GOALS FOR SANTA BARBARA CITY COLLEGE:
RESULTS OF THE INSTITUTIONAL GOALS INVENTORY STUDY

Santa Barbara City College

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Background:

During the Spring, 1972 semester, the Joint Committee on the Master Plan for Higher Education enlisted the aid of all institutions of higher education in California to conduct a study of goals. The Committee staff requested each college to administer 300 questionnaires (Institutional Goals Inventory) to students, faculty, and community representatives. Statewide, nearly fourteen thousand persons responded in 68 community colleges. Some concern had been voiced early in the study that, because the I.G.I. had been developed for all of higher education, the specific and unique goals of the community college were not represented fully enough. For this reason, a number of colleges added six optional goal statements recommended by a Committee of the California Junior College Association. The resulting study for each campus, just released by Educational Testing Service, reports all results for the 90 I.G.I. items, along with the six local items.

The Institutional Goals Inventory:

The Inventory contains 90 goal statements divided into 20 "goal areas." These are divided into two categories; "output" goals (what the college is planning to accomplish), and "process" goals (in what kind of campus environment or climate the college plans to provide service). The specific goal areas in each category are:

Output Goals

Academic Development (acquisition of knowledge, mastery, etc.)

Intellectual Orientation (as an attitude, style, commitment)

Individual Personal Development (of one's unique human potential)

Humanism/Altruism (idealism, social concern)

Cultural/Aesthetic Awareness (appreciation, sensitivity to the arts, etc.)

Traditional Religiousness

Vocational Preparation

Advanced Training (graduate, professional)

Research

Meeting Local Needs (community, public service)
Public Service (to region, state, nation)
Social Egalitarianism (meeting special educational needs)
Social Criticism/Activism (toward change in American life)

Process Goals

Freedom (academic, personal)
Democratic Governance (emphasizing structural factors)
Community (emphasizing attitudinal factors, morale, ethos)
Intellectual/Aesthetic Environment (intellectual stimulation)
Innovation
Off-Campus Learning
Accountability/Efficiency

The SBCC Sample:

A total of 128 persons responded to the I.G.I. locally, including: 38 faculty members (30%), 52 day students (41%), 4 trustees (3%) and 33 community respondents (26%). The community respondents were obtained from active members of the Continuing Education Advisory Committee, with the kind assistance of Mr. Sam Wake. The community respondents would, therefore, be expected to be familiar with, and supportive of, the college and its programs. All other respondents were selected as a random class, or as a random individual. The student respondents were precisely divided among freshmen and sophomores, and represented all majors on campus. The age range for all respondents was from 17 to 68, and was representative in each decade category listed. The sample appears to have been sufficiently diverse to represent a range of opinion from the entire campus community.

Findings:

I. The General Ranking of Goals

Table I shows the ranking for both "Is" (current status of SBCC) and "Ought" (what SBCC should be) rankings for all 20 broad goal areas. To test whether there was any statistically significant difference between "Is" and "Ought" in the judgment of the 128 local respondents, a test was made of the two rankings: the resulting correlation was .734. This correlation of respondent rankings between our current and our desired state was likely to occur by chance less than five times in a hundred. There seems to be a strong agreement institutionally that the goals we are achieving relate to those
Table I

Ranking of All Twenty Goal Areas
"Is" vs. "Ought"

