

AN ANALYSIS OF THE PERCEPTIONS OF INSTITUTIONAL GOAL PRIORITIES
OF COLLEGE-WIDE AND CAMPUS ADMINISTRATORS
AMONG THE FIVE MULTI-CAMPUS COMMUNITY COLLEGES
OF THE VIRGINIA COMMUNITY COLLEGE SYSTEM

By

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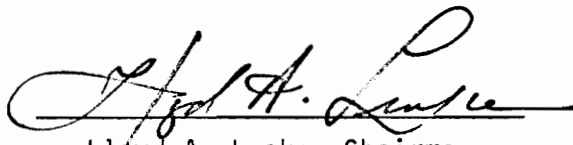
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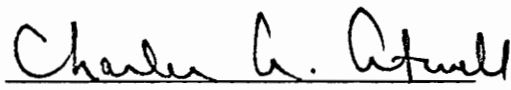
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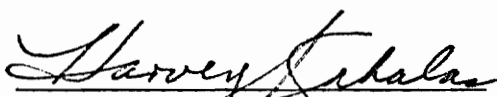
Community College Education


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DEDICATION

This manuscript is lovingly dedicated to my mother and friend, Agnes Lorraine Woodard Wax, for her love, sacrifices, constant support, confidence and understanding in all the ways that matter during a lifetime . . . and without whom this research would never have been successfully accomplished.

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Chapter 1

INTRODUCTION

Educational organizations have developed an increased complexity over the past thirty years due predominantly to society's greater concern with acquiring an education for upward social and economic mobility. Colleges and universities are faced with problems of massive budgets, extreme demands upon facilities and resources, intense legal conflicts involving students, faculty and administrators, pressures of collective bargaining, and increased community involvement in and concern for what the institutions are "doing."

This complexity has engendered the educational administrator whose basic charge is to manage the organization. From the business sector have come management techniques and philosophies that have been adapted to educational administration. One of these philosophies is that of goal development and utilization in the management of organizations.

Any complex organization has multiple goals which require definition, delineation, and consistent reassessment in order to facilitate effective goal-directed management. However, some goals are quite precise and easy to measure while others are more complicated and difficult to evaluate. The general consensus in the literature is that goals are necessary and they should be clearly stated and evaluated. The conflict arises in setting the goals, inculcating them within the institution, and then evaluating the effectiveness of those goals in

meeting the objectives of the organization.

Many states are facing decreased financial resources which concomitantly affects the financial status of their education institutions. Belt-tightening has caused considerable introspection by colleges as to institutional goals and purposes, management principles and practices, and resource allocation.

The need for clearly defined goals and for evaluation of outputs has been widely discussed in the business management literature. However, from the educational literature, the reader will discover that not until recently have educational organizations been goal-directed in the business management sense. With accountability as a forerunner among the major concerns of colleges and universities, a number of business management and organizational development techniques have been utilized. One of these approaches is Management by Objectives (Odiorne, 1965), which is designed (1) to help clarify objectives, (2) to make both organizational and personal objectives operational, (3) to improve communication between and among organizational levels, and (4) to resolve conflict between the individual and the organization.

The literature contains discussions and descriptions of the various methods "proven valid" for managing the educational process and with "ideal solutions" for allocating scarce resources to the benefit of the greatest number of individuals. Most prevalent among these many and varied discussions is an underscored need to identify, establish, and implement goals within the institution or the organization.

As society has faced sociological changes through a developing economy, its educational institutions have met these demands by changing the variety of services and opportunities offered. A relatively recent entrant to the college and university structure within the United States is the comprehensive community college. This addition to the educational hierarchy even further broadened the scope of educational opportunity for those individuals who wished to engage in continued learning at many different levels and for a wide variety and diversity of purposes.

With the emergence of the community college system, greater attention was directed toward developing these institutions to fill a void previously existing in American education. Many more individuals who wished education beyond high school, but who did not fit into the four-year college or university structure, turned to the community colleges as a resource.

Community colleges nation-wide found themselves confronted with many of the same problems (massive budgets, demands on facilities, legal conflicts, collective bargaining, and pressures for accountability) that faced the four-year colleges and universities. As a result, they, too, are turning to the business sector for approaches and solutions to the myriad of problems. Again, Management by Objectives appears as one of the favored approaches for identifying and evaluating institutional goals (Mansergth, 1971; Carpenter, 1973).

Because today's college administrators must find an acceptable balance between educational desirability, economic feasibility, poli-

cal expediency, social relevancy, and philosophical defensibility, many have utilized Management by Objectives (MBO), which leads to the coordination of management activities with institutional goals. MBO is concerned with the identification of institutional goals, the definition of administrative staff role responsibilities, the establishment of the objectives or necessary conditions for achieving these role responsibilities and institutional goals, and the use of these objectives in operating a college and in measuring each administrator's effectiveness and efficiency (Carpenter, 1973; Connellan and Lahti, 1971).

Existing studies concerning institutional goals focus on higher education in general. The few community college studies are characterized by research based upon the Educational Testing Service (ETS) "Institutional Goals Inventory" developed in 1974 (Uhl and Peterson, 1975). Some additional studies are based upon less reliable, more questionable, and less relevant measurement instruments. Few studies are unique to community colleges and often the community college is included only as a part of a larger study involving four-year colleges and universities (Peterson, 1973).

Evidence of institutional goal studies in Virginia is slim and where extant, utilizes the ETS "Institutional Goals Inventory." This instrument elicits responses on general goal area perceptions of the priorities of importance per goal statement and is not very specific to community college goals. With the distribution of the Virginia Community College System (VCCS) Management by Objectives goals in January, 1976, developed by the Task Force on Management by Objectives for the institutions of the Virginia Community College System (Appendix A), it

became apparent that, in addition to other matters, the state was more than cursorily interested in the unification of the system's twenty-three community colleges on goal-setting and goal-achievement. The concern for goal congruence emerged.

A need seemed evident to analyze how these goals are currently perceived by the college administrators who are charged with the implementation and utilization of the system's Management by Objectives goals, in an attempt to study goal congruence and/or dissonance (a lack of consistency in goals that creates internal tensions) with its subsequent affect on the managerial climate. This, then, indicates a reasonable focus for the study of institutional goal priority perceptions of multi-campus community college administrators (central office administrators with entire college influence; campus administrators with influence confined to one campus of the multi-campus college) in Virginia.

STATEMENT OF THE PROBLEM

Unless educational administrators at all levels of college management understand, support, adhere to, and internalize to some degree the organizational goals, effective management may not take place. The problem addressed through this study was one of exploring the degree to which identification of Virginia Community College System (VCCS) Task Force on Management by Objectives goals sufficiently established goal priority consonance at individual institutional levels among community college administrators of multi-campus Virginia community colleges.

The literature supports the necessity for goal congruence and consensus in order to solidify and extend the activities of the educational institution (Festinger, 1957; Perrow, 1972b). With knowledge of administrative goal priority perceptions for individual community colleges, any discrepancies in perceptions of goal priorities could be identified in order to highlight dissonance as a focus for problem-solving to improve the managerial climate of the college. If congruence rather than dissonance exists, the college management team has evidence of reinforcement for the existing managerial directions and behavior within the institution.

PURPOSE OF THE STUDY

The purpose of this study was to determine whether goal congruence or goal dissonance existed with respect to the priority of institutional goals (identified by the VCCS Task Force on Management by Objectives) as perceived by college-wide and campus administrators among the five multi-campus community colleges in Virginia.

Table 1 presents each participating multi-campus Virginia community college with its respective campus units. Table 2 presents each multi-campus Virginia community college by administrative unit and indicates the number of administrators operating within each unit.

Table 1
 MULTI-CAMPUS
 COMMUNITY COLLEGES AND CAMPUSES
 OF THE
 VIRGINIA COMMUNITY COLLEGE SYSTEM

<u>INSTITUTION</u>	<u>CAMPUS</u>
J. SARGEANT REYNOLDS	DOWNTOWN
	PARHAM ROAD
NORTHERN VIRGINIA	ALEXANDRIA
	ANNANDALE
	LOUDDUN
	MANASSAS
	WOODBIDGE
RAPPAHANNOCK	NORTH
	SOUTH
SOUTHSIDE VIRGINIA	CHRISTANNA
	JOHN H. DANIEL
TIDEWATER	CHESAPEAKE
	FREDERICK
	VIRGINIA BEACH

Table 2
 COLLEGE-WIDE AND CAMPUS ADMINISTRATORS
 OF
 MULTI-CAMPUS VIRGINIA COMMUNITY COLLEGES

<u>INSTITUTION AND ADMINISTRATIVE UNIT</u>	<u>NUMBER OF ADMINISTRATORS</u>	
	<u>COLLEGE-WIDE</u>	<u>CAMPUS</u>
J. SARGEANT REYNOLDS		
CENTRAL OFFICE	4	
DOWNTOWN CAMPUS		10
PARHAM ROAD CAMPUS		13
NORTHERN VIRGINIA		
CENTRAL OFFICE	13	
ALEXANDRIA CAMPUS		16
ANNANDALE CAMPUS		19
LOUDDUN CAMPUS		7
MANASSAS CAMPUS		7
WOODBIDGE CAMPUS		8
RAPPAHANNOCK		
CENTRAL OFFICE	5	
NORTH CAMPUS		3
SOUTH CAMPUS		4
SOUTHSIDE VIRGINIA		
CENTRAL OFFICE	5	
CHRISTANNA CAMPUS		6
JOHN H. DANIEL CAMPUS		6
TIDEWATER		
CENTRAL OFFICE	7	
CHESAPEAKE CAMPUS		7
FREDERICK CAMPUS		14
VIRGINIA BEACH CAMPUS		17
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SIGNIFICANCE OF THE STUDY

The efforts of the VCCS Task Force on Management by Objectives (MBO) in identifying, clarifying, and stating the MBO goals for community colleges within the State of Virginia affirms the need for providing administrators within the system with the detailed expectations for their management activities. Concern for making goals operational by making them specific to each position in an organization is the method of "management by objectives" (Odiorne, 1965).

This study provides multi-campus community colleges in Virginia with a consolidated information source from which decisions relative to goals can be made with respect to their institutions. By analyzing any significant differences in goal priority perceptions among the administrators in terms of consonance or dissonance, and by observing the rank importance of institutional goals presented by the data, college managers can identify any dissonance that might exist. Attention to correction of any goal dissonance among the college administrative staff could improve considerably the managerial climate of the organization.

The study also provides the Virginia Community College System (VCCS) with a basis for similar and extended research in an effort to further improve the management functions of the system and of the individual colleges.

Additionally, if administrators within the community college system of Virginia are to manage their respective institutions with the least degree of conflict between personal and institutional goal perceptions, a study of this nature could aid in identifying differences in goal perceptions as to the priority of institutional goals. Since a primary function of community college administrators appears to be facilitating the educational activities of the institution, an assessment of their institutional goal priority perceptions would seem reasonable as an opportunity to determine if conflicts exist in a complex organizational structure.

In support of the significance of goal research, Filley and House (1969, pp. 148 and 153) summarize two major propositions as advanced by both classical and more recent theorists concerning organizational and individual objectives. In considering these two propositions with respect to community college administrators, it could be stated that the role of the community college administrator and his goal perceptions would be most critical to the total functioning of the institution and thus deserves research attention:

A clear statement of the organizational objectives to which an individual is expected to contribute directly improves individual performance and coordinated group action by directing individual contributions and encouraging cooperative effort. [p. 148]

When attainment of organizational objectives is a means to attainment of personal objectives by the members of an organization, member motivation to work and member satisfaction with the organization will be high. [p. 153]

The significance of the study will depend, at least in part, upon the manner in which the research findings are utilized. A number of utilization possibilities can be suggested as follows:

1. To consolidate the evidence for multi-campus community colleges in Virginia of the need to determine the institutional goal perception priorities of administrators within the Virginia Community College System.
2. To provide college and system management with information which could assist them in planning and policy development.
3. To provide college and system management with information which could assist them in identifying the similarities between and the differences among institutional goal priority perceptions held by community college administrators at the college-wide (central office) and campus management levels.
4. To provide community college administrators at the college-wide (central office) and campus levels with comparative data on goal priority perceptions held by colleagues at other institutions and campuses in the Virginia Community College System.
5. To furnish ranked mean scores on institutional goal priority perceptions by level of administration per college and per campus for the multi-campus institutions of the system.
6. To provide baseline data for future research regarding the priority of perceptions of institutional goals for both

college-wide (central office) and campus level administrators of the multi-campus Virginia community colleges.

OPERATING HYPOTHESES

The central research question from which the hypotheses have been developed to guide the collection and analysis of the data is:

Do statistically significant differences exist in the priorities of institutional goal perceptions as held by college-wide (central office) and campus administrators of the five multi-campus Virginia community colleges, based upon the goal priority importance of "is" and "should be" responses for the Management by Objectives goals of the Virginia Community College System?

The following operating hypotheses have been formulated to test this research question:

Operating Hypotheses

There will be a statistically significant difference found in the priority of institutional goal perceptions held by

H₁ college-wide (central office) and campus administrators of the five multi-campus Virginia community colleges in overall comparison.

- H₂ college-wide (central office) and campus administrators of J. Sargeant Reynolds.
- H₃ college-wide (central office) and campus administrators of Northern Virginia Community College.
- H₄ college-wide (central office) and campus administrators of Rappahannock Community College.
- H₅ college-wide (central office) and campus administrators of Southside Virginia Community College.
- H₆ college-wide (central office) and campus administrators of Tidewater Community College.
- H₇ college-wide (central office) administrators of each of the five Virginia multi-campus community colleges when compared against each other.
- H₈ campus administrators of each of the five Virginia multi-campus community colleges when pooled by college and compared against each other.

Statistical Hypotheses

The specific predictions in the null form for each of the eight operating hypotheses are presented in Chapter Three.

In the course of testing the hypotheses, perceptions of institutional goal priority will be examined for dissonance with respect to the ranking of mean scores for both "is" and "should be" levels of importance between and among groups, through the presentation of descriptive statistics comparing the rankings.

DEFINITION OF TERMS

The following definitions of terms as used in this study are stated in order to facilitate interpretation of content:

Administrators. Those individuals employed by the Virginia Community College System (VCCS), designated by the State Department of Community Colleges as administrators, and who engage in activities designed to facilitate the educational services of the college. Administrators are identified as Presidents, Deans, Provosts, Division Chairpersons, Directors, and Coordinators.

Campus administrators. Those individuals employed by the VCCS, designated by the State Department of Community Colleges as administrators, and whose primary area of authority, responsibility, and/or influence is concentrated on one campus of a multi-campus Virginia community college. Campus administrators are identified as Provosts, Deans, Associate Deans, Directors, Coordinators, and Division Chairpersons.

College management team. A group designation for administrators at each Virginia community college whose responsibility it is to manage the operations of the college. College management teams are comprised of those administrators designated as Presidents, Deans, Associate Deans, Provosts, Directors, Coordinators, and Division Chairpersons.

College-wide administrators. Those individuals employed by the VCCS, designated by the State Department of Community Colleges as administrators, and whose primary area of authority, responsibility, and/or influence encompasses all campuses of a multi-campus Virginia community college. College-wide (also called central office) administrators are designated as Presidents and Deans.

Goal. A goal is a statement derived from the mission statement of an institution as used in this study. It is a statement of a single intent to achieve a desired state, to provide a service, or to develop a service. A goal statement is one from which specific operational objectives may be derived or developed. Goals refer to the "particular and possibly unique pattern of specified ends, outputs, and priorities established by or for a college" (Peterson, 1971 and 1973).

Goal congruence/consonance. That state of agreement among the goal priority perceptions of multi-campus Virginia community college administrators that produces unity of purpose and defeats internal tension over goal dissonance/disagreement.

Goal dissonance/incongruence. That state of disagreement among the goal priority perceptions of multi-campus Virginia community

college administrators that produces internal tensions due to the lack of unity of purpose evidenced through disproportionate rankings of goal priorities (Festinger, 1957; Hampton, Summer, and Webber, 1973).

Goal priority. The rank order importance of a goal statement as measured by responses to the research instrument on ranges of "is" currently important versus "should be" important in the future.

Institution. An organization or an organized way of achieving something as established over a long period of time and well recognized by society (Hughes, 1971). In this study, an institution is an association of individuals representing the community college and the VCCS whose purpose it is to provide a two-year educational opportunity to any individual desiring to utilize the services of the institution.

Institutional goals. Those stated goals as developed and disseminated by the VCCS Task Force on Management by Objectives. Those goals designed to identify and clarify the objectives of the system.

Multi-campus institution. An individual college within the VCCS having locations identified as campuses in more than one location throughout its geographic service area.

Objective. A specific statement of intent aimed toward the attainment of goals as established by the organization.

Perception. A process through which one becomes aware of his environment by organizing and interpreting the evidence of his senses (Kegan and Havemann, 1972:594). In this study, perception is an estimate of how an individual within a reference group views the relative priority

of institutional goals according to the responses recorded on the measurement instrument.

Purpose. A stated conception of the mission of the systems, groups or types of colleges and normally determined politically in public higher education (Peterson, 1971 and 1973).

Preferred (is) goals. The currently existing goals as perceived by the respondents in this study based upon a ranking of importance.

Preferred (should be) goals. The ideal goal state as viewed or perceived by the respondents in this study based upon a ranking of importance.

Virginia Community College System (VCCS). The organization of twenty-three colleges operating under the auspices of the State Board of Community Colleges and the State Council of Higher Education, offering comprehensive educational programs through Virginia community colleges to any student who wishes to further his or her education.

Virginia Community College System (VCCS) management team. That group of individuals comprised of the Chancellor, Vice Chancellor, Division Directors, and the Presidents of the VCCS colleges charged with the responsibility of managing the activities of the VCCS.

Virginia Community College System (VCCS) Task Force on Management by Objectives. That group of individuals comprised of Presidents, Provosts, Deans, Division Chairpersons, faculty members, and represen-

tatives of the Virginia State Department of Community Colleges who developed the initial list of Virginia Community College System goals and objectives upon which this study is based.

BASIC ASSUMPTIONS OF THE STUDY

The basic assumptions of the study are as follows:

1. The Virginia Community College System Goals Inventory as developed for this study (Appendix D) is a valid and reliable instrument for measuring the institutional goal priority perceptions of college-wide (central office) and campus administrators of the five Virginia multi-campus community colleges.

2. The subjects in the study responded to the instrument objectively and honestly.

DELIMITATION OF THE STUDY

The study had the following delimitation:

The population was confined to those college-wide (central office) and campus administrators identified in the five Virginia multi-campus community colleges.

LIMITATIONS OF THE STUDY

The study has the following limitations:

1. Due to the availability of the subjects and the objectives of the study, the population was limited to college-wide (central office)

and campus administrators of the five multi-campus community colleges of the Virginia Community College System. Therefore, generalizations to populations outside of the State of Virginia and to single campus institutions should be made with caution.

2. The goals established by and developed by the Virginia Community College System Task Force on Management by Objectives are specific to Virginia community colleges. Although certain basic generalizations regarding community college purposes could be made from these goal statements, interpretation of study results should be restricted to Virginia community colleges.

3. Generalizations from the study are limited to descriptive analysis of the five multi-campus Virginia community colleges at the time of this study.

CHAPTER SUMMARY

This study was designed to examine the congruence or dissonance evident among college-wide and campus administrators of the five multi-campus community colleges regarding the priorities of institutional goals, in an effort to gauge the managerial climate of the institutions. Based on a state-wide distribution of Virginia Community College System Management by Objectives goals, the question was raised regarding the degree to which such distribution will establish goal priority congruence at individual institutional levels among community college administrators with respect to institutional goal priorities.

The significance of the study was established in terms of providing the Virginia Community College System (VCCS) and the individual colleges with consolidated information sources on institutional goal congruence or dissonance, depending upon the results of the study, as well as providing bases for future research, in an effort to further improve the management functions of the system and the individual colleges.

Suggestions were made with respect to utilization of the study findings in the areas of consolidating evidence on goal agreement, providing information for planning and policy development, presenting data indicating similarities and/or differences between and among colleges and campuses on goal priority status, establishing comparative data for use among the participating colleges, and providing baseline data for further research in the realm of goal priority perceptions in Virginia community colleges.

The chapter included hypotheses generated to test the research problem and presented the definitions of terms for interpreting the content of the manuscript. Basic assumptions were stated with respect to: (1) objective and honest responses to the survey by respondents in the study, and (2) reliability and validity of the survey instrument.

The limitations and delimitations were presented through this chapter and were concerned with the population being limited to Virginia community college administrators among the five multi-campus institutions of the system.

Chapter 2

REVIEW OF THE LITERATURE

As mentioned in previous discussion, institutions of higher education are facing a variety of conflicts and challenges inherent to society's increasing concern with and desire for upward economic and social mobility through the acquisition of additional education. Concomitant to increased demands for education are the problems faced by colleges and universities in managing a vastly enlarged physical plant that is organized to provide educational services and opportunities to individuals.

This study was concerned with determining whether institutional goals could be identified, developed, and distributed throughout an educational organization to the degree that goal congruence is achieved. As will be examined later in the literature review, goals play a major role in the identity and success of an organization. The degree to which congruence or dissonance exists within an organization with respect to goals often determines the managerial climate.

In the review of the literature, the approach was one of first discussing the general development of management theories and practices, second, examining education administrative theory and organizational socialization, third, reviewing institutional goals in higher education, fourth, examining goal development for community colleges, and finally, reviewing goal development for Virginia's community colleges.

DEVELOPMENT OF MANAGEMENT THEORY

The development of management and organizational theory and practice has emerged over time through a process of synthesis and refinement as more was learned about management, the organization, and the individual. Owens (1970) labeled the three eras of development for organizational concepts and practices as: The Era of Scientific Management, The Human Relations Movement, and the New Administration. Although divided for the process of examination, these periods were not distinctly separated in time, but actually overlapped in the development of management and organizational theory.

Management theory during the Era of Scientific Management was highlighted by major contributors such as Frederick W. Taylor, Luther Gulick, Lyndall Urwick, Max Weber, and Henri Fayol (Etzioni, 1961a; Bennis, 1966; Kast, 1970). Prior to this period there was much left to the imagination regarding standard procedures for accomplishing tasks. Taylor developed standards and procedures for accomplishing tasks by individuals in an organization based upon systematic observations and measurements in the performance of work. Weber contributed his theory of bureaucracy (Bennis, 1966) that emphasized depersonalization to minimize emotional and irrational factors of individuals in an organization. Both Weber and Taylor were concerned with competence, authority relationships, and impersonality in organizations.

Fayol advocated the first general theory of management (Kast, 1970) which directed attention to the top management of the organization and to the improvement of their functional skills. The concern was with

skills that involved planning, organizing, commanding, coordinating, and controlling.

Gulick's and Urwick's contributions were in the area of organizational structure--grouping the parts of an organization by function, task, and geographic location. Here developed the organizational charts to demonstrate relationships within the management structure. Thus developed the concept of division of labor (Silverman, 1971).

These early stages of management theory and practice were not characterized by concern for the individual other than accidentally satisfying lower order needs (Maslow, 1954). The approach was relatively impersonal and concerned itself with the objective of accomplishing the task . . . getting the job done.

The early stages of management practice did engender more order and subsequently increased the technical competence of workers. This period brought more predictability to organizations. However, the dehumanization of those involved in the work force also created an environment that caused conflict and subsequently response. Maslow (1954) developed his Hierarchy of Needs which recognized the fact that there was more to the worker than production capability for the organization and its managers.

In response to the need for a more "person-oriented" management system, studies were done that examined the individual in terms of the motivation to work. McGregor's (1960) "Theory X" which postulated that people had to be "driven" in the work situation (as they were basically lazy and did not like to work), gave way to considerations

for individual needs within an organization. The individual became viewed as a variable rather than a cog in the organizational wheel. The Human Relations Movement involved discoveries that drew attention to the role of participation, leadership, decision-making, and communication in the organization (Etzioni, 1964).

Pfiffner and Sherwood (1960) discussed the emergence of the concept of an organization as a social institution. They drew attention to the Roethlisberger and Dickson Western Electric Company, Hawthorne Plant studies (known as the Hawthorne studies) as marking the "beginning of an ideological revolution in organizations" (p. 101). The need for participation in an informal organization was evidenced through the Hawthorne research.

The evolutionary process in management continued, but in no way solved the problems faced by an ever-broadening entrepreneurial economy. With increasing attention being directed toward the whole organizational structure of an enterprise, a new organizational approach was needed to deal with the variety of interacting factors of the organization.

The Modern Era was marked by a synthesis of scientific management and the human relations approach to produce a theory of the organizational "whole" (Golembiewski and Gibson, 1967). Several major contributors to modern management began viewing the needs of the individual within the organization. Likert (1967) stressed the value of human assets to the organization and Argyris (1957) pointed out that there was a need to resolve the conflict between the formal and informal

organization, the latter of which placed restraints upon the individual within the structure. Argyris (1964) felt that there should be a compromise between the individual and the organization for the mutual benefit of both factions. The drift toward a theory of organizational socialization was beginning.

Edgar H. Schein (Kolb, Rubin, and McIntyre, 1971) defined organizational socialization as:

. . . the process of learning the ropes, the process of being indoctrinated and trained, the process of being taught what is important in an organization or some subunit thereof. [p. 23]

Schein's interpretation of the concept was stated as:

. . . that process by which a new member of the group learns the value system, the norms, and the requirements of behavior patterns of society. The learning is the price of membership. [p. 23]

The values, norms, and behavior patterns to be learned involve the following (Schein, 1971:23):

1. The basic goals of the organization.
2. The preferred means by which those goals should be attained.
3. The basic responsibilities of the member in the role which is being granted to him by the organization.
4. The behavior patterns which are required for effective maintenance of and performance in the role.
5. A set of rules or principles which pertain to the maintenance of the identity and integrity of the organization.

It is evident that there exists a valid need to examine the effect that organizations have upon their members, as supported by Schein's concern for understanding organizations as social systems that exert major influence over their members.

David Berlew and Douglas Hall (Kolb, Rubin, and McIntyre, 1971) further examine the socialization of managers with respect to the effects of the expectations of an organization on member performance. Berlew and Hall contend that one of the strongest determinants of behavior is that of peer expectations. Their research concludes that the first year is the critical period for learning after having entered an organization. It is at this time that an individual will internalize goals, positive attitudes, and high standards. The implication is that organizations should be concerned strongly with the new member's socialization process into the organizational structure, in order to inculcate positive directions, goals, and attitudes in an attempt to avoid individual versus organizational conflicts later.

EDUCATIONAL ADMINISTRATIVE THEORY AND ORGANIZATIONAL SOCIALIZATION

Educational administrative theory is identified as having three major points of view: (1) a managerial emphasis, (2) a human relations emphasis, and (3) a social science emphasis (Getzels, Lipham and Campbell, 1968:23). Many of the previously mentioned management theorists' work influenced the development of educational administrative theory. In 1913, Bobbit prepared a paper applying management principles to

schools, closely following Frederick Taylor's precepts. Other writers of textbooks in educational administration (Cubberly, Strayer, Reeder) leaned heavily upon management principles in developing educational administration (Getzels, Lipham and Campbell, 1968).

