governance, Community, and Individual Personal Development. Largest goal area discrepancies for the 68 colleges were Individual Personal Development, Intellectual Orientation and Vocational Preparation.

## SUMMARY AND CONCLUSIONS (continued)

- (6) Comparing response patterns of the L.A.C.C. sub-groups, faculty indicated the smallest discrepancy in fourteen of the twenty goal areas and the largest in two (Community and Democratic Governance). In no area was there a negative discrepancy by any sub-group, although the faculty "Is" rating in the Accountability/Efficiency area almost equalled the "Should Be" rating.
- (7) Community people indicated the largest discrepancy (of the L.A.C.C. sub-groups) in sixteen of the goal areas and second to the largest in the other four. Areas of greatest concern to community respondents appear in Social Criticism/Activism (toward change in American life), Social Egalitarianism, Public Service (to regional, state, national, international agencies), and Innovation.
- (8) Most significant variations in response by L.A.C.C. sub-groups occur in the areas of Advanced Training (graduate, professional) and Research. Faculty mean responses on both the "Is" and "Should Be" scales are significantly below those of the other three sub-groups. Similar patterns can be noted for the 68 colleges.
- (9) Eight individual goal statements (among the 90) were ranked in the top five on both the "Should Be" scale and the "Discrepancy" scale by one or more of the L.A.C.C. sub-groups and the total group. These statements follow, with the sub-groups identified in parentheses, along with the ranking on the "Should Be" and "Discrepancy" scales, respectively:
- #3. to help students identify their own personal goals and develop means of achieving them (evening students 1, 1)
  - #8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events (evening students 2, 4)
  - #44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities (Total 2, 4; day students 2, 2; community 1,1)
  - #52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians (community 3, 2)
  - #59. to maintain a climate in which communication throughout the organizational structure is open and candid (faculty 2, 2)

SUMMARY AND CONCLUSIONS (continued)

- #62. to maintain a campus climate in which differences of opinion can be aired openly and amicably (faculty 5, 4)
  - #64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them (faculty 4, 3)
  - #65. to maintain a climate of mutual trust and respect among students, faculty, and administrators (total 5, 3; faculty 1, 1)
- (10) With regard to ten "local" questions relating to current issues, there appears to be strong support in all segments for maintenance of the "open door" policy, for creation of a statewide board for screening nominees for governing boards, for having the community colleges remain tuition free, for encouragement of "sharing" among colleges, and for encouragement of collective bargaining.
- (11) Clearly rejected is the notion to acquire all undergraduates to take their freshman and sophomore years at a community college.
- (12) Rejected strongly by faculty but not by other groups (mild support seemingly indicated) is a proposal to modify (or abolish) provisions for lifetime tenure for faculty. Also, faculty are rather lukewarm to the idea of obtaining a Bachelor's degree in three years, while other groups accept the concept readily.
- (13) Widest discrepancy among local groups was shown in a question suggesting "voucher" system. Faculty reject the idea, while other groups (especially day students) approve it.

In summary, it appears from this vantage point that the following is being said concerning appropriate goals for the L.A.C.C. and the current degree of their attainment:

All agree (students most strongly) that most important goals are to provide, in an atmosphere conducive to enhancing the student's commitment to learning, a program that enables the student to develop

**SUMMARY AND CONCLUSIONS (continued)**

his own unique potential and to prepare himself for an appropriate vocation. Also agreed upon are the goals of helping those from disadvantaged communities acquire needed skills and of providing opportunities for adults to continue their education.

Faculty are particularly concerned about certain "process" goals, especially those that relate to maintenance of a climate of mutual trust, open and candid communication, and participatory decision making.

Community people emphasize the importance of meeting the needs of people throughout the social system and of meeting local community needs.

APPENDIX A

Institutional Goals Inventory Goal Statements

Each statement asks for responses on two five point importance scales:

1. of no importance or not applicable
2. of low importance
3. of medium importance
4. of high importance
5. of extremely high importance

One scale asks "How important is the goal at this institution at this time?" The other scale asks "In your judgment, how important should the goal be at this institution?"

