



Western Michigan University
ScholarWorks at WMU

Dissertations

Graduate College

8-1977

Administrators' Perceptions of the "Current" and "Future" Goals for the Student Services Division at Western Michigan University

Robert B. Donaldson II
Western Michigan University

Follow this and additional works at: <https://scholarworks.wmich.edu/dissertations>



Part of the Educational Administration and Supervision Commons

Recommended Citation

Donaldson, Robert B. II, "Administrators' Perceptions of the "Current" and "Future" Goals for the Student Services Division at Western Michigan University" (1977). *Dissertations*. 2720.

<https://scholarworks.wmich.edu/dissertations/2720>

This Dissertation-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Dissertations by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



ADMINISTRATORS' PERCEPTIONS OF THE
"CURRENT" AND "FUTURE" GOALS FOR
THE STUDENT SERVICES DIVISION AT
WESTERN MICHIGAN UNIVERSITY

by

Robert B. Donaldson II

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
August 1977

ADMINISTRATORS' PERCEPTIONS OF THE
"CURRENT" AND "FUTURE" GOALS FOR
THE STUDENT SERVICES DIVISION AT
WESTERN MICHIGAN UNIVERSITY

Robert B. Donaldson II, Ed. D.

Western Michigan University, 1977

The purpose of this study was to analyze the administrators' perceptions of "current" (is) and "future" (should be) goals for the Student Services Division at Western Michigan University. The five groups of administrators surveyed included: Group I which consisted of the President, Vice Presidents, and Associate and Assistant Vice Presidents; Group II which consisted of the Academic Deans and Associate and Assistant Academic Deans; Group III which consisted of the Chairpersons and Heads of Departments; Group IV which consisted of all the Unit Directors in the Student Services Division; and Group V which consisted of a select group of Unit Directors in the Academic Services Division.

The four research questions answered were: (1) are the "current" (is) goals of equal importance among the administrators? (2) are the "future" (should be) goals of equal importance among the administrators? (3) is there any agreement among the administrators regarding the relationship between the "current" and "future" goals? and (4) are the perceptions of administrators by groups different for

the "current" (is) and "future" (should be) goals?

The 120 administrators were requested to respond to a 76 item questionnaire (SSGI) designed to measure the roles of student services at Western Michigan University. After an initial mailing and one follow-up, a total of 94 questionnaires, or 78 percent, were usable for analysis.

The answers to the research questions are as follows:

1. Each "current" goal statement, investigated independently, revealed that the five administrative groups generally perceived 66 "current" (is) goals as being of equal importance.

2. Each "future" goal statement, investigated independently, revealed that the five administrative groups generally perceived 67 "future" (should be) goals as being of equal importance.

3. Each administrative group and combined groups agreed that the relationship between the "current" (is) goals was the same as for the "future" (should be) goals.

4. The relative difference between the "current" (is) and "future" (should be) importance of the 76 goals varied by groups. - The number of goal statements for which differences were found by the five administrative groups in descending order were as follows: 65 for the Chairpersons (Group III), 43 for the Academic Services Directors (Group V), 36 for the Student Services Directors (Group IV), 35 for the Academic Deans (Group II), and 22 for the President-Vice Presidents (Group I).

Adjunct descriptive data were most helpful in interpreting the answers to the four research questions as trends were evident.

Generally, more emphasis was suggested for the student personnel

point of view; that is, development of the total student particularly with interfacing student services at Western Michigan University with the direct and indirect academic development of the student. Generally, less emphasis was suggested for those services and activities which were possibly too narrow in scope as well as clientele for whom these endeavors were directed. These included the following: religious, foreign students, sports medicine programs, off-campus housing, public relations, and parent associations.

ACKNOWLEDGMENTS

It is with grateful appreciation that I acknowledge the advice, cooperation, and encouragement that I received from the many individuals who contributed to the completion of this study.

Dr. William P. Viall, chairman of my committee, I thank for the encouragement given to make possible the successful completion of this program.

Dr. Rodney W. Roth, for his assistance in the research phase of the study and his positive guidance which engendered a continual inspiration.

Dr. Tilman C. Cothran, for his direction and support.