Mary Parker Follett was the first major exponent of human relations in administration. Her work was predicated upon and supported by the Hawthorne studies. As this era of administration opened, it had its permeating effects on educational administration (Getzels, Lipham and Campbell, 1968).

An experiment in 1938 with children at the Iowa Child Welfare Station influenced educational administration even more intensely than did the Hawthorne studies. The Iowa experiment involved three styles of leadership as the manipulable variables (authoritarian/autocratic, democratic, and laissez-faire) in a learning situation. The results of the study demonstrated that the affects of varied styles of leadership had extensive effects upon learning. Differences in leadership styles and their subsequent outcomes had been emphatically established (Farmer and Richman, 1974).

Chester I. Barnard (1938) established through his treatise entitled *The Functions of the Executive*, the need for a systematic conceptual scheme of administrative behavior within a social science framework. Herbert A. Simon later published his theories on administrative behavior that argued for the shifting of emphasis from the principles of administration to a study of the organizational conditions under which competing principles are applicable (Kast, 1970; Filley and House, 1969; Getzels, Lipham and Campbell, 1970).

Consistently through the social science era of management emerged the implication of and evidence for supporting the concept that organizations are socializing institutions. According to Getzels, Lipham, and Campbell (1968):

When an organization and an individual come together, the organization will attempt to impress its pattern upon the individual, and the individual will attempt to impress his pattern upon the organization. The first process may be called the socializing process; the second, the personalizing process. A fundamental proposition derived from the framework is that many of the problems of administration are caused by the friction between the two processes. [p. 47]

Getzels (*et al*, 1968) further contends that the basic unit for administrative analysis in administration is the social system. Administration can be viewed as functioning within a social system framework. Getzels' premise is that:

A social system involves two classes of phenomena that are at once conceptually independent and phenomenally interactive. One class constitutes the normative (or nomothetic) dimension of behavior, the other the personal (or idiographic) dimension of behavior. The conceptual elements for the analysis of the normative dimension are institutions, role, and expectation. Parallel conceptual elements for the analysis of the personal dimension are the individual, the personality, and need-disposition. The question is one of congruence or incongruence in terms of individual and organizational behavior. [pp. 77-78]

Academicians and educationists were becoming increasingly concerned with the educational institution as more than a learning environment for students. Greater interest was directed toward the management of the organization and its resources. Getzel's work among others was

a major contribution to extending the person-oriented concepts of administration . . . a far cry from Bobbitt's first paper in 1913 and its parallel to Taylor's scientific management theories.

Barnard (1938) had defined an organization as a system of consciously coordinated activities or forces of two or more persons and drew a further distinction between personal objectives and organizational objectives. His contention was that it is necessary to distinguish between organizational purpose and individual motive. He pointed out that it was frequently assumed (in reasoning about organizations) that common purpose and individual motive were or should be the same.

The management theorists became increasingly concerned with what was happening *within* the organization and what affect it was having upon the outputs of the organization (Getzels, Lipham, and Campbell, 1968; Halpin, 1958; Morphet, 1974). One theory of management holds that:

. . . the personal objectives of the members of the organization, as well as the objectives of the managers, are accomplished by providing values desired by the clients of the organization. Thus, the primary objectives of the organization are defined by those whom the organization services. (Filley and House, 1969:135).

In contrast to the concern for organizational output, R. C. Davis (1951) recognized the importance of integrating the interests of the organization and its members. He stated the classical point of view with respect to organizations and their members as:

Individuals and groups composing an organization must believe that by subordinating their personal objectives to the primary service objectives, they will at some future time gain the same or other desired values in greater amount, or, if they do not make the subordination they will lose values that are desired. [p. 177]

Chris Argyris (1957), a behavioral theorist, asserts that there is an inherent conflict between the objectives of the organization and those of its individual members. He charges that formal organizations create situations in which individual members are forced to become dependent and subordinate and are subsequently prevented from using their full capabilities. He suggests that these difficulties can be overcome by fostering an organizational atmosphere in which self-fulfillment and organizational fulfillment are given equal emphasis.

Considerable inconsistency emerges in examining the area of goals and objectives in organizations. In recalling the previously reiterated theories of the organization versus its individual members, further inconsistencies and differences in approach can be seen. Organizations consist of forces generated by people acting in concert to achieve common goals, but it often turns out that the goals are not indeed always shared or in common among participants (Cyert, 1963; Etzioni, 1961b, 1964, 1969; Gross, 1968; Mann, 1965)

Perrow (1972) suggests that conflict in organizations exists due to conflict over goals, and in the process, challenges various assumptions about goals in organizations. He further draws attention to

the contradiction between Barnard's theory of organizations being cooperative systems with all people working toward a common goal and the inherent nature of conflict that exists in organizations (recalcitrance on the part of some members, lack of cooperation, etc.). Perrow further comments upon the theory that:

The ends of the person and the ends of the organization are not always the same, and indeed may often be in opposition. [p. 160]

It becomes obvious that in much management theory (whether classical or modern) fundamental controversy exists. Evidence of this controversy over goals, objectives, the means of achieving them, and their implications can be summarized as follows: (1) the tendency of managers to confuse objectives with administrative policy; (2) a lack of distinction between the means of achieving objectives and the ends of those objectives, and (3) the managerial confusion on establishing and stating objectives (Filley and House, 1969; Etzioni, 1961a,b, 1964, 1969; Silverman, 1971).

There isn't much point in simply "recognizing" controversy and lack of agreement regarding a problem without attempting to provide some measure or evaluation of its affect for the purpose of solution. In order for an organization to achieve its goals and objectives, it can be hypothesized that the individuals within that organization must work toward and be committed to those goals. Argyris (1957b) suggests that conventional management wisdom in emphasizing such practices as task specialization and chain of command, does not provide the best guidance in coping with the task.

He describes the growth and development of human personality, and advances the idea that organizational arrangements are often incongruent with the fulfillment of human needs. More recently, Argyris has suggested that one way workers adjust to organizational pressures, seemingly successfully, is through apathy. This would hardly seem to lead to optimum organizational effectiveness, however. (Hampton, Summer and Webber, 1973).

Festinger (1957) developed his Theory of Cognitive Dissonance with respect to individuals and their behavior. The term "dissonance" equates with "inconsistency" in individual behavior patterns and is most crucial with an analysis of motivation and organizational goal achievement as the problem at hand. Festinger's basic hypotheses were:

1. The existence of dissonance, being psychologically uncomfortable, will motivate the person to try to reduce the dissonance and achieve consonance.
2. When dissonance is present, in addition to trying to reduce it, the person will actively avoid situations and information which would likely increase the dissonance.

Festinger's theory concentrated on viewing the individual as being interested in reducing dissonance within his environment (work, home, social) in an effort to produce a more pleasant "equilibrium" state internally. He states:

I am proposing that dissonance, that is, the existence of nonfitting relations among cognitions, is a motivating factor in its own right. By the term cognition, I mean any knowledge, opinion, or belief about the environment, about oneself, or about one's behavior. Cognitive dissonance can be seen as an antecedent condition which leads to activity oriented toward dissonance reduction just as hunger leads to activity oriented toward hunger reduction. It is a very different motivation from what psychologists are used to dealing with but is nonetheless powerful [Hampton, Summer, Webber, 1973:52].

Although the theory of dissonance is directed primarily toward individual motivation within an organization, the overriding concept that organizations are the individuals which comprise them brings the focus of this literature review back to organizational effectiveness through goal achievement. If individuals within an organization are experiencing personal cognitive dissonance with respect to the organization itself, then it can be assumed that most probably the personal aspect will supercede the organization's expectations for that individual. The degree to which the individual wishes to reduce his internal dissonance will affect his willingness to work toward the organization's objectives and goals. A critical problem arises when the personal and organizational objectives and goals are in direct conflict. This type of situation will have considerable affect upon the individual's behavior and subsequently on his degree of commitment to and support of the organization's goals (Hampton, Summer, and Webber, 1973).

Even more important is the degree to which the individual's behavior will affect his peers and subordinates within the organization. In the area of education, which involves management of the facility as well as dealing with faculty and students, this conflict becomes even more crucial.

One consequence of valuing consistency is that its lack produces an uncomfortable tension. As Zimbardo (1969) puts it:

In most cultures, consistency, if it is not prized in and for itself, is certainly reinforced as a general behavior underlying a multitude of specific responses. In our society, the 'golden rule' stresses interpersonal consistency, the hypocrite is derided because his actions are inconsistent with his words, our child-rearing practices build consistency into almost every aspect of human functioning, and our educational systems emphasize logical consistency and historical continuity. The imposition of the human concept of time on the flow of events makes causal consistency a reality and traps present behavior between past commitments and future obligations and expectations. [p. 280]

The significance of cognitive dissonance for management is that, since it motivates behavior, it amounts to another determinant of how people function in organizational roles. There is a growing body of research which suggests practical implications for management. Specifically, there are indications that dissonance can be created by controls and rewards and that the resultant efforts to reduce dissonance can be either beneficial or detrimental to realizing organizational goals (Hampton, Summer and Webber, 1973).

If organizational goals can be viewed as one type of control

within an organization, it could be assumed that imposition of a goal structure inconsistent with the cognitions of its members could produce a degree of dissonance that would affect both the performance of the individual and the achievement of the organization's goals. David Sills (Grusky, 1970) discussed the area of goal preservation in organizations and states:

In order to accomplish their goals, organizations establish a set of procedures, or means. In the course of following these procedures, however, the subordinates or members to whom authority and functions have been delegated often come to regard them as "ends" in themselves, rather than goals. As a result of this process, the actual activities of the organization become centered around the proper functioning of an organization's procedures, rather than upon the achievement of the initial goals. [p. 227]

Current research suggests that organizations tend to move through distinct growth stages from a more person-centered to a more task-oriented bureaucracy (Heron, 1973). Maier (1961), in his study of 58 high-ranking managers and their subordinates, reports that one area of great concern within organizations is the failure to translate organizational objectives and goals into specific objectives to be met by each unit and by each person within the organization. Without a clear distinction in this area, goal dissonance can develop which, in turn, could create just that environment of internal tension that contributes to lack of achievement in organizational objectives.

In directing further attention to organizations with respect to education, the literature has not provided a comfortable area of agreement with respect to homogeneity of purpose and of direction.

It has, however, underscored the fact that educational organizations are social institutions with conflicts in purposes and directions. With educational administration utilizing many of the management theories and practices in the operation of institutions, attention should be directed toward examining goals and objectives within educational management.

GOALS IN HIGHER EDUCATION

Institutions of higher education are being confronted with demands for the clarification and establishment of goals (Peterson, 1971; Bushnell, 1973; Carnegie Commission on Higher Education, 1973; Gleazer, 1973; Trivitt, 1973). Clients of these institutions are placing pressures on post-secondary institutions to examine their purposes and "missions", due to a variety of reasons identified by Peterson (1973), Graubard (1974), and Knoell (1974). These reasons are: (1) relatively depressed economic circumstances; (2) the emerging concept that higher education is a "right" of society rather than a privilege accorded to an elite few; and (3) the concept of life-long learning becoming more accepted.

Clark Kerr (1973:46) highlights the need for educational administrators to "focus on the selection of goals in the face of change and conflict." Kerr is supported quite extensively by many other researchers and writers in the field of education who share his concern for meeting the demands of present-day societal pressures for

increased educational services, coupled with requirements for justification of purpose and output (Carpenter, 1973; Drewry, 1969; Myers, 1974; Rourke, 1966). McMurrin (1974) states that:

Education is a function of the general society and culture and is subject to the policies and actions of numerous social institutions. [p. 5]

McMurrin's contention is that the problems of education fall into four basic categories: (1) the purposes, goals and objectives of education; (2) the substance of education; (3) the methods of instruction; and (4) the management and finance of educational institutions. He feels that there exists an extreme need for responsiveness to education's benefactors, as well as to its facilitators (McMurrin, 1974).

Within higher education, Trivett (1973) has provided a comprehensive description of the complex area of goals. However, even in this description, the complex nature of the subject can be observed. His view of goals in higher education is that they: (1) are complex phenomena; (2) are desired states which are not totally attainable; (3) represent public policy and indicate intended outcomes; (4) are responsive to societal fluctuations; and (5) exist at several levels within institutions.

Although extensive research has been done in the area of identifying goals in general and goals in higher education (Cross, 1974; Farmer and Richman, 1974; Graubard, 1974; Gross and Grambsch, 1968; Mendleson, 1967; Nash, 1968), little evidence has been found that focuses upon how the individual within an organization perceives goals

that have been mandated to the organization in a formal and written distribution of goal statements. The preponderance of research has centered about developing goals or identifying what goals for the educational institution should be (Uhl and Peterson, 1975; Peterson, 1971, 1973; Cross, 1974; Nash, 1968; Simon, 1964; Thomas and Zander, 1959; Lahti, 1973).

Certain general conclusions can be drawn from the literature on the concept of goals in terms of this study: (1) goals are necessary aspects in the study of organizations; (2) goal identification and categorization can take many approaches; (3) complex organizations (such as educational institutions) should be concerned with identifying and categorizing institutional goals; and (4) although goals are abstract in concept, they can be classified and described in a variety of ways in order to facilitate planning and managing for institutions of higher education.

Bolin (1973:245-7) discusses the six criteria he feels are necessary in establishing workable and palatable goals. He strongly argues that educational organizations should examine their goals with respect to these six criteria, or that they at least pay close attention to them when developing goal statements for the organization. Bolin's six criteria for workable goals are as follows:

1. compatibility (unity and agreement)
2. attainability (are they realistic)
3. intelligibility (is a specific behavior or level of achievement clearly identified)

4. acceptability (how will it be received by the staff)
5. measurability (how will achievement be measured)
6. accountability (who is responsible for follow-up)

Bolin (1973) views goals as the foundation for intelligent planning in educational institutions and as targets toward which the institution may direct itself. His views support the preponderance of writing about and research on goals as discussed in this chapter. However, Bolin is one of few who has made an attempt to establish goal criteria upon which measurement can be attempted.

In his book *The American College*, Nevitt Sanford (1962:243) emphasized that:

. . . objectives can be studied . . . that goals ought to be the objects of continuing study . . . it is one of our tasks to study goals, discovering what we can do about them . . . their origins and means through which they may be reached and their consequences measured . . . and who has what desires in what times and in what circumstances.

Sanford's hopes have been only partially fulfilled. There has been little research by social scientists on the topic of higher education purposes. That which has been done has dealt chiefly with college goals as they are perceived by different groups, with little or no attention given to (1) real or operative goals, or (2) the origin and consequences of institutional goals. Two recent exceptions are noted as Martin (1969) and Keeton and Hilberry (1969), in which the authors give historical perspective to the philosophy and goals of each of the institutions studied.

The work of Edward Gross and Paul Grambsch (1968) stands as one of the most important and significant empirical works in examining the nature and structure of university goals--goals as they existed in 1964 in the minds of faculty and administrators at sixty-eight non-denominational Ph. D. granting universities in the country. Gross and Grambsch used a forty-seven item goal statement inventory dealing with output goals and support goals. Using a ranking of "is" and "should be" levels of priority, the respondents rated the various goals in terms of importance. Generally, differences between faculty and administrator rankings were small, but "is" and "should be" ratings of perceptions varied substantially (Peterson, 1971).

In a second study, a group from the Bureau of Applied Social Research of Columbia University used a form containing sixty-four goal statements. These forms were distributed to the academic dean of every college in the country. Deans indicated to what extent their college "emphasized" each goal. The basic results were somewhat simplistic: that different goals existed for different types of institutions (Nash, 1968).

In his questionnaire and interview study of institutional character in eight colleges and universities, Warren Martin (1969) found that generally little serious concern existed about institutional goals. However, it was noted that there were substantial differences in institutional goal concerns between the newer, more innovative colleges and the older, more conventional institutions.

Martin presented reasons for lack of interest in institutional goals on the campuses as: (1) preoccupation with professional guilds among the faculty; (2) preoccupation with day-to-day problems and pressures; and (3) feelings of futility about ever achieving real closure regarding institutional goals.

A host of different strategies has been used by colleges seeking to clarify, define, or redefine their goals. Three patterns of goal determination are identified in the literature: (1) by fiat (arbitrary determination by a higher authority); (2) by committee (group clarification process used excessively in education); and (3) by survey (drawing upon participation and rationality of group members in a long-range planning activity) (Peterson, 1971).

Institutional goal determination has two end-products: identification of goals and establishment of priorities among the goals. An institution's "goal structure"--its rank ordering of goals--can be said to be determined when some level of consensus has been reached through a process that is democratic and participatory. The goal determination process must be regarded universally on campus as fair, if the resulting goal structure is to have legitimacy and if it is to be accepted as morally proper in the college community (Mendleson, 1967; March and Simon, 1958; Morphet, 1974; Myers, 1974; Scharr, 1970; Peterson, 1971).

Consistently throughout the literature appears a serious concern for identifying, establishing, refining, and implementing goals in

higher education (Baldrige, 1971; Barzun, 1968; Chickering, 1968 and 1970; Cohen, 1969). The Educational Testing Service, in response to the evolving goal-intensive direction of educational management, developed the "Institutional Goals Inventory" (Uhl and Peterson, 1975), to provide an instrument for surveying the perceptions of college staff and students for determining what the goals of the institution should be. The instrument has also been used for determining the extent to which the various groups (faculty, administration, students, boards, community) agree or disagree on the institutional goals and their priorities.

Goal investigation became important in response to the need for diverse colleges to articulate their unique values and goals in ways meaningful to their constituencies and other supporters (Myers, 1974; Nash, 1968; Niblett, 1970; Perrow, 1972b; Reisman, 1969; Rourke, 1966). Simon (1964) and Gross (1968) made important contributions to goal study by suggesting that (1) an organization may pursue a multiple number of goals simultaneously and (2) that organizational goals are usually distinct but related to individual goals and motives.

An extremely comprehensive formulation of college and university goals was recently developed by Farmer and Richman (1974). This study followed work previously done by Gross and Grambsch (1968), Baldrige (1971), Peterson (1973), and Cohen and March (1974). A list of thirty-one goals was developed that identified goals as pursued by higher educational institutions. Farmer and Richman's

goals were categorized by five areas dealing primarily with results, outcomes, or outputs of institutions, rather than drawing a distinction between outcome or process goals (Berghaus, 1976).

Farmer and Richman's system utilized the five categories for grouping goals as: (1) program goals; (2) student impact goals; (3) faculty oriented goals; (4) institution and administration goals; and (5) goals related to the outside world. Goal research had moved into a more scientific realm, with efforts being made to more aptly quantify what goals were and how they affected the institution and the staffs of those institutions.

Peterson (1971) identified what he felt to be the three most practical goals in higher education: (1) to provide a basis for policy development; (2) to provide a general framework for decision-making; and (3) to provide a basis for institutional planning. Other uses for goals in organizations can be summarized as follows: (1) as a device to facilitate communication; (2) as a set of guidelines which assist in focusing attention upon internal organizational activity; and (3) for the purpose of setting patterns of organizational authority, channels of internal communication and decision-making. (Berghaus, 1976; Etzioni, 1964; Kast and Rosenzweig, 1970; Peterson, 1973; Perrow, 1972b).

As previously noted in the earlier sections of this review, educational organizations have utilized many of the developing management theories and practices in order to more effectively

coordinate and direct activities. One of the most popular techniques is Management by Objectives (MBO). This process is a systems approach to managerial leadership and facilitation and can be of substantial benefit to organizations because it helps solve key problems in organizational administration. MBO accomplishes the following (when utilized and implemented properly): (1) defines what is expected by specifying objectives; (2) elicits teamwork by identifying common goals; (3) programs work by setting terminal dates for tasks; (4) recognizes progress by measuring accomplishments; (5) administers salaries by measuring merit and performance; and (6) assesses promotability by identifying leadership potential and performance (Mansergh, 1971).

Because today's college administrators must find an acceptable balance between educational desirability, economic feasibility, political expediency, social relevancy, and philosophical defensibility, many have turned to Management by Objectives (MBO) which coordinates management activities with institutional goals (Carpenter, 1973). MBO is concerned with the identification of institutional and organizational goals, the definition of administrative staff role responsibilities, the establishment of the objectives or necessary conditions for achieving these role responsibilities and institutional goals, and the use of these objectives in operating a college and in measuring each administrator's effectiveness and efficiency. (Carpenter, 1973).

There is little disagreement in the literature with respect to the *need* for goal identification and delineation. Gleazer emphasizes the importance of goals in his *Project Focus* study (1973), and Bushnell (1973) suggests that a college should periodically assess its present and desired goals in an attempt to identify any existing or potential areas of incongruence within the organization.

The problem is one of institutional diversity and uniqueness which does not lend itself to a "standard" procedure for assessing goals. The general consensus is one of need for goal clarification for the purpose of unifying and solidifying the institution with respect to its goals and purposes.

DEVELOPMENT OF COMMUNITY COLLEGE GOALS

Historically, community-junior colleges emerged as institutions of higher education through the separation of the upper and lower divisions of the university. William Rainey Harper separated the University of Chicago into the Academic College and the University College (first and second two years respectively). Community college development was marked by rapid growth as it provided access to higher education for those individuals who did not meet the four-year college or university criteria for admittance, and for those who did not wish to pursue education in those institutions (Campbell, 1930; Eells, 1931; Fields, 1962; Koos, 1925; Monroe, 1972).

Other influences contributed to the rapid growth of community

colleges in the United States. Among these factors were: (1) inclusion of high school values and goals in community college philosophy; (2) larger numbers of people completing high school; (3) increased costs of higher education; and (4) distance of travel to college (Thornton, 1966; Monroe, 1972).

As the community-junior colleges developed through the decades since 1900, their scope and area of responsibility broadened. Lange, of the University of California, emphasized that community-junior colleges should become involved in vocational education as well as continue their work in college-transfer education. Federal support came through the Smith-Hughes Act and other vocational education legislation in the late 1920's, which added impetus to the movement (Bogue, 1950; Brick, 1964; Fields, 1962; Thornton, 1966).

As institutions became broader in scope and greater in size, educators began to take interest in the "purposes and goals" of these colleges. Koos (1925) described twenty-one purposes of community-junior colleges and Campbell (1930) produced a list of the thirty-five most frequently mentioned junior college purposes (based upon 343 junior college catalogs). At a later date, Eells (1931) provided a description of junior college functions.

Each of these developments appeared to be progressing toward identifying and stating community college multiple goals. With economic conditions changing rapidly, greater concern was being directed toward increased educational levels for individuals. After

World War II, the returning veterans were eager for education and caused an influx to the community colleges. Student counseling and guidance became a major factor and function of the community colleges. The government became increasingly interested in national higher education and within this interest was a concern for community colleges (Fields, 1962).

President Truman established the Commission on Higher Education to study and recommend national goals for higher education (U. S. President's Commission on Higher Education, 1947). In response to Truman's mandate, several studies emerged: Bogue (1950) characterized the basic functions of the community college; Medsker and Tillery (1960), Fields (1962), and others supported Bogue. Fields (1962) described the essential characteristics of community colleges as: (1) democratic; (2) comprehensive; (3) community centered; (4) providing life-long learning; and (5) adaptable (Berghaus, 1976).

By the 1960's, a wide variety of clients were supporting the community college movement as students. Bushnell (1973), through his *Project Focus* study, surveyed goal perceptions of community college students, faculty, and presidents. These ratings were based upon how much emphasis was being placed on the goal at the institution at the present time. They also demonstrated the emphasis that should be placed on the goal in the coming decade. Due to the significance of this study in the literature, a brief summary

of the ratings is included as Appendix B. The *Project Focus* study is a current and comprehensive national report of community college goals and relevant priorities, as perceived by community college constituents (Berghaus, 1976).

By the end of the 1970's, the public community colleges will have become the institutions in which a majority of high school graduates will enroll for their first two years of college. By 1980, it is predicted that three-fourths of all college freshmen will be in community colleges (Cross, 1974; Gleazer, 1973; Monroe, 1972).

Between 1968 and 1980, the number of college-age youths is expected to increase by three million. Costs in the same period are expected to increase from almost twenty billion dollars in 1968 to over forty billion dollars by 1980 (Bushnell, 1973; Gleazer, 1973; Keeton, 1969; Monroe, 1972).

The community college movement is a relative young and vital element in higher education that is being readily recognized and accepted by the public. However, although community colleges apparently face a bright future, growth will be accompanied by difficult problems, the two most difficult being (1) what the community college *ought* to be and (2) how it is to be supported (Monroe, 1972).

K. Patricia Cross states, in her article "What Do We Know About the Goals of Community Colleges?" published in the April, 1974

issue of the *Community and Junior College Journal*, that so much has been written and said about the mission of community colleges that it has become stereotyped. In support of Peterson's (1971, 1973) national studies and his state-wide study of California institutions of higher education (including the community colleges), she emphasizes the need for data on community college goals. However, Cross' most critical statement regarding local institutions is most pertinent to this study (Cross, 1974:35):

Even more important than national data is local information about goals and priorities. Where are the gaps between what people think should be emphasized and what they think is being emphasized?

Cross further states that:

. . . the questions can be answered only through a systematic study of goal priorities. With professionally developed instruments and data analysis talent available to colleges, there should be little excuse for not pursuing the task.

DEVELOPMENT OF COMMUNITY COLLEGE GOALS IN VIRGINIA

The Virginia State Council of Higher Education authorized the first major study on the potentiality of public two-year colleges in Virginia during the 1950's. This authorization resulted from a mandate by the Virginia General Assembly to promote the development of a coordinated system of higher education (Vaughan, 1971).

The study was directed by S. V. Martorana and titled *Needs, Policies, and Plans for Two-Year Colleges in Virginia* (State Council of Higher Education, 1959). Martorana's major conclusion was that there existed gaps in the state's system of higher education relative to student access to institutions of higher learning. The study group pointed out that a decentralized system of two-year colleges would not only broaden the opportunities for higher education of citizens, but would also be economical for the state and for the student (Vaughan, 1971; Berghaus, 1976).

Further recommendations from the study concerned the urge for the colleges to be comprehensive in nature and to have a commitment to serve the community (State Council of Higher Education, 1959). The Martorana study also recommended that program offerings should include: (1) college transfer education; (2) occupational-technical education; (3) adult education; (4) community service activities; and (5) emphasis upon guidance and counseling services (State Council of Higher Education, 1959; Vaughan, 1971).

This major research was not used as a basis for establishing a state-wide network of community colleges at that time. However, in 1962 the General Assembly created a Commission on Vocational and Technical Education directed by D. French Slaughter. This commission was to make a study and recommend a course of action for improving vocational education and technical education in public, post-secondary institutions of the state. Among the recommendations

to expand existing vocational schools in the state was a major recommendation that Virginia consider meeting a broader range of post-high school educational needs through a system of comprehensive community colleges (Berghaus, 1976; Vaughan, 1971).

