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ABSTRACT

A stratified sample of student personnel workers in four types of higher education institutions responded to the Institutional Goals Inventory. The results were analyzed in terms of student personnel workers' perceptions of present goals, preferred goals, and discrepancies between the two. The results revealed marked differences among types of institutions on present goals profiles (as predicted) and a great deal of similarity among all types of institutions on preferred profiles, especially for student development goals and institutional process goals. Findings from the study were used to describe some implications for, and directions of, student affairs in the different types of institutions. (Author/PC)

INSTITUTIONAL GOALS AND STUDENT DEVELOPMENT: RESEARCH AND IMPLICATIONS FOR ORGANIZATIONAL MODELS OF STUDENT AFFAIRS

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INSTITUTIONAL GOALS AND STUDENT DEVELOPMENT: RESEARCH AND IMPLICATIONS FOR ORGANIZATIONAL MODELS OF STUDENT AFFAIRS

The increasing emphasis on the study and use of institutional goals in higher education with special concern for student affairs was the problem in a recent study (Harshman, 1972). When the major studies on higher education's goals were reviewed (Gross and Grambsch, 1968; Peterson, 1971; Uhl, 1971), three major shortcomings with respect to the field of college student personnel work were noted. These were: (1) non of the research identified college student personnel workers as an independent constituency, i.e., they were invariably included in the "administrative" group; (2) survey instruments do not adequately represent the concerns of student development; (3) none of the studies tested hypotheses or analyzed the data with other than descriptive, including correlation, techniques; and (4) there was relatively little theory presented on which to base the outcomes of institutional goals surveys.

The Data on Institutional Goals

Samples of Ohio College and university student personnel workers in four types of institutions -- community colleges, private - independent, church - related, and state universities -- were chosen for the study (N=281). The chief student personnel officer in each of the thirty-two participating institutions was contacted in order to obtain consent to survey his or her staff.

The survey instrument was the Institutional Goals Inventory (Educational Testing Service, 1972). Respondents indicate both how important a goal is at present (Is) in an institution and how important it ought to be (Should Be).

The IGI contains 90 goals statements which combine into 20 broad goals (four items to each goal plus 10 miscellaneous items). 188 (67%) student personnel workers responded to the instrument.

Each item has two five-alternative Likert-type response scales to assess importance. One response scale, labeled Is, assesses perceptions of the existing goal structure, while the other, labeled Should Be, is designed to determine what the institution's goals ought to be. The alternative responses to an item are: "of no importance, or not applicable," "low importance," "medium importance," "high importance", and "extremely high importance."

The respective goal scores are computed by first converting the Likert-type responses to numerical values as follows: no importance = 1, low importance = 2, medium importance = 3, high importance = 4, and extremely high importance = 5. Then the numerical values for the four items in the scale are summed and divided by four. The result is a goal score. These calculations are done for the Is and the Should Be responses respectively.

The purposes and scope of that study did not include two primary considerations for the actual conduct of student affairs. For one thing, the effort and resources invested in the study of institutional goals should result not only in the definition of goals as an end but also in planning where goals serve as baseline data for subsequent structuring, programming and evaluation.

The problem under investigation in this paper involves the results of the study as vehicle for conceptualizing models of students affairs and emphases of professional services. The assumptions on which the presentation is based are: (1) that a model for the organization and operation of student affairs, in a rational goal-based institution, is a function of the relationships between institutional priorities and the priorities of student affairs and (2) that the emphases of student development services in such a model are a function of institutional and student affairs high priority goals.

Some working definitions are presented as guidelines. A goal is a qualitative statement of a desired means or end state. It is less vague than a "mission" or "aim" in that the conceptual domain is more explicit (e.g. attaining the "good life" versus a goal of intellectual development). A goal is, however, less explicit than an objective. The primary differentiating criteria are that an objective is measurable (where a goal, in and of itself, is generally not) and that a given goal may require a number of objectives as evidence that it is being met. The reverse cannot be the case.

Further, there are essentially two kinds of goals. One consists of goals which define the way an institution or division operates, i.e., its means (process goals), and the other the outcomes it tries to produce, i.e., ends (product goals).

Conceptually, priorities are the relative importance among goals. Priorities can be discussed either in terms of individual goals, (e.g. intellectual development is the highest priority, research second, public service third, etc.) or in terms of groups of goals, i.e., teaching - research - public service are our high priority goals while innovation - freedom - and off-campus learning are low priority goals.

The final term, congruence, pertains to the relationships among different sets of priorities. Within an institution, congruence is a measure of the relationship between present (Is) and preferred (Should Be) goals. Also, we can talk about goal congruence between or among institutions' priorities. For example, one might speak of congruence of incongruence between community colleges' present priorities and those of state universities.

THE NEED FOR AND IMPLICATIONS OF GOALS IN INSTITUTIONS AND IN STUDENT AFFAIRS

Empirical assessment of educational goals in institutions of higher education is a mere exercise unless the data which result are formally linked to planning and operation. This linking is the most difficult and most often ignored step in the development of educational goals. Given the basic assumption that a link between goals and the operation of an institution is essential, a second assumption, basic to the organization and operation of student affairs, is that an institution (as formal organization) can be viewed as a social system with functional subsystems which interact to accomplish goals. The purpose of this section is to present some basic premises of both the rational planning cycle and "systems" approach to organizations.

The Program Planning and Operation Cycle

In this cycle educational institutions (and programs) are viewed in terms of a logical, sequential set of events. A schematic of these events is Figure 1.

The foundation of the cycle is an institution's mission and philosophy. For institutions of higher education, these are relatively stable over time as are those of other social institutions. The first stage of the cycle, developing goals and objectives, is what purportedly differentiates institutions of higher education from one another (diversity). Goals are regularly and systematically viewed in terms of the status quo (where are we now) and needs (where do we want to be).

The third step is structuring decisions. In colleges and universities structuring decisions include answers to questions such as:

What kinds of students can and should the institution or program serve?

What kinds of people (faculty, professional staff, etc.) are needed to accomplish goals?

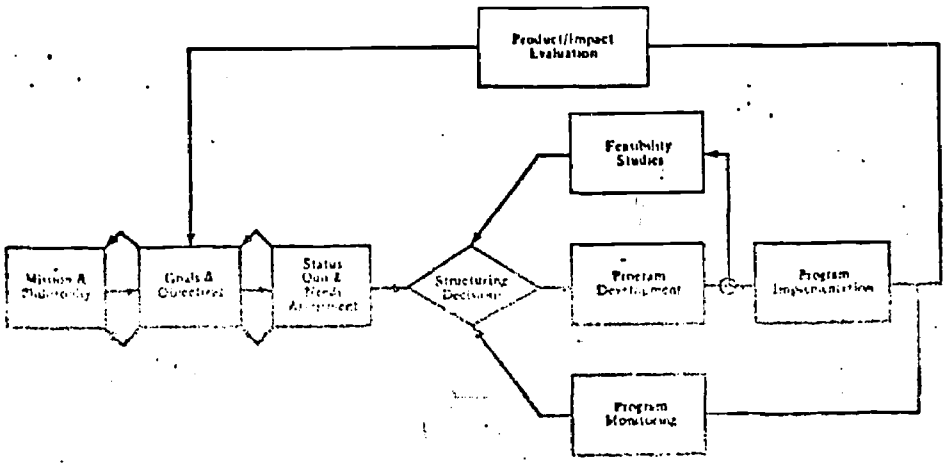
To what activities should resources be allocated?

Many structuring decisions are aimed at program development. Program development, in turn, can include establishing curricula, organizing orientation, project research, etc. Once activities are deemed feasible (through studies), they are implemented.

If formal evaluation procedures are used, there are feedback links in the system. Program or formative evaluation feeds back to structuring decisions (continuously in an ideal system) while product or summative evaluation provides information about goal accomplishment (impacts).