<table>
<thead>
<tr>
<th>&quot;Is&quot;</th>
<th>&quot;Ought&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &quot;Community&quot;</td>
<td>2</td>
</tr>
<tr>
<td>2 &quot;Freedom&quot;</td>
<td>12</td>
</tr>
<tr>
<td>3 &quot;Vocational Preparation&quot;</td>
<td>1</td>
</tr>
<tr>
<td>4 &quot;Academic Development&quot;</td>
<td>11</td>
</tr>
<tr>
<td>5 &quot;Social Egalitarianism&quot;</td>
<td>7</td>
</tr>
<tr>
<td>6 &quot;Democratic Governance&quot;</td>
<td>9</td>
</tr>
<tr>
<td>7 &quot;Meeting Local Needs&quot;</td>
<td>6</td>
</tr>
<tr>
<td>8 &quot;Innovation&quot;</td>
<td>8</td>
</tr>
<tr>
<td>9 &quot;Accountability/Efficiency&quot;</td>
<td>13</td>
</tr>
<tr>
<td>10 &quot;Intellectual Orientation&quot;</td>
<td>4</td>
</tr>
<tr>
<td>11 &quot;Individual-Personal Development&quot;</td>
<td>3</td>
</tr>
<tr>
<td>12 &quot;Intellectual/Aesthetic Environment&quot;</td>
<td>5</td>
</tr>
<tr>
<td>13 &quot;Cultural/Aesthetic Environment&quot;</td>
<td>15</td>
</tr>
<tr>
<td>14 &quot;Humanism/Altruism&quot;</td>
<td>10</td>
</tr>
<tr>
<td>15 &quot;Public Service&quot;</td>
<td>14</td>
</tr>
<tr>
<td>16 &quot;Social Criticism/Activism&quot;</td>
<td>16</td>
</tr>
<tr>
<td>17 &quot;Off Campus Learning&quot;</td>
<td>17</td>
</tr>
<tr>
<td>18 &quot;Research&quot;</td>
<td>18</td>
</tr>
<tr>
<td>19 &quot;Advanced Training&quot;</td>
<td>19</td>
</tr>
<tr>
<td>20 &quot;Traditional Religiousness&quot;</td>
<td>20</td>
</tr>
</tbody>
</table>

Spearman Rank-Difference Correlation (RHO)
Between "Is" and "Ought" = .734
\[ t = 4.59 \quad p < .05 \]

Spearman Rank-Difference Between Local and Statewide "Ought" Statements = .974
\[ (N = 14,935 \text{ persons on } 68 \text{ community college campuses}) \]
the respondents felt we should be achieving. Within the list some discrepancies did occur, as, for example with the ranking of "Freedom," "Academic Development," "Individual Personal Development" and "Intellectual/Aesthetic Environment." The mean rankings of the highest ten goal areas reporting the opinion of respondents on what SBCC should be achieving was only between 3.71 and 4.22, indicating a strong clustering of goals with high scores. It may be inferred that the differences in ranking in these cases is not as significant as it appears. The calculated statistic suggests that the difference is not significant in any statistical sense.

To assess the possible variation between local and statewide assessments of desired goals ("Ought" statements), a comparison was made between the judgments of the local group and the total statewide sample of community college respondents. The Spearman Rank-Difference correlation of rankings between these two groups was .974. This correlation again illustrates how consistent is the judgment of the total responding group concerning the goals of California Community Colleges.

II. Comparison Among Local Respondents

A comparison was made among the responses of faculty, students and community representatives to obtain a basis for evaluating how widely dispersed these judgments were locally. The resulting rank-difference statistics are given in Table II. Comparisons were made between faculty and student, student and community, and faculty and community rankings for both "Is" and "Ought" goals. In no case was the correlation lower than .755 for any two groups. Every correlation was statistically significant. The judgment of each responding segment was measurably congruent with the others, suggesting that the total judgment of the group can in fact be taken as representative of opinion on the goals of Santa Barbara City College.

III. Highest Ranking Goal Areas

The close association between what we describe as the current state of goals and the desired state at Santa Barbara City College has already been noted. Table III contains a listing of the seven goal areas ranked in the top ten for both "Ought" and "Is" responses with all goal items listed under each area. In addition, three additional goal areas ranked in the top ten for desired ("Ought") goals are also presented. Individual goal statements receiving an exceptionally high value are indicated by an asterisk.