Concurrently, other events were taking place that helped to support the growing interest in the community college area. The Chamber of Commerce of Virginia conducted a state-wide survey that identified increasing interest in and demand for a program of post-high school education. Also, the Southern Regional Education Board, through its Commission on Goals for Higher Education in the South, recommended that each member state develop a strong system of two-year community colleges, based on the belief that they (1) were economical for both students and taxpayers, and (2) were designed to be responsive to local needs.

Governor Harrison supported the movement in speaking about higher education as promising a means of meeting the educational needs of the state while avoiding the development of large universities (Vaughan, 1971; Russell, 1965). As previously noted, the 1963 Slaughter Commission had recommended that Virginia should consider meeting educational needs through a system of comprehensive community colleges. The 1964 Virginia General Assembly made provision for the appointment of the Virginia Higher Education Study Commission. The commission concluded in its report to the 1965

Virginia General Assembly that the most urgent need in Virginia's program of higher education was the development of a comprehensive community college system (Vaughan, 1971; Russell, 1965; Berghaus, 1976).

As a result, the 1966 Virginia General Assembly passed enabling legislation for the establishment of a state-wide system of publicly supported community colleges. Legislation that had created the Department of Technical Education and the State Board for Technical Education was subsequently repealed.

Governor Mills Godwin, in his 1966 policy address to the Virginia General Assembly, defined the comprehensive community college as follows (Godwin, 1966):

1. It is a varied and flexible institution, tailored to community needs and designed to serve every citizen within commuting distance.
2. It offers universal admission to high school graduates, weighs their potential through extensive guidance and testing, and directs them to their proper field of study.
3. It relieves the pressure on our four-year resident institutions at a fraction of their cost per student.
4. It substitutes informed choice for the guesswork that so often selects a college for the high school graduate.
5. It minimizes the heartache and provides new opportunity for the amazing number of four-year college freshmen who are unable to

complete their first year, despite the best admission machinery.

6. It offers a second chance to high school graduates who have been refused admittance to the college of their choice, as well as to those who would have little chance of enrolling in any four year college.

The proposed master plan for the state-wide system of community colleges was published in January of 1967. The plan, prepared under the direction of consultant Eric Rhodes, called for the establishment of twenty-two colleges across the state. This would put one within commuting distance of every citizen in the state (Rhodes, 1967; Vaughan, 1971).

In April, 1976, the Virginia Community College System will have been in operation ten years. Although the comprehensive community college system concept was tardy in reaching Virginia, once it became accepted there occurred rapid, dramatic, and extensive growth (Vaughan, 1971). The ten years following the inception and implementation of the community college system have been marked by reasonably available financial resources to assist in developing the system. By 1975, most of the colleges proposed in Rhodes (1967) master plan for the state were in operation.

With economic pressures placing excessive burdens on the state and with demands for accountability being heard throughout the legislature, in 1975 the Virginia Community College System (VCCS)

responded by developing a plan for implementing a Management by Objectives (MBO) plan in the community colleges. The facilitating group to achieve this MBO plan was the VCCS Task Force on Management by Objectives. The group was appointed by Dr. Dana Hamel, Chancellor of the VCCS. By January of 1976, the VCCS Task Force had compiled and refined a preliminary list of the VCCS goals and objectives. This list represented a major, system-wide attempt to amplify and clarify the original mission statement mandated by the 1966 Virginia General Assembly. It became evident that goal-direction, goal-setting, and goal-consensus for the purpose of unifying the twenty-three Virginia community colleges was important throughout the state.

The forty-eight original goals developed by the VCCS Task Force were revised in January, 1976 to forty-two goal statements for the system. These goal statements were categorized into two basic areas: Educational Program Goals and Operational Goals. Appendix A provides the VCCS Mission Statement and Task Force on Management by Objectives goals.

In analyzing this list, it is apparent that in some instances the same or similar goals were used to convey a single intent, but at the same time, refer to different groups of people. Seemingly the effort was to identify the same or similar goals for the various segments of the system.

With the development of the VCCS Task Force on Management by Objectives goals for the system, the impetus for unification and

consolidation of direction for community colleges goals was established. These goals reiterate the basic mission of the system and are apparently designed to draw the attention of community college administrators to the original purposes and objectives of the system.

As has been reviewed in the literature, goals have consistently been of interest to organizations and educational institutions as management theory and practice developed. Goals have taken many directions and have received varying degrees of attention between and among institutions. However, basic to the entire gamut of goal examination, there exists a fundamental concern for goal congruence. This concern is conceivably predicated upon the belief that through consensus within the organization upon goals, the functions of the organization will be greatly enhanced toward success of purpose.

With the development of the VCCS Task Force goals, it becomes evident that Virginia is directing the attention of its community college staffs to goal consensus. As discussed in the literature review relative to organizations, a mere statement of goals may not be sufficient to inculcate them within the organization. There are many factors that come to bear upon the achievement of goals. Most critical are those factors relative to the differences between and among individuals and their perceptions of goal priority versus their own personal objectives within the organization (Cross, 1974; Getzels, Lipham and Campbell, 1968; Davis, 1951).

This literature review was so designed to develop the concepts of management and organizational socialization relative to goals, in order to support the need for further examination of the degree of congruence or dissonance that surrounds goal implementation within an organization

CHAPTER SUMMARY

Throughout the literature evolved a major concern for identifying, clarifying, establishing and implementing goals for organizations. This concern centered about the necessity for agreement among organizational members as to what the goals of the organization are and how to achieve the greatest measure of success in attaining them.

The review of the literature was divided into five sections: Development of Management Theory, Educational Theory and Socialization, Goals in Higher Education, Development of Community College Goals, and Development of Community College Goals in Virginia.

Management theory evolved from the classical era (scientific management) through the human relations era to the modern era of administration. The role and importance of the individual in organizations was examined, together with the conflicts that emerge in complex organizations. Underlying the examination of organizations and educational theory, many of the same concerns inherent in the development of management theory were evident.

A major concern for goal congruence was identified in the literature review, which supports the need for additional research in the realm of goals in organizations. Most crucial to the development of organizational effectiveness is the need for eliminating goal displacement and dissonance among the members of the organization.

A variety of studies on goal identification and examination were reported. However, most of these studies were conducted for the purpose of identifying goals. Little research was discovered that dealt with either: (1) identifying goal congruence or dissonance after an organization had been operating under basic purposes for several years, or (2) identifying goal congruence or dissonance after goal statements had been mandated from a higher central authority.

The literature search revealed a dearth in research on examining goal priorities in educational institutions as related to re-establishing original purposes through Management by Objectives goal statements. In the review of community college goal research, only a few studies were identified and reported that dealt with goals within institutions. Again, the impetus was agreement upon the necessity of goals and that goals should be addressed by the management of the institutions. However, other than goal identification studies carried out in conjunction with Educational Testing Service and/or using the ETS "Institutional Goals Inventory" very little was found.

As a result of the penurious amount of research specific to this study, it was concluded that a void existed in the area of community

college goal research. The literature search did not produce a study that addressed the status of goal priority perceptions with respect to identified, developed, and distributed community college goals through a State Department of Community Colleges. Additionally, the literature review did not produce evidence of community college goal research with respect to the degree of goal dissonance or congruence that existed after a system-wide goal development process occurred throughout a state community college system.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to determine whether congruence or dissonance existed with respect to institutional goal priority perceptions regarding the Virginia Community College System Task Force Management by Objectives goals, as perceived by administrators of multi-campus community colleges in Virginia. Administrators of multi-campus Virginia community colleges were identified as those having college-wide (central office) responsibility with influence affecting all campuses of the institution and those having campus responsibility with influence being confined to one campus of a multi-campus institution.

Undergirding theoretical considerations and a review of the literature were presented in the preceding chapter. In this chapter, the design, methods, and techniques to be used are described. The definition and delineation of the population, the research instrument, the dependent and independent variables, the procedures for collection of data, and the methods of data analysis are included.

DESIGN OF THE STUDY

Kerlinger (1973:379) has defined *ex post facto* research as:

. . . systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable.

The characteristic of non-control over independent variables contributes to the description of this study as *ex post facto* research. However, the primary design of this study is that of survey research. Kerlinger (1973:410) defines this method of research as:

. . . that method of research which studies large and small populations or universes by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and interrelations of sociological and psychological variables.

In order to facilitate the analysis of data for this research design, the analysis of variance approach was selected. In its simplest form the analysis of variance is used "to test the significance of the differences between means of a number of different populations." (Ferguson, 1971:208). The problem of testing the significance of the differences between a number of means results from "experiments designed to study the variation in a dependent variable with variation in an independent variable" (Ferguson 1971:209).

Ferguson points out that there are three basic assumptions in the application of the analysis of variance: "(1) that distribution of the dependent variable in the population from which the samples are drawn is normal; (2) that the variances in the populations from which the samples are drawn are equal (homogeneity of variance); and (3) that the effects of various factors on the total variation are additive as distinct from multiplicative" (Ferguson 1971:219).

The advantage to using the analysis of variance is that reasonable departures from the assumptions of normality and homogeneity may occur

without "seriously affecting the validity of the inferences drawn from the data." (Ferguson 1971:220).

The multivariate analysis of variance was utilized in the data analysis due to the varying range of cell sizes in terms of numbers of responses among the administrative units (central offices and campus administrative groups) for the multi-campus Virginia community colleges. Table 2, page 8, demonstrates the discrepancies in the N for each group studied.

The factorial designs supporting the eight hypotheses ranged from a two by eleven (central office and campus administrators against the eleven goal statements) to a six by eleven (central office and five campus groups against the eleven goal statements) for this study. Figures 1-8 demonstrate the eight factorial designs utilized.

POPULATION

College-wide and campus administrators employed on a full-time basis in the Virginia Community College System (VCCS) at the five multi-campus institutions comprised the population for this investigation. Using the *1975-76 Directory of Administrative Officers in the Virginia Community College System*, the multi-campus colleges were identified together with their respective college-wide (central office) and campus administrative groups representing 171 individuals.

The population for this study was constructed of community college administrators for three basic reasons:

Administrators	Goal Statements 1 - 11
All College-Wide Administrators N = 33	*
All Campus Administrators N = 135	*

*Cell scores: Discrepancy between \bar{x} is score and \bar{x} should be score

Figure 1

Factorial Design 2 x 11
 All College-Wide Administrators versus
 All Campus Administrators
 Hypothesis Number One

Administrators	Goal Statements 1 - 11
College-Wide (Central Office) Administrators N = 4	*
Campus Administrators Downtown N = 10	*
Campus Administrators Parham Road N = 13	*

*Cell scores: Discrepancy between \bar{x} is score and \bar{x} should be score

Figure 2

Factorial Design 3 x 11
College-Wide Administrators versus Campus Administrators
J. Sargeant Reynolds Community College
Hypothesis Number Two

Administrators	Goal Statements 1 - 11
College-Wide (Central Office) N = 12	*
Alexandria Campus N = 16	*
Annandale Campus N = 18	*
Loudoun Campus N = 7	*
Manassas Campus N = 7	*
Woodbridge Campus N = 7	*

*Cell scores: Discrepancy between \bar{x} is score and \bar{x} should be score

Figure 3

Factorial Design 6 x 11
 College-Wide Administrators versus Campus Administrators
 Northern Virginia Community College
 Hypothesis Number Three

Administrators	Goal Statements 1 - 11
College-Wide (Central Office) N = 5	*
North Campus N = 3	*
South Campus N = 4	*

*Cell scores: Discrepancy between \bar{x} is score and \bar{x} should be score.

Figure 4

Factorial Design 3 x 11
 College-Wide Administrators versus Campus Administrators
 Rappahannock Community College
 Hypothesis Number Four

Administrators	Goal Statements 1 - 11
College-Wide (Central Office) N = 5	*
Christanna Campus N = 6	*
John H. Daniel Campus N = 6	*

*Cell scores: Discrepancy between \bar{x} is score and \bar{x} should be score

Figure 5

Factorial Design 3 x 11
 College-Wide Administrators versus Campus Administrators
 Southside Virginia Community College
 Hypothesis Number 5

Administrators	Goal Statements 1 - 11
College-Wide (Central Office) N = 7	*
Chesapeake Campus N = 7	*
Frederick Campus N = 14	*
Virginia Beach Campus N = 17	*

*Cell scores: Discrepancy between \bar{x} is score and \bar{x} should be score

Figure 6

Factorial Design 4 x 11
 College-Wide Administrators versus Campus Administrators
 Tidewater Community College
 Hypothesis Number Six

College-Wide (Central Office) Administrators	Goal Statements 1 - 11
J. Sargeant Reynolds N = 4	*
Northern Virginia N = 12	*
Rappahannock N = 5	*
Southside Virginia N = 5	*
Tidewater N = 7	*

*Cell scores: Discrepancy between \bar{x} is score and \bar{x} should be score

Figure 7

Factorial Design 5 x 11
 College-Wide (Central Office) Administrators
 Five Multi-Campus Community Colleges
 Hypothesis Number Seven

Campus Administrators Pooled by College	Goal Statements 1 - 11
J. Sargeant Reynolds N = 23	*
Northern Virginia N = 55	*
Rappahannock N = 7	*
Southside Virginia N = 12	*
Tidewater N = 38	*

*Cell scores: Discrepancy between \bar{x} is score and \bar{x} should be score

Figure 8

Factorial Design 5 x 11
 Campus Administrators Pooled by College
 Five Multi-Campus Community Colleges
 Hypothesis Number Eight

1. Administrators were the focal point of beginning a Management by Objectives plan for the Virginia Community College System (VCCS) in that they represented the fulcrum from which specific objectives would be formulated for each college over the next two years.

2. Administrators were the college personnel who would implement the VCCS Task Force Management by Objectives goals throughout the community college system of Virginia.

3. The other segments of the college (faculty, classified personnel, students, local boards) were not currently involved to a degree that would provide valid study data for this research (as the VCCS goals were only recently distributed for implementation in January 1976).

In an effort to be as accurate as possible in identifying the most current status of each individual administrative position in the population, telephone calls were placed to the five multi-campus Virginia community colleges to verify and correct the directory listings. Based on the current directory information and the verification calls, the population of administrators for the five multi-campus Virginia community colleges was 171 persons. Table 2, page 8 provides a composite of the population for this study.

THE RESEARCH INSTRUMENT

The data collection instrument for this survey was developed through a factor analysis of the 42 Virginia Community College System Management by Objectives goals (Appendix A). These goals represent

the Virginia Community College System's effort to unify and solidify goal-setting and to establish goal consistency among the twenty-three institutions that comprise the system.

In developing the final survey instrument, an initial test/retest was conducted utilizing a survey form containing each of the 42 VCCS goals (Appendix C). The test/retest was conducted on a group of Virginia community college administrators and other selected community college professionals to establish reliability of the goal statements for utilization in the final survey of the five multi-campus Virginia community colleges. The test/retest group had an *N* of forty-two respondents. Individuals were not included in the test/retest if they would be respondents in the actual data collection on the final survey instrument to be used for the five multi-campus Virginia community colleges.

The test/retest group consisted of New River Community College (Dublin, Virginia) administrators. New River Community College is a single-campus community college of the VCCS in the Southwestern area of Virginia. Additional members of the test group were Virginia Polytechnic Institute and State University Community College Program Area faculty and graduate students with prior experience in the community college educational system.

The test group received the initial 42 item goal statement survey by mail in February, 1976. They were asked to respond to each of the items on the first test of the instrument. A one-week return date was established. The return response for this initial test was 100 percent.

Initial test survey forms were coded for follow-up purposes and a tally was kept as each form and computer response sheet was received. With the exception of New River Community College respondents, all other participants received stamped, addressed envelopes for return of the survey. New River Community College respondents returned their surveys and computer sheets to the Office of the President and they were subsequently forwarded to the researcher.

In March, 1976, the same group of community college professionals received an identical second copy of the survey instrument. Instructions for return and methodology for completing the test were identical in each administration of the survey instrument. Respondents were asked to return the survey within one week of receipt. After a few follow-up calls, the response for the second administration of the test survey was 100 percent.

Respondents were encouraged to comment upon the design, appearance, instructions, and content of the survey test form in an effort to clarify any misleading instructions or methodology in the administration of the survey. The primary responses were favorable on the instrument design and the clarity of instructions. The few responses regarding the goal statements themselves remarked as to a tendency toward ambiguity and generality as the goal statements were written and distributed by the VCCS Task Force on Management by Objectives.

The test/retest survey instrument was responded to on a Virginia Polytechnic Institute and State University computer scoring sheet to

facilitate rapid analysis of data. This form is included as the last page of Appendix C. Respondents were asked to indicate the priority of importance of VCCS institutional goals as they were perceived at the present time ("is" response) and to indicate the priority of importance of institutional goals as they "should be" in the future. The scale for each response was as follows:

0/5	of no importance	0=is; 5=should be
1/6	of low importance	1=is; 6=should be
2/7	of medium importance	2=is; 7=should be
3/8	of high importance	3=is; 8=should be
4/9	of extremely high importance	4=is; 9=should be

Extreme care was taken to insure that the exact respondents were coded identically in each administration of the survey test instrument in order to protect the integrity of the test/retest situation and to provide same-group data for the eventual correlation and factor analysis tests to develop the final survey instrument.

Upon return of each survey form and computer scoring sheet, each was checked for accuracy and completeness. There were no omissions on any survey instrument computer scoring sheet. The computer scoring sheets were coded only to identify which administration of the test/retest was being conducted: 0 indicated the first test and 1 indicated the retest. Test/retest forms were kept separately to avoid an inadvertent data mix.

Once all computer scoring sheets were returned, the two data groups were processed through the optical scanner at the Virginia Polytechnic Institute and State University Computing Center adjunct facility of the College of Education. The data set was decoded for utilization with the Statistical Analysis System (SAS) correlation coefficients and factor analysis programs.

In order to establish the reliability of the instrument, correlation coefficients were computed using the SAS program developed by Anthony James Barr and James Howard Goodnight of the Department of Statistics, North Carolina State University, Raleigh, North Carolina.

The correlation coefficients for both the IS and SHOULD BE responses on the initial test group, together with the correlation coefficients for both IS and SHOULD BE responses for the retest group are presented in Table 3. The initial test group is identified by "PreSumIS, PreSumSB, and PreSum D," whereas the retest group is identified by "SumIS, SumSB, and SumD" designations.

The following explanations provide the framework for analyzing the designations in the test/retest correlation coefficient table.

PreSumIS	Sum of "is" responses
PreSumSB	Sum of "should be" responses
PreSumD	Sum of discrepancy scores

The discrepancy scores used in the data analysis are derived by subtracting the \bar{x} "is" score from the \bar{x} "should be" score per cell.

Table 3
CORRELATION COEFFICIENTS ON TEST/RETEST
FOR 42 VCCS GOAL STATEMENTS

N = 42

	SUMIS	SUMSB	SUMD	PRESUMIS	PRESUMSB	PRESUMD
SUMIS	1.00000	0.315463	-0.731662	0.988421*	0.316698	-0.727355
	0.0000	0.0395	0.0001	0.0001	0.0387	0.0001
SUMSB	0.315463	1.000000	0.416048	0.308827	0.988483*	0.400460
	0.0395	0.0000	0.0062	0.0440	0.0001	0.0085
SUMD	-0.731662	0.416048	1.000000	-0.725333	0.406592	0.984675*
	0.0001	0.0062	0.0000	0.0001	0.0075	0.0001
PRESUMIS	0.988421*	0.308827	-0.725333	1.000000	0.311838	-0.741924
	0.0001	0.0440	0.0001	0.0000	0.0419	0.0001
PRESUMSB	0.316698	0.988483*	0.406592	0.311838	1.000000	0.405691
	0.0387	0.0001	0.0075	0.0419	0.0000	0.0076
PRESUMD	-0.727355	0.400460	0.984675*	-0.741924	0.405691	1.000000
	0.0001	0.0085	0.0001	0.0001	0.0076	0.0000

*CORRELATIONS AT .98

SUMIS SUM OF IS RESPONSE RETEST GROUP
 SUMSB SUM OF SHOULD BE RESPONSE RETEST GROUP
 SUMD SUM OF DISCREPANCY RESPONSES BETWEEN IS AND SHOULD BE (SHOULD BE - IS)
 ON RETEST GROUP
 PRESUM SAME EXPLANATIONS AS SUM DATA BUT APPLIED TO PRE-TEST GROUP DATA

SumIS	Sum of "is" responses for retest group
SumSB	Sum of "should be" responses for retest group
SumD	Sum of discrepancy scores (\bar{x} "should be" score minus \bar{x} "is" score)

The derived correlation coefficients for the test/retest of the survey instrument provided the following coefficients in support of the reliability of the instrument:

PreSumIS/SumIS	.988421
PreSumSB/SumSB	.988483
PreSumD/SumD	.984675

The sums, means, minimum/maximum values, corrected SS, and standard deviations computed for the test/retest data groups on the VCCS 42 goal statements are presented in Table 4. The same designations for PreSum and Sum data apply as previously explained in this chapter.

The Statistical Analysis System (SAS) program was utilized to compute the factor analysis on the 42 item VCCS goal statement test/retest instrument. A summary of the factor loadings above .5 is presented in Table 5. The factor analysis produced eleven factors from which the final survey instrument was developed. Appendix D provides the final survey instrument as developed from the factor groupings. The final survey instrument consisted of eleven goal statements selected from the factors that emerged through the factor analysis. Table 5 presents the factor loadings with selected goal statements marked by an asterisk.

Table 4
 SUMS, MEANS, MINIMUM/MAXIMUM VALUES,
 CORRECTED SS, STANDARD DEVIATIONS ON
 TEST/RETEST DATA GROUPS FOR VCCS 42 GOAL STATEMENTS

	N	SUM	MEAN	MIN VALUE	MAX VALUE	CORRECTED SS	STANDARD DEV
SumIS	42	5956.00	141.80952381	95.00	204.00	22562.47619048	23.45856554
SumSB	42	7773.00	185.07142857	145.00	209.00	12678.78571429	17.58518342
SumD	42	1817.00	43.26190476	-3.00	102.00	24570.11904762	24.48001626
PreSumIS	42	5963.00	141.97619048	94.00	202.00	23098.97619048	23.73583079
PreSumSB	42	7768.00	184.95238095	142.00	209.00	12429.90476190	17.41173193
PreSumD	42	1805.00	42.97619048	-1.00	107.00	24960.97619048	24.67395990
SumIS	Sum of IS responses on retest group (post-test)						
SumSB	Sum of SHOULD BE responses on retest group (post-test)						
SumD	Sum of discrepancy score responses (Should Be - Is) on retest group (post-test)						
PreSumIS	Sum of IS responses on first test group (pre-test)						
PreSumSB	Sum of SHOULD BE responses on first test group (pre-test)						
PreSumD	Sum of discrepancy score responses (Should Be - Is) on first test group (pre-test)						

Table 5
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR ONE

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
*27	TO PROVIDE EVALUATION AND RETENTION POLICIES INCLUDING APPROPRIATE SALARIES AND BENEFITS RELATED THERETO.	.84465	.83300
22	TO DEVELOP PROGRAMS OF EVALUATION AND RETENTION INCLUDING APPROPRIATE SALARIES AND BENEFITS RELATED THERETO.	.80677	.81048
26	TO PROVIDE A PROGRAM OF DEVELOPMENT TO MAINTAIN AND IMPROVE THE COMPETENCIES OF THE MEMBERS OF THE SUPPORT STAFF.	.62187	.83207
24	TO DEFEND ACADEMIC FREEDOM AND DUE PROCESS AND PROTECT FACULTY FROM ARBITRARY ADMINISTRATIVE ACTIONS AND UNDUE OUTSIDE PRESSURES.	.62131	.81219
21	TO PROVIDE A PROGRAM OF PROFESSIONAL DEVELOPMENT TO ASSURE THAT FACULTY MEMBERS ARE KEPT ABREAST OF THE LATEST DEVELOPMENTS IN THEIR RESPECTIVE DISCIPLINES, INSTRUCTIONAL METHODOLOGY, AND DEVELOPMENTS IN COMMUNITY COLLEGE EDUCATION.	.59652	.71595

*SELECTED GOAL STATEMENT

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR ONE
 (CONTINUED)

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
17	TO PROVIDE PROGRAMS OF EVALUATION AND RETENTION INCLUDING APPROPRIATE SALARIES AND BENEFITS.	.58214	.72833
25	TO DEFINE SYSTEM AND INSTITUTIONAL EXPECTATIONS FOR EACH MEMBER OF THE SUPPORT STAFF TO FACILITATE THE SELECTION OF INDIVIDUALS WHO ARE PROFESSIONALLY COMPETENT AND WHO HAVE GOALS CONSISTENT WITH THOSE OF THE SYSTEM AND THE COLLEGE.	.51732	.70781

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR TWO

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
37	TO DEVELOP LEARNING RESOURCES WHICH SUPPORT THE PROGRAMS OF THE COLLEGES.	.82876	.86314
8	TO OFFER SPECIAL TRAINING PROGRAMS WHERE SPECIFIC EMPLOYMENT OPPORTUNITIES ARE AVAILABLE IN NEW OR EXPANDING BUSINESSES, INDUSTRIES, AND PROFESSIONS.	.82604	.73993
38	TO PROMOTE AND ENCOURAGE THE UTILIZATION OF APPROPRIATE LEARNING RESOURCES BY STUDENTS, FACULTY, STAFF, AND THE GENERAL PUBLIC.	.75238	.82695
36	TO PROVIDE LEARNING RESOURCES FACILITIES AT EACH CAMPUS IN ORDER TO ASSIST IN CREATING AN EFFECTIVE LEARNING ENVIRONMENT.	.74480	.74821
7	TO OFFER STUDENT DEVELOPMENT SERVICES WHICH, THROUGH COUNSELING AND GUIDANCE, SHALL BE DESIGNED TO PRIMARILY ASSIST WITH DECISIONS REGARDING OCCUPATIONAL, EDUCATIONAL, AND PERSONAL GOALS, AND TO FACILITATE THEIR EDUCATIONAL PROGRESS.	.66805	.88770
*9	TO DEVELOP PROGRAMS, COURSES, AND SERVICES BASED ON THE ASSESSED NEEDS OF INDIVIDUALS AND THE NEEDS OF INDUSTRY, BUSINESS, PROFESSIONS AND GOVERNMENT IN THE COMMONWEALTH.	.54717	.65659

*SELECTED GOAL STATEMENT

Table 5 (continued)

ROTATED FACTOR MATRIX LOADINGS ABOVE .5
TEST/RETEST ON 42 GOAL STATEMENTS

FACTOR THREE

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
35	TO BE ACCOUNTABLE FOR THE UTILIZATION OF ALL FINANCIAL RESOURCES.	.79320	.76110
2	TO OFFER ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREE PROGRAMS DESIGNED TO PREPARE INDIVIDUALS FOR TRANSFER, AS UPPER-DIVISION STUDENTS, TO BACCALAUREATE DEGREE PROGRAMS IN FOUR-YEAR COLLEGES.	.76322	.73439
*13	TO ESTABLISH AN ORGANIZATIONAL STRUCTURE WITHIN EACH COMMUNITY COLLEGE WHICH PROVIDES FOR THE EFFECTIVE OPERATION OF THE COLLEGE AND IS FULLY DEFINED AND COMMITTED TO ALL COLLEGE PERSONNEL AND THE STATE BOARD.	.62159	.83201
20	TO DEFINE SYSTEM AND INSTITUTIONAL EXPECTATIONS FOR EACH MEMBER OF THE FACULTY TO FACILITATE THE SELECTION OF INDIVIDUALS WHO ARE PROFESSIONALLY COMPETENT AND WHO HAVE GOALS CONSISTENT WITH THOSE OF THE SYSTEM AND OF THE COLLEGE.	.60319	.76880

*SELECTED GOAL STATEMENT

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR THREE
 (CONTINUED)

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
# 28	TO PROTECT SUPPORT STAFF MEMBERS FROM ARBITRARY ADMINISTRATIVE ACTIONS AND UNDUE OUTSIDE PRESSURES.	.52443	.87577
19	TO PROVIDE PROTECTION FROM ARBITRARY ACTIONS BY SENIOR ADMINISTRATORS AND FROM UNDUE OUTSIDE PRESSURES.	.51396	.80276

* THIS GOAL LOADED ON TWO FACTORS AND WAS DISCARDED (FACTORS 3 AND 6).