FIGURE 1

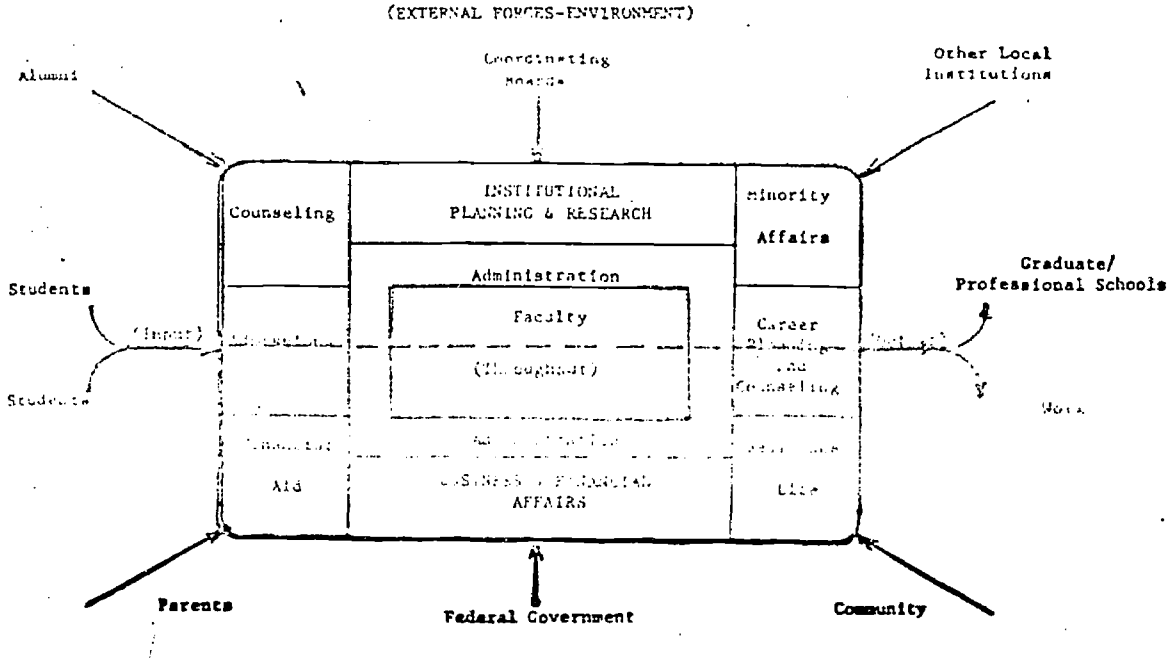
THE PROGRAM PLANNING CYCLE AND EVALUATION



(From C.L. Harshman, "Evaluation and Career Education" in R. Johnson, Black Agenda for Career Education)

FIGURE 2

AN OPEN SYSTEMS ORGANIZATION MODEL AND AN OVERLAY SHOWING THE RELATIONSHIP BETWEEN STUDENT AFFAIRS, FACULTY AND OTHER SUBSYSTEMS IN HIGHER EDUCATION



In a dynamic, rational system the process is continuous. At the same time, however, the cornerstones to the entire process are viable goals and objectives which serve as guidelines for all succeeding stages. Without clearly defined goals and objectives there is no need to be overly concerned with the rationale for (or rationality of) structuring decisions or programs because the decisions and ultimate outcomes will not be compared to an organizational standard (i.e., goals).

The Nature of Formal Organizations

The planning cycle concept is helpful in understanding the purpose and place of goals in a formal organization but is not sufficient to describe some inner workings of social systems and how different groups within relate to each other in the activities of goal accomplishment.

The literature of organizational sociology provides some help in this area. Katz and Kahn (1966) provide a starting point with their discussion of open-systems theory and formal organizations. The adaptation of open-systems theory from physics to social organizations began some twenty years ago. Since that time the theory has most often been applied to economic organizations and eventually attempts were made to look at the theory's application to other types of formal organizations (political parties, hospitals, schools, etc.).

Open-systems theory emphasizes the dependents of any formal organization on its environment. The basic premise of open-systems theory is that there is a cyclical pattern of energic input, transformation, and output (See Figure 2). The input and output are a function of the system's exchanges with the environment at its boundaries and the constant renewal of input energy is necessary to guarantee the system's existence over a period of time.

Nine characteristics that seem to define all open-systems are identified by Katz and Kahn. They are: (1) Importation of energy (input) -- since no social institution is self-sufficient, energy (e.g. money, people, etc.) must be imported from the external environment; (2) The through-put -- part of the system transforms the input from its original form to a product; (3) The output -- a product is exported into the environment from the system; (4) Systems as cycles of events -- the system is dynamic rather than static and as such is noted for activities of a cyclical nature; (5) Negative entropy -- entropy is the term which describes the natural degeneration of living systems; however, by importing new energy, the social system renews itself and displays negative entropy; (6) Information input, negative feedback, and the coding process -- inputs are not only energic, but also informative as a function of coming from the environment; thus, the input can furnish signals to the system about the relationship to the environment. Negative feedback from the input provides the system with information about deviations so that future functioning can be altered. The coding process is the means by which a system selects from myriad feedback that which will be most helpful in correcting itself; (7) The steady state and dynamic homeostasis --

the system will operate to maintain some constancy of energy exchange in lieu of environmental and system fluctuations. The concept of homeostasis in this case refers to the system's attempt to preserve its character. In the process of maintaining homeostasis, the system tends to incorporate more energy than is required for survival. Consequently, it expands as long as the input is renewed; (8) Differentiation -- a system tends to elaborate and differentiate as specialized functions and subsystems replace global patterns and generalized activity; (9) Equifinality -- the principle that different input states can be transformed into the same output by various methods.

Many of these characteristics can be applied to the operation of a college. Energy is imported (input) in the form of students and money. The latter may come from tuition, research contracts, government subsidies, or donations. The transformation (throughput) takes the form of teaching, conducting research, performing a public service, or some other activity. The outputs are graduates, research findings, the effects on external agencies served through public service, etc.

The university displays negative entropy (i.e., contra-physical system degeneration) by accommodating a sufficient number of students and insuring that there is enough money from the various sources to continue operation. The concept of dynamic homeostasis (constancy in the face of environmental changes) and the organization's tendency to grow also seem to apply to higher education. Differentiation in an open-system is like the theory by Perkins (1965) which states that organizational growth leads to complexity, complexity to differentiation, and differentiation to specialization. This process, in part, explains the phenomenon of organizational subsystems. In the early days of higher education, a single person was the president, faculty, business manager, disciplinarian, and so forth. As time passed and institutions grew, more staff were necessary. Eventually specialty functions evolved with some persons engaged in administration while others taught, counseled, etc. Today, higher education is marked by specialization. There are business administrators, faculty, registrars, student personnel staff, maintenance departments, computer center staffs, and a host of others.

The study of subsystems led Katz and Kahn (1966) to identify then by type as: (1) production or technical subsystems concerned with the work that gets done; (2) supportive subsystems of procurement of procurement, disposal, and institutional relations; (3) maintenance subsystems for preserving the status quo or preserving the pattern of existing relationships; (4) adaptive subsystems concerned with organizational changes through planning and research; (5) managerial subsystems for the direction, adjudication and control of the many subsystems and activities of the structure.

The concept of subsystems provides a means to view student affairs in institutions. The limitation is that the subsystems named above are closely tied to economic organizations. The relatively high formalization in most businesses engenders roles suitable to economic goals. In higher education, which historically lacked formalization to a comparable extent, strict transposition is more tenuous.

Historically, student personnel work provided specialized services to supplement existing functions of the college or university. These services were viewed in other than a production role. This is clearly the case in Wrenn's statement that, ". . . personnel services are provided to place the student in the optimal condition for classroom learning' (1951, p.23)." Most likely, the student personnel subsystem performed one of the maintenance functions in the organization.

The events of the 1960's caused procedures, based on control philosophies, to be questioned. New services had to be organized to cope with open admissions: student personnel workers were forced to handle student discipline with consideration for due process; etc. Apparently, the particular maintenance roles of the past were insufficient to cope with the changing milieu within the university.

Almost without regard for a clear definition of its role in institutions during these times, student personnel work began to reflect some new emphases. Drawing from the writings of the developmental psychologists, the topic of student development emerged in the literature. In this paradigm student personnel workers viewed themselves as the primary constituency within the university concerned with the non-intellectual development of students. By maintaining that student development was a (or the) primary goal of higher education, students affairs implicitly established a role as production subsystem.

The changing pattern of student personnel work's goals and functions is organizationally confusing. McConnell (1970), for example, asked whether personnel work was central or peripheral to the purposes of the university.

One problem from the point of view of the field is how to plan for the future when an organizational role is based on mixed functions (output vs. supportive or maintenance). By returning to a rational system planning cycle, some possibilities emerge. Given the primacy of output goals such as intellectual development and research, production subsystems must be directly involved in activities (e.g., teaching or doing research) relating to the outputs of each. If, on the other hand, the function is supportive, then the emphasis might be on academic advising or data collection. This says that if student personnel work views its function as output-directed, then the dynamics and mechanisms of the subsystem ought to resemble those of Katz and Kahn's production subsystem. The indications from the "real world" at present, however, are that SPW is still more of a supportive than a production subsystem.