STATEMENTS

1. to help students acquire depth of knowledge in at least one academic discipline...
2. to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...
3. to help students identify their own personal goals and develop means of achieving them...
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...
5. to increase the desire and ability of students to undertake self-directed learning...
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...
7. to develop students' ability to synthesize knowledge from a variety of sources...
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...
9. to hold students throughout the institution to high standards of intellectual performance...
10. to instill in students a life-long commitment to learning...
11. to help students achieve deeper levels of self-understanding...
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...
13. to help students to be open, honest, and trusting in their relationships with others...
14. to encourage students to become conscious of the important moral issues of our time...
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...
16. to educate students in a particular religious heritage...
17. to help students understand and respect people from diverse backgrounds and cultures...

## STATEMENTS (continued)

18. to require students to complete some course work in the humanities or arts...
19. to help students become aware of the potentialities of a full-time religious vocation...
20. to encourage students to become committed to working for world peace...
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...
22. to develop students' ability to understand and defend a theological position...
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...
24. to acquaint students with forms of artistic or literary expression in non-Western countries...
25. to help students develop a dedication to serving God in everyday life...
26. to provide opportunities for students to receive training for specific occupational careers, e.g., accounting engineering, nursing...
27. to develop what would generally be regarded as a strong and comprehensive graduate school...
28. to perform contract research for government, business, or industry...
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...
30. to develop educational programs geared to new and emerging career fields...
31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...
32. to offer graduate programs in such "newer" professions as engineering, education, and social work...
33. to serve as a cultural center in the community served by the campus...
34. to conduct basic research in the natural sciences...
35. to conduct basic research in the social sciences...
36. to provide retraining opportunities for individuals whose job skills have become out of date...
37. to contribute, through research, to the general advancement of knowledge...
38. to assist students in deciding upon a vocational career...
39. to provide trained manpower for local-area business, industry, and government...
40. to facilitate involvement of students in neighborhood and community-service activities...
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...

42. to provide educational experiences relevant to the evolving interests of women in America...
43. to provide critical evaluation of prevailing practices and values in American society...
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...
47. to work with governmental agencies in designing new social and environmental programs...
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...
49. to help students learn how to bring about change in American society...
50. to focus resources of the institution on the solution of major social and environmental problems...
51. to be responsive to regional and national priorities when considering new educational programs for the institution...
52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...
53. to be engaged, as an institution, in working for basic changes in American society...
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...
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...
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc)...
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...
59. to maintain a climate in which communication throughout the organizational structure is open and candid...
60. to place no restrictions on off-campus political activities by faculty or students...
61. to decentralize decision making on the campus to the greatest extent possible...
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...

64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...
66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...
67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...
68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...
69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...
70. to experiment with different methods of evaluating and grading student performance...
71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...
73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...
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...
76. to create an institution known widely as an intellectually exciting and stimulating place...
77. to create procedures by which curricular or instructional innovations may be readily initiated...
78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on-or off-campus, necessary)...
79. to apply cost criteria in deciding among alternative academic and non-academic programs...
80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...
81. to regularly provide evidence that the institution is actually achieving its stated goals...
82. to carry on a broad and vigorous program of extracurricular activities and events for students...



## STATEMENTS (continued)

83. to be concerned about the efficiency with which college operations are conducted...
84. to be organized for continuous short-, medium-, and long-range planning for the total institution...
85. to include local citizens in planning college programs that will affect the local community...
86. to excel in intercollegiate athletic competition...
87. to be accountable to funding sources for the effectiveness of college programs...
88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...
89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...
90. to achieve consensus among people on the campus about the goals of the institution...