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR FOUR

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
3	TO OFFER DIPLOMA AND CERTIFICATE PROGRAMS DESIGNED TO PREPARE INDIVIDUALS FOR CAREERS AS TECHNICIANS AND SKILLED WORKERS.	-.78504	.76561
*15	TO DEFINE SYSTEM AND INSTITUTIONAL EXPECTATIONS FOR EACH MEMBER OF THE MANAGEMENT TEAM TO FACILITATE THE SELECTION OF INDIVIDUALS WHO ARE PROFESSIONALLY COMPETENT AND WHO HAVE GOALS CONSISTENT WITH THOSE OF THE SYSTEM AND THE COLLEGE.	-.63310	.85483

* SELECTED GOAL STATEMENT

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR FIVE

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
*39	TO PROVIDE FACILITIES AND EQUIPMENT TO CREATE DESIRABLE LEARNING ENVIRONMENTS FOR THE SYSTEM'S PROGRAMS.	-.81998	.88286
40	TO MAINTAIN AND PROTECT FACILITIES AND EQUIPMENT SO AS TO ASSURE MAXIMUM BENEFIT FROM THEIR USE.	-.79570	.75437
33	TO ALLOCATE AVAILABLE FINANCIAL RESOURCES TO IMPLEMENT MOST EFFECTIVELY AND EFFICIENTLY THE EDUCATIONAL GOALS OF THE VIRGINIA COMMUNITY COLLEGE SYSTEM.	-.58580	.80400
32	TO PREPARE AND JUSTIFY BUDGET REQUESTS THAT ACCURATELY REFLECT THE NEEDS OF THE INDIVIDUAL COLLEGES AND THE SYSTEM.	-.52920	.80617

*SELECTED GOAL STATEMENT

Table 5 (continued)

ROTATED FACTOR MATRIX LOADINGS ABOVE .5
TEST/RETEST ON 42 GOAL STATEMENTS
FACTOR SIX

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
*31	TO DEVELOP RECRUITING PRACTICES THAT ENCOURAGE PERSONS FROM MINORITY GROUPS PRESENTLY UNDER-REPRESENTED IN THE MANAGEMENT, FACULTY, OR STAFF OF THE SYSTEM TO APPLY FOR POSITIONS FOR WHICH THEY ARE QUALIFIED.	.87793	.85822
29	TO PROVIDE EDUCATIONAL SERVICES TO ALL CITIZENS OF THE COMMONWEALTH WITHOUT REGARD TO RACE, SEX, NATIONAL ORIGIN, RELIGIOUS PREFERENCE, MARITAL STATUS, OR ANY OTHER MATTERS NOT DIRECTLY RELATED TO THE INDIVIDUAL'S ABILITY TO BENEFIT FROM THE EDUCATIONAL PROGRAM.	.67535	.75613
30	TO AVOID ANY DISCRIMINATION IN ITS EMPLOYMENT PRACTICES ON THE BASIS OF RACE, SEX, NATIONAL ORIGIN, RELIGIOUS PREFERENCE, MARITAL STATUS, OR ANY OTHER MATTER NOT DIRECTLY RELATED TO THE QUALIFICATIONS OF THE INDIVIDUAL TO PERFORM THE DUTIES OF THE JOB.	.67491	.84820
#28	TO PROTECT SUPPORT STAFF MEMBERS FROM ARBITRARY ADMINISTRATIVE ACTIONS AND UNDUE OUTSIDE PRESSURES.	.58861	.87557
4	TO OFFER DEVELOPMENTAL PROGRAMS DESIGNED TO ASSIST IN MEETING EDUCATIONAL REQUIREMENTS TO PREPARE THEM TO BENEFIT FROM OTHER INSTRUCTIONAL PROGRAMS.	.52549	.85195

*SELECTED GOAL STATEMENT

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR SEVEN

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
*14	TO DEFINE AN EFFECTIVE ORGANIZATIONAL STRUCTURE FOR THE VCCS AND CLEARLY COMMUNICATE IT TO ALL PERSONNEL.	.79264	.78311
41	TO ENCOURAGE APPROPRIATE UTILIZATION OF COLLEGE FACILITIES BY OUTSIDE AGENCIES AND COMMUNITY GROUPS.	.73063	.72409
10	TO OFFER PROGRAMS AND SERVICES AT THE LOWEST POSSIBLE COST IN ORDER NOT TO EXCLUDE CITIZENS OF THE COMMONWEALTH FROM NEEDED EDUCATIONAL OPPORTUNITIES DUE TO COSTS.	.59423	.85478

*SELECTED GOAL STATEMENT

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS

FACTOR EIGHT

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
*16	TO PROVIDE A PROGRAM OF PROFESSIONAL DEVELOPMENT TO PROVIDE FOR GROWTH AND DEVELOPMENT OF INDIVIDUALS COMPOSING THE MANAGEMENT TEAMS.	.71295	.70673
23	TO INVOLVE FACULTY IN THE DEVELOPMENT OF INSTITUTIONAL AND SYSTEM POLICIES AND PROCEDURES AND TO DEFINE CLEARLY THE SCOPE OF THEIR ROLE IN THIS AREA.	.64805	.74991

*SELECTED GOAL STATEMENT

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR NINE

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
*1	TO OFFER ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAMS TO PREPARE INDIVIDUALS FOR CAREERS AS TECHNICIANS AND PARAPROFESSIONAL WORKERS.	.87137	.90928

ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR TEN

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
*12	TO ESTABLISH AN EFFECTIVE ORGANIZATIONAL STRUCTURE IN THE STATE DEPARTMENT OF COMMUNITY COLLEGES WHICH SUPPORTS THE PROGRAMS OF THE SYSTEM AND THE COLLEGES.	.81499	.79824

*SELECTED GOAL STATEMENT

Table 5 (continued)
 ROTATED FACTOR MATRIX LOADINGS ABOVE .5
 TEST/RETEST ON 42 GOAL STATEMENTS
 FACTOR ELEVEN

QUESTION NUMBER	GOAL STATEMENT	LOADING	COMMUNALITY CHECK
*6	TO OFFER COMMUNITY SERVICES WHICH SHALL PROVIDE CULTURAL AND EDUCATIONAL OPPORTUNITIES WHICH ARE IN ADDITION TO OTHER PROGRAMS OF THE COLLEGE.	-.68677	.63426
5	TO OFFER CONTINUING EDUCATION PROGRAMS DESIGNED TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR INDIVIDUALS WHO WISH TO CONTINUE AND EXPAND THEIR LEARNING EXPERIENCES.	-.67055	.77284

*SELECTED GOAL STATEMENT

The factor analysis, conducted using the SAS computer program, produced eleven factors on a rotated factor matrix. Based upon the goal statements loading above .5 on each of the factors, the following factor category designations are presented below:

Factor One	Personnel Development Goals
Factor Two	Development of College Services
Factor Three	Expectations Toward Organizational Participation
Factor Four	Institutional Planning Goals
Factor Five	Physical/Fiscal Resources Goals
Factor Six	Equal Opportunity Goals
Factor Seven	Organizational Structure and Communication Goals
Factor Eight	Administrative Staff Development Goals
Factor Nine	Student Career Training Goals
Factor Ten	VCCS Organizational/Operational Goals
Factor Eleven	Community Services Goals

One goal statement per factor was selected to construct the final survey instrument, "The Virginia Community College System Goals Inventory," (Appendix D). The selection of the representative goal statement per factor was a subjective choice as is typical with each research factor analysis. The literature does not provide a citation to justify the selection of only the highest loaded factor per category. The goal statement selected was that statement which most generally represented the category of factor loadings.

In eight of the eleven categories, the highest loaded goal statement was selected. Two of those eight goal statements were the only goal statements that loaded above the .5 cutoff in the matrix for that factor (Factors Nine and Ten). Of the three factors where other than the highest loaded goal statement was chosen (Factors Two, Three and Four), the goal statement selected was that statement which appeared to be most representative of the group. Table 5 presents the factor loadings and communality checks for each group.

The final survey instrument was structured in a format identical to the test/retest instrument and was prepared for distribution to the 171 college-wide (central office) and campus administrators of the five multi-campus Virginia community colleges.

Although there were alternate survey instruments available for use in identifying goal perceptions in educational institutions (such as the Educational Testing Service "Institutional Goal Inventory"), it was decided that the development of an instrument specific to the State of Virginia and based upon the Virginia Community College System goals for Management by Objectives would be more relevant and pertinent to the research.

Reliability

The reliability of the final survey instrument was established through correlation coefficients reaching .98, based upon a test/retest of the VCCS 42 Management by Objectives goal statements.

Validity

The validity of the final survey instrument was supported by the

factor analysis which produced eleven factors similar to the original goal statement groupings for the VCCS Task Force on Management by Objectives (Appendix A).

However, the instrument's face validity was established by the fact that these 42 goal statements were specifically developed and distributed for the Virginia Community College System by the VCCS Task Force on Management by Objectives, under the direction of the Chancellor of the Virginia Community College System and the State Department of Community Colleges, for the purpose of unifying and solidifying the system's twenty-three community colleges with respect to goal congruence. It was assumed that the face validity of the items used was intact, as the VCCS goal statements on Management by Objectives were the sole source for analysis and the process of implementation of MBO had been initiated at all twenty-three Virginia community colleges, indicating a commitment to the task.

THE VARIABLES

Dependent Variables

The Virginia Community College System Goals Inventory was employed to identify the "is" and "should be" goal perceptions of college-wide and campus administrators at the five multi-campus community colleges in Virginia. Perceptions of levels of importance on eleven goal statements provided the discrepancy scores for this study. Therefore, the VCCS Goal Inventory as a measurement instrument is the dependent variable consisting of eleven items (goal statements). Appendix D provides the final survey form.

Independent Variables

The two groups of college-wide (central office) and campus administrators of the multi-campus Virginia community colleges were the independent variables in this investigation. These respondents existed as an intact group by category (college-wide and campus administrators) and defeated random assignment to groups for this study. The groups were not inherently manipulable as the administrators were previously assigned to positions of management at each institution which could be identified by two levels of college administration:

College-Wide (Central Office) Administrators

Those administrators whose area of responsibility, authority, and/or influence encompassed the entire college .

Campus Administrators

Those administrators whose area of responsibility, authority, and/or influence was confined to an individual campus of a multi-campus community college.

Table 6 presents a composite by college and administrative unit for each group representing the independent variables for this investigation.

NULL HYPOTHESES

The following null hypotheses were developed to test the research question:

TABLE 6

COLLEGE-WIDE AND CAMPUS ADMINISTRATORS
MULTI-CAMPUS VIRGINIA COMMUNITY COLLEGES

INSTITUTION AND ADMINISTRATIVE UNIT	NUMBER OF ADMINISTRATORS	
	COLLEGE-WIDE	CAMPUS
J. SARGEANT REYNOLDS		
CENTRAL OFFICE	4	
DOWNTOWN CAMPUS		10
PARHAM ROAD CAMPUS		13
NORTHERN VIRGINIA		
CENTRAL OFFICE	13	
ALEXANDRIA CAMPUS		16
ANNANDALE CAMPUS		19
LOUDOUN CAMPUS		7
MANASSAS CAMPUS		7
WOODBRIIDGE CAMPUS		8
RAPPAHANNOCK		
CENTRAL OFFICE	5	
NORTH CAMPUS		3
SOUTH CAMPUS		4
SOUTHSIDE VIRGINIA		
CENTRAL OFFICE	5	
CHRISTANNA CAMPUS		6
JOHN H. DANIEL CAMPUS		6
TIDEWATER		
CENTRAL OFFICE	7	
CHESAPEAKE CAMPUS		7
FREDERICK CAMPUS		14
VIRGINIA BEACH CAMPUS		17
TOTAL	34	137

No statistically significant differences will be found in the priority of institutional goal perceptions held by

- H₀₁ college-wide (central office) and campus administrators of the five multi-campus Virginia community colleges in an overall comparison.
- H₀₂ college-wide (central office) and campus administrators of J. Sargeant Reynolds Community College.
- H₀₃ college-wide (central office) and campus administrators of Northern Virginia Community College.
- H₀₄ college-wide (central office) and campus administrators of Rappahannock Community College.
- H₀₅ college-wide (central office) and campus administrators of Southside Virginia Community College.
- H₀₆ college-wide (central office) and campus administrators of Tidewater Community College.
- H₀₇ college-wide (central office) administrators of each of the five Virginia multi-campus community colleges when compared against each other.
- H₀₈ campus administrators of the five Virginia multi-campus community colleges when pooled by college as one group and compared against each other.

COLLECTION OF DATA

Prior to the distribution of the survey instrument in its final form on March 30, 1976, basic organizational activities took place. These activities are described below in order to provide background information regarding the distribution procedures used for this investigation.

1. Each president for each multi-campus Virginia community college was contacted for permission to conduct the study at his respective institution. Contacts were made by telephone with the exception of one instance when personal contact was possible. Agreement was obtained from each president for permission to conduct the investigation at his respective institution.

2. Each college was made aware that the study had been previously approved in February, 1976, by the Research and Information Committee of the Advisory Council of Presidents of the Virginia Community College System (Appendix E).

3. Each Secretary to the President for each participating college was subsequently contacted by telephone and the upcoming survey was discussed in depth with respect to intent, time constraints, and methodology of distribution and collection of data. Each secretary willingly agreed to assist in the survey.

4. An information sheet for distribution and collection of data was prepared (Appendix F) to clarify instructions for handling the

data collection process. A sample memorandum (Appendix G) was prepared for use by the President or Director of Institutional Research explaining the intent of the study and requesting that the college administrators complete the survey form. This memorandum would be prepared by the distributing office (President or Director of Institutional Research) at each college and included with the survey forms for each respondent. The survey was coordinated through the President's Office at four of the multi-campus community colleges. The Office of the Director of Institutional Research handled the survey for one of the participating colleges.

5. A survey packet was prepared for each college to be sent to the coordinating office. These packets included a manila envelope, labeled with each respondent's name, that contained a survey form and a computer scoring sheet pre-coded by college, by administrative unit, and by administrative level (college-wide or campus). The pre-coding method is presented in Table 7. Pre-coding was done in advance of distribution of the survey to avoid data mix-up due to respondents having to code the forms in addition to having to complete the survey. Additional follow-up codes were placed on the reverse side of each computer score sheet to facilitate follow-up on non-returns by the deadline date.

Also included in the college packets were several additional items: (1) instruction sheet for distribution and collection of data; (2) addressed, return envelope for the computer score sheets; (3) additional survey forms and computer score sheets; and (4) additional blank

Table 7
 CODING SYSTEM UTILIZED FOR
 INSTITUTION/GRUPO/ADMINISTRATIVE LEVEL DESIGNATIONS
 FOR COMPUTER ANALYSIS OF DATA GROUPS

BLANK #1 INSTITUTION	BLANK #2 LOCATION	BLANK #3 ADMINISTRATIVE LEVEL
0 J. SARGEANT REYNOLDS	0 CENTRAL OFFICE	0 COLLEGE-WIDE INFLUENCE
	1 DOWNTOWN CAMPUS	1 CAMPUS INFLUENCE
	2 PARHAM ROAD CAMPUS	1 CAMPUS INFLUENCE
1 NORTHERN VIRGINIA	0 CENTRAL OFFICE	0 COLLEGE-WIDE INFLUENCE
	1 ALEXANDRIA CAMPUS	1 CAMPUS INFLUENCE
	2 ANNANDALE CAMPUS	1 CAMPUS INFLUENCE
	3 LOUDOUN CAMPUS	1 CAMPUS INFLUENCE
	4 MANASSAS CAMPUS	1 CAMPUS INFLUENCE
	5 WOODBRIDGE CAMPUS	1 CAMPUS INFLUENCE
2 RAPPAHANNOCK	0 CENTRAL OFFICE	0 COLLEGE-WIDE INFLUENCE
	1 NORTH CAMPUS	1 CAMPUS INFLUENCE
	2 SOUTH CAMPUS	1 CAMPUS INFLUENCE
3 SOUTHSIDE VIRGINIA	0 CENTRAL OFFICE	0 COLLEGE-WIDE INFLUENCE
	1 CHRISTANNA CAMPUS	1 CAMPUS INFLUENCE
	2 J. H. DANIEL CAMPUS	1 CAMPUS INFLUENCE
4 TIDEWATER	0 CENTRAL OFFICE	0 COLLEGE-WIDE INFLUENCE
	1 CHESAPEAKE CAMPUS	1 CAMPUS INFLUENCE
	2 FREDERICK CAMPUS	1 CAMPUS INFLUENCE
	3 VIRGINIA BEACH CAMPUS	1 CAMPUS INFLUENCE

name labels for last-minute corrections per administrator.

6. After mailing the college packets on March 30, 1976, a follow-up call was made to ascertain whether each college had received the materials and had begun distribution of the survey. The follow-up call also offered an opportunity to discern any confusion that may have existed with respect to the instructions for distribution or to questions regarding the survey form itself.

In discussing the time constraints with each Secretary to the President at each of the five multi-campus community colleges, a deadline date of April 7, 1976 was established and agreed upon for the return of the survey data. Each secretary coordinated the distribution and collection of the data through the President's Office with the exception of one college, whereby the Office of Institutional Research coordinated the data collection process.

Prior to April 7, 1976, calls were placed to each institution to check the status of the survey returns. Each college was provided with a numerical tally sheet to record the follow-up code as each survey was returned. By April 12, 1976, the majority of data had been received by the researcher. On April 13th and 14th, follow-up calls were made to those individuals who had not returned the survey, in an attempt to encourage their participation and return of the computer response sheet.

By April 15, 1976, the data collection had been completed and final tabulation showed that of the 171 college-wide and campus administrators receiving the survey instrument through their respective colleges, 168

responses had been obtained for an overall 98.25 percent return rate. Table 8 provides the complete break-down of responses and percentages of return for each of the participating multi-campus community colleges in this investigation.

On April 16, 1976, letters of appreciation were mailed to each of the presidents of the participating colleges with special reference made to the cooperative efforts expended by their staffs.

TREATMENT OF THE DATA

Using the facilities and assistance available through the Computer Center, Virginia Polytechnic Institute and State University, appropriate treatment for the data of this study was decided upon. The SAS REGR program providing a multivariate analysis of variance was utilized to test the eight null hypotheses. The multivariate experimental design (MANOVA) made it possible to generally assess the differences found among the college-wide (central office) and campus administrator's perceptions of the priority of the eleven institutional goal statements based upon the discrepancy scores between IS and SHOULD BE responses on the survey instrument. Chapter Four will provide a more detailed analysis of the MANOVA as applied to the eight null hypotheses.

The MANOVA was produced through the SAS REGR program for seven of the eight hypotheses tested. For one of the eight comparisons, the univariate analysis of variance per goal statement was produced due to small cell sizes which subsequently precluded the MANOVA.

Table 8

POPULATION SIZE, RESPONSES RECEIVED
AND PERCENTAGE OF RETURNS
VCCS GOAL PERCEPTION INVENTORY

INSTITUTION AND ADMINISTRATIVE UNIT	N	RESPONSES	PERCENTAGE
<u>J. SARGEANT REYNOLDS</u>			
CENTRAL OFFICE	4	4	100.00
DOWNTOWN CAMPUS	10	10	100.00
PARHAM ROAD CAMPUS	13	13	100.00
<u>NORTHERN VIRGINIA</u>			
CENTRAL OFFICE	13	12	92.31
ALEXANDRIA CAMPUS	16	16	100.00
ANNANDALE CAMPUS	19	18	94.74
LOUDOUN CAMPUS	7	7	100.00
MANASSAS CAMPUS	7	7	100.00
WOODBRIIDGE CAMPUS	8	7	87.50
<u>RAPPAHANNOCK</u>			
CENTRAL OFFICE	5	5	100.00
NORTH CAMPUS	3	3	100.00
SOUTH CAMPUS	4	4	100.00
<u>SOUTHSIDE VIRGINIA</u>			
CENTRAL OFFICE	5	5	100.00
CHRISTANNA CAMPUS	6	6	100.00
J. H. DANIEL CAMPUS	6	6	100.00
<u>TIDEWATER</u>			
CENTRAL OFFICE	7	7	100.00
CHESAPEAKE CAMPUS	7	7	100.00
FREDERICK CAMPUS	14	14	100.00
VIRGINIA BEACH CAMPUS	17	17	100.00
<u>SUMMARY TOTALS</u>			
CENTRAL OFFICES	34	33	97.06
CAMPUSES	137	135	98.54
OVERALL POPULATION	171	168	98.25

The significance of differences was tested at the .01 level in order to provide a stronger critical value test for the data. Although the .05 level is used to test the significance of differences in much educational research, the stronger critical value test of .01 was chosen due to the high percentage of return for this investigation on the survey instrument. The high return rate reduced the degree of inference to be made, as a higher percentage of return moves the data further from the realm of inferential statistics and more strongly into the area of descriptive statistics. It was felt that the .01 level test of significance complemented the high percentage of returns for this investigation.

The multivariate and univariate analyses of variance were computed based upon the discrepancy scores of means. The discrepancy score per cell for each factorial design is derived by subtracting the \bar{x} "is" score from the \bar{x} "should be" score.

In support of the utilization of discrepancy scores, the following justification is provided:

Educational Testing Service developed the "Institutional Goal Inventory" utilized in several national and state-wide studies of institutional goal priorities (Uhl and Peterson, 1975; Cross, 1974; Peterson, 1971 and 1973). This organization has prepared a yet unpublished manual for analyzing results based on "is" and "should be" means and discrepancy scores derived from respondents on surveys constructed similarly to this study. Educational Testing Service

recommends the following considerations in analyzing goal perception priorities in research of this nature:

1. If possible, compare intact groups rather than samples.
2. Be aware that discrepancy scores and comparisons involve differences and it is well known that difference scores are likely to be less reliable than the means themselves. This does not mean that the discrepancy score itself is unreliable. Researchers are directed to draw attention to rankings of means per group in descriptive statistics to allow readers to observe individual differences in goal priorities.
3. A recommended return rate for the survey (whether using intact groups or samples) is between 85 and 90 percent.
4. The most frequently used levels of significance are .01 and .05. The choice is left to the researcher.

Based upon the materials provided, the analysis of variance procedure is recommended for comparing different groups within an institution, as it recognizes the group differences together with providing the interaction when comparing independent groups.

CHAPTER SUMMARY

The design of the research was *ex post facto/survey* and utilized the analysis of variance procedure (multivariate and univariate) to provide statistical analyses of the data collected through the Virginia

Community College Goals Inventory developed for this study based upon the VCCS Task Force on Management by Objectives goals developed for the twenty-three Virginia community colleges.

The population for this study consisted of administrators of the five multi-campus community colleges of Virginia whose position in the administrative hierarchy of the various institutions fell into one of two categories: college-wide (central office) administrators whose responsibility, authority and/or influence encompassed the entire college, and campus administrators whose responsibility, authority and/or influence was confined to one campus of a multi-campus Virginia community college. The population N was 171 community college administrators.

The research instrument (Virginia Community College System Goals Inventory) was developed through a factor analysis based on the original VCCS Task Force on Management by Objectives goals (42) developed for distribution to the twenty-three Virginia community colleges. The factor analysis produced eleven factors from which eleven goal statements were chosen to construct the final survey instrument. The reliability of the instrument was established through a test/retest administration of the goal statements which produced a .98 correlation coefficient. The face validity of the instrument was established as a result of the goal statements being developed specifically for the Virginia community colleges and by the system's designated representatives to the Task Force on Management by Objectives.

The variables were identified as dependent (The Virginia Community College System Goals Inventory) and independent (the college-wide and campus administrative groups per college). The independent variables were not manipulable in that administrators were previously assigned and established in their positions at each college.

Eight null hypotheses were presented to test the significance of differences among the groups studied. These null hypotheses were in support of the operating hypotheses presented in Chapter One. Seven of the eight hypotheses were tested using the multivariate analysis of variance (MANOVA) at the .01 level of significance. One hypothesis (number four) was tested at the .01 level utilizing the univariate analysis of variance per goal statement due to small cell sizes for that comparison. The .01 level of significance was chosen to provide a stronger critical value test due to the high rate of return for the data collection.

Data collection procedures were described and involved a mail survey to the 171 community college administrators of multi-campus colleges of the Virginia Community College System. Data collection was coordinated through the five institutions rather than handled on a per-person basis. Coordination was facilitated through the Office of the President for four colleges and through the Office of the Director of Institutional Research for one college. Survey response rates per group and overall were extremely high. The overall return rate for this study was 98.25 percent.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

The analysis of data was organized and presented in accordance with the problem addressed by the study and the null hypotheses assumed. As previously stated, the problem addressed by this study was to determine whether differences existed in the perceptions of institutional goal priorities held by college-wide (central office) and campus administrators of the five multi-campus community colleges of the Virginia Community College System (VCCS). Table 2, page 8 presents the population for this study.

The responses were analyzed based on responses to "is" and to "should be" levels of importance for each of eleven institutional goals (Table 9) factored from forty-two VCCS Management by Objectives goals developed in 1975 by the VCCS Task Force on Management by Objectives and distributed to each of the twenty-three Virginia community colleges in January 1976. Appendix A provides a composite of the forty-two VCCS goals and Appendix F provides the survey instrument used in this research.