Mr. Thomas E. Coyne, for his assistance, insight, and considerable expertise in the area of study.

And to Nellie, Pat, Lee, Elizabeth, and Carol, whose assistance and encouragement contributed greatly to the completion of this study.

Finally, appreciation is gratefully extended to my wife, family, and especially my grandmother, Ada Bell, whose years of patience, encouragement, and pride in this effort make it all possible and worthwhile.

Robert B. Donaldson II

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International

300 North Zeeb Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR

77-24,058

DONALDSON, Robert B., II, 1941-
ADMINISTRATORS' PERCEPTIONS OF THE
"CURRENT" AND "FUTURE" GOALS FOR
THE STUDENT SERVICES DIVISION AT
WESTERN MICHIGAN UNIVERSITY.

Western Michigan University, Ed.D., 1977
Education, administration

Xerox University Microfilms, Ann Arbor, Michigan 48106

TABLE OF CONTENTS

	PAGE
LIST OF TABLES	vi
CHAPTER	
I THE PROBLEM	1
Rationale for the Study	1
Statement of the Problem	6
Scope and Limitations of the Study	6
Definition of Terms	8
Area of Investigation	11
Review of Literature	11
Organization of the Remainder of the Study	41
II RESEARCH DESIGN AND PROCEDURE	42
Review of the Problem	42
Population for the Study	43
Instrumentation	44
Data Collection Procedure	56
Data Analysis Procedures	57
Summary	60
III PRESENTATION AND ANALYSIS OF DATA	62
Introduction	62
Review of the Problem	62

Table of Contents (Continued)

CHAPTER		PAGE
	Description of the Characteristics of the Sample	63
	Administrative Groups' Familiarity with Student Services at WMU	66
	Respondents' Administrative and Teaching Experience	68
	Findings Related to Research Questions . . .	70
	Summary	152
IV	SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY	153
	Summary	153
	Findings	157
	Conclusions	159
	Recommendations for Further Study.	162
	BIBLIOGRAPHY	168
	APPENDICES	
	Appendix A--Student Services Goals Inventory (Questionnaire)	176
	Appendix B--Correspondence	189
	Appendix C--The Seventy-Six Goals of the Student Services Division	193
	Appendix D--Summary of Mean Scores for "Current" and "Future" Goals	199

Table of Contents (Continued)

	PAGE
Appendix E--A Summary of <u>t</u> Differences by Administrative Groups	217
Appendix F--A Summary of Additional Comments from Individual Administrators . .	238

LIST OF TABLES

TABLE		PAGE
1.	Number and Percent of Administrators in Groups	44
2.	Summary of Administrative Groups' Responses to the Student Services Goals Inventory (SSGI)	65
3.	Percentage of Administrative Groups' Responses for Familiarity with Student Services at Western Michigan University . .	67
4.	Percentage of Groups' Experience in an Institution of Higher Education	69
5.	Analysis of Variances for the "Current" Goal Statements	71
6.	Ten Highest Ranked "Current" Goals by Administrative Groups	79
7.	Ten Lowest Ranked "Current" Goals by Administrative Groups	90
8.	Analysis of Variances for the "Future" Goal Statements	102
9.	Ten Highest Ranked "Future" Goals by Administrative Groups	110
10.	Ten Lowest Ranked "Future" Goals by Administrative Groups	121
11.	Correlation Between the "Current" and "Future" Mean Scores for the 76 Goal Statements for Each Administrative Group and Combined Groups	132
12.	A Comparison of the Number of Differences of the "Current" and "Future" Perceptions by Administrative Groups	134

CHAPTER I

THE PROBLEM

Rationale for the Study

One of the visible consequences of this era of economic crisis in higher education has been the institutional examination of the effectiveness of student personnel services. Within the profession itself, there have been attempts to define accurately the goals of student personnel and to demonstrate the contributions of student personnel services to the total educational effort of colleges and universities. There is little disagreement over the general student personnel objectives: total student development, recognition of the uniqueness of learners and maximization of out-of-class educational experiences (McIntyre, 1974). The more controversial questions, however, concern how these goals are to be achieved and who should be responsible for that achievement.