APPENDIX B-1  
RANKINGS AND MEAN RESPONSES OF 90 STATEMENTS BY LACC RESPONDENTS

Rank	Total Group		Faculty		Day Students		Even. Students		Community	
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
"Should Be"	3	4.51	65	4.71	3	4.44	3	4.51	44	4.66
1	44	4.41	59	4.59	44	4.38	26	4.38	3	4.54
2	26	4.36	3	4.56	26	4.28	29	4.29	52	4.52
3	29	4.31	64	4.53	29	4.23	8	4.27	29	4.49
4	65	4.30	62	4.52	38	4.21	12	4.26	30	4.48
5	30	4.29	44	4.44	30	4.20	36	4.25	62	4.46
6	36	4.23	26	4.38	5	4.18	6	4.17	26	4.43
7	38	4.23	12	4.34	36	4.18	11	4.17	36	4.43
8	64	4.23	38	4.33	48	4.14	44	4.17	59	4.38
9	12	4.23	30	4.32	64	4.12	30	4.16	69	4.36
10	8	4.22	8	4.30	63	4.10	38	4.15	11	4.33
11	62	4.22	29	4.29	12	4.10	5	4.14	8	4.31
12	5	4.19	5	4.28	7	4.09	65	4.10	65	4.29
13	59	4.17	45	4.27	65	4.09	45	4.08	6	4.28
14	11	4.13	56	4.27	8	4.05	31	4.06	12	4.28
15	45	4.13	48	4.24	6	4.03	52	4.06	7	4.26
16	48	4.13	58	4.21	2	4.03	64	4.05	58	4.24
17	52	4.13	10	4.19	52	4.02	7	4.03	38	4.23
18	7	4.11	76	4.19	45	4.01	10	4.02	40	4.23
19	63	4.05	63	4.18	62	3.98	55	4.00	55	4.23
20	56	4.05	67	4.16	11	3.97	56	3.98	76	4.23
21	55	3.04	77	4.16	70	3.97	70	3.98	1	4.22
22	69	4.03	14	3.13	74	3.94	2	3.97	23	4.19
23	76	4.03	11	4.10	55	3.93	48	3.92	45	4.19
24	6	3.99	36	4.09	31	3.92	81	3.91	64	4.19
25	10	3.98	80	4.07	54	3.90	1	3.90	74	4.19
26	58	3.97	7	4.02	37	3.89	43	3.89	83	4.18
27	70	3.95	55	4.02	76	3.89	69	3.88	5	4.16
28	54	3.93	69	4.02	73	3.88	62	3.87	56	4.16
29	73	3.93	15	3.98	59	3.87	46	3.85	48	4.15
30	74	3.90	52	3.97	69	3.87	76	3.84	84	4.15
31	1	3.89	13	3.95	1	3.86	13	3.83	81	4.14
32	2	3.89	73	3.94	57	3.83	49	3.83	54	4.13
33	67	3.87	4	3.93	56	3.83	59	3.83	73	4.13
34	13	3.85	33	3.93	83	3.79	54	3.81	10	4.10
35										

APPENDIX B-1 (continued)

Rank	Total Group		Faculty		Day Students		Even. Students		Community	
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
"Should Be"										
36	23	3.85	66	3.93	13	3.78	23	3.80	75	4.09
37	33	3.85	81	3.91	33	3.77	83	3.80	63	4.08
38	81	3.85	39	3.89	50	3.73	17	3.77	77	4.08
39	83	3.85	54	3.88	49	3.73	20	3.77	4	4.06
40	84	3.85	60	3.88	82	3.73	50	3.76	33	4.05
41	14	3.82	84	3.85	10	3.72	14	3.75	43	4.05
42	77	3.82	74	3.83	41	3.72	47	3.75	78	4.05
43	4	3.81	70	3.82	53	3.70	63	3.75	70	4.04
44	80	3.78	85	3.78	75	3.70	58	3.75	53	4.01
45	43	3.75	89	3.78	32	3.67	84	3.75	85	4.01
46	49	3.74	90	3.78	84	3.67	67	3.74	57	4.00
47	39	3.73	43	3.76	67	3.66	80	3.74	50	3.99
48	57	3.73	61	3.76	72	3.65	27	3.72	17	3.98
49	66	3.73	51	3.74	90	3.65	37	3.72	20	3.98
50	40	3.72	9	3.73	66	3.63	73	3.72	14	3.97
51	17	3.70	23	3.68	68	3.62	4	3.71	67	3.96
52	20	3.70	83	3.63	27	3.61	32	3.70	39	3.95
53	60	3.69	1	3.61	4	3.60	39	3.67	2	3.93
54	85	3.67	2	3.61	17	3.59	15	3.65	37	3.91
55	61	3.65	57	3.61	20	3.59	41	3.63	49	3.91
56	46	3.64	71	3.60	46	3.59	40	3.62	80	3.91
57	82	3.63	88	3.60	61	3.58	33	3.59	13	3.89
58	31	3.62	18	3.56	77	3.58	68	3.59	68	3.88
59	90	3.62	6	3.54	81	3.58	9	3.58	46	3.87
60	50	3.61	49	3.54	40	3.57	82	3.58	35	3.85
61	15	3.58	17	3.53	60	3.57	66	3.57	61	3.85
62	68	3.58	20	3.53	35	3.56	35	3.55	42	3.84
63	9	3.55	40	3.49	14	3.53	90	2.55	60	3.85
64	51	3.55	87	3.48	47	3.52	51	3.50	47	3.82
65	87	3.55	42	3.42	87	3.50	74	3.49	87	3.81
66	47	3.51	82	3.41	80	3.49	72	3.48	31	3.79
67	75	3.50	46	3.33	39	3.48	18	3.44	66	3.76
68	89	3.50	21	3.31	53	3.47	60	3.44	15	3.74
69	42	3.49	24	3.21	85	3.47	77	3.44	32	3.74
70	88	3.47	68	3.20	34	3.45	87	3.42	82	3.74
71	37	3.45	47	3.02	43	3.45	42	3.41	51	3.72