The population for this analysis was a group of 168 Virginia community college administrators who represented 98.25 percent of the total potential *N* of 171 administrators of multi-campus Virginia community colleges. The subjects were classified in one of two administrative groups according to their level of administration: college-wide (central office) administrators whose area of responsibility,

Table 9

VIRGINIA COMMUNITY COLLEGE SYSTEM GOAL STATEMENTS

-
-
1. To provide evaluation and retention policies including appropriate salaries and benefits related thereto.
 2. To develop programs, courses, and services based on the needs of individuals and the needs of industry, business, professions and government in the Commonwealth.
 3. To establish an organizational structure within each community college which provides for the effective operation of the college and is fully defined and communicated to all college personnel and the State Board.
 4. To define System and institutional expectations for each member of the management team to facilitate the selection of individuals who are professionally competent and who have goals consistent with those of the System and the college.
 5. To provide facilities and equipment to create desirable learning environments for the System's programs.
 6. To develop recruiting practices that encourage persons from minority groups presently underrepresented in the management, faculty, or staff of the system to apply for positions for which they are qualified.
 7. To define an effective organizational structure for the VCCS and clearly communicate it to all personnel.
 8. To provide a program of professional development to provide for growth and development of individuals composing the management teams.
 9. To offer Associate in Applied Science degree programs to prepare individuals for careers as technicians and paraprofessional workers.
 10. To establish an effective organizational structure in the State Department of Community Colleges which supports the programs of the System and the colleges.
 11. To offer Community Services which shall provide cultural and educational opportunities which are in addition to other programs of the college.

authority, and/or influence encompassed the entire college, and campus administrators whose area of responsibility, authority, and/or influence was confined to one campus of a multi-campus institution. Table 8, page 101, provides an illustration of the n per group and the percentage of response for each group studied.

Data from the survey were decoded from computer response sheets onto punch cards for utilization with the Statistical Analysis System (SAS) program and to provide the methodological basis for the study. The decoded data were processed through the SAS program REGR to obtain the means, standard deviations, and discrepancy scores which served as the basis for computation of the univariate and multivariate analyses of variance tests of significance at the .01 level. The discrepancy score upon which the calculations were based was derived by subtracting the \bar{x} score for "is" responses per cell from the \bar{x} score for "should be" responses per cell. This derivation was the same process used by Educational Testing Service in their "Institutional Goal Inventory" (Uhl and Peterson, 1975; Peterson, 1971).

The basic research procedures utilized were derived from the multivariate analysis of variance (MANOVA) developed by Clyde (1969). Results of the statistical procedures which form the findings of this study are described accordingly.

OVERALL COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS

Hypothesis Number One

No statistically significant difference will be found in the priority of institutional goal perceptions held by college-wide and campus administrators of the five multi-campus community colleges in Virginia.

The multivariate analysis of variance for the college-wide administrators as compared against the campus administrators in an overall comparison, produced no statistically significant difference at the .01 level of significance resulting in failure to reject the null hypothesis. The factorial design for this comparison is shown in Figure 1, page 62.

Table 10 provides the F-score and critical value of the F-ratio for the multivariate group comparison. Table 11 provides the F-scores and critical values for each of the eleven goal statements for the univariate analysis of variance per goal statement.

Although there developed no statistically significant difference at the .01 level of significance, when analyzing the rankings of the mean scores for "is" and "should be" responses, variations are found. Table 12 presents the comparison of mean rankings per goal statement for this group.

Table 9, page 107, lists each goal statement used on the survey form. Between the college-wide and campus administrators for goal statement two, it is noted that both groups ranked the goal in position two for "is" level of importance and ranked this same goal statement in

Table 10

MULTIVARIATE TEST OF SIGNIFICANCE
OVERALL COLLEGE-WIDE (CENTRAL OFFICE)
VERSUS
CAMPUS ADMINISTRATORS

F	DF	PROB > F
1.71028	11/156	.0753

COLLEGE-WIDE ADMINISTRATORS N = 33

CAMPUS ADMINISTRATORS N = 135

Table 11

UNIVARIATE ANALYSIS OF VARIANCE
PER GOAL STATEMENT FOR
COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS POOLED*

GOAL STATEMENT	F	DF	PROB > F
1	3.72974	1/166	.0552
2	.05247	1/166	.8191
3	.44531	1/166	.5055
4	.01674	1/166	.8972
5	4.74178	1/166	.0309
6	.05101	1/166	.8216
7	1.90850	1/166	.1690
8	2.99113	1/166	.0856
9	.02850	1/166	.8661
10	1.40468	1/166	.2376
11	1.68286	1/166	.1963

* COLLEGE-WIDE ADMINISTRATORS N = 33

CAMPUS ADMINISTRATORS N = 135

Table 12
 COMPARISON OF MEAN RANK PER GOAL STATEMENT
 FOR COLLEGE-WIDE AND CAMPUS ADMINISTRATORS
 ON IS AND SHOULD BE RESPONSES

GOAL STATEMENT	IS RANK*		SHOULD BE RANK*	
	COLLEGE-WIDE ADMINISTRATORS N = 33	CAMPUS ADMINISTRATORS N = 135	COLLEGE-WIDE ADMINISTRATORS N = 33	CAMPUS ADMINISTRATORS N = 135
1	5	6	6	4
2	2	2	1	1
3	3	3	3	5
4	7	7	8	6
5	4	5	5	2
6	6	4	9	11
7	9	10	6	10
8	10	11	5	8
9	1	1	2	3
10	8	9	4	7
11	6	8	7	9

* RANKING OF MEANS USES NUMERIC 1 TO INDICATE HIGHEST MEAN FOR THE GROUP. WHERE TIES OCCURRED, MEANS WERE AWARDED IDENTICAL RANKINGS. POTENTIAL RANGE IS 1-11.

position one for the "should be" level of importance. For goal statement nine, the two groups ranked the goal identically in position one.

For both "is" and "should be" rankings, this two-group comparison produced few wide range disparities. For the "is" ranking, the greatest range was a two-position spread (goals six and eleven). For the "should be" rankings, the range disparity spread was four (goal seven). It is generally observable that the two groups were quite similar in their rankings of goal priority importance.

COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS

J. SARGEANT REYNOLDS

Hypothesis Number Two

No statistically significant difference will be found in the priority of institutional goal perceptions held by college-wide and campus administrators of J. Sargeant Reynolds Community College.

The multivariate analysis of variance for the college-wide administrators as compared against the two groups of campus administrators (Downtown Campus and Parham Road Campus) produced no statistically significant difference at the .01 level of significance, resulting in the failure to reject the null hypothesis. The factorial design for this comparison is shown in Figure 2, page 63.

Table 13 provides the F-score and critical value of the F-ratio for the multivariate group comparison. Table 14 provides the F-scores and critical values for each of the eleven goal statements for the univariate analysis of variance per goal statement.

Table 13

MULTIVARIATE TEST OF SIGNIFICANCE
COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS
J. SARGEANT REYNOLDS

F	DF	PROB > F
1.84519	22/26	.0677

COLLEGE-WIDE ADMINISTRATORS N = 4
DOWNTOWN CAMPUS ADMINISTRATORS N = 10
PARHAM ROAD CAMPUS ADMINISTRATORS N = 13

Table 14
 UNIVARIATE ANALYSIS OF VARIANCE
 PER GOAL STATEMENT FOR
 J. SARGEANT REYNOLDS
 N = 27*

GOAL STATEMENT	F	DF	PROB > F
1	1.59137	2/24	.2232
2	1.02255	2/24	.3764
3	.16374	2/24	.8504
4	.25958	2/24	.7765
5	3.21452	2/24	.0567
6	.92619	2/24	.5877
7	3.03401	2/24	.0655
8	2.56882	2/24	.0960
9	.40064	2/24	.6794
10	1.10716	2/24	.3477
11	.98817	2/24	.6112

* CENTRAL OFFICE N= 4
 DOWNTOWN CAMPUS N=10
 PARHAM CAMPUS N=13

Although there developed no significant difference at the .01 level of significance for the three groups tested under hypothesis number two, when analyzing the rankings of the mean scores for "is" and "should be" responses, variations are found. Table 15 presents the comparison of mean rankings per goal statement for this group.

Table 9, page 107, lists each goal statement used on the survey form. For this group comparison, goal statement eight dealing with professional development was ranked in position six by each of the three groups on their "should be" level of importance. In two of the three groups this goal was also ranked in position six for the "is" response level of importance. This was the only near-perfect situation of goal congruence for this comparison.

In three instances, the central office administrators ranked "should be" lower than "is" levels of importance (goals three, seven and ten). The Downtown Campus group ranked "should be" lower than "is" levels of importance in five instances (goals one, two, five, seven, and ten). The Parham Road Campus only ranked "should be" lower than "is" levels in one instance (goal three).

For this comparison in no instance did the range of rankings reach the full spectrum (1-11). The rankings were clustered very closely together and many goal statements achieved a "tie" rank and received duplicate positions on the hierarchy of rankings. This clustering of rankings of course supports the non-significant difference found for this group.

Table 15
 COMPARISON OF MEAN RANK PER GOAL STATEMENT*
 ON IS AND SHOULD BE RESPONSES
 J. SARGEANT REYNOLDS

GOAL STATEMENT	CENTRAL OFFICE IS/SHOULD BE N=4	DOWNTOWN CAMPUS IS/SHOULD BE N=10	PARHAM CAMPUS IS/SHOULD BE N=13
1	5/7	6/5	3/5
2	2/2	2/1	1/1
3	4/3	3/3	5/4
4	6/6	4/6	7/9
5	3/4	8/2	3/3
6	2/6	5/5	4/8
7	6/3	9/7	8/10
8	6/6	6/6	9/6
9	1/2	1/4	2/2
10	3/1	7/5	6/7
11	2/5	4/8	6/8

* RANKING OF MEANS USES NUMERIC 1 TO INDICATE THE HIGHEST MEAN OF THE GROUP. WHERE TIES OCCURRED, MEANS WERE AWARDED IDENTICAL RANKINGS. POTENTIAL RANGE IS 1-11.

COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS
NORTHERN VIRGINIA

Hypothesis Number Three

No statistically significant difference will be found in the priority of institutional goal perceptions held by college-wide and campus administrators of Northern Virginia Community College.

The multivariate analysis of variance for the college-wide administrators as compared against the five groups of campus administrators (Alexandria, Annandale, Loudoun, Manassas, and Woodbridge campuses) produced no statistically significant difference at the .01 level of significance resulting in failure to reject the null hypothesis. The factorial design for this comparison is shown in Figure 3, page 64.

Table 16 provides the F-score and critical value of the F-ratio for the multivariate group comparison. Table 17 provides the F-scores and critical values for each of the eleven goal statements for the univariate analysis of variance per goal statement.

Although there developed no statistically significant difference at the .01 level of significance for the six groups tested under hypothesis three, when analyzing the rankings of the mean scores for "is" and "should be" responses, variations are found. Table 18 provides the comparison of mean ranking per goal statement for this group.

Table 9, page 107, lists each goal statement used on the survey form. For goal statement nine, both the Loudoun and Manassas campus administrators ranked "is" and "should be" in position one. Each of the other groups ranked this goal highly in the order of priority.

Table 16

MULTIVARIATE TEST OF SIGNIFICANCE
 COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS
 NORTHERN VIRGINIA

F	DF	PROB > F
1.41618	55/247	.0397

COLLEGE-WIDE ADMINISTRATORS	N = 12
ALEXANDRIA CAMPUS ADMINISTRATORS	N = 16
ANNANDALE CAMPUS ADMINISTRATORS	N = 18
LOUDOUN CAMPUS ADMINISTRATORS	N = 7
MANASSAS CAMPUS ADMINISTRATORS	N = 7
WOODBRIIDGE CAMPUS ADMINISTRATORS	N = 7

Table 17
 UNIVARIATE ANALYSIS OF VARIANCE
 PER GOAL STATEMENT FOR
 NORTHERN VIRGINIA
 N = 67*

GOAL STATEMENT	F	DF	PROB > F
1	1.01070	5/61	.4200
2	1.81192	5/61	.1231
3	.48246	5/61	.7898
4	1.30024	5/61	.2750
5	2.44651	5/61	.0432
6	3.28871	5/61	.0108 ‡
7	1.29529	5/61	.2770
8	.48914	5/61	.7849
9	1.19288	5/61	.3229
10	.16963	5/61	.9710
11	2.12184	5/61	.0741

* CENTRAL OFFICE N=12
 ALEXANDRIA CAMPUS N=16
 ANNANDALE CAMPUS N=18
 LOUDOUN CAMPUS N= 7
 MANASSAS CAMPUS N= 7
 WOODBRIDGE CAMPUS N= 7

‡ SIGNIFICANT AT THE .01 LEVEL WHEN ROUNDED TO TWO PLACES

Table 18
 COMPARISON OF MEAN RANK PER GOAL STATEMENT
 ON IS AND SHOULD BE RESPONSES*
 NORTHERN VIRGINIA

GOAL STATEMENT	CENTRAL OFFICE N=12	ALEXANDRIA CAMPUS N=16	ANNANDALE CAMPUS N=18	LOUDOUN CAMPUS N=7	MANASSAS CAMPUS N=7	WOODBRIIDGE CAMPUS N=7
1	6/3 *	5/3	7/3	2/3	7/6	6/1
2	2/1	1/5	2/3	5/4	2/2	4/2
3	4/5	3/4	4/4	3/6	3/3	5/2
4	7/8	7/2	9/7	4/5	6/4	4/3
5	3/5	9/1	6/1	2/3	4/3	2/2
6	3/8	4/9	3/9	5/1	5/6	3/6
7	8/7	6/7	8/8	6/4	5/5	9/4
8	10/4	10/5	11/6	7/5	5/3	7/7
9	1/2	2/3	1/2	1/1	1/1	1/2
10	9/6	8/6	10/5	5/2	7/7	8/6
11	5/9	8/8	5/6	5/1	8/7	6/5

* FIRST RANK DENOTES IS RESPONSE; SECOND RANK DENOTES SHOULD BE RESPONSE

The most extreme range of discrepancy in "is" and "should be" levels of importance was on goal statement eight for the central office, Alexandria campus, and Annandale campus. In each instance the range was either six or five.

In analyzing the univariate analysis of variance, it is noted that a significant difference at the .01 level of significance was produced for goal statement six:

To develop recruiting practices that encourage persons from minority groups presently underrepresented in the management, faculty, or staff of the system to apply for positions for which they are qualified.

This significant difference for goal statement six indicated that there exists dissonance among the administrative units for Northern Virginia Community College with respect to minority recruitment practice. Festinger (1957) pointed out that dissonance contributes to internal tension and gives rise to internal conflict. The significant difference at the .01 level of significance does support the lack of goal consensus for this activity within the college. This goal incongruence would indicate that the college management team should devote attention to determining the degree to which the dissonance exists and for what reasons.

Although the overall multivariate analysis of variance did not produce a significant difference at the .01 level of significance, the development of a significant difference for goal statement six indicates lack of complete agreement on goal priorities within this college.

COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS

RAPPAHANNOCK

Hypothesis Number Four

No statistically significant difference will be found in the priority of institutional goal perceptions held by college-wide and campus administrators of Rappahannock Community College.

The multivariate analysis of variance for the college-wide administrators as compared against the two groups of campus administrators (North and South campuses) could not be computed due to small cell sizes. However, the SAS program produced the univariate analysis of variance for each of the eleven goal statements. The factorial design for this comparison is shown in Figure 4, page 65. The n for each of the three groups was of such a small amount that the multivariate analysis of variance could not be utilized.

Table 19 provides the F-scores and the critical values for each of the eleven goal statements for the univariate analysis of variance per goal statement.

No statistically significant difference emerged for either of the eleven goal statements at the .01 level of significance. Although there developed no statistically significant difference at the .01 level of significance for the three groups tested under hypothesis four, when analyzing the rankings of the mean scores for "is" and "should be" responses, variations are found. Table 20 presents the comparison of mean ranking per goal statement for this group. Table 9, page 107, provides the list of eleven goal statements used on the survey instrument.

Table 19
 UNIVARIATE ANALYSIS OF VARIANCE
 PER GOAL STATEMENT FOR
 RAPPAHANNOCK
 N = 12*

GOAL STATEMENT	F	DF	PROB > F
1	.48024	2/9	.6378
2	1.64634	2/9	.2454
3	.93103	2/9	.5685
4	.74704	2/9	.5043
5	.288723	2/9	.7595
6	.55102	2/9	.5986
7	2.43712	2/9	.1418
8	2.05340	2/9	.1835
9	.33871	2/9	.7248
10	.68926	2/9	.5300
11	2.29245	2/9	.1560

* CENTRAL OFFICE N=5
 NORTH CAMPUS N=3
 SOUTH CAMPUS N=4

Table 20
 COMPARISON OF MEAN RANK PER GOAL STATEMENT*
 ON IS AND SHOULD BE RESPONSES
 RAPPAHANNOCK

GOAL STATEMENT	CENTRAL OFFICE IS/SHOULD BE N = 5	NORTH CAMPUS IS/SHOULD BE N = 3	SOUTH CAMPUS IS/SHOULD BE N = 4
1	2/4	2/1	3/5
2	1/2	1/1	1/1
3	2/3	3/2	3/6
4	3/5	2/2	2/2
5	4/3	2/2	2/3
6	5/5	1/2	5/7
7	6/4	4/2	4/4
8	8/4	3/2	3/4
9	1/1	1/2	1/3
10	7/6	2/2	1/4
11	7/3	3/1	1/3

* RANKING OF MEANS USES NUMERIC 1 TO INDICATE THE HIGHEST MEAN OF THE GROUP. WHERE TIES OCCURRED, MEANS WERE AWARDED IDENTICAL RANKINGS. POTENTIAL RANGE IS 1-11.

For Rappahannock Community College the lowest rank any goal received was eight (goal eight on central office "is" response). In no instance did any goal ranking achieve the full range of one to eleven. This three-group comparison presented one of the most closely clustered groupings of goals. The small cell sizes could have had this affect upon the rankings. A great number of "tie" rankings occurred for Rappahannock. Where a tie occurred among goal statements, each was assigned the name rank number.

For the central office group, ties occurred for goals two and nine (position one), for goals one and three (position two), for goals ten and eleven (position seven) on the "is" responses. For the North Campus, an even slimmer range developed (range spread was one to four) for "is" responses and one to two for "should be" responses. For the South Campus, the "is" range was one to five and the "should be" range was one to seven among the goal statements.

COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS

SOUTHSIDE VIRGINIA

Hypothesis Number Five

No statistically significant difference will be found in the priority of institutional goal perceptions held by college-wide and campus administrators of Southside Virginia Community College.

The multivariate analysis of variance for the college-wide administrators as compared against the two groups of campus administrators (Christanna and John H. Daniel campuses) produced no statistically

significant difference at the .01 level of significance resulting in failure to reject the null hypothesis. The factorial design for this comparison is shown in Figure 5, page 66.

Table 21 provides the F-score and critical value of the F-ratio for the multivariate group comparison. Table 22 provides the F-scores and critical values for each of the eleven goal statements for the univariate analysis of variance per goal statement.

Although there developed no statistically significant difference at the .01 level of significance for the three groups tested under hypothesis number five, there appeared a significant difference at the .01 level of significance for goal statement six in the univariate test:

To develop recruiting practices that encourage persons from minority groups presently underrepresented in the management, faculty, or staff of the system to apply for positions for which they are qualified.

This statistically significant difference for goal statement six indicated that there exists goal dissonance among the administrative units of Southside Virginia Community College with respect to minority recruitment. Festinger (1957) pointed out that dissonance contributes to internal tension and gives rise to internal conflict. The significant difference at the .01 level of significance supports the lack of goal consensus for this activity within the college. This goal dissonance would indicate that the college management team should devote attention to determining the degree to which the dissonance exists and for which reasons, in order to improve the managerial climate and to reduce the internal tensions that could exist under such circumstances.

Table 21

MULTIVARIATE TEST OF SIGNIFICANCE
COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS
SOUTHSIDE VIRGINIA

F	DF	PROB > F
2.18508	22/6	.1676

COLLEGE-WIDE ADMINISTRATORS N = 5

CHRISTIANNA CAMPUS ADMINISTRATORS N = 6

JOHN H. DANIEL CAMPUS ADMINISTRATORS N = 6

Table 22

UNIVARIATE ANALYSIS OF VARIANCE
PER GOAL STATEMENT FOR
SOUTHSIDE VIRGINIA

N = 17*

GOAL STATEMENT	F	DF	PROB > F
1	.66387	2/14	.5343
2	.61855	2/14	.5570
3	.14633	2/14	.8652
4	1.03582	2/14	.3823
5	1.73361	2/14	.2115
6	6.52941	2/14	.0100 ‡
7	.56000	2/14	.5880
8	3.94240	2/14	.0430
9	2.08304	2/14	.1603
10	1.89626	2/14	.1857
11	.38337	2/14	.6930

* CENTRAL OFFICE N=5
CHRISTANNA CAMPUS N=6
J. H. DANIEL CAMPUS N=6

‡ SIGNIFICANT AT THE .01 LEVEL

In examining the individual rankings for "is" and "should be" goal priorities for the administrative units at Southside Virginia Community College, it can be noted that this college, like Rappahannock Community College, has a closely clustered goal range. In no instance did the range reach the full scale of one to eleven.

For "is" responses, the central office had a range of one to six, the Christanna campus had a range of one to six, and the John H. Daniel campus had a range of one to nine. For the "should be" responses and rankings, both the central office and the Christanna campus had a range of one to five, whereas the John H. Daniel campus had a range of one to four. Table 23 presents the comparison of mean ranking per goal statement for this group. Table 9, page 107, provides the list of eleven goal statements used on the survey instrument.

Uhl and Peterson (1975) and Peterson (1971) have stated that in most studies the "should be" ranking of goals is normally higher in priority (receiving a low rank number such as one to three) than the "is" ranking. However, in the case of Southside Virginia Community College, the "should be" rankings were lower in priority (receiving a higher rank number) than the "is" responses rankings in three instances for the central office (goals five, nine, and eleven) and in two instances for the Christanna campus (goals six and nine).

As found in previous comparisons, the Southside Virginia Community College administrative units had an extreme number of "tie" ranks among both "is" and "should be" goals. It could be concluded that high levels of "tie" ranks indicate that either the administrators cannot decide among goal level priorities or that they might very well consider

Table 23
 COMPARISON OF MEAN RANK PER GOAL STATEMENT*
 ON IS AND SHOULD BE RESPONSES
 SOUTHSIDE VIRGINIA

GOAL STATEMENT	CENTRAL OFFICE	CHRISTANNA CAMPUS	J. H. DANIEL CAMPUS
	IS/SHOULD BE N = 5	IS/SHOULD BE N = 6	IS/SHOULD BE N = 6
1	4/4	5/2	6/2
2	3/1	2/1	2/1
3	3/3	5/3	5/3
4	5/4	4/3	3/3
5	2/4	4/1	4/1
6	4/4	2/6	5/4
7	5/5	5/3	7/3
8	6/3	6/5	9/1
9	1/2	1/3	1/1
10	4/2	3/1	8/2
11	2/4	5/4	1/2

*RANKING OF MEANS USES NUMERIC 1 TO INDICATE THE HIGHEST MEAN OF THE GROUP. WHERE TIES OCCURRED, MEANS WERE AWARDED IDENTICAL RANKINGS. POTENTIAL RANGE IS 1-11.

the goals equally important.

COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS

TIDEWATER

Hypothesis Number Six

No statistically significant difference will be found in the priority of institutional goal perceptions held by college-wide administrators and campus administrators of Tidewater Community College.

The multivariate analysis of variance for the college-wide administrators as compared against the three groups of campus administrators (Chesapeake, Frederick, and Virginia Beach campuses) produced no statistically significant difference at the .01 level of significance resulting in failure to reject the null hypothesis. The factorial design for this comparison is shown in Figure 6, page 67.

Table 24 provides the F-score and the critical value of the F-ratio for the multivariate group comparison. Table 25 provides the F-scores and critical values for each of the eleven goal statements for the univariate analysis of variance per goal statement.

Although there developed no statistically significant difference at the .01 level of significance for the four groups tested under hypothesis six, when analyzing the rankings of the mean scores for "is" and "should be" responses, variation is found. Table 26 provides the comparison of mean ranking per goal statement for this group. Table 9, page 107, lists each goal statement used on the survey form.

For Tidewater Community College, the two groups with the smallest

Table 24

MULTIVARIATE TEST OF SIGNIFICANCE
 COLLEGE-WIDE VERSUS CAMPUS ADMINISTRATORS
 TIDEWATER

F	DF	PROB > F
1.54125	33/89	.0564

COLLEGE-WIDE ADMINISTRATORS	N = 7
CHESAPEAKE CAMPUS ADMINISTRATORS	N = 7
FREDERICK CAMPUS ADMINISTRATORS	N = 14
VIRGINA BEACH CAMPUS ADMINISTRATORS	N = 17

Table 25
 UNIVARIATE ANALYSIS OF VARIANCE
 PER GOAL STATEMENT FOR
 TIDEWATER
 N = 45*

GOAL STATEMENT	F	DF	PROB > F
1	1.08543	3/41	.3666
2	1.28812	3/41	.2907
3	.04100	3/41	.9882
4	.30977	3/41	.8200
5	3.41296	3/41	.0257
6	.77048	3/41	.5199
7	.38916	3/41	.7645
8	1.13496	3/41	.3465
9	1.17347	3/41	.3316
10	.57010	3/41	.6419
11	.50050	3/41	.6880

* CENTRAL OFFICE N= 7
 CHESAPEAKE CAMPUS N= 7
 FREDERICK CAMPUS N=14
 VA BEACH CAMPUS N=17

Table 26
 COMPARISON OF MEAN RANK PER GOAL STATEMENT*
 ON IS AND SHOULD BE RESPONSES
 TIDEWATER

GOAL STATEMENT	CENTRAL OFFICE IS/SHOULD BE N = 7	CHESAPEAKE CAMPUS IS/SHOULD BE N = 7	FREDERICK CAMPUS IS/SHOULD BE N = 14	VA BEACH CAMPUS IS/SHOULD BE N = 17
1	2/4	6/4	6/5	4/4
2	1/1	2/1	2/1	2/1
3	3/2	5/4	5/3	4/3
4	7/4	7/4	7/4	5/5
5	6/3	10/3	5/2	3/3
6	5/6	3/6	3/6	6/9
7	5/2	4/5	4/5	7/8
8	8/2	8/7	8/3	8/6
9	2/2	1/2	1/3	1/2
10	4/1	9/8	4/4	5/4
11	4/5	9/6	3/2	7/7

* RANKING OF MEANS USES NUMERIC 1 TO INDICATE THE HIGHEST MEAN OF THE GROUP. WHERE TIES OCCURRED, MEANS WERE AWARDED IDENTICAL RANKINGS. POTENTIAL RANGE IS 1-11.

populations (central office and Chesapeake campus, $n = 7$ respectively), produced the "is" and "should be" range that was most extreme (range from one to ten). The other two campuses (Frederick and Virginia Beach) had closely clustered rankings of means.

For goal statement two, the central office group only differed from the three-campus identical ranking ("is" at position two and "should be" at position one) by one level. There were more consistencies apparent in and among the four groups for this college than had been evident among other groups under different hypotheses.

In observing the number of instances where an administrative group's rank of importance was identical for both "is" and "should be", it is noted that the central office matched "is" and "should be" only once (goal two), the Chesapeake campus matched "is" and "should be" in no instances, the Frederick campus matched "is" and "should be" on goal ten, and the Virginia Beach campus matched "is" and "should be" most frequently of the groups compared (goals one, four, five, and eleven).