Management theorists generally agree that people will work effectively in an organization if they (1) know what is expected of them and have feedback regarding their performance, (2) clearly understand the criteria by which their accomplishment will be rated, and (3) are involved in the establishment of organizational goals

(Glasner, 1969). Boylan (1973) pointed out that student personnel goals may be unique to any given campus. Once aims are established, some additional steps will have to be taken in order to insure that the goals will be met. Boylan (1973), furthermore, stated that some system must be implemented to encourage individual units within the student personnel organization to strive also to meet the goals desired for the entire organization.

Organizations exist first to provide some product or service and second to meet some of the psychological and social needs of those within the organization. According to Abbott (1971), management by objectives (MBO) is a useful tool for fulfilling both of the aforementioned purposes. MBO is a technique for defining goals in a participative and flexible manner for both the general purpose of the organization as well as the purpose of each subunit. A review of the literature of the 1970's revealed that some student personnel administrators in higher education have indeed implemented MBO.

Inquiries regarding goals and objectives should be made periodically. The objectives are to determine whether goals are consistent with current, social and economic conditions affecting the institution and its departments, colleges, and divisions; whether current programs and practices are consonant with the goals; how well they are understood and adhered to; and, whether the plans for the institution's development are in accord with its goals

(Brumbaugh, 1960).

According to Peterson (1970), it seems imperative that persons involved in educational programs should be able to articulate their goals; to give directions to their present and future work; to provide a consensus that can be the basis for cooperation, communication and trust; to evaluate education as a means to an end; and, to establish a basis for public understanding and support. Peterson's general statements certainly apply to student personnel services.

Furthermore, Peterson (1971) suggested ways to utilize educational goals. His approach is readily applicable to student personnel services. Goals can be used to help develop policy, philosophy and ideology. Democratically conceived student personnel service goals can give general guidance to these units. In addition, goals can be useful and are needed for planning, for management information systems, for student personnel services evaluations, and for implementing accountability.

Recent literature in the field reflects the need for identifying the common goals of student personnel services.

Blackburn (1969), Terenzini (1973) and Kauffman (1971) have all contributed articles to the student services journals which indicate that goals of student personnel services need to be clarified, defined and redefined. Shaffer (1973) emphasized the paucity of clarification of stated goals for student personnel services in

colleges and universities.

The need for the identification of goals is even more apparent when it is taken into account that tighter money, changing enrollment patterns, and more nontraditional students are returning to college. Institutional leadership needs to look at programs annually and determine which should remain and--more significantly--which should be reduced, integrated, or completely eliminated (Sims and Kozoll, 1974, p. 44).

The relevance of the present study is tied to the current economic trends and history of funding in higher education. Institutions are requested to perform at a higher level of expertise with about the same funding as in the past. Considering inflation, priorities must be set in a logical and systematic manner for better use of resources.

In his State of the University Message, Dr. John T. Bernhard, President of Western Michigan University (WMU), announced the formulation of a Comprehensive Planning Commission to develop long range institutional goals (Bernhard, 1976). Thomas E. Coyne (1976), Vice President for Student Services at WMU, has also officially endorsed goal setting, planning for the immediate and long range future, management and administration by objectives, and accountability as the procedures of the budgetary organization for which he is chief administrative officer.

Management by objectives (MBO), one of the recognized modern administrative techniques, uses the "trip" analogy as one of its initial organizational tools. The seven steps of the "trip" analogy are as follows:

1. Where are you?
2. Where do you want to go?
3. How do you get there?
4. When do you want to go?
5. Who is going with you?
6. What will it cost?
7. How do you know when you get there?

Obviously, this study would not encompass the entire MBO "trip" analogy. However, a partial itinerary was undertaken. In particular, the first two steps were addressed in detail. The criteria for each step will be "goals phrased" from the "current" (is) and the "future" (should be) frames of reference. An analysis of both sets of data will be germane for completing the MBO "trip" which was undertaken and supported by the Vice President for Student Services at Western Michigan University.

The present study was designed to provide needed information regarding the "current" (is) and "future" (should be) goals of the Student Services Division at Western Michigan University. In addition, guidance for completing the next five steps of the "trip"

analogy will be provided in detail in Chapter IV.