APPENDIX B-1 (continued)

Rank	Total Group		Faculty		Day Students		Even. Students		Community	
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
"Should Be"	72	3.43	50	2.98	15	3.41	85	3.40	72	3.72
	71	3.43	72	2.80	24	3.40	53	3.39	24	3.68
	18	3.42	79	2.78	9	3.36	71	3.39	41	3.68
	24	3.40	75	2.76	88	3.36	24	3.38	88	3.63
	53	3.37	31	2.69	42	3.31	89	3.38	9	3.62
	21	3.35	53	2.62	51	3.30	21	3.37	18	3.59
	35	3.25	86	2.42	71	3.30	34	3.37	89	3.59
	32	3.20	37	2.22	21	3.29	57	3.35	27	3.57
	41	3.18	78	2.18	89	3.29	75	3.35	90	3.50
	27	3.09	35	2.00	23	3.28	61	3.34	21	3.48
	34	3.04	25	1.85	18	3.19	88	3.29	34	3.47
	79	2.94	22	1.84	86	3.12	86	3.05	71	3.45
	86	2.89	34	1.83	78	3.04	25	2.98	79	3.07
	78	2.77	16	1.71	79	2.99	79	2.90	86	2.95
	28	2.55	32	1.68	22	2.82	28	2.86	28	2.88
	22	2.54	28	1.64	28	2.82	22	2.82	25	2.80
	25	2.46	19	1.62	25	2.41	78	2.67	22	2.66
	16	2.14	41	1.61	16	2.24	19	2.38	16	2.31
	19	2.06	27	1.48	19	2.06	16	2.32	19	2.24