The confusion about the exact nature of the subsystem implies that SPW needs to be concerned about more clearly defining its future goals, roles, and functions. Goal definition within the field cannot, based on organizational theory, take place apart from the organization as a whole and its goals. It is, therefore, doubtful that student personnel work can deal completely with its own functional confusion to any significant extent until this definition takes place in the larger system.

Acknowledgement of the symbiotic nature of the subsystem/organization relationship with respect to commonality of goals that leads to well-defined functions seems crucial to the survival of both the system and its respective subsystems.

The previous discussion provides background for the interpretation of the results from the study. At this point, with so little empirical research on colleges as organizations, implications are little more than refined speculation. Nonetheless, differences in priorities within institutions and between institutions are a place to begin looking at the nature of the higher education enterprise and the future of student personnel work.

ANALYSIS OF GOALS PROFILES FOR FOUR TYPES OF INSTITUTIONS

The results are presented from three perspectives. First, the Is goals (goals at present) are discussed for the four types of institutions. Some diversity is expected among output goals as an indication of the heterogeneity of the types of educational institutions in the survey. Second, the Should Be goals (the goals that student personnel workers would prefer) were analyzed for the four types of institutions. Here again, some diversity is expected among output goals but it is anticipated that the student development goal, i.e., Individual/Personal Development, will be rated high regardless of the type of institution. Third, and most important for this presentation, is the comparison of present (Is) and preferred (Should Be) goals within institutional types in order to develop models of student affairs administration.

Present Goals in the Four Types of Institutions

The profiles of present goals according to SPWs in the institutions are shown in Figure 3. As predicted, the output goals (1-13) are fairly diverse among the types of institutions. Academic Development was rated high in all types of institutions with Private - Independent (PI) colleges rated highest on the goal and community colleges (CC) and state universities (SU) nearly equal at the low end. The Intellectual Orientation goal was extremely diverse with the institutions ordered in about the way one would expect. On the Individual/Personal Development goal State Universities (SU) were much lower than the other three which were clustered.

Humanism/Altruism was rated similarly among the four types of institutions with church-related colleges (CR) highest and community colleges (CC) and universities (SU) low. Traditional Religiousness is perceived as much more important in the church-related colleges (although not as important as one might expect) than in any of the other three types.

Vocational Preparation is an extremely diverse goal. It is, of course, rated as the most important goal in the CC. The SU were next highest, CR next, and PI lowest. On Advanced Training (preparation for graduate and professional school and offerings in these areas), the SUs were rated highest, the two types of private institutions clustered in the middle, and CCs lowest. The four types of institutions kept the same relative positions on Research with the only real difference being that private-independent institutions (PI) were slightly higher than CR.

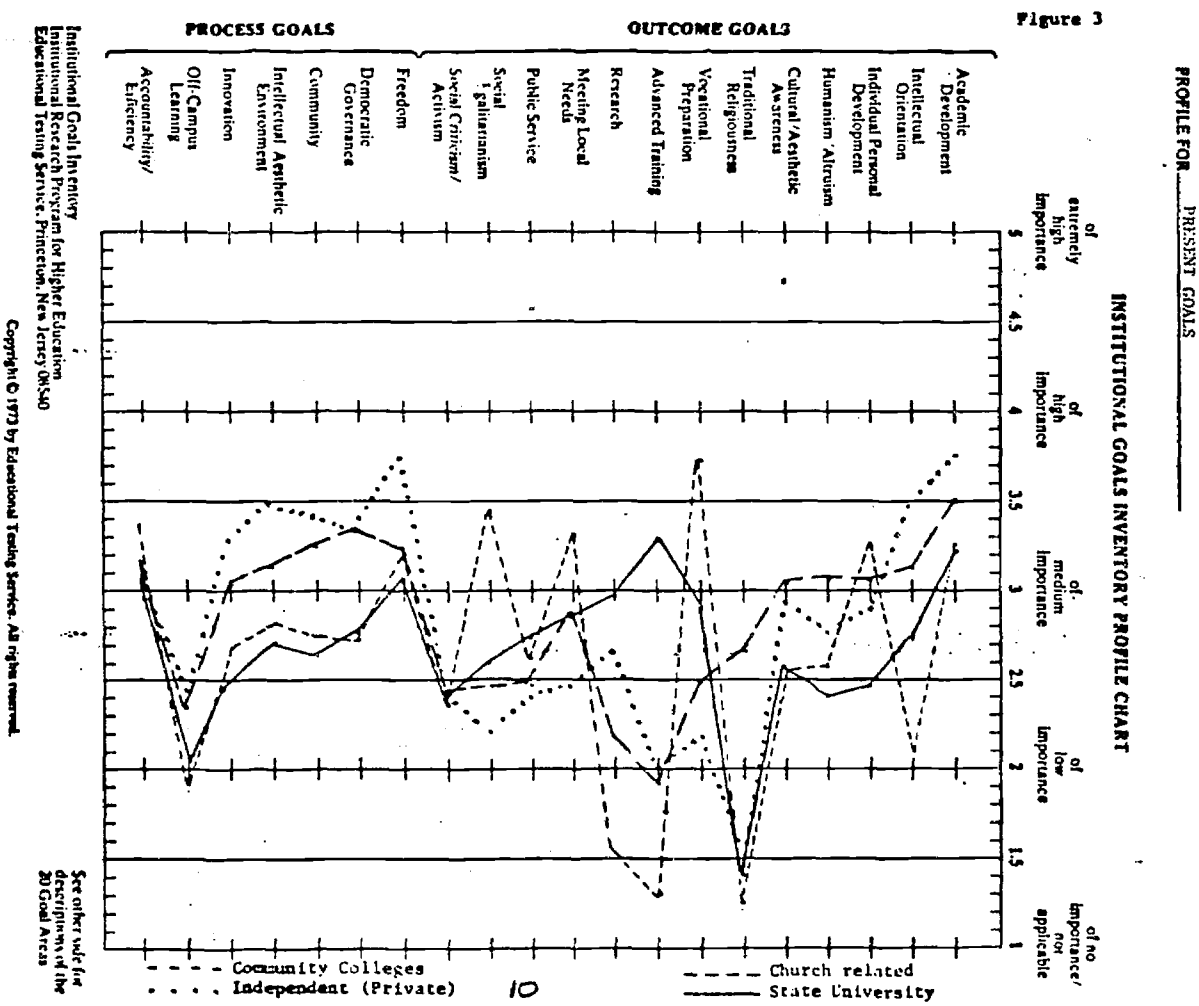
Community colleges (CC) ranked highest on Meeting Local Needs, SU and CR institutions were equal and somewhat lower, and PIs the lowest. The goal for Public Service was very similar in all four types. Social Egalitarianism is perceived as more important in the CCs than in any of the other three types although the relative positions of the latter are expected. Social Criticism/Activism was rated low and was almost identical in all four types of institutions.

TABLE I

STUDENT PERSONNEL WORKERS
"IS" (PRESENT GOALS) RATINGS FOR THE SEVEN GOALS
CONSIDERED TO BE MOST IMPORTANT

Rank	Community Colleges (CC)	Private-Independent (PI)	Church-Related (CR)	State Universities (SU)
1	Vocational Preparation	Academic Development	Academic Development	Advanced Training
2	Social Egalitarianism	Freedom	Democratic Governance	Academic Development
3	Accountability/Efficiency	Intellectual/Aesthetic Environment	Community	Freedom
4	Meeting Local Needs	Intellectual Orientation	Freedom	Accountability/Efficiency
5	Academic Development	Community	Accountability/Efficiency	Research
6	Individual/Personal Development	Democratic Governance	Intellectual/Aesthetic Environment	Vocational Preparation
7	Freedom	Innovation	Intellectual Orientation	Meeting Local Needs
	I/PD - 6th	I/PD - 10th	I/PD - 8.5	I/PD - 17th

Figure 3



Of the "process" goals, Freedom is rated higher in PIs than in the other three types which are about the same. Democratic Governance shows the two types of private institutions clustered high and the two types of public institutions clustered low. There is a similar outcome for Community, Intellectual/Aesthetic Environment and Innovation. Although rated much lower in overall importance than the four previous process goals, the same pattern emerges for Off-Campus Learning. All four types of institutions clustered fairly high on Accountability.

In order to organize the results for discussion, the technique used by Peterson (1973) in his study of higher education goals in California was adopted. In that study he classified the high priority goals as those which ranked 1st through 7th (one-third of the goals) on the basis of the mean score. The same procedure is followed here and the results are shown in Table 1.