IV. Highest Individual Goal Statements

The reported results thus far have pertained to the items in the published Institutional Goals Inventory, consisting of 90 goal items. In addition to these goal statements, the California Junior College Association suggested
## Table II

Spearman Rank-Difference Correlation For "Is" and "Ought" Judgments of Twenty Goal Areas: Faculty, Student and Community Rankings

<table>
<thead>
<tr>
<th>&quot;Is&quot; Rankings</th>
<th>RHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-Student</td>
<td>.837*</td>
</tr>
<tr>
<td>Student-Community</td>
<td>.755*</td>
</tr>
<tr>
<td>Faculty-Community</td>
<td>.810*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&quot;Ought&quot; Rankings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-Student</td>
<td>.939*</td>
</tr>
<tr>
<td>Student-Community</td>
<td>.919*</td>
</tr>
<tr>
<td>Faculty-Community</td>
<td>.889*</td>
</tr>
</tbody>
</table>

* p. < .001
Table III
Areas in Highest Ten for Both "Is" and "Ought" Judgments

Area I: Community

"Is" = 3.43    "Ought" = 4.19

To maintain a climate where faculty commitment to the goals of the institution is as strong as their career commitment.

*To maintain a climate of open and candid communication throughout the organizational structure. (4.15)

To maintain a campus climate in which differences of opinions can be aired openly and amicable.

*To maintain a climate and mutual trust and respect among students, faculty and administrators. (4.44)

Area II: Vocational Preparation

"Is" = 3.27    "Ought" = 4.22

*To provide students an opportunity for training in specific careers, e.g., accounting, nursing, etc. (4.38)

*To develop educational programs geared to new and emerging career fields. (4.17)

To provide retraining opportunities for individuals whose job skills are out of date.

*To assist students in deciding upon vocational career. (4.34)

Area III: Social Egalitarianism

"Is" = 3.22    "Ought" = 3.76

To provide educational experiences relevant to the evolving interests of women in America.

*To move toward/maintain open admissions and develop meaningful educational experiences for all admitted. (4.11)

To offer developmental/remedial programs in basic skills (reading, writing, mathematics).

To provide educational experiences relevant to evolving interests of Blacks, Chicanos, American Indians.
Table III(Continued)

Area IV: Democratic Governance

"Is" = 3.19  
"Ought" = 3.74  
To create a system of campus governance genuinely responsive to concerns of all on campus.
To develop arrangements for students/faculty/administration to be significantly involved in campus government.
To decentralize decision making on the campus to the greatest extent feasible.
To assure that everyone may participate/be represented in making decisions affecting them.

Area V: Meeting Local Needs

"Is" = 3.16  
"Ought" = 3.77  
*To provide continuing educational opportunities for local area adults on a part-time basis. (4.27)
To serve as a cultural center in the community served by the campus.
To provide trained manpower for local-area business, industry, and government.
To facilitate involvement of students in neighborhood and community-service activities.

Area VI: Innovation

"Is" = 3.09  
"Ought" = 3.76  
To build a campus climate where continuous educational innovation is accepted as an institutional way of life.
To experiment with different methods of evaluation and grading student performance.
To experiment with new ways of individualized instruction, such as tutorials, flexible scheduling, etc.
To create procedures so that curriculars and instructional innovations may be readily initiated.

Area VII: Intellectual Orientation

"Is" = 2.99  
"Ought" = 3.96  
To train students in methods of scholarly inquiry, scientific research, and problem solving.
*To increase the desire and ability of students to undertake self-directed learning. (4.20)
To develop students' ability to synthesize knowledge from a variety of sources.
To instill in students a life-long commitment to learning.
Table III (Continued)

Continuation - Goals in Highest Ten "Ought," but Not "Is"

Area VIII: Individual-Personal Development

"Is" = 2.96
"Ought" = 4.08

*To help students identify their own personal goals, and develop means of achieving them. (4.33)

To help students develop a sense of self-worth/self-confidence and a capacity for impact on events.