APPENDIX B-2  
RANKINGS AND MEAN RESPONSES OF 90 STATEMENTS BY LACC RESPONDENTS

Discrepancies	Rank	Total Group		Faculty		Day Students		Even. Students		COMMUNITY	
		No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
	1	64	1.79	65	2.98	32	1.95	3	1.60	44	2.11
	2	59	1.70	59	2.24	44	1.87	8	1.49	52	2.11
	3	65	1.67	64	2.14	70	1.73	11	1.48	59	2.00
	4	44	1.63	62	1.83	11	1.69	70	1.48	69	1.97
	5	5	1.62	58	1.81	5	1.68	5	1.47	62	1.90
	6	62	1.61	56	1.70	64	1.57	36	1.45	36	1.89
	7	69	1.55	5	1.65	13	1.65	46	1.40	53	1.83
	8	36	1.54	10	1.58	8	1.63	49	1.34	55	1.83
	9	3	1.53	61	1.54	3	1.61	45	1.29	64	1.82
	10	8	1.53	66	1.53	36	1.56	44	1.28	75	1.79
	11	70	1.53	76	1.52	65	1.53	13	1.27	23	1.75
	12	11	1.51	69	1.46	55	1.51	47	1.27	58	1.74
	13	55	1.49	55	1.41	23	1.50	17	1.26	76	1.71
	14	13	1.47	7	1.37	63	1.50	20	1.26	46	1.70
	15	76	1.47	63	1.34	38	1.48	23	1.26	43	1.69
	16	56	1.45	13	1.32	62	1.48	68	1.25	65	1.69
	17	58	1.43	3	1.31	69	1.48	43	1.24	40	1.67
	18	10	1.38	8	1.31	76	1.45	64	1.22	8	1.64
	19	46	1.37	67	1.30	30	1.43	56	1.21	30	1.64
	20	7	1.36	14	1.29	72	1.41	69	1.20	70	1.64
	21	17	1.36	11	1.28	20	1.40	52	1.17	77	1.64
	22	20	1.36	77	1.28	46	1.39	59	1.15	85	1.64
	23	63	1.36	90	1.27	75	1.38	67	1.15	74	1.63
	24	49	1.31	23	1.23	49	1.36	7	1.14	11	1.62
	25	66	1.30	36	1.22	73	1.36	10	1.13	5	1.60
	26	52	1.29	70	1.21	52	1.35	25	1.12	7	1.60
	27	75	1.27	17	1.17	59	1.34	76	1.12	47	1.60
	28	47	1.26	20	1.17	2	1.33	38	1.10	42	1.60
	29	67	1.26	12	1.17	10	1.32	30	1.08	33	1.58
	30	68	1.26	44	1.07	41	1.32	55	1.08	49	1.58
	31	30	1.25	71	1.07	33	1.31	62	1.07	73	1.58
	32	43	1.25	60	1.05	68	1.29	72	1.07	63	1.57
	33	38	1.23	9	1.04	47	1.27	41	1.04	3	1.56

APPENDIX B-2 (continued)

Rank	Total Group		Faculty		Day Students		Even. Students		Community	
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
34	77	1.23	43	1.01	53	1.27	48	1.04	17	1.56
35	73	1.22	49	1.01	7	1.26	40	1.02	20	1.56
36	61	1.21	68	0.99	37	1.25	66	1.02	56	1.56
37	72	1.20	85	0.98	48	1.24	42	1.01	67	1.56
38	85	1.19	89	0.98	74	1.24	2	1.00	13	1.54
39	60	1.18	15	0.96	90	1.23	75	1.00	45	1.52
40	53	1.18	2	0.95	54	1.22	24	0.99	66	1.50
41	33	1.17	46	0.95	40	1.21	65	0.99	68	1.48
42	14	1.15	73	0.94	5	1.20	65	0.98	29	1.47
43	42	1.15	38	0.93	58	1.17	14	0.97	72	1.45
44	2	1.14	33	0.93	29	1.15	15	0.97	54	1.44
45	23	1.14	42	0.93	45	1.15	27	0.96	10	1.44
46	90	1.14	24	0.91	77	1.14	29	0.95	61	1.41
47	45	1.14	54	0.88	43	1.13	53	0.95	41	1.39
48	54	1.12	47	0.87	66	1.12	58	0.95	35	1.38
49	74	1.12	4	0.79	61	1.11	71	0.95	48	1.37
50	48	1.10	75	0.78	17	1.10	12	0.94	14	1.34
51	29	1.08	74	0.77	85	1.10	6	0.90	38	1.32
52	12	1.08	30	0.76	57	1.09	84	0.90	37	1.32
53	71	1.05	40	0.76	67	1.07	54	0.88	57	1.30
54	24	1.04	79	0.75	42	1.05	83	0.88	24	1.26
55	15	1.03	88	0.75	82	1.05	26	0.86	32	1.25
56	41	1.03	72	0.74	24	1.02	63	0.86	81	1.24
57	37	1.01	29	0.71	14	0.99	31	0.85	71	1.24
58	60	0.98	80	0.70	12	0.98	90	0.85	26	1.23
59	57	0.92	48	0.68	15	0.97	81	0.84	12	1.23
60	89	0.92	81	0.66	60	0.97	82	0.81	15	1.21
61	82	0.89	50	0.65	78	0.97	32	0.80	89	1.21
62	35	0.88	51	0.65	26	0.95	37	0.80	39	1.20
63	26	0.87	18	0.64	83	0.95	73	0.80	2	1.19
64	39	0.87	53	0.61	71	0.95	39	0.78	50	1.17
65	81	0.87	37	0.57	35	0.93	35	0.77	51	1.17
66	84	0.87	45	0.57	34	0.90	77	0.77	60	1.17
67	50	0.84	21	0.56	50	0.90	1	0.71	84	1.16