Present Goals in Community Colleges

Student personnel workders rated Vocational Preparation as the most important goal in CC at present (Figure 4). The second most important is Social Egalitarianism -- a commitment to serve diverse populations of students, many of whom were not traditionally a part of higher education. The goal rated third in importance is Accountability. This is no doubt a function of the high emphasis presently on techniques such as management by objectives (MBO) and programming planning and budgeting systems (PPBS). The fourth most important goal is Meeting Local Needs, a primary function of the community colleges. Following the first four are Academic Development, Individual/Personal Development and Freedom.

There are two interesting findings in the above. The first is that the results lend some credence to asking one constituency in this type of institution about the institutions' goals since the SPWs seem to rate present goals in the order of importance one might expect. Second, however, the fact that Individual/Personal Development was rated among the high priority goals makes the CCs the only one of the four types of institutions in which this occurs.

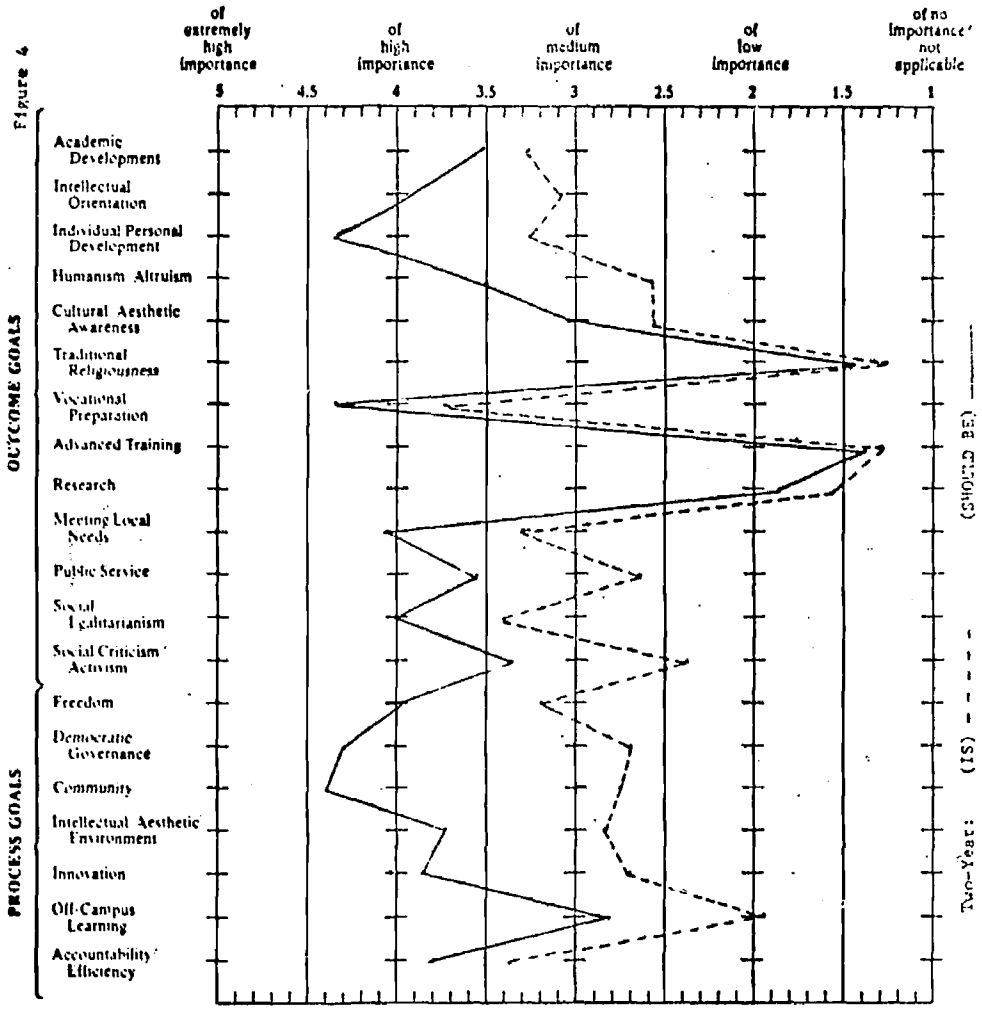
Present Goals in Private-Independent (PI) Institutions

Student personnel workers in PI colleges and universities rated Academic Development as the most important goal (Figure 5). The second most important goal is Freedom. Intellectual/Aesthetic Environment is ranked third and Intellectual Orientation is fourth. Community, Democratic Governance and Innovation are ranked 5th, 6th, and 7th respectively. Again, if tradition is a viable base from which to judge, SPWs responses for present goals can be considered valid. (Note, however, that the Individual/Personal Development goal was not ranked in the top seven. It was ranked 10th.)

PROFILE FOR COMMUNITY COLLEGES

Figure 4

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



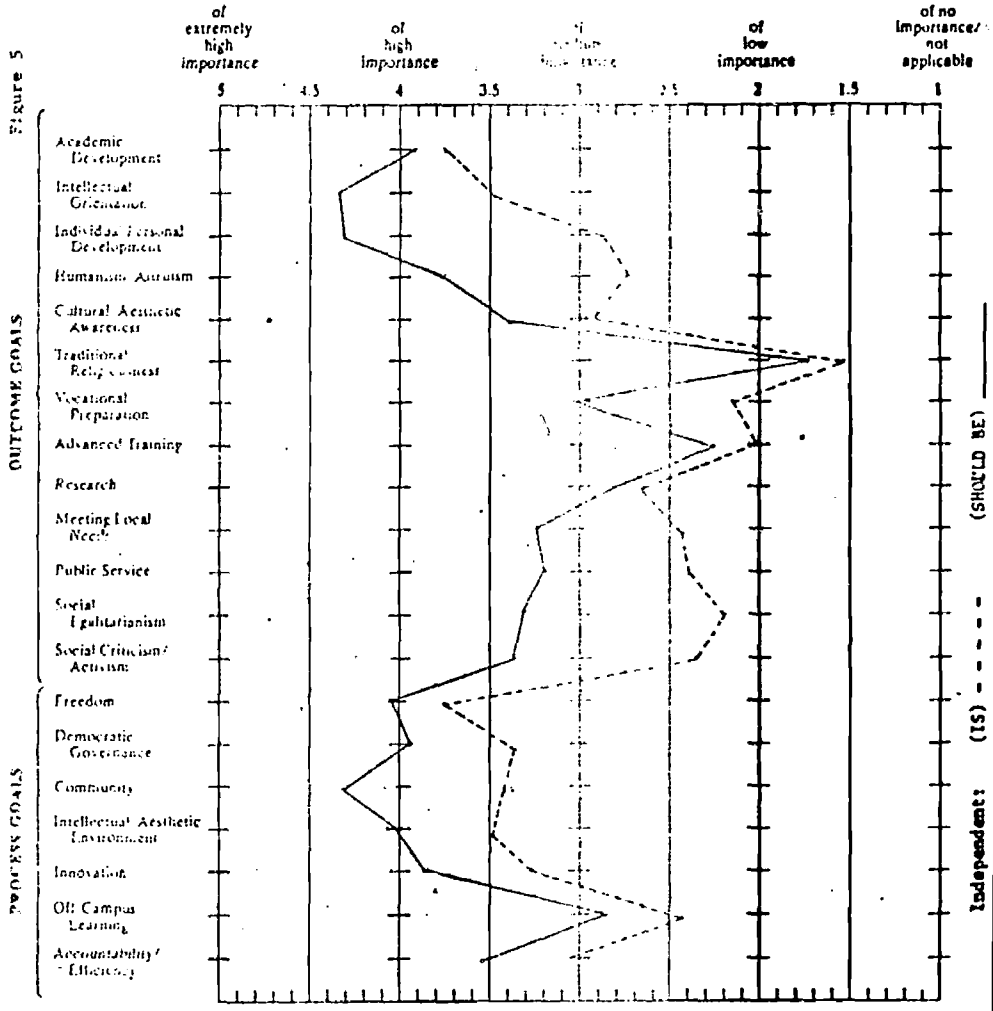
Institutional Goals Inventory
Institutional Research Program for Higher Education
Educational Testing Service, Princeton, New Jersey 08540

See other side for descriptions of the 20 Goal Areas.

PROFILE FOR PRIVATE - INDEPENDENT INSTITUTIONS

Figure 5

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



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

See other side for descriptions of the 20 Goal Areas.