To help students achieve deeper levels of self-understanding.

To help students be open, honest and trusting in their relationships with others.

Area IX: Intellectual/Aesthetic Environment

"Is" = 2.95
"Ought" = 3.85

To create a climate in which students spend much free time in intellectual/cultural activity.

To create a climate where students and faculty easily and informally discuss ideas and interests.

To sponsor each year a rich program of cultural events, e.g., lectures, concerts, art exhibits.

To create an institution widely known as an intellectually exciting and stimulating place.

Area X: Humanism/Altruism

"Is" = 2.78
"Ought" = 3.71

To encourage students to become conscious of the important moral issues of our time.

To help students understand and respect people from diverse backgrounds and cultures.

To encourage students to become committed to working for world peace.

To encourage students to make concern for the welfare of mankind a central part of their lives.

* Items marked with an asterisk are the most highly rated individual items in the "Ought" judgment of respondents.
six optional items which related specifically to the functions of the community college. Table IV shows the items rated with a mean of at least 4.20 on a five point scale, including the six optional items.

Apparently the judgment of CJCA was validated in local experience, since five of the six optional items were included in the list of preferred goals. Each of the traditionally identified functions of the community college was reaffirmed in this list by the local participants in the study. Specifically, the transfer function was affirmed by the second goal; the career-vocational education function by two goal statements; the remedial-developmental function by one statement; adult and continuing education by two goals; and counseling by two. One "process" goal was also included among the highest ranked. In fact, the highest ranked goal desired by respondents from the Santa Barbara City College community was the "process" goal concerned with the climate of mutual trust and acceptance on campus.

V. Discrepancies Between Current and Desired Goals

An analysis was made of the specific goal statements with the largest discrepancy between the group mean score for "Is" and "Ought" judgments. Three of those individual items were included among those eleven most highly evaluated campus wide. In terms of management information, the discrepancy between desired and actual states is particularly valuable for these items. Singled out as highly valued discrepancy areas were vocational guidance, academic and personal guidance (goals), and self-directed learning. These results are shown in Table V.

Inferences From the Data:

The local respondents to a study of institutional goals affirmed traditional functions of the community college in the areas of transfer, vocational, general, remedial, continuing and adult education. In addition, the local interest in "process" was also emphasized. The "community" goal area, emphasizing candid and open communication throughout the campus at all levels was ranked first as reflecting the current description of the college, and second among those desired goals.

There was strong evidence showing how close was the match between our actual and our desired goals, in the opinion of local respondents. One indication of this congruence of opinion was the comparison of local and statewide means for the twenty goal areas, both as "Is" and as "Ought" statements. Eighty-five percent of our local means were higher than the state means for "Is" statements, while 65% of our local means were lower than the state on "Ought" judgments. There was less evidence of a major discrepancy in any goal area locally than statewide. We seem to reflect a clear understanding of ourselves, and perceive ourselves to be well on the way to accomplishing our desired goals.
Table IV

Highest Eleven "Ought" Goal Statements

(Including CJCA Optional Statements)

To maintain a climate of mutual trust and respect among students, faculty and administrators. (4.44)

To provide an educational program to each student who indicates he intends to transfer to a four-year college a program of courses which will help him attain his goals. (4.39)

To provide students an opportunity for training in specific careers--accounting, nursing, etc. (4.38)

To provide the selected academic and career experiences that will both help the student make a career choice and prepare him for successful entry into that career. (4.37)

To assist students in deciding upon a vocational career. (4.34)

To provide classes for adults appropriate to the needs and desires of the community, including basic, general, vocational, and avocational education. (4.33)

To help students identify their own personal goals and develop means of achieving them. (4.33)

To provide continuing educational opportunities for local adults on a part-time basis. (4.27)

To provide remedial and developmental courses sufficient to equip the students to pursue goals within reasonable reach according to their talents in specific fields. (4.25)