A match in levels of importance reflected through identical mean rankings supports goal congruence at this institution. In examining the "should be" ranking of priorities, it is noted that in one instance each administrative unit matched the ranking of priority for goal statement two with all groups ranking it in position one. In observing the rank of goal statement six (minority recruitment) which has appeared in contention with statistically significant differences at two other institutions, all four administrative groups ranked it lower in priority under the "should be" response than under "is" response.

COLLEGE-WIDE (CENTRAL OFFICE) ADMINISTRATORS
FOR EACH OF THE FIVE COLLEGES

Hypothesis Number Seven

No statistically significant difference will be found in the priority of institutional goal perceptions held by college-wide administrators of each of the five Virginia multi-campus community colleges when compared against each other.

The multivariate analysis of variance for the five groups of central office administrators of the five multi-campus Virginia community colleges (J. Sargeant Reynolds, Northern Virginia, Rappahannock, Southside Virginia, and Tidewater) as compared against each other, produced no statistically significant difference at the .01 level of significance resulting in failure to reject the null hypothesis. The factorial design for this comparison is shown in Figure 7, page 68.

Table 27 provides the F-score and critical value of the F-ratio for the multivariate group comparison. Table 28 provides the F-scores and critical values for each of the eleven goal statements for the univariate analysis of variance per goal statement.

Although there developed no statistically significant difference at the .01 level of significance for the five groups tested under hypothesis number seven, when analyzing the rankings of the mean scores for "is" and "should be" responses, variations are found. Table 29 provides the comparison of mean ranking per goal statement for this group. Table 9, page 107, lists the goal statements used on the survey instrument.



Table 27

MULTIVARIATE TEST OF SIGNIFICANCE
EACH COLLEGE CENTRAL OFFICE
(COLLEGE-WIDE)

F	DF	PROB > F
1.47922	44/66	.0737

J. SARGEANT REYNOLDS CENTRAL OFFICE	N = 4
NORTHERN VIRGINIA CENTRAL OFFICE	N = 12
RAPPAHANNOCK CENTRAL OFFICE	N = 5
SOUTHSIDE VIRGINIA CENTRAL OFFICE	N = 5
TIDEWATER CENTRAL OFFICE	N = 7

Table 28
 UNIVARIATE ANALYSIS OF VARIANCE
 PER GOAL STATEMENT FOR
 EACH COLLEGE CENTRAL OFFICE
 COMPARED AGAINST THE OTHERS

N = 33*

GOAL STATEMENT	F	DF	PROB > F
1	1.51363	4/28	.2244
2	1.29316	4/28	.2961
3	.50685	4/28	.7737
4	1.11584	4/28	.3691
5	.96565	4/28	.5569
6	.99058	4/28	.5699
7	.83786	4/28	.5145
8	.50383	4/28	.7358
9	.53846	4/28	.7114
10	.22170	4/28	.9226
11	3.15281	4/29	.0289

* J. SARGEANT REYNOLDS-CENTRAL OFFICE N= 4
 NORTHERN VIRGINIA CENTRAL OFFICE N=12
 RAPPAHANNOCK CENTRAL OFFICE N= 5
 SOUTHSIDE VIRGINIA CENTRAL OFFICE N= 5
 TIDEWATER CENTRAL OFFICE N= 7

Table 29

COMPARISON OF MEAN RANK PER GOAL STATEMENT*
ON IS AND SHOULD BE RESPONSES
FOR EACH CENTRAL OFFICE PER COLLEGE
N = 33

GOAL STATEMENT	J. SARGEANT REYNOLDS		NORTHERN VIRGINIA		RAPPAHANNOCK		SOUTHSIDE VIRGINIA		TIDEWATER	
	IS/SHOULD BE	N = 4	IS/SHOULD BE	N = 12	IS/SHOULD BE	N = 5	IS/SHOULD BE	N = 5	IS/SHOULD BE	N = 7
1	5/7		6/3		2/4		4/4		2/4	
2	2/2		2/1		1/2		3/1		1/1	
3	4/3		4/5		2/3		3/3		3/2	
4	6/6		7/8		3/5		5/4		7/4	
5	3/4		3/5		4/3		2/4		6/3	
6	2/6		3/8		5/5		4/4		5/6	
7	6/3		8/7		6/4		5/5		5/2	
8	6/6		10/4		8/4		6/3		8/2	
9	1/2		1/2		1/1		1/2		2/2	
10	3/1		9/6		7/6		4/2		4/1	
11	2/5		5/9		7/3		2/4		4/5	

* RANKING OF MEANS USES NUMERIC 1 TO INDICATE THE HIGHEST MEAN OF THE GROUP. WHERE TIES OCCURRED, MEANS WERE AWARDED IDENTICAL RANKINGS. POTENTIAL RANGE IS 1-11.

When observing the number of instances that both "is" and "should be" goal rank priorities matched among the five community college central office administrative groups, it was noted that:

1. J. Sargeant Reynolds had rank matching on goals two, four, and eight.
2. Northern Virginia had no rank matching on any goal statement.
3. Rappahannock had rank matching on goals six and nine.
4. Southside Virginia had rank matching on goals one, three, six, and seven.
5. Tidewater had rank matching on goals one and nine.

Within the group comparisons, a greater range of ranking appeared. It was observed that the larger the n for the group, the greater the range of rankings. Northern Virginia ($n=12$) had the greatest spread in range (one to ten), whereas J. Sargeant Reynolds ($n=4$) a range of one to six for "is" and one to seven for "should be" ranking. Additionally, Rappahannock ($n=5$) had a range of one to eight on "is" and one to six on "should be" responses. Southside Virginia ($n=5$) had a range of one to six on "is" and one to five on "should be" responses. Tidewater ($n=7$) had a range of one to eight on "is" and one to six on "should be" rankings.

Using the rank matching frequencies per central office group as a criteria, it appeared that Southside Virginia had the greatest incidence of matching of "is" and "should be" priority ranks. This supports the evidence of goal consonance at this institution among central office administrators.

CAMPUS ADMINISTRATORS POOLED PER COLLEGE

Hypothesis Number Eight

No statistically significant difference will be found in the priority of institutional goal perceptions held by campus administrators of the five multi-campus Virginia community colleges when pooled by college and compared against each other.

The multivariate analysis of variance for the five groups of campus administrators pooled by college (J. Sargeant Reynolds, Northern Virginia, Rappahannock, Southside Virginia, and Tidewater) produced no statistically significant difference at the .01 level of significance resulting in the failure to reject the null hypothesis. The factorial design for this comparison is shown in Figure 8, page 69.

Table 30 presents the F-score and critical value of the F-ratio for the multivariate group comparison. Table 31 provides the F-scores and critical values for each of the eleven goal statements for the univariate analysis of variance per goal statement. Table 9, page 107, lists each goal statement used on the survey form.

Although there developed no statistically significant difference at the .01 level of significance for the five groups tested under hypothesis number eight, when analyzing the rankings of the mean scores for "is" and "should be" responses, variations are found. Table 32 provides the comparison of mean ranking per goal statement for this group comparison.

In terms of rank matching of goal priorities as indicative of goal consonance (Hampton, Summer and Webber, 1973; Festinger, 1957), it can be observed from the data that among the pooled campus administrators,

Table 30
 MULTIVARIATE TEST OF SIGNIFICANCE
 COLLEGES WITH CAMPUS UNITS POOLED

F	DF	PROB > F
1.32614	44/474	.0843

J. SARGEANT REYNOLDS-CAMPUSES POOLED (2)	N = 23
NORTHERN VIRGINIA-CAMPUSES POOLED (5)	N = 55
RAPPAHANNOCK-CAMPUSES POOLED (2)	N = 7
SOUTHSIDE VIRGINIA-CAMPUSES POOLED (2)	N = 12
TIDEWATER-CAMPUSES POOLED (3)	N = 38

Table 31
 UNIVARIATE ANALYSIS OF VARIANCE
 PER GOAL STATEMENT FOR
 COLLEGES WITH CAMPUS UNITS POOLED
 AND COMPARED AGAINST THE OTHERS

N = 135*

GOAL STATEMENT	F	DF	PROB > F
1	1.54358	4/130	.1922
2	1.40294	4/130	.2355
3	.65749	4/130	.6257
4	.80905	4/130	.5236
5	.85013	4/130	.5021
6	1.05658	4/130	.3812
7	1.02961	4/130	.3952
8	1.90772	4/130	.1119
9	.28754	4/130	.8854
10	1.78527	4/130	.1345
11	.87240	4/130	.5156

* J. SARGEANT REYNOLDS-ALL CAMPUSES N=23
 NORTHERN VIRGINIA-ALL CAMPUSES N=55
 RAPPAHANNOCK-ALL CAMPUSES N= 7
 SOUTHSIDE VIRGINIA-ALL CAMPUSES N=12
 TIDEWATER-ALL CAMPUSES N=38

Table 32

COMPARISON OF MEAN RANK PER GOAL STATEMENT*
ON IS AND SHOULD BE RESPONSES
FOR EACH COLLEGE WITH CAMPUS UNITS POOLED
N = 135

GOAL STATEMENT	J. SARGEANT REYNOLDS IS/SHOULD BE N = 27		NORTHERN VIRGINIA IS/SHOULD BE N = 67		RAPPAHANNOCK IS/SHOULD BE N = 12		SOUTHSIDE VIRGINIA IS/SHOULD BE N = 17		TIDEWATER IS/SHOULD BE N = 45	
	IS	SHOULD BE	IS	SHOULD BE	IS	SHOULD BE	IS	SHOULD BE	IS	SHOULD BE
1	6/6		6/4		2/6		6/4		4/5	
2	2/1		2/3		1/1		2/1		2/1	
3	3/4		3/5		3/7		5/5		3/4	
4	9/9		7/6		2/5		5/6		9/5	
5	7/3		5/2		4/4		3/3		7/3	
6	4/8		4/11		7/9		4/8		4/10	
7	10/10		9/9		9/6		8/7		5/9	
8	11/7		11/7		8/6		9/5		10/7	
9	1/2		1/1		1/2		1/3		1/2	
10	8/5		10/8		5/8		7/2		6/6	
11	5/11		8/10		6/3		2/6		8/8	

*RANKING OF MEANS USES NUMERIC 1 TO INDICATE THE HIGHEST MEAN OF THE GROUP. WHERE TIES OCCURRED, MEANS WERE AWARDED IDENTICAL RANKINGS. POTENTIAL RANGE IS 1-11.

varying degrees of "is" and "should be" rank matching occurred.

The rank matching of "is" and "should be" goal priorities among the five groups are described accordingly:

1. J. Sargeant Reynolds had rank matching on goals one, four and seven.
2. Northern Virginia had rank matching on goals seven and nine.
3. Rappahannock had rank matching on goals two and five.
4. Southside Virginia had rank matching on goals three and five.
5. Tidewater had rank matching on goals ten and eleven.

The most frequently occurring goal statements that enjoyed rank matching among the five pooled administrative groups were goals five and seven. The most extreme goal ranking ranges in terms of frequency of occurrence appears through this comparison. J. Sargeant Reynolds and Northern Virginia ranges of goal ranking went from one to eleven. Tidewater had a range in goal ranking of one to ten. Rappahannock and Southside both had ranges of goal rankings from one to nine.

CHAPTER SUMMARY

The priority of institutional goal perceptions of college-wide (central office) and campus administrators among the five multi-campus community colleges of the Virginia Community College System as studied through the use of the VCCS Goals Inventory (Appendix D) did not differ significantly at the .01 level of significance as tested by the multivariate analysis of variance (MANOVA) procedure. The MANOVA was used for hypotheses one, two, three, five, six, seven and eight. The univariate analysis of variance at the .01 level was used to

test hypothesis number four. Table 33 presents a summary of the F-scores and critical values of the F-ratio for each comparison tested through the null hypotheses. Rappahannock Community College was not included on the multivariate analysis of variance computation (hypothesis number four) as cell sizes were such that the multivariate analysis was precluded. Table 19, page 124, provides the Rappahannock univariate analysis of variance per goal statement tested at the .01 level of significance.

The null hypotheses tested at the .01 level of significance using the multivariate analysis of variance (H_0 one, two, three, five, six, seven and eight) and the univariate analysis of variance (H_0 four) were:

No statistically significant difference will be found in the priority of institutional goal perceptions held by:

H_{0_1} college-wide (central office) and campus administrators of the five multi-campus Virginia community colleges on an overall comparison.

H_{0_2} college-wide (central office) and campus administrators of J. Sargeant Reynolds Community College.

H_{0_3} college-wide (central office) and campus administrators of Northern Virginia Community College.

H_{0_4} college-wide (central office) and campus administrators of Rappahannock Community College.

Table 33
 MULTIVARIATE TESTS OF SIGNIFICANCE
 FOR HYPOTHESES 1-8

HYPOTHESIS	F	DF	PROB > F
1	1.71028	11/156	.0753
2	1.84519	22/ 26	.0677
3	1.41618	55/247	.0397
4	*	*	*
5	2.18508	22/ 6	.1676
6	1.54125	33/ 89	.0564
7	1.47922	44/ 66	.0737
8	1.32614	44/474	.0843

* TABLE 19, PAGE 124 PROVIDES THE UNIVARIATE ANALYSIS OF VARIANCE PER GOAL STATEMENT FOR RAPPAHANNOCK (HYPOTHESIS FOUR). SMALL CELL SIZES PRECLUDED THE MULTIVARIATE ANALYSIS OF VARIANCE.

- H₀₅ college-wide (central office) and campus administrators of Southside Virginia Community College.
- H₀₆ college-wide (central office) and campus administrators of Tidewater Community College.
- H₀₇ college-wide (central office) administrators of each of the five Virginia multi-campus community colleges when compared against each other by college.
- H₀₈ campus administrators pooled by college for each of the multi-campus Virginia community colleges and compared against each other.

The SAS REGR program utilized to process the data collected through this survey provided the statistical comparisons that determined the non-statistically significant difference at the .01 level of significance for each of the null hypotheses tested. These results enabled further delineation and implication from the data as acknowledged in the forthcoming and final chapter.

Chapter 5

SUMMARY, IMPLICATIONS, RECOMMENDATIONS

Goals play a major role in organizational identity and success. The development of management and administrative theory highlights the increasing concern of managers and educational administrators over the future directions that will be taken by organizations toward achieving their goals (Getzels, Lipham, and Campbell, 1968; Argyris, 1964; Perrow, 1972b; Etzioni, 1961b; Schein, 1971; and Grusky and Miller, 1970).

Through the literature review it became evident that although goals are considered quite important in social organizations, identification of and agreement on goals was not always typical (Maier, 1961; Peterson, 1971; Bushnell, 1973; Farmer and Richman, 1974). Goals were not found to be consistently specific or easily measurable. This situation left room for great divergence of emphasis and direction in goal consensus and attainment in social organizations.

Statement of the Problem

The problem addressed through this study was one of exploring the degree to which identification and development of Virginia Community College System (VCCS) Task Force on Management by Objectives goals sufficiently established goal priority consonance at individual institutional levels among community college administrators of multi-campus Virginia community colleges.

The literature supported the necessity for goal congruence and consensus in order to solidify and extend the activities of the educational institution (Carnegie Commission, 1973; Cross, 1974; Bushnell, 1973; McMurrin, 1974; Peterson, 1973; Trivett, 1973). With knowledge of administrative goal priority perceptions for individual community colleges within a system, any discrepancies could be identified in order to highlight dissonance as a focus for problem-solving to improve the managerial climate of a college. If congruence existed rather than dissonance, the college management team could have evidence of reinforcement for existing managerial directions and behavior.

Little significant research had been done with respect to the examination of goal congruence in higher educational institutions. Much less was found specific to community colleges. When the state of the art was examined for Virginia community colleges, goal research seemingly dwindled to non-existence. The primary direction of educational goal priority research was in the area of determining goals, rather than in testing the degree to which identified goals were being accepted by individuals within organizations.

Although the business sector has delved deeply into goal analysis for organizations, higher education has not extensively indulged in that area of examination. However, with an increasing push for accountability for educational organizations, the direction and impetus is changing (Scharr, 1970; Peterson, 1970; Baldrige, 1971; Cohen, 1964; Niblett, 1970, Gross, 1968).

Design of the Study

The design of the research was *ex post facto/survey* and utilized the analysis of variance (multivariate and univariate) to provide statistical analyses of the data collected through the Virginia Community College System Goals Inventory (Appendix D), developed for this study and based upon the 1976 Virginia Community College System (VCCS) Task Force on Management by Objectives goals.

The population for this study consisted of administrators of the five multi-campus community colleges (among the twenty-three community colleges in Virginia) whose position in the administrative structure fell into one of two categories:

College-Wide (Central Office) Administrators. Those administrators whose responsibility, authority, and/or influence encompassed the entire college.

Campus Administrators. Those administrators whose responsibility, authority and/or influence was confined to one campus of a multi-campus Virginia community college.

The population of administrators within these two categories was comprised of 171 community college administrators as an intact group.

The research instrument (Virginia Community College System Goals Inventory, Appendix D) was developed through a factor analysis based upon the original VCCS Task Force on Management by Objectives goals (Appendix A) developed for distribution to and for utilization by the twenty-three Virginia community colleges. The factor analysis produced

eleven goal groupings (factors) from which eleven goal statements were chosen to construct the final instrument. The reliability of the instrument was established through a test/retest administration of the goal statements (42). This test/retest produced a correlation coefficient of .98 between the two administrations of the instrument. The face validity was established as a result of the goal statements being developed specifically for the Virginia community colleges and by the system's designated representatives to the Task Force on Management by Objectives. These goals provided the only reasonable basis against which to measure goal congruence or dissonance within the Virginia community colleges.

Data collection procedures involved a survey instrument (Appendix D) distributed to all 171 college-wide and campus administrators of the Virginia multi-campus community colleges through the Office of the President at each institution. The survey response rates were extremely high (Table 8, page 101) with an overall return rate of 98.25 percent after minor follow-up was done.

Null Hypotheses Tested

The null hypotheses tested at the .01 level of significance using the multivariate and univariate analyses of variance were as follows:

No statistically significant difference will be found in the priority of institutional goal perceptions held by

H₀₁ college-wide and campus administrators of the five multi-

campus Virginia community colleges in an overall comparison.

H₀₂ college-wide and campus administrators of J. Sargeant Reynolds Community College.

H₀₃ college-wide and campus administrators of Northern Virginia Community College.

H₀₄ college-wide and campus administrators of Rappahannock Community College.

H₀₅ college-wide and campus administrators of Southside Virginia Community College.

H₀₆ college-wide and campus administrators of Tidewater Community College.

H₀₇ college-wide administrators of each of the five multi-campus Virginia community colleges when compared against each other.

H₀₈ campus administrators of each of the five multi-campus Virginia community colleges when pooled by college and compared against each other.

IMPLICATIONS

The multivariate analysis of variance utilized to test the significance of differences at the .01 level of significance did

not produce a statistically significant difference among the hypotheses tested in this study. The multivariate analysis of variance was computed on hypotheses one, two, three, five, six, seven and eight. The univariate analysis of variance was computed for hypothesis number four due to small cell sizes precluding the MANOVA. Testing at the .01 level for the univariate, no significant difference emerged for hypothesis four at the .01 level of significance.

There were, however, two significant differences on individual goal statements for two of the institutions (Northern Virginia and Southside) at the .01 level of significance under the univariate analysis of variance tests. These findings will be addressed further on in the chapter.

With the absence of institutional goal dissonance evidenced by non-statistically significant differences for each of the eight hypotheses tested, a compatible managerial climate could be assumed. The lack of dissonance (or presence of consonance) lends support to Schein's (1971) contention that among the values, norms and behavior patterns learned by individuals through organizational socialization, a basic element is inculcating the basic goals of the organization. The original mission statement of the Virginia Community College System (Godwin, 1966) was apparently so acceptable to the individuals managing the community colleges that its affects have continued throughout the growth and development of the community college system.

Berlew and Hall (Kolb, 1971) contended that the first year of membership within an organization is the critical period for the learning of organizational expectations and goals. It would appear that due to the lack of disagreement/dissonance regarding goal priorities among the community college administrators of this study, that the organizational expectations and goals have been internalized by the administrators examined through this research. In examining the individual goal mean rankings for "is" and "should be" responses, little variation was found among and between the groups analyzed. The net results indicated a close clustering of goal priorities at all institutions involved in this study.

Getzels, Lipham, and Campbell (1968) stressed the degree to which an organization will attempt to impress its pattern upon the individual and vice versa. Getzel's "nomothetic and idiographic dimensions of behavior" within social systems addresses the state of congruence or incongruence between organizational and individual behavior. With the high degree of goal priority consonance evidenced through the failure to reject each of the eight null hypotheses generated for this study, results strongly indicate a high degree of goal agreement among the community college administrators of this study.

Constant references were found in the literature relative to the controversy over goals, objectives, and their implications for organizations (Filley and House, 1969; Etzioni, 1961a,b, 1964, 1969; Silverman, 1971). Evidence of this controversy was summarized as: (1) the tendency of managers to confuse objectives with administrative

policy; (2) a lack of distinction between the means of achieving objectives and the end of those objectives; and (3) the managerial confusion on establishing and stating objectives and goals. The results of this study indicate lack of support for these contentions with respect to multi-campus Virginia community college administrative goal agreement.

Davis Sills (Grusky and Miller, 1970) contended that organizations, in order to accomplish their goals, establish a set of procedures or means. He suggested that often goals evolve into "ends" rather than maintain their status as goals. The evidence derived from this study is not sufficient to make a judgment upon whether community college administrators at the five multi-campus Virginia community colleges view the VCCS Task Force Management by Objectives goals as "ends" or simply as goals. This area would provide an interesting opportunity for future research.

Trivett (1973) commented upon the complex area of goals and described them as (1) complex phenomena, (2) desired states which are not totally attainable, and as (3) existing at several levels within an organization. The evidence produced through this research appears to refute Trivett's contention that goals are desired states which are not totally attainable. In this study, goal congruence is supported through the failure to reject all of the eight null hypotheses.

Bolin's (1973) six criteria for establishing workable goals for educational institutions are supported through this research and its findings. However, only generalizations can be made. Bolin's criteria (compatibility, attainability, intelligibility, acceptability, measurability, and accountability) cover a broad range of interpretation. The findings of this study can be said to support both compatibility and acceptability. Compatibility is described as the need for unity and agreement among goals; acceptability is described as the staff reception of the goals. The other four criteria would provide a basis for further goal research in an effort to determine the characteristics of VCCS goals.

This study partially supports the work of Gross and Grambsch (1968) which indicated that based upon "is" and "should be" responses to priority of goals, differences between groups were small (with respect to ranking goals), but that "is" and "should be" ratings of perceptions by individuals varied. The eight hypotheses produced no significant differences between and among groups at the .01 level of significance, but individual rankings of goal priorities within administrative groups and within institutions varied.

Peterson (1971) identified what he felt to be the three most practical purposes for goals in education: (1) to provide a basis for policy development; (2) to provide a general framework for decision-making; and (3) to provide a basis for institutional planning. Other uses for goals in organizations have been summarized as follows:

(1) as a device to facilitate communication; (2) as a set of guidelines which assist in focusing attention upon internal organizational activity; and (3) for the purpose of setting patterns of organizational authority, channels of internal communication and decision-making (Etzioni, 1964; Perrow, 1972b; Kast and Rosenzweig, 1970). This research and its findings support the uses of goals, if goal consonance can be said to indicate that agreement to the level of that found through this study is indicative of commonness of purpose.

Carpenter (1973) stated that Management by Objectives (MBO) coordinates management activities with institutional goals. This study aptly supports this contention. The VCCS had as its purpose the identification and reiteration of institutional goals for the twenty-three community colleges in Virginia, among which are the five multi-campus community colleges utilized for this research. The objective was to reinforce the original goal/mission statement of the system and to gain goal agreement/consonance among the colleges. The lack of any statistically significant difference for either of the eight null hypotheses tested in this study indicates that goal consonance does exist for this population of multi-campus community college administrators in Virginia. However, the means through which this consonance has evolved is not clear from this study. This area would provide a foundation for further research.

MBO is also said to elicit teamwork by attempting to identify common goals within organizations (Mansergh, 1971). The results of this study indicate that the common goals seem to be addressed by the

VCCS Task Force on Management by Objectives goals as distributed to the twenty-three community colleges as evidenced through the high level of congruence among the colleges surveyed and analyzed in this research.

The human relations era of management theory brought attention to the need for a more "person-oriented" approach in management (Etzioni, 1964; Pfiffner and Sherwood, 1960). Management by Objectives as a technique evolved as a result of increasing concern for involving the individual in the organization's attempt to succeed by gaining goal-agreement from organizational members (Odiorne, 1965; Carpenter, 1973). Using goal congruence as an indicator of common purpose and agreement, these research findings seem to support the concept that the "person-oriented" management approach gains a higher level of consensus and agreement among individuals in an organization with respect to goals.

The two instances of statistically significant difference at the .01 level of significance appeared with respect to goal statement six (Factor Six - Equal Opportunity Goals) when the univariate analysis of variance was produced for each of the eleven goal statements per hypothesis tested. Northern Virginia and Southside Virginia Community Colleges both developed a significant difference at the .01 level of significance on goal statement six (recruiting of minority staff members). At these two institutions it can be observed that goal dissonance exists with respect to the priority of the equal opportunity

factor. The prediction, based on these findings, can only be made in terms of the evidence of dissonance. However, it might be concluded that several conditions may have affected this goal priority among groups and between institutions: (1) that the governmental impetus for equal opportunity and affirmative action in employment and recruiting has alienated administrators; (2) that a high degree of employment of minorities has already been achieved; or (3) that there is genuine non-commitment and lack of concern by administrative groups with respect to minority recruitment and affirmative action activities within the colleges.

Data from this research suggested that the non-significant differences of priority perceptions of institutional goals held by community college administrators among the five multi-campus community colleges in Virginia supported the contention that goal congruence exists for those colleges on overall levels. This high level of goal consonance reinforces the administrative staff groups of the colleges studied with respect to goal inculcation and attainment. The evidence further provides support for the postulation that a favorable managerial climate exists within these institutions with respect to goal direction, goal attainment and goal agreement.

RECOMMENDATIONS

Based on the findings and implications of this research, the following recommendations are suggested:

1. This study should be replicated after one year to determine if future institutional practices reflect the stated VCCS goals.

2. This study should be repeated for the multi-campus Virginia community colleges after one year in order to reassess the degree of goal congruence among those institutions.

3. A more detailed evaluation of the goal priority perceptions utilizing this study design should be conducted between the VCCS management team (Chancellor, Vice Chancellor, Division Directors, Coordinators, and State Department of Community College personnel) versus the twenty-three community college management teams (Presidents, Deans, Provosts, Division Chairpersons, Directors, and Coordinators) in order to evaluate the status of goal congruence among these groups.

4. This study should be adapted for administration to faculty, administrators, classified personnel, students, local boards, and community representatives on a comparative basis after a time period of one year (allowing the goals to be implemented throughout all levels of the institution), in an effort to evaluate goal congruence among and between these groups per college and state-wide.