Present Goals in Private Church-Related (CR) Institutions

Student personnel workers in CR institutions (Figure 6) rated Academic Development as the most important goal (as did SPWs in PI institutions). Five process goals -- Democratic Governance, Community, Freedom, Accountability and Intellectual/Aesthetic Environment -- were rated 2nd through 6th in importance. Intellectual Orientation was rated 7th by SPW in CR institutions.

The goals seem to represent many of the characteristics of this type of institution. Also worthy of note is the fact that six of the seven high priority goals are the same in the PI institutions (although rank-order differed after the first goal).

Present Goals in State Universities (SU)

The high priority goals (Figure 7) include Advanced Training (1st) and Academic Development (2nd). Freedom is ranked 3rd and Accountability 4th. The 5th, 6th and 7th goals are Research, Vocational Preparation and Meeting Local Needs. This is the only type of institution among the four in which the three traditional goals of higher education -- teaching, research and public affairs -- are included in the top seven. However, the emphasis on graduate and professional training in paramount according to SPWs. The student development goal is rated lower in SUs than in any other type of institution.

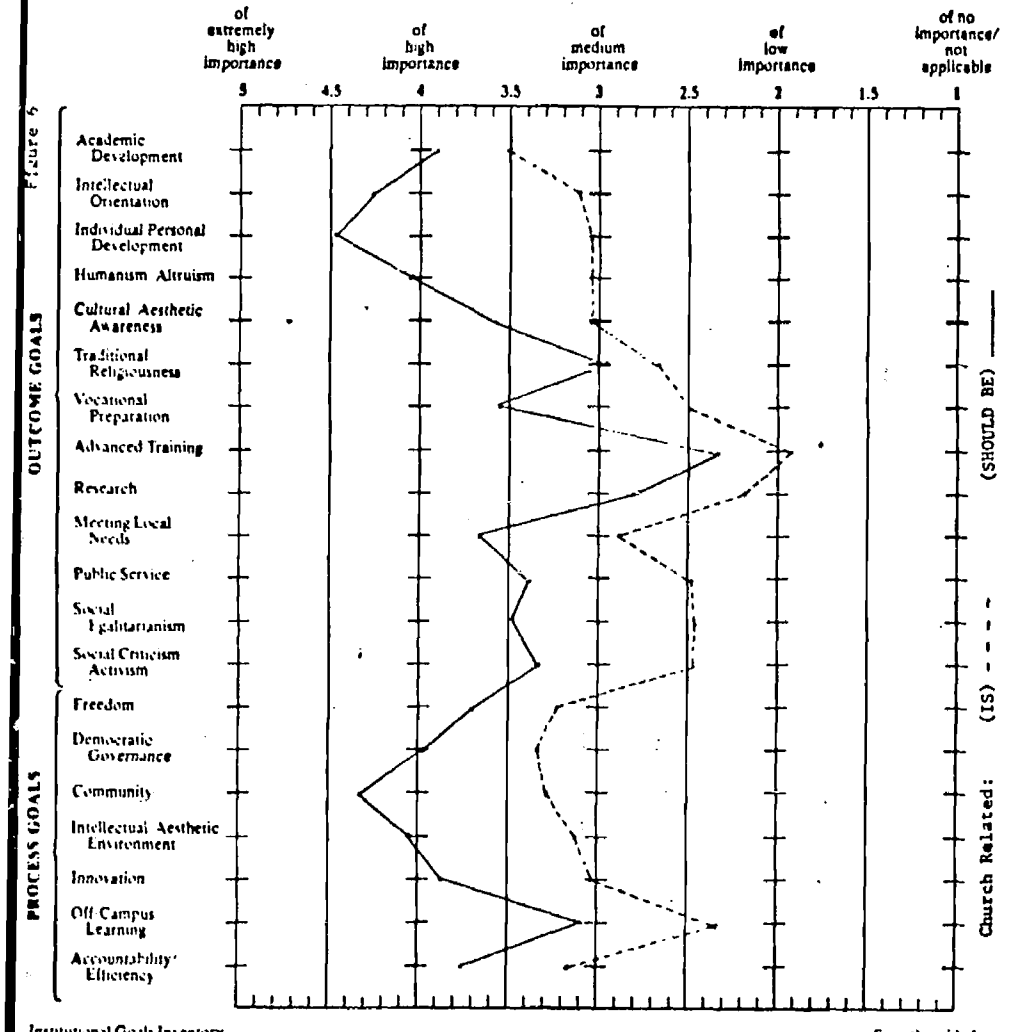
Summary of Student Personnel Workers' Perceptions of Institutional Goals at Present

Two factors seem worthy of note. First, the profiles (Figure 3) for the four types of institutions support the notion of goal heterogeneity (at least perceived) in higher education. Closer inspection reveals, however, that the differences occur more among the output goals than among the process goals. This seems to mean that differences are more a function of ends than of means to these ends. Second, the fact that student development is not ranked among the high priorities in any but the community colleges is grounds for asking whether higher education's goals are appreciably different than 20 or 30 years ago (except, of course, for the phenomenon of community colleges).

PROFILE FOR CHURCH-RELATED INSTITUTIONS

Figure 6

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



Institutional Goals Inventory
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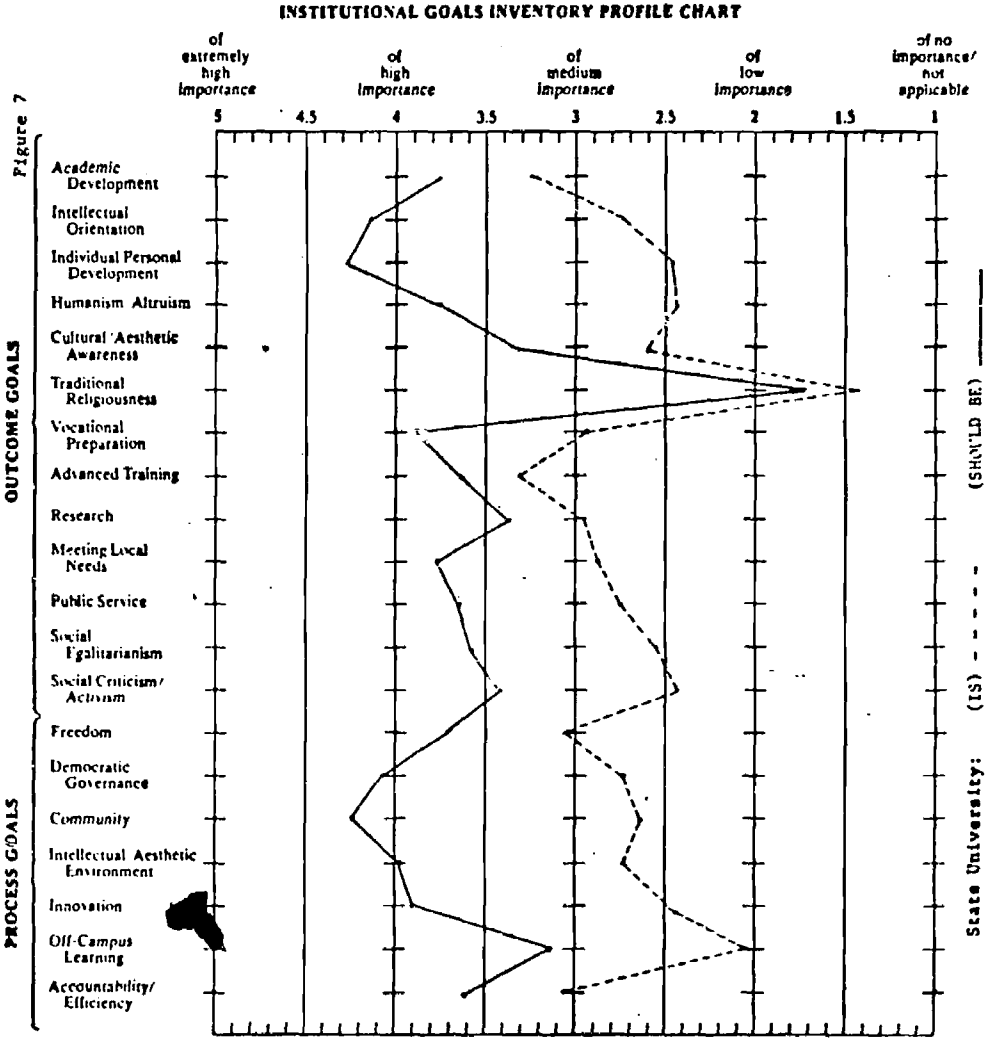
See other side for descriptions of the 20 Goal Areas.