To provide students with the services of experts who are in a position to counsel with respect to choices, and to provide counseling services in personal matters as they relate to progress; to provide student services in financial aid, employment and activities. (4.24)

To increase the desire and ability of students to undertake self-directed learning. (4.20)
Table V

Highest Discrepancies for All
"Is" and "Ought" Items

To encourage students to make concern for the welfare of mankind a central part of their lives. (2.61 vs. 3.68 = 1.07 discrepancy)

* To increase the desire and ability of students to undertake self-directed learning. (2.91 vs. 4.20 = 1.29 discrepancy)

* To help students identify their own personal goals and develop means of achieving them. (3.29 vs. 4.33 = 1.04 discrepancy)

To help students develop a sense of self worth/self-confidence and a capacity for impact on events. (2.96 vs. 4.05 = 1.09 discrepancy)

To help students be open, honest and trusting in their relationships with others. (2.69 vs. 3.92 = 1.23 discrepancy)

To provide retraining opportunities for individuals whose job skills are out of date. (2.83 vs. 4.00 = 1.17 discrepancy)

* To assist students in deciding upon a vocational career. (3.31 vs. 4.34 = 1.03 discrepancy)

To create a climate where students and faculty easily and informally discuss ideas and interests. (3.07 vs. 4.09 = 1.02 discrepancy)

To develop students' ability to synthesize knowledge from a variety of sources. (3.08 vs. 4.08 = 1.00 discrepancy)

To instill in students a life-long commitment to learning. (2.90 vs. 3.90 = 1.00 discrepancy)

* Included among the eleven highest goals of the institution.
There were some discrepancies between our actual and desired states, as reflected in individual goal items. Forty percent of these discrepancy items showed a mean of less than 4.00 on a five point scale for the desired state, and could be judged to be of relatively minor significance institutionally. Three discrepancy goals were included among the most important on campus: personal goal counseling, vocational counseling, and self-directed learning. The impact of a newly established Career Development Facility and a more self-conscious program of vocational counseling, which was instituted during the 1972-73 college year, should be felt in this important area.

The study of goals is a continuous process in any institution. As a formal study, the occasion of the study mandated by the Joint Committee of the Legislature has been helpful to the local process of self-examination and self-assessment. As expected, the local option items developed specifically to reflect community college concerns were very highly assessed. The Institutional Goals Inventory itself was probably a meaningful instrument to assess broad opinion for all segments of higher education, but its limitations for the community college seem to have been illustrated by the local study.
SANTA BARBARA CITY COLLEGE

MINUTES OF THE AD HOC CALENDAR COMMITTEE MEETING

Wednesday, December 6, 1972 - 1:00 p.m.

The College Calendar Committee met on December 6 at 1:00 p.m. in the Testing Room, A-143.


Guest: E. Schapansky.

1. The purpose of the Committee was reiterated by the Chairman - that of reviewing Calendar alternatives and conferring with the Academic Senate to recommend changes for the 1973-74 College Calendar.

2. Dr. MacMillan reported the results of faculty and student Calendar questionnaires as favoring the continuation of the traditional semester calendar now in effect.

3. Mr. Reynolds reported that the Academic Senate vote during a noon meeting this day also favored the traditional calendar.

4. After a lengthy discussion, the Committee recommended that:
   a. There be no change in the academic calendar and that the present traditional calendar now in effect be continued.
   b. The presently constituted College Calendar Committee remain active and that meetings should be called when needed.
   c. Dr. MacMillan continue with his Calendar survey of students and faculty.
   d. An attempt be made to determine the feeling of the High School District and the Community for a general change of the school calendar.
   e. Dr. Meisen of Mira Costa be contacted regarding a Community survey recently conducted to determine the feasibility of change.

The meeting adjourned at 2:15 p.m.

Lisle C. Bresslin, Chairman

LCB/ts