5. Although no statistically significant difference emerged from major group comparisons for the eight hypotheses, attention should be directed toward assessing the status of minority recruitment for Northern Virginia and Southside Virginia Community Colleges whose univariate analysis of variance at the .01 level produced significant differences for goal statement six, in an effort to determine the precise reason for the administrative dissonance on this goal statement.

6. Additional research should be conducted to determine whether the responses made to this survey were the result of passive acceptance of goals or whether a genuine commitment to the community college purposes among the state's multi-campus institutions exists.

With the high incidence of goal agreement among the five multi-campus Virginia community colleges, a favorable managerial climate for the future development of specific institutional objectives appears evident. This high degree of goal consonance provides a positive basis from which to develop cooperative goals per college and from which to determine the priority of objectives for each institution and campus.

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APPENDICES

APPENDIX A

APPENDIX A

VCCS TASK FORCE ON
MANAGEMENT BY OBJECTIVES REPORT

JANUARY 14, 1976

10.0 CURRENT MISSION STATEMENTS

10.1 The Virginia Community College System Mission

The Virginia Community College System is composed of the State Board for Community Colleges, the State Department of Community Colleges and each of the comprehensive community colleges governed by the Board.

MISSION

The mission of the Virginia Community College System is to function within the total educational community, in those areas assigned to it by law, to assure that all individuals in the Commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge.

Principal emphasis is placed on occupational-technical education with commensurate emphasis on counseling and guidance. Transfer programs are an integral part of the mission and continuing education is a vital service to the total mission.

The Virginia Community College System provides trained manpower through a cooperative effort with industry, business, professions, government and other educational institutions.

The mission shall be accomplished primarily through the operation of comprehensive community colleges throughout the Commonwealth, supported by the State Department of Community Colleges. Individual colleges shall offer programs of instruction, extending not beyond the Associate Degree level, designed to respond to the needs of the Commonwealth and to the particular needs of the citizens of the regions in which they are located.

11.0 GOALS STATEMENTS

11.1 Virginia Community College System Goals Statements

I. Educational Program Goals

The Virginia Community College System shall, through individual comprehensive community colleges and the Special Training Division of the State Department of Community Colleges provide educational opportunities to individuals within and beyond the typical college age. The System has the responsibility for effectively and efficiently meeting the educational and training needs of those citizens of the Commonwealth for whom it was designed to serve. Each college shall have a specific geographic region for which it is primarily responsible.

A. The educational program goals of the VCCS are:

1. To offer Associate in Applied Science Degree Programs to prepare individuals for careers as technicians and paraprofessional workers.
2. To offer Associate in Arts and Associate in Science Degree Programs designed to prepare individuals for transfer, as upper-division students, to baccalaureate degree programs in four-year colleges.
3. To offer Diploma and Certificate Programs designed to prepare individuals for careers as technicians and skilled workers.
4. To offer Developmental Programs designed to assist individuals in meeting educational requirements to prepare them to benefit from other instructional programs.
5. To offer Continuing Education Programs designed to provide educational opportunities for individuals who wish to continue and expand their learning experiences. Such programs may include credit and non-credit courses, seminars or workshops.

6. To offer Community Services which shall provide cultural and educational opportunities which are in addition to other programs of the college. Where available, facilities and other resources may be provided to other educational insitutions or other qualified organizations.
7. To offer Student Development Services which, through counseling and guidance, shall be de- signed to primarily assist with decisions regarding occupational, educational, and personal goals, and to facilitate their educational progress.
8. To offer Special Training programs where specific employment opportunities are available in new or expanding businesses, industries, and professions. Such programs shall be operated in coordination with the individual comprehensive community colleges.

II. Educational Impact Goals

- B. Educational Impact Goals is a category of goals that deals with the impact of the educational process among students. These statements relate to the type of change or effect colleges hope to have on students and lead to a measurement of the educational impact of a college on the student.

NOTE: The Educational Impact Goals will be developed as part of the second cycle of M.B.O.

III. Operational Goals

The State Board of Community Colleges is appointed by the Governor of the Commonwealth and is the governing board for the Virginia Community College System. Each College has a College Board, appointed by the political subdivisions served by the College, which is advisory to the State Board and which has such authority and responsibility as may be delegated to it by the State Board. The Virginia Community College System shall provide the necessary organization and resources to implement its Educational Program Goals.

- C. GENERAL -- The general goals of the VCCS are as follows:
 1. A goal to develop programs, courses, and services based on the assessed needs of individuals and the

needs of industry, business, professions and government in the Commonwealth.

2. To offer programs and services at the lowest possible cost in order not to exclude citizens of the Commonwealth from needed educational opportunities due to costs.
3. To manage the VCCS through the use of clearly stated goals and objectives with full accountability to the colleges and the systems' constituents.

D. ORGANIZATION -- The organizational goals of the VCCS are as follows:

1. To establish an effective organizational structure in the State Department of Community Colleges which supports the programs of the System and the community colleges.
2. To establish an organizational structure within each community college which provides for the effective operation of the college. Such structure shall be fully defined and communicated to all college personnel and the State Board.
3. To define an effective organizational structure for the VCCS and clearly communicate it to all personnel.

E. MANAGEMENT -- The management team of the Virginia Community College System includes the Chancellor, Vice Chancellor, Division Directors, and the Presidents of the respective colleges. The college management teams include the Presidents, Provosts, Deans, Directors, Coordinators, Division Chairmen, and Business Managers.

The management goals of the VCCS are as follows:

1. To define system and institutional expectations for each member of the management team to facilitate the selection of individuals who are professionally competent and who have goals consistent with those of the system and the college.
2. To provide a program of professional development to provide for growth and development of individuals composing management teams.

3. To provide programs of evaluation and retention including appropriate salaries and benefits.
4. To involve members of the management team in the development of policies and procedures, and to clearly define the role and scope of this involvement.
5. To provide protection from arbitrary actions by senior administrators and from undue outside pressures.

F. FACULTY -- Faculty, as used herein, includes all personnel holding faculty rank not included in the section on Management.

The goals of the VCCS regarding faculty are as follows:

1. To define system and institutional expectations for each member of the faculty to facilitate the selection of individuals who are professionally competent and who have goals consistent with those of the system and the college.
2. To provide a program of professional development to assure that faculty members are kept abreast of the latest developments in their respective disciplines, instructional methodology, and developments in community college education.
3. To develop programs of evaluation and retention including appropriate salaries and benefits related thereto.
4. To involve faculty in the development of institutional and system policies and procedures and to define clearly the scope of their role in this area.
5. To defend academic freedom and due process and protect faculty from arbitrary administrative actions and undue outside pressures.

G. SUPPORT STAFF -- The support staff includes classified employees of the colleges and the staff of the State Department of Community Colleges, not previously included within the definition of Management or Faculty.

The VCCS goals relative to the support staff are as follows:

1. To define system and institutional expectations for each member of the support staff to facilitate the selection of individuals who are professionally competent and who have goals consistent with those of the system and the college.
 2. To provide a program of development to maintain and improve the competencies of the members of the support staff.
 3. To provide evaluation and retention policies including appropriate salaries and benefits related thereto.
 4. To protect support staff members from arbitrary administrative actions and undue outside pressures.
- H. EQUAL OPPORTUNITY -- Regarding equal opportunity, the VCCS has the following goals:
1. To provide educational services to all citizens of the Commonwealth without regard to race, sex, national origin, religious preference, marital status, or any other matters not directly related to the individual's ability to benefit from the educational program.
 2. To avoid any discrimination in its employment practices on the basis of race, sex, national origin, religious preference, marital status, or any other matter not directly related to the qualifications of the individual to perform the duties of the job.
 3. To develop recruiting practices that encourage persons from minority groups presently underrepresented in the management, faculty, or staff of the system to apply for positions for which they are qualified.
- I. FINANCIAL RESOURCES -- Regarding financial resources, the VCCS has the following goals:
1. To prepare and justify budget requests that accurately reflect the needs of the individual colleges and the system.
 2. To allocate available financial resources to implement most effectively and efficiently the Educational Goals of the Virginia Community College System.

3. To manage available resources so that maximum benefits are achieved.
 4. To be accountable for the utilization of all financial resources.
- J. LEARNING RESOURCES -- Learning Resources include libraries audio-visual equipment and materials and learning laboratory facilities.
- VCCS goals related to Learning Resources are:
1. To provide learning resources facilities at each campus in order to assist in creating an effective learning environment.
 2. To develop learning resources which support the programs of the colleges.
 3. To promote and encourage the utilization of appropriate learning resources by students, faculty, staff, and the general public.
- K. PHYSICAL PLANT -- For the physical plant area the VCCS has the following goals:
1. To provide facilities and equipment to create desirable learning environments for the system's programs.
 2. To maintain and protect facilities and equipment so as to assure maximum benefit from their use.
 3. To encourage appropriate utilization of college facilities by outside agencies and community groups.
- L. RESEARCH AND DEVELOPMENT -- The VCCS Research and Development goals are as follows:
1. To maintain a program of information to support evaluation and management of institutional and system performance.

APPENDIX B

APPENDIX B
PROJECT FOCUS SUMMARY OF GOAL PERCEPTIONS*

PRESIDENTS' RANKING OF GOALS*	PRESENT		PREFERRED	
	RANK	MEAN	RANK	SD
SERVE HIGHER EDUCATION NEEDS OF YOUTH FROM LOCAL COMMUNITY	1	1.39	2	0.68
RESPOND TO NEEDS OF LOCAL COMMUNITY	4	1.81	6	0.84
HELP STUDENTS RESPECT OWN ABILITIES AND LIMITATIONS	6	1.97	7	0.78
HELP STUDENTS ADAPT TO NEW OCCUPATIONAL REQUIREMENTS	9	2.13	9	0.93
MAKE FINANCIAL ASSISTANCE AVAILABLE TO ANY STUDENT WHO WANTS TO ENROLL IN COLLEGE	11	2.21	16	1.07
ENSURE FACULTY PARTICIPATION IN INSTITUTIONAL DECISION MAKING	12	2.22	19	0.85
PROVIDE SOME FORM OF EDUCATION FOR ANY STUDENT REGARDLESS OF ACADEMIC ABILITY	14	2.36	18	1.28

#BUSHNELL, D. S. *Organizing for Change: New Priorities for Community Colleges*. NEW YORK: MC-GRAW-HILL BOOK COMPANY, 1973.

PROJECT FOCUS SUMMARY OF GOAL PERCEPTIONS

PRESIDENTS' RANKING OF GOALS*	PRESENT			PREFERRED		
	RANK	MEAN	SD	RANK	MEAN	SD
ENSURE STUDENT PARTICIPATION IN INSTITUTIONAL DECISION MAKING	18	2.59	0.92	21	2.18	0.87
REEDUCATE AND RETRAIN THOSE WHOSE VOCATIONAL CAPABILITIES ARE OBSOLETE	20	2.73	1.10	12	1.62	0.78
ATTRACT REPRESENTATIVE NUMBERS OF MINORITY FACULTY MEMBERS	22	2.92	1.02	24	2.35	0.88
HELP FORMULATE PROGRAMS IN PUBLIC POLICY AREAS (E.G. POLLUTION CONTROL)	24	3.16	1.02	22	2.19	0.93
ALLOCATE PERCENT OF ENROLLMENT TO MINORITY GROUPS OR THOSE OF LOW SOCIOECONOMIC STATUS	25	3.72	1.33	25	3.31	1.36

*BECAUSE ONLY 12 GOAL STATEMENTS WERE ADMINISTERED TO STUDENTS AND FACULTY, THESE SAME GOALS WERE SELECTED FROM AMONG THE 26 RATED BY PRESIDENTS FOR PRESENTATION HERE. THEIR RANK AMONG THE 26 HAS BEEN REPORTED IN ORDER THAT THEIR RELATIVE POSITION CAN BE COMPARED WITH THE RELATIVE POSITION AS RATED BY FACULTY AND STUDENTS, I.E. UPPER, MIDDLE OR LOWER THIRD.

PROJECT FOCUS SUMMARY OF GOAL PERCEPTIONS

FACULTY RANKING OF GOALS	PRESENT			PREFERRED		
	RANK	MEAN	SD	RANK	MEAN	SD
ENSURE FACULTY PARTICIPATION IN INSTITUTIONAL DECISION MAKING	8	2.58	1.04	5	1.61	0.73
ENSURE STUDENT PARTICIPATION IN INSTITUTIONAL DECISION MAKING	9	2.85	0.98	10	2.30	0.87
ATTRACT REPRESENTATIVE NUMBERS OF MINORITY FACULTY MEMBERS	10	2.89	1.26	11	2.49	1.06
HELP FORMULATE PROGRAMS IN A NUMBER OF PUBLIC POLICY AREAS (E.G. POLLUTION CONTROL)	11	2.92	1.11	8	1.86	0.92
ALLOCATE PERCENT OF ENROLLMENT TO MINORITY GROUPS OR THOSE OF LOW SOCIOECONOMIC STATUS	12	3.12	1.35	12	2.81	1.28

PROJECT FOCUS SUMMARY OF GOAL PERCEPTIONS

FACULTY RANKING OF GOALS	PRESENT		PREFERRED	
	RANK	MEAN	RANK	MEAN
1	1.66	0.82	2	1.44
2	1.70	0.86	7	1.79
3	1.99	0.91	4	1.56
4	2.12	0.93	3	1.47
5	2.22	0.94	9	1.88
6	2.24	0.94	1	1.40
7	2.41	1.11	6	1.62

SERVE HIGHER EDUCATION NEEDS OF YOUTH FROM LOCAL COMMUNITY

PROVIDE SOME FORM OF EDUCATION FOR ANY STUDENT REGARDLESS OF ACADEMIC ABILITY

RESPOND TO NEEDS OF LOCAL COMMUNITY

HELP STUDENTS ADAPT TO NEW OCCUPATIONAL REQUIREMENTS

MAKE FINANCIAL ASSISTANCE AVAILABLE TO ANY STUDENT WHO WANTS TO ENROLL IN COLLEGE

HELP STUDENTS RESPECT OWN ABILITIES AND LIMITATIONS

REEDUCATE AND RETRAIN THOSE WHOSE VOCATIONAL CAPABILITIES ARE OBSOLETE

0.67

0.96

0.71

0.64

0.90

0.60

0.77

APPENDIX C

APPENDIX C

TEST/RETEST SURVEY ON
VCCS 42 MANAGEMENT BY OBJECTIVES
GOAL STATEMENTS

VIRGINIA COMMUNITY COLLEGE SYSTEM GOALS INVENTORY *

The Virginia Community College System (VCCS) Task Force on Management by Objectives comprised of the Chancellor, State Board of Community Colleges, and other VCCS and college administrators has developed 42 goal statements for the system. The attached Goals Inventory lists each of those 42 goals in various categories as established by the Task Force. The goals are printed in this survey exactly as they were written by the VCCS Task Force in January of 1976.

The attached Goals Inventory will be administered twice to the same group of community college professionals. A Factor Analysis will be done to derive the final survey instrument to be used to identify and compare the perceptions of goal priorities of campus and central office administrators among the five multi-campus community colleges in Virginia. The study has been approved by the Research and Information Committee of the Advisory Council of Presidents of the VCCS (February 1976).

All data collected through these two pre-tests will be treated as group data and handled confidentially. Individual responses and score sheets will not be identified in the data analysis, nor will they be distributed within the VCCS. These group data will only appear in the dissertation as a foundation for the final survey instrument to be used. Coding on each survey form and on each computer answer sheet is for follow-up on returns only.

INSTRUCTIONS FOR COMPLETING THE SURVEY FORM/ANSWER SHEET:

1. Each goal statement is in a category as established by the VCCS. Each section is identified on the survey form and underscored. There will be duplications in the goals throughout the survey form. Please consider each goal and its level of importance with respect to the category in which it falls.
2. Each goal statement requires two responses:

IS and SHOULD BE
3. Each answer blank on the computer score sheet provides two areas for your responses:

0, 1, 2, 3, or 4 IS

5, 6, 7, 8, or 9 SHOULD BE

4. Using the response key provided below and on each page of the survey, you are asked to respond to each goal statement in two different ways:

FIRST - How important you feel the goal IS at the present time.

SECOND - How important you feel the goal SHOULD BE in the future.

EXAMPLE

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

5. To develop programs of evaluation and retention with appropriate salaries and benefits.

IS	0	1	(2)	3	4
<hr/>					
SHOULD BE	5	6	7	8	(9)

In this example, the respondent feels that the goal IS presently of medium importance, but feels that the goal SHOULD BE of extremely high importance.

MARKING THE COMPUTER SCORE SHEET

1. In marking the survey responses you may wish to consider circling your response on the survey form and then later transferring the marks to the computer score sheet in order to save time.

On the survey form, each goal statement has its item number repeated in the right margin for your convenience in transferring answers.

2. Begin marking answers on the computer score sheet with #5. Blanks 1-4 are reserved for coding of forms.
3. Answer blanks proceed ACROSS the form, not down.
4. Mark twice for each goal statement:

IS	0, 1, 2, 3, or 4
SHOULD BE	5, 6, 7, 8, or 9

5. Use any PENCIL with medium or dark lead. Please do not use ink or felt pens. Mark-sensing pencils are not necessary.

6. Make all marks heavy and dark; fill in spaces completely; erase cleanly if a response is changed.
7. Please do not make any stray marks on the computer score sheet as the form will be invalidated in processing.
8. Please do not fold, staple, or paperclip the computer sheet or it will not process properly.
9. Please return the survey form and computer score sheet together so they can be checked for accuracy before computer processing.

Your cooperation and assistance in this test/retest of the survey instrument is greatly appreciated. If you have any questions or suggestions for improvement of instructions, please let me know. If you wish a summary report of the final instrument or of the dissertation results, call or drop me a note and I will be happy to provide it for you.

Cheryl W. Creager
6000-J Terrace View
Blacksburg, VA 24060
(703) 951-8904

PLEASE BEGIN THE SURVEY RESPONSES. BEGIN MARKING ANSWER SHEETS IN BLANK #5.

*Instructions were contained on two sheets versus the three sheets required in the dissertation due to shorter margin ranges for typing.

VIRGINIA COMMUNITY COLLEGE SYSTEM GOALS INVENTORY *

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

VCCS Educational Program Goals

- | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|---|--|----|---|---|-----|---|---|--|----------------------------|--|--|--|--|--|--|-----------|---|---|---|---|---|-----|
| 5. | To offer Associate in Applied Science degree programs to prepare individuals for careers as technicians and paraprofessional workers. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr style="width: 100%;"/></td> </tr> <tr> <td>SHOULD BE</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td style="vertical-align: middle;">#5</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr style="width: 100%;"/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #5 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | |
| <hr style="width: 100%;"/> | | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #5 | | | | | | | | | | | | | | | | | |
| 6. | To offer Associate in Arts and Associate in Science degree programs designed to prepare individuals for transfer, as upper-division students, to baccalaureate degree programs in four-year colleges. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr style="width: 100%;"/></td> </tr> <tr> <td>SHOULD BE</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td style="vertical-align: middle;">#6</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr style="width: 100%;"/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #6 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | |
| <hr style="width: 100%;"/> | | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #6 | | | | | | | | | | | | | | | | | |
| 7. | To offer Diploma and Certificate programs designed to prepare individuals for careers as technicians and skilled workers. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr style="width: 100%;"/></td> </tr> <tr> <td>SHOULD BE</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td style="vertical-align: middle;">#7</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr style="width: 100%;"/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #7 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | |
| <hr style="width: 100%;"/> | | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #7 | | | | | | | | | | | | | | | | | |
| 8. | To offer Developmental programs designed to assist individuals in meeting educational requirements to prepare them to benefit from other instructional programs. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr style="width: 100%;"/></td> </tr> <tr> <td>SHOULD BE</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td style="vertical-align: middle;">#8</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr style="width: 100%;"/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #8 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | |
| <hr style="width: 100%;"/> | | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #8 | | | | | | | | | | | | | | | | | |
| 9. | To offer Continuing Education programs designed to provide educational opportunities for individuals who wish to continue and expand their learning experiences. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr style="width: 100%;"/></td> </tr> <tr> <td>SHOULD BE</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td style="vertical-align: middle;">#9</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr style="width: 100%;"/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #9 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | |
| <hr style="width: 100%;"/> | | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #9 | | | | | | | | | | | | | | | | | |
| 10. | To offer Community Services which shall provide cultural and educational opportunities which are in addition to other programs of the college. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr style="width: 100%;"/></td> </tr> <tr> <td>SHOULD BE</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td style="vertical-align: middle;">#10</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr style="width: 100%;"/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #10 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | |
| <hr style="width: 100%;"/> | | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #10 | | | | | | | | | | | | | | | | | |

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

11. To offer Student Development Services which, through counseling and guidance, shall be designed to primarily assist with decisions regarding occupational, educational, and personal goals, and to facilitate their educational progress.

IS	0	1	2	3	4	#11
SHOULD BE	5	6	7	8	9	

12. To offer Special Training programs where specific employment opportunities are available in new or expanding businesses, industries, and professions.

IS	0	1	2	3	4	#12
SHOULD BE	5	6	7	8	9	

VCCS Operational Goals-General

13. To develop programs, courses, and services based on the assessed needs of individuals and the needs of industry, business, professions and government in the Commonwealth.

IS	0	1	2	3	4	#13
SHOULD BE	5	6	7	8	9	

14. To offer programs and services at the lowest possible cost in order not to exclude citizens of the Commonwealth from needed educational opportunities due to costs.

IS	0	1	2	3	4	#14
SHOULD BE	5	6	7	8	9	

15. To manage the VCCS through the use of clearly stated goals and objectives with full accountability to the colleges and the system's constituents.

IS	0	1	2	3	4	#15
SHOULD BE	5	6	7	8	9	

VCCS Operational Goals-Organizational

16. To establish an effective organizational structure in the State Department of Community Colleges which supports the programs of the system and the colleges.

IS	0	1	2	3	4	#16
SHOULD BE	5	6	7	8	9	

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

17. To establish an organizational structure within each community college which provides for the effective operation of the college and is fully defined and communicated to all college personnel and the State Board.

	IS	0	1	2	3	4	
							#17
SHOULD BE		5	6	7	8	9	

18. To define an effective organizational structure for the VCCS and clearly communicate it to all personnel.

	IS	0	1	2	3	4	
							#18
SHOULD BE		5	6	7	8	9	

VCCS Management Goals

The VCCS Management Team includes the Chancellor, Vice-Chancellor, Division Directors, and Presidents of the colleges. The College Management Teams include the Presidents, Provosts, Deans, Directors, Coordinators, Division Chairpersons, and Business Managers.

19. To define system and institutional expectations for each member of the management team to facilitate the selection of individuals who are professionally competent and who have goals consistent with those of the system and the college.

	IS	0	1	2	3	4	
							#19
SHOULD BE		5	6	7	8	9	

20. To provide a program of professional development to provide for growth and development of individuals composing the management teams.

	IS	0	1	2	3	4	
							#20
SHOULD BE		5	6	7	8	9	

21. To provide programs of evaluation and retention including appropriate salaries and benefits.

	IS	0	1	2	3	4	
							#21
SHOULD BE		5	6	7	8	9	

22. To involve members of the management team in the development of policies and procedures, and to clearly define the role and scope of this involvement.

	IS	0	1	2	3	4	
							#22
SHOULD BE		5	6	7	8	9	

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

23. To provide protection from arbitrary actions by senior administrators and from undue outside pressures.

	IS	0	1	2	3	4	
	<hr/>						#23
SHOULD BE	5	6	7	8	9		

VCCS Goals Regarding Faculty

Faculty includes all personnel holding faculty rank not included in the section on Management.

24. To define system and institutional expectations for each member of the faculty to facilitate the selection of individuals who are professionally competent and who have goals consistent with those of the system and the college.

	IS	0	1	2	3	4	
	<hr/>						#24
SHOULD BE	5	6	7	8	9		

25. To provide a program of professional development to assure that faculty members are kept abreast of the latest developments in their respective disciplines, instructional methodology, and developments in community college education.

	IS	0	1	2	3	4	
	<hr/>						#25
SHOULD BE	5	6	7	8	9		

26. To develop programs of evaluation and retention including appropriate salaries and benefits related thereto.

	IS	0	1	2	3	4	
	<hr/>						#26
SHOULD BE	5	6	7	8	9		

27. To involve faculty in the development of institutional and system policies and procedures and to define clearly the scope of their role in this area.

	IS	0	1	2	3	4	
	<hr/>						#27
SHOULD BE	5	6	7	8	9		

- 0/5 of no importance
- 1/6 of low importance
- 2/7 of medium importance
- 3/8 of high importance
- 4/9 of extremely high importance

28. To defend academic freedom and due process and protect faculty from arbitrary administrative actions and undue outside pressures.	IS 0 1 2 3 4	#28
	SHOULD BE 5 6 7 8 9	

VCCS Goals Related to Support Staff

Support Staff includes classified employees of the colleges and the staff of the State Department of Community Colleges, not previously included within the definition of Management or Faculty.

29. To define system and institutional expectations for each member of the support staff to facilitate the selection of individuals who are professionally competent and who have goals consistent with those of the system and the college.	IS 0 1 2 3 4	#29
	SHOULD BE 5 6 7 8 9	
30. To provide a program of development to maintain and improve the competencies of the members of the support staff.	IS 0 1 2 3 4	#30
	SHOULD BE 5 6 7 8 9	
31. To provide evaluation and retention policies including appropriate salaries and benefits related thereto.	IS 0 1 2 3 4	#31
	SHOULD BE 5 6 7 8 9	
32. To protect support staff members from arbitrary administrative actions and undue outside pressures.	IS 0 1 2 3 4	#32
	SHOULD BE 5 6 7 8 9	

- 0/5 of no importance
- 1/6 of low importance
- 2/7 of medium importance
- 3/8 of high importance
- 4/9 of extremely high importance

VCCS Equal Opportunity Goals

33. To provide educational services to all citizens of the Commonwealth without regard to race, sex, national origin, religious preference, marital status, or any other matters not directly related to the individual's ability to benefit from the educational program.

IS	0	1	2	3	4		
SHOULD BE	5	6	7	8	9		#33

34. To avoid any discrimination in its employment practices on the basis of race, sex, national origin, religious preference, marital status, or any other matter not directly related to the qualifications of the individual to perform the duties of the job.

IS	0	1	2	3	4		
SHOULD BE	5	6	7	8	9		#34

35. To develop recruiting practices that encourage persons from minority groups presently underrepresented in the management, faculty, or staff of the system to apply for positions for which they are qualified.