PROFILE FOR STATE UNIVERSITIES

Figure 7

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



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See other side for descriptions of the 20 Goal Areas

Preferred Goals in the Four Types of Institutions

The profiles of Preferred goals (Should Be) for the four types of institutions are shown in Figure 8. The first five output goals show a remarkable clustering not present in the current goals profile. An obvious characteristic among these five is that Individual-Personal Development is rated most important. Traditional Religiousness, Vocational Preparation, Advanced Training and Research goals are as diverse as in "present" ratings and the different types of institutions hold the same relative positions. As was the case with "present" goals, Meeting Local Needs, Public Service, and Social Egalitarianism shows less diversity and the highest and lowest types of institutions are the same. The Social Criticism/Activism goal is rated almost identically by SPWs in the four types of institutions and its relative importance to other goals has not changed appreciably.

The most significant finding in this profile is the remarkable similarity among SPWs process goals ratings in the four types of institutions. There is, for all intents and purposes, no difference among the types of institutions. The relative importance of the goals to each other is different, however. Community ranks highest among the process goals and Off-Campus Learning the lowest with the others falling at similar levels between the extremes.

Preferred Goals in Community Colleges (CC)

Student personnel workers in the CCs rated Vocational Preparation as the most important goal for the future (Figure 4). This same goal is presently (Is) rated 1st. Second and third were Community and Individual/Personal Development. Democratic Governance ranked 4th. Meeting Local Needs, Social Egalitarianism and Freedom ranked 5th through 7th.

Five of the seven goals were the same as in the "present" goals priorities. Democratic Governance and Community replaced Academic Development and Accountability in the list. One hypothesis is that the "preferred" priorities reflect a trend away from Academic Development (which may be in conflict with a goal of career education) with a greater emphasis on some process goals (other than Accountability/Efficiency).

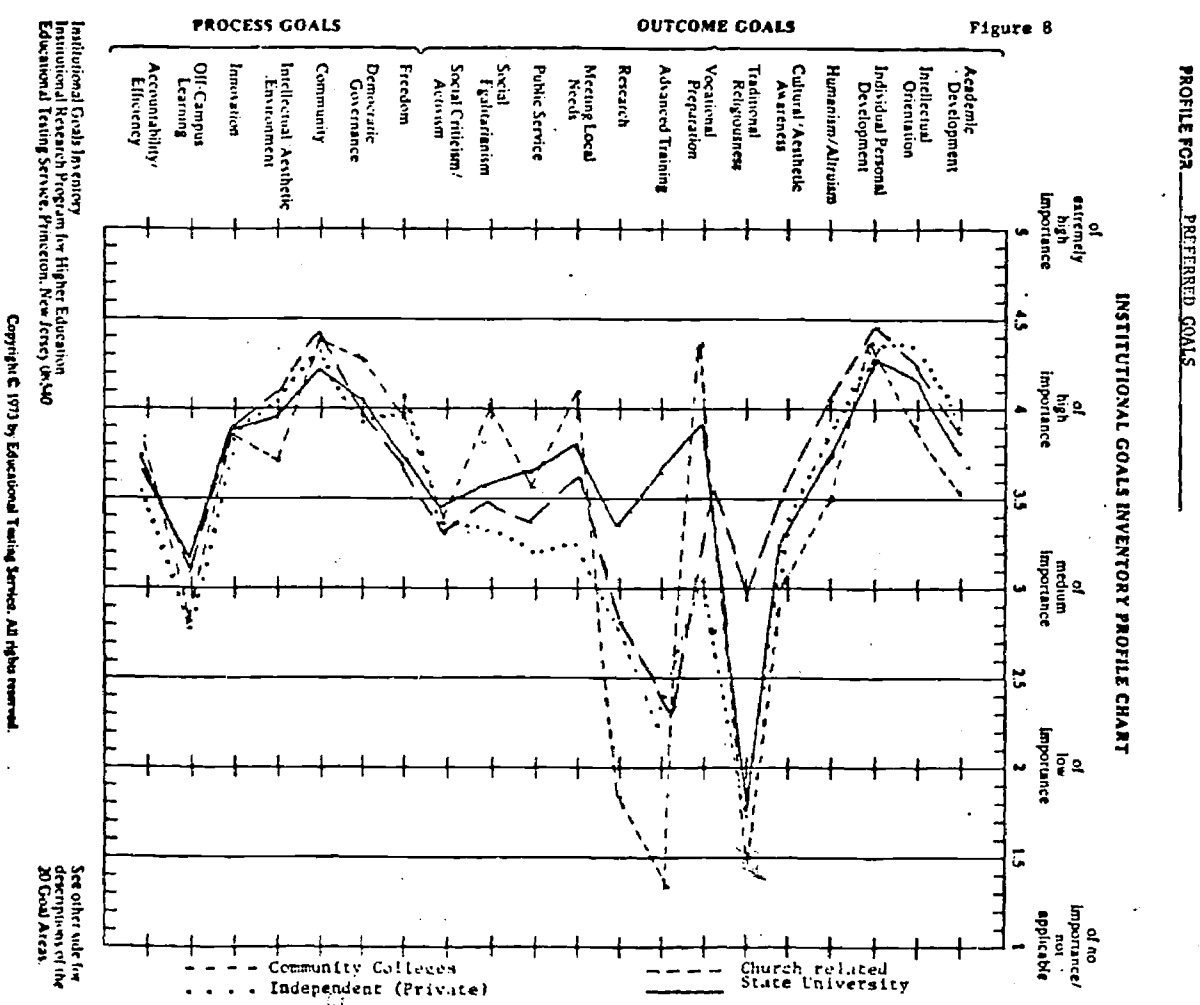
Preferred Goals in Private-Independent (PI) Institutions

SPWs rated Intellectual Orientation and Community (tie) as the most important goals (Figure 5). Individual/Personal Development ranked 3rd. Freedom, Intellectual Aesthetic Environment, Democratic Governance and Academic Development rounded out the top seven goals. Six of the seven goals are the same as in the high priority present (Is) profile. Only Individual/Personal Development is new.

TABLE 2

STUDENT PERSONNEL WORKERS
"SHOULD BE" (PREFERRED GOALS) RATINGS FOR THE SEVEN GOALS
CONSIDERED TO BE MOST IMPORTANT

Rank	Community Colleges (CC)	Private-Independent (PI)	Church-Related (CR)	State Universities (SU)
1	Vocational Preparation	Intellectual Orientation	Individual/Personal Development	Individual/Personal Development
2	Community	Community	Community	Community
3	Individual/Personal Development	Individual/Personal Development	Intellectual Orientation	Intellectual Orientation
4	Democratic Governance	Freedom	Intellectual/Aesthetic Environment	Democratic Governance
5	Meeting Local Needs	Intellectual/Aesthetic Environment	Humanism/Altruism	Intellectual/Aesthetic Environment
6	Social Egalitarianism	Democratic Governance	Democratic Governance	Innovation
7	Freedom	Academic Development	Academic Development	Vocational Preparation



Preferred Goals in Church-Related (CR) Institutions

In the CR institutions, SPWs rated Individual/Personal Development as the most important goal for the future (Figure 6). This goal was followed by Community. Intellectual Orientation ranked 3rd, Intellectual/Aesthetic Environment 4th and Humanism/Altruism 5th. Democratic Governance was the 6th most important goal and Academic Development is at the bottom of the high priority goals.

Preferred Goals in State Universities (SU)

In the public universities, SPWs rated Individual/Personal Development as the most important goal (Figure 7). The second most important is Community. These are followed by Intellectual Orientation, Democratic Governance and an Intellectual/Aesthetic Environment. Interestingly, Innovation was ranked 6th (it was not ranked in the top seven goals for any other type of institution). Vocational Preparation ranked 7th.

Vocational Preparation is the only preferred goal that was also ranked among the top seven "present" goals. This makes the goals' profiles for state universities the most incongruent of the four types of institutions.

Two Findings on Educational Goals in the Different Types of Institutions

The distribution of goals means' (X) were negatively skewed in three types of institutions because of the lowest ranked goal (Traditional Religiousness). This goal was eliminated from the list and the ranges of goal means for the two profiles plotted (Figure 9).

Two findings, represented visually and confirmed by data analysis, are of interest. The first concerns the diversity of importance among goals within the different institutional categories. Note, for example, that there is a large difference between the means (X) of the highest and lowest goals in community colleges. On the other hand, the range of goals' means in SUs is much smaller, with the two types of private institutions having ranges between the two.