APPENDIX B-2 (continued)

Discrepancies	Rank	Total Group		Faculty		Day Students		Even. Students		Community	
		No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
	68	51	0.84	1	0.54	51	0.90	89	0.71	90	1.14
	69	78	0.81	78	0.54	31	0.88	9	0.69	83	1.13
	70	32	0.80	82	0.54	39	0.88	21	0.69	1	1.11
	71	83	0.80	84	0.54	21	0.87	22	0.68	82	1.09
	72	21	0.79	57	0.53	27	0.86	33	0.68	78	1.08
	73	25	0.79	39	0.51	84	0.85	19	0.67	88	1.01
	74	31	0.79	25	0.49	22	0.85	60	0.66	21	0.99
	75	1	0.77	52	0.49	81	0.80	74	0.65	31	0.99
	76	9	0.77	26	0.39	6	0.76	61	0.64	4	0.98
	77	88	0.75	22	0.38	89	0.76	34	0.62	34	0.96
	78	27	0.71	35	0.37	1	0.73	80	0.62	25	0.94
	79	34	0.71	19	0.31	25	0.73	57	0.61	6	0.91
	80	4	0.70	34	0.30	88	0.68	50	0.57	27	0.91
	81	6	0.68	31	0.29	9	0.67	51	0.57	80	0.86
	82	22	0.66	16	0.27	87	0.65	4	0.56	87	0.79
	83	80	0.64	86	0.26	16	0.58	88	0.52	18	0.76
	84	18	0.54	41	0.24	4	0.51	87	0.51	9	0.71
	85	87	0.51	28	0.24	19	0.51	78	0.49	22	0.68
	86	16	0.50	6	0.20	30	0.45	28	0.48	16	0.66
	87	19	0.50	83	0.19	28	0.42	18	0.46	28	0.60
	88	28	0.43	32	0.17	18	0.35	16	0.43	19	0.53
	89	79	0.05	27	0.16	79	0.34	79	0.23	79	0.37
	90	86	0.05	87	0.12	86	0.14	86	0.10	86	0.21