IS	0	1	2	3	4		
SHOULD BE	5	6	7	8	9		#35

VCCS Financial Resources Goals

36. To prepare and justify budget requests that accurately reflect the needs of the individual colleges and the system.

IS	0	1	2	3	4		
SHOULD BE	5	6	7	8	9		#37

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

- | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----|---|---|---|-----|---|--|-------|--|--|--|--|--|--|-----------|---|---|---|---|---|-----|
| 37. To allocate available financial resources to implement most effectively and efficiently the educational goals of the Virginia Community College System. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr/></td> </tr> <tr> <td style="padding-right: 10px;">SHOULD BE</td> <td style="padding-right: 10px;">5</td> <td style="padding-right: 10px;">6</td> <td style="padding-right: 10px;">7</td> <td style="padding-right: 10px;">8</td> <td style="padding-right: 10px;">9</td> <td style="vertical-align: middle;">#37</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #37 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #37 | | | | | | | | | | | | | | | | |
| 38. To manage available resources so that maximum benefits are achieved. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr/></td> </tr> <tr> <td style="padding-right: 10px;">SHOULD BE</td> <td style="padding-right: 10px;">5</td> <td style="padding-right: 10px;">6</td> <td style="padding-right: 10px;">7</td> <td style="padding-right: 10px;">8</td> <td style="padding-right: 10px;">9</td> <td style="vertical-align: middle;">#38</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #38 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #38 | | | | | | | | | | | | | | | | |
| 39. To be accountable for the utilization of all financial resources. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr/></td> </tr> <tr> <td style="padding-right: 10px;">SHOULD BE</td> <td style="padding-right: 10px;">5</td> <td style="padding-right: 10px;">6</td> <td style="padding-right: 10px;">7</td> <td style="padding-right: 10px;">8</td> <td style="padding-right: 10px;">9</td> <td style="vertical-align: middle;">#39</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #39 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #39 | | | | | | | | | | | | | | | | |

VCCS Learning Resources Goals

Learning Resources include libraries, audio-visual equipment and materials and learning laboratory facilities.

- | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----|---|---|---|-----|---|--|-------|--|--|--|--|--|--|-----------|---|---|---|---|---|-----|
| 40. To provide learning resources facilities at each campus in order to assist in creating an effective learning environment. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr/></td> </tr> <tr> <td style="padding-right: 10px;">SHOULD BE</td> <td style="padding-right: 10px;">5</td> <td style="padding-right: 10px;">6</td> <td style="padding-right: 10px;">7</td> <td style="padding-right: 10px;">8</td> <td style="padding-right: 10px;">9</td> <td style="vertical-align: middle;">#40</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #40 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #40 | | | | | | | | | | | | | | | | |
| 41. To develop learning resources which support the programs of the colleges. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr/></td> </tr> <tr> <td style="padding-right: 10px;">SHOULD BE</td> <td style="padding-right: 10px;">5</td> <td style="padding-right: 10px;">6</td> <td style="padding-right: 10px;">7</td> <td style="padding-right: 10px;">8</td> <td style="padding-right: 10px;">9</td> <td style="vertical-align: middle;">#41</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #41 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #41 | | | | | | | | | | | | | | | | |
| 42. To promote and encourage the utilization of appropriate learning resources by students, faculty, staff, and the general public. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr/></td> </tr> <tr> <td style="padding-right: 10px;">SHOULD BE</td> <td style="padding-right: 10px;">5</td> <td style="padding-right: 10px;">6</td> <td style="padding-right: 10px;">7</td> <td style="padding-right: 10px;">8</td> <td style="padding-right: 10px;">9</td> <td style="vertical-align: middle;">#42</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #42 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #42 | | | | | | | | | | | | | | | | |

VCCS Physical Plant Goals

- | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----|---|---|---|-----|---|--|-------|--|--|--|--|--|--|-----------|---|---|---|---|---|-----|
| 43. To provide facilities and equipment to create desirable learning environments for the system's programs. | <table border="0"> <tr> <td style="padding-right: 10px;">IS</td> <td style="padding-right: 10px;">0</td> <td style="padding-right: 10px;">1</td> <td style="padding-right: 10px;">2</td> <td style="padding-right: 10px;">3</td> <td style="padding-right: 10px;">4</td> <td></td> </tr> <tr> <td colspan="7"><hr/></td> </tr> <tr> <td style="padding-right: 10px;">SHOULD BE</td> <td style="padding-right: 10px;">5</td> <td style="padding-right: 10px;">6</td> <td style="padding-right: 10px;">7</td> <td style="padding-right: 10px;">8</td> <td style="padding-right: 10px;">9</td> <td style="vertical-align: middle;">#43</td> </tr> </table> | IS | 0 | 1 | 2 | 3 | 4 | | <hr/> | | | | | | | SHOULD BE | 5 | 6 | 7 | 8 | 9 | #43 |
| IS | 0 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | |
| SHOULD BE | 5 | 6 | 7 | 8 | 9 | #43 | | | | | | | | | | | | | | | | |

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

VCCS Physical Plant Goals (cont)

44. To maintain and protect facilities and equipment so as to assure maximum benefit from their use.	IS	0	1	2	3	4	#44
	SHOULD BE	5	6	7	8	9	

45. To encourage appropriate utilization of college facilities by outside agencies and community groups.	IS	0	1	2	3	4	#45
	SHOULD BE	5	6	7	8	9	

VCCS Research and Development Goals

46. To maintain a program of information to support evaluation and management of institutional and system performance.	IS	0	1	2	3	4	#46
	SHOULD BE	5	6	7	8	9	

Thank you very much for your time and assistance in completing this survey instrument.

If there are any comments or suggestions you have for the improvement of the format, please make them below. Comments can be continued on the reverse side of this final page. Any criticism will be appreciated as a final instrument will be developed from this test format.

*The Inventory did not take this many pages in actual form due to different margin requirements for the dissertation. The excessive hyphenation in the goal statement section is due to more narrow margin requirements.

1	0	1	2	3	4	5	6	7	8	9	2	0	1	2	3	4	5	6	7	8	9
3	0	1	2	3	4	5	6	7	8	9	4	0	1	2	3	4	5	6	7	8	9
5	0	1	2	3	4	5	6	7	8	9	6	0	1	2	3	4	5	6	7	8	9
7	0	1	2	3	4	5	6	7	8	9	8	0	1	2	3	4	5	6	7	8	9
9	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9
11	0	1	2	3	4	5	6	7	8	9	12	0	1	2	3	4	5	6	7	8	9
13	0	1	2	3	4	5	6	7	8	9	14	0	1	2	3	4	5	6	7	8	9
15	0	1	2	3	4	5	6	7	8	9	16	0	1	2	3	4	5	6	7	8	9
17	0	1	2	3	4	5	6	7	8	9	18	0	1	2	3	4	5	6	7	8	9
19	0	1	2	3	4	5	6	7	8	9	20	0	1	2	3	4	5	6	7	8	9
21	0	1	2	3	4	5	6	7	8	9	22	0	1	2	3	4	5	6	7	8	9
23	0	1	2	3	4	5	6	7	8	9	24	0	1	2	3	4	5	6	7	8	9
25	0	1	2	3	4	5	6	7	8	9	26	0	1	2	3	4	5	6	7	8	9
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33	0	1	2	3	4	5	6	7	8	9	34	0	1	2	3	4	5	6	7	8	9
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37	0	1	2	3	4	5	6	7	8	9	38	0	1	2	3	4	5	6	7	8	9
39	0	1	2	3	4	5	6	7	8	9	40	0	1	2	3	4	5	6	7	8	9
41	0	1	2	3	4	5	6	7	8	9	42	0	1	2	3	4	5	6	7	8	9
43	0	1	2	3	4	5	6	7	8	9	44	0	1	2	3	4	5	6	7	8	9
45	0	1	2	3	4	5	6	7	8	9	46	0	1	2	3	4	5	6	7	8	9
47	0	1	2	3	4	5	6	7	8	9	48	0	1	2	3	4	5	6	7	8	9
49	0	1	2	3	4	5	6	7	8	9	50	0	1	2	3	4	5	6	7	8	9
51	0	1	2	3	4	5	6	7	8	9	52	0	1	2	3	4	5	6	7	8	9
53	0	1	2	3	4	5	6	7	8	9	54	0	1	2	3	4	5	6	7	8	9
55	0	1	2	3	4	5	6	7	8	9	56	0	1	2	3	4	5	6	7	8	9
57	0	1	2	3	4	5	6	7	8	9	58	0	1	2	3	4	5	6	7	8	9
59	0	1	2	3	4	5	6	7	8	9	60	0	1	2	3	4	5	6	7	8	9
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63	0	1	2	3	4	5	6	7	8	9	64	0	1	2	3	4	5	6	7	8	9
65	0	1	2	3	4	5	6	7	8	9	66	0	1	2	3	4	5	6	7	8	9
67	0	1	2	3	4	5	6	7	8	9	68	0	1	2	3	4	5	6	7	8	9
69	0	1	2	3	4	5	6	7	8	9	70	0	1	2	3	4	5	6	7	8	9
71	0	1	2	3	4	5	6	7	8	9	72	0	1	2	3	4	5	6	7	8	9
73	0	1	2	3	4	5	6	7	8	9	74	0	1	2	3	4	5	6	7	8	9
75	0	1	2	3	4	5	6	7	8	9	76	0	1	2	3	4	5	6	7	8	9
77	0	1	2	3	4	5	6	7	8	9	78	0	1	2	3	4	5	6	7	8	9
79	0	1	2	3	4	5	6	7	8	9	80	0	1	2	3	4	5	6	7	8	9
81	0	1	2	3	4	5	6	7	8	9	82	0	1	2	3	4	5	6	7	8	9
83	0	1	2	3	4	5	6	7	8	9	84	0	1	2	3	4	5	6	7	8	9
85	0	1	2	3	4	5	6	7	8	9	86	0	1	2	3	4	5	6	7	8	9
87	0	1	2	3	4	5	6	7	8	9	88	0	1	2	3	4	5	6	7	8	9
89	0	1	2	3	4	5	6	7	8	9	90	0	1	2	3	4	5	6	7	8	9
91	0	1	2	3	4	5	6	7	8	9	92	0	1	2	3	4	5	6	7	8	9
93	0	1	2	3	4	5	6	7	8	9	94	0	1	2	3	4	5	6	7	8	9
95	0	1	2	3	4	5	6	7	8	9	96	0	1	2	3	4	5	6	7	8	9
97	0	1	2	3	4	5	6	7	8	9	98	0	1	2	3	4	5	6	7	8	9
99	0	1	2	3	4	5	6	7	8	9	100	0	1	2	3	4	5	6	7	8	9

APPENDIX D

APPENDIX D

VIRGINIA COMMUNITY COLLEGE SYSTEM GOALS INVENTORY

INTRODUCTION

After reading the preliminary information and the directions, this survey should take only 10 minutes of your time. Your assistance and cooperation in completing this survey will be greatly appreciated.

The cover memorandum requests the return of this form to the coordinating office by a deadline in order to meet a computer time schedule. Your prompt return of the answer sheet will make sure that your college group data is complete and will also avoid having a segment of your institution's administrative staff eliminated from the data base. In order to have valid comparisons between and among colleges and campuses of the multi-campus institutions of the VCCS, 100% participation and response of the administrative staff is vital.

THE SURVEY INTENT

This eleven item survey was developed from a Factor Analysis computed on two sample groups responding to an original list of 42 goal statements developed by the VCCS Task Force on Management by Objectives.

The intent of this study is to determine if statistically significant differences exist in the perceptions of institutional goal priorities as held by administrators of the five multi-campus community colleges of the VCCS. The statistical analysis will examine differences and/or similarities between and among two levels of administration (college-wide/central office versus campus levels) as group data.

CONFIDENTIALITY

All data collected will be treated as group data only. Individual responses will not be identified in the final analysis. Answer sheets will not be returned to participating institutions or to the VCCS.

On the reverse side of the survey form and computer sheet you will find an identification number. This number identifies your survey form for follow-up to request return if the deadline is not met. Although this number identified your response sheet, it will not be used to identify your individual response sheet in the data analysis.

The computer answer sheet is pre-coded for grouping purposes as follows:

- Blank #1 Identifies the college
- Blank #2 Identifies the central office or campus group
- Blank #3 Identifies the administrative level (central office/campus)
- Blank #4 Is not marked; will not be used for this survey

In administrative grouping, the only designation that will be used is whether an administrator's responsibility area affects the entire college (central office) or whether it affects only one campus. Individual positions are not identified.

RESPONDING TO THE GOAL STATEMENTS

1. Please respond to each goal statement. Do not leave any item blank. There will be two responses required for each goal statement. A sample item will be provided later in the instructions to demonstrate the use of the score sheet.
2. The Inventory consists of 11 goal statements. You are asked to respond to each goal statement in two different ways:

FIRST - How important you feel the goal IS at the present time
 THEN - How important you feel the goal SHOULD BE in the future
3. Important considerations in making your judgment on the importance of each goal statement are:
 - a. Consider the institution as a whole in making your judgment on each response: IS and SHOULD BE
 - b. When giving "Should Be" responses, do not be restricted or restrained by your beliefs about whether the goal, realistically, can ever be attained at your institution or within the VCCS.
4. The following sample goal statement is provided to clarify the method of response for each goal statement:

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

To defend academic freedom and due process and to protect faculty from arbitrary administrative actions and undue outside pressures

IS	0	1	②	3	4
SHOULD BE	5	6	7	8	⑨

In this example, the respondent believes that the goal IS of medium importance at the present time, but thinks that the goal SHOULD BE of extremely high importance in the future.

MARKING THE COMPUTER ANSWER SHEET

1. To save time you may wish to mark the survey form by circling the selected response then later transferring this response to the computer answer sheet. Each goal statement item number is repeated in the right margin to aid in the transfer process.
2. Begin marking your responses with BLANK #5. Blanks 1-3 are pre-coded. Please do not mark Blank #4. It should remain empty.
3. Answer blanks proceed ACROSS THE PAGE, not down.
4. Mark twice for each goal statement: IS and SHOULD BE
5. Please do not omit any responses. Respond to each item twice.
6. Use ANY PENCIL (medium or dark lead). Please do not use ink or felt-tip pens. Special mark-sensing pencils are not necessary for this computer score sheet.
7. Make all marks heavy and dark; fill in spaces completely; erase cleanly if a response is changed.
8. Please do not make any stray marks on the computer sheet or it will not process.
9. Please do not fold, staple, or paper-clip the computer sheet or it will not process through the optical scanner.
10. Please return the computer sheet only (survey form can be discarded) to the coordinating office promptly and within the established deadline.

DEFINITIONS

Institution	Refers to the individual community college
Management Team College	Includes Presidents, Provosts, Deans, Directors, Division Chairpersons, Coordinators, and Business Managers
Management Team VCCS	Includes Chancellor, Vice-Chancellor, Division Directors, and Presidents of the colleges
System	Refers to the Virginia Community College System

VIRGINIA COMMUNITY COLLEGE SYSTEM GOALS INVENTORY

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

5. To provide evaluation and retention policies including appropriate salaries and benefits related thereto. #5
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|--|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | |
6. To develop programs, courses, and services based on the assessed needs of individuals and the needs of industry, business, professions and government in the Commonwealth. #6
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|--|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | |
7. To establish an organizational structure within each community college which provides for the effective operation of the college and is fully defined and communicated to all college personnel and the State Board. #7
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|--|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | |
8. To define System and institutional expectations for each member of the management team to facilitate the selection of individuals who are professionally competent and who have goals consistent with those of the System and the college. #8
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|--|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | |
9. To provide facilities and equipment to create desirable learning environments for the System's programs. #9
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|--|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | |

0/5 of no importance
 1/6 of low importance
 2/7 of medium importance
 3/8 of high importance
 4/9 of extremely high importance

10. To develop recruiting practices that encourage persons from minority groups presently under-represented in the management, faculty, or staff of the system to apply for positions for which they are qualified.
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|-----|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | #10 |
11. To define an effective organizational structure for the VCCS and clearly communicate it to all personnel.
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|-----|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | #11 |
12. To provide a program of professional development to provide for growth and development of individuals composing the management teams.
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|-----|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | #12 |
13. To offer Associate in Applied Science degree programs to prepare individuals for careers as technicians and paraprofessional workers.
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|-----|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | #13 |
14. To establish an effective organizational structure in the State Department of Community Colleges which supports the programs of the System and the colleges.
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|-----|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | #14 |
15. To offer Community Services which shall provide cultural and educational opportunities which are in addition to other programs of the college.
- | | | IS | 0 | 1 | 2 | 3 | 4 | |
|-----------|--|----|---|---|---|---|---|-----|
| | | | | | | | | |
| SHOULD BE | | 5 | 6 | 7 | 8 | 9 | | #15 |

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

1	0	1	2	3	4	5	6	7	8	9	2	0	1	2	3	4	5	6	7	8	9	
3											4											
5	0	1	2	3	4	5	6	7	8	9	6	0	1	2	3	4	5	6	7	8	9	
7											8											
9	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	
11											12											
13	0	1	2	3	4	5	6	7	8	9	14	0	1	2	3	4	5	6	7	8	9	
15											16											
17	0	1	2	3	4	5	6	7	8	9	18	0	1	2	3	4	5	6	7	8	9	
19											20											
21	0	1	2	3	4	5	6	7	8	9	22	0	1	2	3	4	5	6	7	8	9	
23											24											
25	0	1	2	3	4	5	6	7	8	9	26	0	1	2	3	4	5	6	7	8	9	
27											28											
29	0	1	2	3	4	5	6	7	8	9	30	0	1	2	3	4	5	6	7	8	9	
31											32											
33	0	1	2	3	4	5	6	7	8	9	34	0	1	2	3	4	5	6	7	8	9	
35											36											
37	0	1	2	3	4	5	6	7	8	9	38	0	1	2	3	4	5	6	7	8	9	
39											40											
41	0	1	2	3	4	5	6	7	8	9	42	0	1	2	3	4	5	6	7	8	9	
43											44											
45	0	1	2	3	4	5	6	7	8	9	46	0	1	2	3	4	5	6	7	8	9	
47											48											
49	0	1	2	3	4	5	6	7	8	9	50	0	1	2	3	4	5	6	7	8	9	
51											52											
53	0	1	2	3	4	5	6	7	8	9	54	0	1	2	3	4	5	6	7	8	9	
55											56											
57	0	1	2	3	4	5	6	7	8	9	58	0	1	2	3	4	5	6	7	8	9	
59											60											
61	0	1	2	3	4	5	6	7	8	9	62	0	1	2	3	4	5	6	7	8	9	
63											64											
65	0	1	2	3	4	5	6	7	8	9	66	0	1	2	3	4	5	6	7	8	9	
67											68											
69	0	1	2	3	4	5	6	7	8	9	70	0	1	2	3	4	5	6	7	8	9	
71											72											
73	0	1	2	3	4	5	6	7	8	9	74	0	1	2	3	4	5	6	7	8	9	
75											76											
77	0	1	2	3	4	5	6	7	8	9	78	0	1	2	3	4	5	6	7	8	9	
79											80											
81	0	1	2	3	4	5	6	7	8	9	82	0	1	2	3	4	5	6	7	8	9	
83											84											
85	0	1	2	3	4	5	6	7	8	9	86	0	1	2	3	4	5	6	7	8	9	
87											88											
89	0	1	2	3	4	5	6	7	8	9	90	0	1	2	3	4	5	6	7	8	9	
91											92											
93	0	1	2	3	4	5	6	7	8	9	94	0	1	2	3	4	5	6	7	8	9	
95											96											
97	0	1	2	3	4	5	6	7	8	9	98	0	1	2	3	4	5	6	7	8	9	
99											100											

APPENDIX E



VIRGINIA DEPARTMENT OF COMMUNITY COLLEGES

February 19, 1976

Ms. Cheryl W. Creager
6000-J Terrace View
Blacksburg, Virginia 24060

Dear Ms. Creager:

The Research and Information Committee of the Advisory Council of Presidents has approved your study on the perceptions of institutional goal priorities among administrators at VCCS multi-campus colleges. In your cover letter for the questionnaire, please include a statement about the above-noted approval.

You should work directly with the administrators at the five multi-campus colleges.

We would like to receive a copy of your dissertation when it is completed and approved by your university committee.

Best wishes for your study.

Very truly yours,

Fred A. Snyder
Director
Research and Planning Division

FAS:egw



APPENDIX F

APPENDIX F

INFORMATION SHEET FOR DISTRIBUTION AND COLLECTION
OF THE SURVEY FORM AND ANSWER SHEETS*I. Preparation for Distribution

- A. This survey is based only on the five multi-campus community colleges in the VCCS. It is critical that as close to 100% participation is achieved as possible in this survey due to the fact that on some college campuses there are only a few administrators. If one or two of these individuals fail to respond, it will drastically affect the statistical analysis and potentially cause the remaining administrators in that group to be eliminated from the study due to too small a survey group.

Attached is a sample memorandum that could be prepared and attached to each survey form distributed. If this memo is prepared under the President's signature or through the Office of Institutional Research with reference to the President's interest in having the survey returned promptly, it may considerably encourage the administrative staff to complete and return the survey promptly.

- B. If any administrative position is currently not staffed at the time of this survey, please mark the survey form and answer sheet "void" and return it with the completed answer forms.

If an administrative position has an "acting" administrator please distribute the form to this individual in order to provide data for that position at the college.

If there have been name changes since the Directory of Administrative Officers of the VCCS was published or since our recent telephone conversations, please correct the names on the identification slips for each survey form prior to distributing them (extra labels enclosed).

II. Basic Information Regarding the Forms

- A. Each survey form and computer answer sheet is in its respective delivery envelope addressed to whom the envelope should be directed. If any of these names are incorrect, please correct them prior to distribution (extra labels enclosed).
- B. Each survey form and computer response sheet has an individual identification number in pencil on the reverse side. This

identification number corresponds with the enclosed list of identification numbers of individuals in administrative positions at each college and on each campus. This number list is provided for checking off those survey forms that are returned in order to keep a numerical tally of responses. Please return this list with the computer answer sheets at the end of the survey period so that it can be used to verify returned computer answer sheets and provide a means for confidential follow-up on non-returns. The name/number master list will be kept in Blacksburg for confidential follow-up after survey answer sheets are received subsequent to the deadline at each college.

- C. Each computer answer sheet is pre-coded in Blanks 1, 2, and 3. Blank 4 will not be used for this survey. The coding on the answer sheets is explained below:

Blank #1 Indicates the institution
Blank #2 Indicates the campus or central office location
Blank #3 Indicates the level of administration of the respondent (college-wide or campus administrator)

- D. Respondents will begin answering with Blank #5 on the survey form computer answer sheet and will not have to do any pre-coding prior to completing this survey.
- E. Only the computer answer sheets need to be returned for this survey. The survey question form can be retained by the respondent or discarded if turned in upon completion.
- F. In the distribution package you will find additional name labels, additional survey forms and computer answer sheets for anyone who misplaces their forms and an addressed envelope for return of the computer answer sheets and numerical tally list.

Thank you very much for your cooperation and assistance on this survey. If you have any questions please contact me.

Cheryl W. Creager
6000-J Terrace View
Blacksburg, VA 24060
(703) 951-8904

*This information sheet was provided to each Secretary to the President or Secretary to the Director of Institutional Research that would be coordinating the distribution and collection of the survey.

APPENDIX G

APPENDIX G

SUGGESTED SAMPLE COVER MEMORANDUM*
MULTI-CAMPUS COLLEGES
FINAL SURVEY

To: (1) Administrative Staff
From: (2)
Date: _____

Subject: VCCS Institutional Goal Perception Inventory

The Attached survey form and computer response sheet is designed to collect data for doctoral research being conducted by Cheryl W. Creager through the Community College Program Area of the College of Education, VPI and SU. This study has been approved by the Research and Information Committee of the VCCS Council of Presidents for administration at the five multi-campus community colleges of the VCCS.

The survey is short and should only require 10-15 minutes of your time. Please complete the computer answer sheet and return it to my office by noon on April (3). Prompt return of this survey is critical in order to meet a computer processing schedule at VPI and SU.

All individual response sheets will be handled confidentially. Although each survey form is coded for follow-up, all data will be treated on a group basis in the final analysis.

In order to provide a complete data base for each college and campus, it is important that each administrative staff member respond to this survey. Your cooperation and prompt response will be appreciated.

- (1) Insert appropriate college designation
- (2) Indicate individual preparing the memorandum
- (3) Insert appropriate date for return, allowing five working days from the date of distribution of the form and computer response sheet.

* For preparation by the college President or the Director of Institutional Research on college letterhead.

VITA

CHERYL WAX CREAGER

The author was born December 21, 1943 in Portsmouth, Virginia, where she completed her public school education in June, 1961. In the Fall of the same year she entered the University of Miami, Coral Gables, Florida, where she earned the Bachelor of Business Administration degree in Finance in June, 1965, and the Master of Business Administration degree with majors in Finance and Management and minors in Marketing and Accounting in August, 1966. She received the College of Business Administration Wall Street Journal Award in Finance in 1966.

While completing the requirements for the M. B. A. degree in 1966, the author taught in the Department of Business of Miami-Dade Junior College. She later joined the faculty of Jones College, Jacksonville, Florida, teaching in the Division of Business Administration. In 1967 she became employed with International Business Machines Corporation, Office Products Division, Norfolk, Virginia, as an Educational Representative. In 1969 she was promoted to the newly created position of Marketing Systems Representative with responsibilities of sales support and office systems analysis.

The author's experience in adult education encompasses development of training programs for Associated Psychological Services, Richmond, Virginia, as well as teaching responsibilities with the U.S. Navy Program for Afloat College Education, the U. S. Army Education Center, Thomas Nelson Community College, Golden Gate University, and the University of Virginia Norfolk Extension.

wide and campus administrators. Data were collected through a survey conducted by mail, but coordinated through the Office of the President for each of the participating institutions. A 98.25 percent return rate was obtained through the responses of 168 administrators.

The multivariate analysis of variance was utilized in order to test the generated hypotheses at the .01 level of significance: There will be no statistically significant difference found in the priority of institutional goal perceptions held by

- H₀₁ college-wide and campus administrators of the five multi-campus Virginia community colleges in an overall comparison.
- H₀₂ college-wide and campus administrators of J. Sargeant Reynolds Community College.
- H₀₃ college-wide and campus administrators of Northern Virginia Community College.
- H₀₄ college-wide and campus administrators of Rappahannock Community College.
- H₀₅ college-wide and campus administrators of Southside Virginia Community College.
- H₀₆ college-wide and campus administrators of Tidewater Community College.
- H₀₇ college-wide administrators of each of the five Virginia multi-campus community colleges when compared against each other.
- H₀₈ campus administrators of each of the five Virginia multi-campus community colleges when pooled by college and compared against each other.

The survey instrument was developed through a factor analysis based upon the original 42 VCCS Management by Objectives goals as identified and developed by the VCCS Task Force on Management by Objectives. The reliability was established through a test/retest within the Virginia Community College System which produced a correlation coefficient of .98 between the two administrations of the instrument. Face validity was established based upon the development of the Management by Objectives goals specifically for the Virginia Community College System institutions by the VCCS Task Force on Management by Objectives.

The findings of this study indicated that no statistically significant difference existed for either of the eight null hypotheses tested utilizing the SAS REGR analysis of variance procedure. The program produced overall multivariate analyses of variance for all but one comparison. Univariate analyses of variance were concomitantly produced per goal statement for each comparison. Statistical tests of significance were conducted utilizing the .01 level of significance.

Based upon the results of the data analysis, it was concluded that goal consonance existed between and among college and campus administrative groups (college-wide/central office and campus administrators) of the five Virginia multi-campus community colleges.