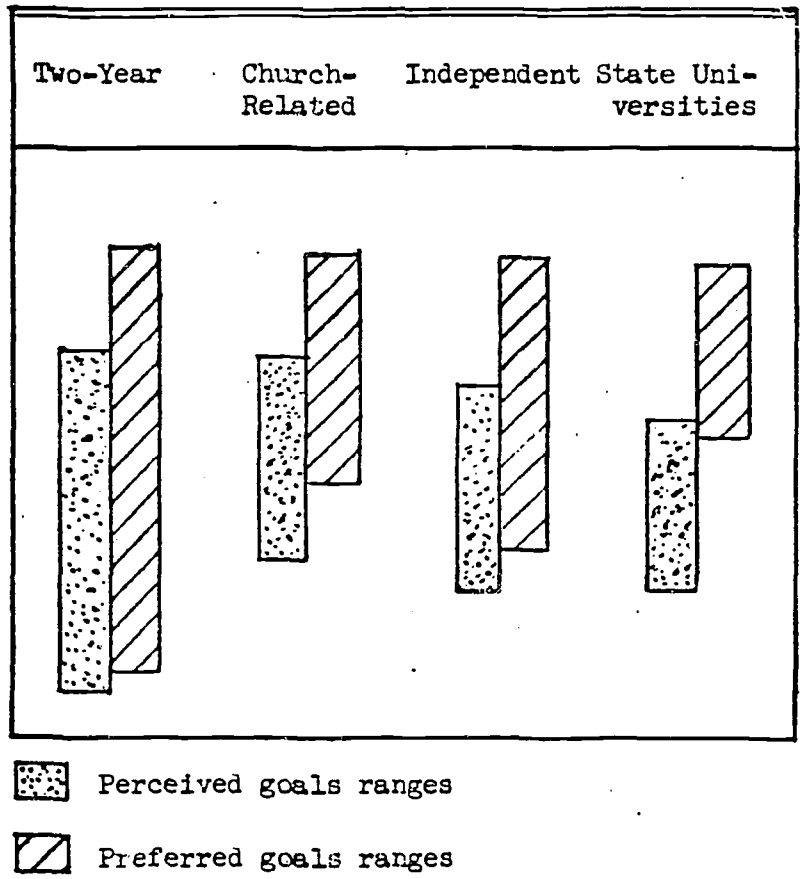
It appears that CCs are concerned with considerably fewer goals than are SUs, i.e., there is a great deal of differentiation among goals in the former but not so in the latter. This phenomenon would make it much easier to isolate priorities in CCs than in SUs -- seemingly a real problem for the SUs in utilizing a goal -- based planning model.

The second finding is related to the congruence between present and preferred goals. Statistically, the greatest relationship is in CCs which, as it happens, has the greatest percentage of overlap between the present and preferred goals ratings (Figure 9). Conversely, the SPWs ratings of SU goals barely overlapped at all, indicating very little goal congruence. (All preferred profiles shift up in mean scores because of a response set inherent in this type of instrument. Seemingly, however, the amount of shift is directly related to the amount of goal congruence).

These findings not only confirm some "suspicions" about the nature of institutional goals but also validate the responses of SPWs as accurately perceiving the overall goals of institutions (Is responses).

FIGURE 9

RANGES OF PERCEIVED AND PREFERRED GOALS FOR THE FOUR TYPES OF INSTITUTIONS



INSTITUTIONAL GOALS AND THE FUNCTIONS OF STUDENT AFFAIRS

The purpose of this section is to relate the data on institutional goals in different types of institutions to the possible characteristics of student affairs in a college or university which designs programs, allocates resources, hires faculty, etc., on the basis of explicits goals. The technique employed to arrive at hypotheses and to deduce consequences is a three step process:

1. The present and preferred high priority goals are compared for similarities and differences (congruence/incongruence).

2. If there is (or appears to be) congruence, certain conclusions (in the form of hypotheses) are drawn on the basis of the goals which are given high priority.

3. If the two sets of priorities are incongruent (dissimilar) then alternative models of student affairs are outlined depending on the set of priorities chosen to guide organization, programming and staffing.

Goals and Student Affairs in the Community Colleges

Community Colleges (CC) are the only type of institutions in which SPWs present and preferred highest priority goal (ranked 1st) was the same. The goal is Vocational Preparation. A second, and even more critical finding based on the assumption that some degree of goal congruence is necessary for positive development of an institution, in that Individual/Personal Development is viewed as both a present and a preferred goal (it did, however, move from 6th to 3rd). Recalling that CCs is the only of the four types of institutions to rank Individual/Personal Development among present priorities, congruence appears to exist and the effects are likely to be good for a student development thrust in community colleges.

Two other goals are of some interest. The first is Accountability/Efficiency. SPWs viewed this goal as important at present but eliminated it from the high priority preferred goals. The reason for the elimination would be mere speculation and, therefore, is not addressed. It does, however, seem important to note that there is not likely to be a de-emphasis on Accountability/Efficiency in the near future and as such some accord should be made in the operation of student life to contribute to this goal (e.g., assessing student development, cost/benefit measures, etc.).

The other goal, new to the list of preferred priorities, is Community (ranked 2nd). This goal, made up of items concerning open and candid communication, mutual trust and respect among constituencies on a campus, a climate which encourages a ring of different opinions and persons commitment to the goals of the institution -- represents the kind of social structure which operates on many of the principles underlying the practice of student personnel work.

Given the goals profiles of the present and future, some conclusions (which are really hypotheses) can be drawn (stated). First and formost is the fact that SPWs view the primary goal of community colleges as Vocational Preparation (or what might be better termed at present, career development). If the primary function of faculty in community colleges is to impart knowledge and skills which will prepare students to perform activities in careers or vacations, student affairs could address other aspects of career development. The actual preparation of students to perform certain kinds of work or to pursue further education requires that the students have certain other skills to make choices. For example, many of the theories of vocational development propose that self-knowledge, problem solving skills, information seeking behavior, etc., are essential to wise career choices. Although none of these skills actually prepares a person to do life's work, they are, nonetheless, essential to choosing, pursuing, and sometimes altering one's vocation. By concentrating on the sae components of vocational development, student personnel workers could relate personally and professionally to the primary goal in community colleges.

It also appears (if the present priorities established by SPWs actually represent the values of community colleges) that other kinds of student development are considered important. The Individual/Personal Development goal (covering areas such as helping students develop personal goals and means of achieving them, helping students develop a sense of self-worth, etc., helping students achieve deeper levels of self-understanding, and becoming open and honest with peers and others) provides a wide range of output pursuits for the student personnel worker in the community college. And, unlike the other types of institutions, student development outputs are "presently" considered to be among the high priorities of the institution.

A process goal of high importance, Social Egalitarianism provides student affairs the opportunity to help the campus community understand and cope with the "new student in higher education". The effects of course content and teaching methodologies on culturally different students, the emerging issues surrounding and opportunities for women in higher education, and so forth are areas that the traditional faculty is not prepared to deal with and as such offers a wide open field for student affairs to function in what is thought of as a "consultative" role (COSPA statement).

In summary, it appears that student personnel workers in community colleges are, more than their counterparts in any other type of institution, in a position to align themselves with the current priorities of the institutions. If SPWs in community colleges can sense this type of goal congruence, then there is a great deal to be encouraged about.

Goals and Student Affairs in Private Independent Institutions

Six of the seven goals were the same in the two sets of priorities for the PI institutions. The only difference (besides rank-order changes) was that Individual/Personal Development replaced Innovation on the preferred list. However, the highest priority goals (by SPWs) were Intellectual Orientation and Community (tie). The Individual/Personal Development goal was third.

From these findings emerge a different set of hypotheses than for the community colleges. For one, it is expected that student affairs is viewed almost totally as a support subsystem. One reason for this statement is that all of the statements which feed on the Intellectual Orientation goal are clearly related to the historical notion of scholarly endeavors -- the age-old function of the private, independent colleges. In this paradigm faculty are the prime movers since SPWs have never (except maybe in isolated cases) been viewed as central to the intellectual development of students. Furthermore, it is not likely given faculty "mentality" (not meant to be a negative implication) that SPWs will be in the near future.

The high importance attributed to Intellectual/Aesthetic Environment may mean that student affairs is charged with arranging some social-cultural events for the campus.

If the present and preferred importance attributed to Community is valid for the institutions then, as was the case with community colleges, a major opportunity for SPWs may be the facilitation of this process. That is, if SPWs can promote themselves as central to helping groups on the campus develop means of open communication, develop mutual trust and respect, air differences of opinion, etc., then there may be a viable function other than or in addition to student development (as output) at hand (although clearly the existence of community facilitates the notion of student development in the sense we find it in the literature).