APPENDIX C  
GOAL AREA MEANS AND STANDARD DEVIATIONS

Group	LOS ANGELES CITY COLLEGE				68 COLLEGES			
	"IS"		"SHOULD BE"		"IS"		"SHOULD BE"	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
<b>1. Academic Development</b>								
Total	3.08	.94	3.81	.91	3.18	.87	3.71	.89
Fac.	3.06	.78	3.70	.83	3.19	.84	3.66	.85
Day	3.04	.97	3.71	.91	3.15	.86	3.71	.87
Even.	3.12	.73	3.84	.82	3.17	.87	3.78	.87
Comm.	3.12	1.05	4.05	.92	3.19	.86	3.72	.88
<b>2. Intellectual Orientation</b>								
Total	2.67	.96	4.04	.92	2.83	.90	3.95	.86
Fac.	2.64	.78	4.03	.82	2.86	.86	4.04	.79
Day	2.60	.98	4.01	.86	2.75	.89	3.88	.87
Even.	2.85	1.04	4.04	.91	2.85	.93	3.92	.88
Comm.	2.60	1.02	4.11	1.02	2.93	.89	3.97	.85
<b>3. Individual Personal Development</b>								
Total	2.66	1.07	4.17	.92	2.82	.99	4.10	.88
Fac.	2.92	.88	4.23	.72	3.03	.90	4.16	.80
Day	2.41	1.06	4.06	.96	2.64	.99	4.09	.90
Even.	2.74	1.12	4.19	.93	2.77	1.03	4.06	.91
Comm.	2.68	1.12	4.26	1.01	2.90	.97	4.04	.89
<b>4. Humanism/Altruism</b>								
Total	2.56	1.01	3.91	1.04	2.68	.95	3.69	1.06
Fac.	2.72	.84	3.92	.96	2.77	.87	3.72	.99
Day	2.39	1.01	3.76	1.10	2.55	.94	3.72	1.05
Even.	2.65	1.09	3.88	1.00	2.67	.99	3.69	1.09
Comm.	2.56	1.06	4.15	.99	2.78	.95	3.57	1.06
<b>5. Cultural/Esthetic Awareness</b>								
Total	2.59	.90	3.44	.99	2.66	.88	3.22	1.00
Fac.	2.65	.77	3.42	.85	2.75	.80	3.36	.91
Day	2.52	.93	3.32	1.05	2.61	.88	3.22	1.00
Even.	2.68	.97	3.46	.93	2.60	.91	3.12	1.02
Comm.	2.56	.89	3.61	1.04	2.69	.83	3.07	.94
<b>6. Traditional Religiousness</b>								
Total	1.69	.89	2.30	1.32	1.65	.81	2.10	1.17
Fac.	1.39	.69	1.76	1.11	1.42	.64	1.70	.99
Day	1.71	.87	2.38	1.28	1.73	.81	2.28	1.18
Even.	1.90	.98	2.63	1.25	1.80	.87	2.33	1.21
Comm.	1.88	.97	2.50	1.45	1.71	.82	2.13	1.15
<b>7. Vocational Preparation</b>								
Total	3.06	1.01	4.28	.83	3.12	.96	4.21	.80
Fac.	3.46	.84	4.28	.76	3.37	.87	4.24	.75
Day	2.86	1.04	4.22	.87	2.96	.95	4.16	.82
Even.	3.11	.98	4.24	.84	2.98	.97	4.24	.80
Comm.	2.87	1.01	4.39	.82	3.10	.92	4.22	.76



LOS ANGELES CITY COLLEGE					86 COLLEGES			
Group	"IS"		"SHOULD BE"		"IS"		"SHOULD BE"	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
<b>8. Advanced Training</b>								
Total	2.45	1.18	3.27	1.46	2.18	1.11	2.78	1.41
Fac.	1.65	.99	1.87	1.24	1.55	.86	1.71	1.07
Day	2.73	1.12	3.73	1.18	2.45	1.06	3.28	1.26
Even.	2.87	1.07	3.78	.99	2.49	1.06	3.36	1.23
Comm.	2.56	1.08	3.70	1.35	2.33	1.11	2.84	1.32
<b>9. Research</b>								
Total	2.31	1.09	3.07	1.34	2.18	1.03	2.73	1.26
Fac.	1.57	.90	1.92	1.23	1.57	.84	1.84	1.09
Day	2.55	1.03	3.43	1.13	2.44	.97	3.18	1.11
Even.	2.71	.99	3.38	.97	2.47	.98	3.18	1.11
Comm.	2.46	1.04	3.53	1.27	2.31	1.01	2.26	1.21
<b>10. Meeting Local Needs</b>								
Total	2.83	1.00	3.90	.98	3.01	.94	3.80	.94
Fac.	3.17	.87	3.90	.85	3.29	.85	3.98	.84
Day	2.62	.97	3.76	1.03	2.81	.90	3.66	.94
Even.	2.93	1.01	3.79	.92	2.86	.94	3.74	.96
Comm.	2.68	1.03	4.18	.96	3.07	.90	3.79	.91
<b>11. Public Service</b>								
Total	2.51	1.04	3.77	1.10	2.59	.96	3.52	1.08
Fac.	2.67	1.01	3.55	1.07	2.65	.92	3.38	1.05
Day	2.37	.99	3.73	1.05	2.50	.92	3.65	1.04
Even.	2.72	1.08	3.79	.98	2.57	.96	3.59	1.07
Comm.	2.40	.99	4.03	1.11	2.68	.93	3.38	1.06
<b>12. Social Egalitarianism</b>								
Total	2.81	1.05	3.97	1.02	2.93	.97	3.68	1.03
Fac.	3.31	.94	3.97	.89	3.20	.88	3.78	.96
Day	2.67	1.02	3.87	1.07	2.80	.95	3.69	1.01
Even.	2.74	1.06	3.87	1.00	2.77	.98	3.62	1.06
Comm.	2.53	1.00	4.17	1.04	2.88	.94	3.49	1.06
<b>13. Social Criticism/Activism</b>								
Total	2.35	.98	3.63	1.21	2.46	.93	3.24	1.16
Fac.	2.42	1.03	3.31	1.20	2.45	.88	3.11	1.12
Day	2.27	.97	3.56	1.21	2.43	.89	3.46	1.10
Even.	2.51	.95	3.74	.96	2.48	.95	3.27	1.16
Comm.	2.26	.92	3.96	1.25	2.50	.95	2.93	1.16
<b>14. Freedom</b>								
Total	2.75	1.02	3.85	1.12	3.03	1.02	3.64	1.15
Fac.	2.94	.94	3.89	1.02	3.17	.96	3.74	1.06
Day	2.66	1.05	3.85	1.09	2.96	1.01	3.77	1.09
Even.	.84	.95	3.59	1.17	2.94	1.02	3.55	1.18
Comm.	.64	1.07	4.01	1.17	2.99	.99	3.22	1.19

Group	"IS"		"SHOULD BE"		68 COLLEGES			
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
<b>15. Democratic Governance</b>								
Total	2.50	.95	3.97	.98	2.85	.94	3.74	.98
Fac.	2.40	.89	4.13	.89	2.93	.92	3.92	.90
Day	2.47	.96	3.83	.99	2.71	.91	3.75	.94
Even.	2.81	.95	3.79	.93	2.83	.92	3.61	.90
Comm.	2.43	.93	4.13	.99	2.96	.88	3.48	1.00
<b>16. Community</b>								
Total	2.58	.96	4.18	.91	3.02	.95	4.08	.84
Fac.	2.51	.92	4.52	.66	3.06	.93	4.29	.72
Day	2.54	.98	3.94	.96	2.92	.92	3.97	.86
Even.	2.84	.93	3.94	.92	3.02	.92	3.95	.89
Comm.	2.53	.96	4.32	.89	3.16	.90	4.03	.83
<b>17. Intellectual/Esthetic Environment</b>								
Total	2.55	.93	3.93	.96	2.76	.92	3.75	.95
Fac.	2.66	.82	4.02	.80	2.84	.87	3.88	.86
Day	2.47	.96	3.82	1.02	2.62	.90	3.72	.95
Even.	2.72	.91	3.75	.92	2.73	.92	3.65	.99
Comm.	2.43	.95	4.12	.99	2.93	.88	3.69	.93
<b>18. Innovation</b>								
Total	2.60	.95	3.89	.97	2.76	.91	3.71	.96
Fac.	2.85	.86	3.99	.83	2.90	.87	3.89	.85
Day	2.49	.97	3.79	1.00	2.63	.87	3.68	.93
Even.	2.65	.91	3.66	.92	2.67	.91	3.58	1.00
Comm.	2.45	.96	4.07	1.02	2.78	.86	3.50	.98
<b>19. Off-Campus Learning</b>								
Total	2.18	1.00	3.32	1.25	2.08	.93	3.03	1.24
Fac.	1.97	.94	2.73	1.23	1.87	.87	2.67	1.23
Day	2.24	1.00	3.50	1.16	2.11	.91	3.25	1.17
Even.	2.32	.94	3.28	1.13	2.25	.96	3.23	1.21
Comm.	2.23	1.04	3.68	1.22	2.17	.90	2.90	1.20
<b>20. Accountability/Efficiency</b>								
Total	2.99	1.04	3.55	1.03	2.98	.96	3.52	.99
Fac.	3.39	.97	3.45	.96	3.16	.95	3.46	.95
Day	2.78	1.02	3.47	1.06	2.83	.92	3.44	.97
Even.	2.89	.93	3.51	.90	2.88	.94	3.52	.99
Comm.	2.92	1.07	3.80	1.08	3.07	.91	3.72	.93
<b>Means and Standard Deviations for 20 Goal Area Means</b>								
Total	2.58	.31	3.71	.45	+ 2.69	.40	3.51	.51
Fac.	2.62	.57	3.53	.80	2.70	.60	3.43	.80
Day	2.52	.27	3.69	.37	2.63	.31	3.58	.40