The only "hooker" is the fact that Individual/Personal Development is ranked 3rd among preferred goals but not at all among present goals. Unlike the community colleges, there is the possibility that this kind of development is not considered among the high priorities of other campus constituencies (e.g., the faculty). If one reasons from the development of the "whole person" to the goal of Individual/Personal Development, and assumes that, historically, this kind of development occurred through exposure to a variety of disciplines, it is hard to believe that tradition will be readily moved by the premises and methodologies of student personnel work (if for no other reason than the curriculum is less justifiable).

Overall, based on a goal-oriented organization approach, it would appear that student affairs in private independent institutions will more likely be a part of the support system than of the output system. If student development (a high priority in student affairs and not among the other campus constituencies) is deemed the most important function for student affairs, then it will probably have to be pursued apart from the primary concerns of the institution -- meaning that student affairs will function in an adversary or autonomous relationship to the faculty (competing for resources, etc.).

Goals and Student Affairs in Church-Related Institutions

Not a great deal different can be said of the church-related institutions than was said of the independent institutions. Again, six of the seven goals in the two lists were the same only this time the seventh, Individual/Personal Development, replaced Accountability/Efficiency (instead of Innovation).

Presumably, this relationship among present and preferred goals implies support rather than output as the primary function of student affairs. The fact that the personal development goal is ranked 1st rather than 3rd does not seem to make a great deal of difference, given its lower importance at present. The reader is referred to the prior section for appropriate discussion.

Goals and Student Affairs in State Universities

These findings are probably the most interesting, in one sense of the word, of the four types of institutions. Whereas in the other high priority goals profiles, a large number of present and preferred goals were the same, the SPWs in state universities had only one common goal between them -- Vocational Preparation.

A second critical finding is that Individual/Personal Development, which ranked 17th among present goals (the lowest of the four types of institutions), ranked 1st among preferred goals. This seems to indicate a distressing discrepancy between these institutions' goals at present and the SPWs preferred goals. Beyond that, Community is ranked 2nd (as was the case in the other three types). The next three goals -- Intellectual Orientation, Democratic Governance and an Intellectual/Aesthetic Environment -- were also present in the priorities of the two types of private institutions.

As stated previously in terms of goals, state universities (SU) represent the most discrepant type of institution for SPWs. If present priorities really exist as perceived and if resources, emphasis, and so forth are currently oriented toward these goals, then student development is "way down on the list". The significant incongruence between goals could mean that student affairs operates in a semi-autonomous mode within institutions. That is, SPWs value personal development, community and so forth and proceed in a manner consistent therewith while the rest of the institution pursues other goals such as advanced training, research, and public service. The problem, of course, is that the present goals are those of the predominant power structure in universities (e.g., faculty, administrators, et al), and are not likely to be easily shifted. In a tight money market, this means that student affairs is likely to be disenfranchised politically and economically with little visible hope (based on goals) for the near future. The picture is vastly different from that of community colleges or even private institutions.

Care must be taken not to begin treating the findings as reality for all institutions in a class. It is far more appropriate for each institution to articulate its own goals and for student affairs to develop their goals and the relationship to the organization's goals and organize accordingly. Nonetheless, there are qualities of the study (in the context of organizational theory) that lend themselves to statement of hypotheses for the future. The following discussion is organized into four areas including goals and specialization, student development goals, institutional process goals, and student personnel in different types of institutions.

Areas of Specialization

In institutions where the high priority goals are other than those concerned with what we call student development, it behooves SPWs to analyze the components of these goals and to determine if and how they can relate to them. The most striking examples are Vocational Preparation in the community colleges and cognitive (Academic/Intellectual) development in private institutions.

In terms of goals, SPWs entering community colleges should understand the concept of vocational (or career) development and how non-academic services and experiences can facilitate it. For cognitive development, the functions of academic advising, tutorial assistance, non-traditional learning arrangements are all ways in which to relate to an institution's high priorities. The key, it seems, is to know what the goals are (maybe the most difficult problem) and from them derive (logically and in terms of other constituents' needs) a viable organizational relationship to them or to decide that student affairs does not relate to a given goal (e.g., Research).

Student Development Goals

Given the emphasis on "student development" in the field the last ten years the discrepancy between the present and preferred status of the Individual/Personal Development goal may be an indication of real potential (or lack of it). Community colleges appear, by far, to be the type of institution in which acceptance of this goal as in important output is most likely. The lack of competing priorities and the increased concern for students because of the community orientation are possible explanations.

The private institutions are somewhat discrepant for this goal. The differences between present and preferred goals appear to be large enough to indicate a problem in terms of legitimacy and support. As mentioned previously the development of the "whole person" through academic disciplines is an entrenched phenomenon. This assumption plus competing priorities (highly correlated with the size and complexity of private institutions) could create diverse settings. One hypothesis is that as private institutions increase in size, the concern for student development as output changes from high importance (similar to community colleges) to lower importance (as in state universities).

The state universities, on the other hand, are most intriguing. It is quite possible that size and complexity result in "the right hand not knowing what the left hand is doing". This would mean that the locus of power in SUs (administration, faculty, trustees) operate the institutions in a way which lends little support to the notion of student development, i.e., emphasis on teaching, research, graduate/professional education, etc. Meanwhile, SPWs, having noted personal conditions and other potentially contra-developmental factors, are implementing activities such as group work, counseling outreach programs, etc., which are directly and logically related to the concept of student development. Again, however, failure to be aligned with high priorities means that limited resources will be allocated elsewhere first, that concern for the student will be focused on the classroom and so forth.

Institutional Process Goals

In terms of student development as ouput, the future varies from positive to questionable depending upon the type of institution encountered. A very different sort of picture prevails in regard to process goals. For "process" goals there is remarkable congruence among SPWs in different types of institutions. Community is the most important Democratic Governance, Intellectual/Aesthetic Environment and Freedom are next; Innovation and Accountability/Efficiency are next; Off-Campus Learning is lowest.

If SPWs addressed needs of an institution in terms of process as well as product (the adaptation or maintenance subsystem versus production subsystem), a viable role might emerge. Any of the four highest process goals (community, governance, freedom, aesthetics) require special skills for direction and coordination. At present, there is no officially sanctioned (viz skills) group within institutions charged with the facilitation of these processes. Recent literature has proposed that SPWs serve as "consultants". In this role they would organize and direct activities aimed at creating a sense of community; they could coordinate in-and-out of classroom activities to help create an intellectual environment; they could advise on matters of governance (which effects "community" and intergroup relationships), etc.

All in all there seems to be a need for a kind of expertise in institutions other than those directly related to student development as output. The process goals, however, need not be viewed as different than student development but rather as a means of creating environments which facilitate it.

Student Personnel Work in Different Types of Institutions

Having presented background on the rational planning cycle and the college or univeristy as an open system (with interrelated subsystems), and having studied SPWs perceptions of present institutional

goals and preferences for institutional goals, some general thoughts (or hypotheses) are presented for the future. For one, it would seem, based on differences in present institutional goals, that training one type of SPW to function in all institutions is not logical. Except for student development as output, there are many differences as a function of types of institutions. (There may, of course, be equally large differences among institutions in the same category.) A team of SPWs in a given college or university may have a support/maintenance role or an output role; they may need skills to facilitate vocational preparation or to organize social-cultural events and so forth.

Clearly, though, there are emphases that are more likely to emerge in some types of institutions than in others. It may be that the ability to differentiate and address these unique concerns will be the strength of the future of student personnel work.

Second, in light of the above, it behooves the profession to take a hard look at student development as the only end when, in fact, most student affairs programs are supportive (activities, personal/social counseling, financial aid). Granted, many of these services are necessary to the conduct of higher education. If you think about the phenomenon though, you realize that many, if not all of these services, are aimed at moving students through the system, not at specific kinds of development. Further, the goals study shows that there are other and possibly more critical processes which need to be addressed (Community, etc.). SPWs may want to determine how and to what extent a role related to these processes is desirable. If so, when other fields of study such as political science, organizational psychology and sociology, and administration would provide valuable background for this kind of orientation.

Finally, the future of SPW may be organized around the preparation to deal with different kinds of output priorities in institutions of higher education but with a commonality among institutions in terms of means (processes) to these ends. One level the profession should take a look at the general direction of student personnel for the future and, at the same time, professional within institutions should be identifying the nature of their institutions and the potential for alternative roles.

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