Statement of the Problem

The problem of this study was to investigate all top level administrators' perceptions of the current and future goals for the Student Services Division at Western Michigan University.

To accomplish this, an instrument was developed to measure the administrators' perception of the current and future goals of a student personnel unit. The responses to the survey were used to address four purposes of this study:

1. To determine how important the goals are for the Student Services Division.
2. To determine how important the goals should be for the Student Services Division.
3. To examine the relationship between the current importance and the future importance of these goals.
4. To determine if the perceptions of administrators on campus systematically differ.

Scope and Limitations of the Study

The study investigates the top level administrators' perception of the current and future goals for the Student Services Division at Western Michigan University. The administrators comprising the study population were the President, Vice

Presidents, Associates and Assistants; Deans, Associates and Assistants; Chairpersons and Heads of Departments; Unit Directors in the Student Services Division; and a select group of Unit Directors in Academic Services. This study is only generalizable to the Student Services Division at Western Michigan University. A limited amount of time was allowed for completion of the instrument and follow-up. The student services staff members included in the present study were those professional staff members in the organizational units of the Student Services Division headed by the Vice President for Student Services. The student personnel units and goal areas involved in this study were:

1. Counseling Center
2. Commuter Student Services
3. Residence Hall Program Office
4. Office of International Student Services
5. Center for Women's Services
6. University Placement Services
7. Office of Student Activities
8. Orientation Program and Parent's Association
9. University Judiciaries and Religious Activities
10. University Health Center
11. Testing and Evaluation Services

The goals were determined as a result of: (1) an intensive

review of the literature, (2) a series of interviews with the Directors of Units in the Student Services Division, (3) the assistance from the Vice President for Student Services at Western Michigan University, (4) the assistance from doctoral students, (5) the assistance from administrators in Research and Evaluation, and (6) the author's experience in pupil personnel services.

Definition of Terms

In order to facilitate consistency in reading and for the sake of clarity, the following terms are defined:

Student Personnel Services. The U. S. Department of Health, Education and Welfare defines the term as follows:

The college or university programs which assist students, individually and in groups, to take full advantage of the opportunities offered in academic community. Emphasis is placed upon the student--his needs and aspirations, his intellectual, personal, psychological, social, and physical growth--so that he may achieve his own goals and the goals of society as reflected by the particular institution he attends. (Definitions of Student Personnel Terms in Higher Education, U. S. Department of Health, Education and Welfare, OE-50083, 1968).

The term "student personnel" used to describe an administrative group is freely interchanged with other terms such as "student affairs," "student services," "student activities," and "student development programs."

Student Services Goal. The term student services goal is a

broad statement of direction, of general purpose or intent. It is general and timeless and is not concerned with a particular achievement within a specified time period.

"Current" Student Services Goals. This term is representative of the goals that are operant at present in the Student Services Division at Western Michigan University as perceived by the administrators on campus. Current goals are operationalized in the Student Service Goals Inventory (SSGI) with a response scale labeled "is."

"Future" Student Services Goals. This term is representative of student services goals as they might be in the future, or in this case, the importance that the administrators on campus attribute to them. Future goals are operationalized in the SSGI with a response scale labeled "should be."

Student Services Goals Inventory (SSGI). The SSGI is an instrument listing student service goals. It is designed in such a way that the respondent makes judgments concerning both the current and future importance of a particular goal.

Administrator. This term refers to a college or university President, Vice President, Associate and Assistant; Academic Dean, Associate and Assistant; Chairperson or Head of Department; Unit Director in Student Services; and Unit Director in the Academic Services Division, who, whether budgets are contracted

or expanded during the next few years, will have a good deal to say about the development of the student services program on his or her campus.

Group I. Group One administrators contained the President, Vice Presidents, Associate and Assistant Vice Presidents, and Assistant to the President and Vice Presidents.

Group II. Group Two administrators contained Academic Deans and Associate and Assistant Deans.

Group III. Group Three administrators contained Chairpersons and Heads of Departments and Directors of Libraries and Social Work.

Group IV. Group Four administrators contained the Directors of Units in the Student Services Division.

Group V. Group Five administrators contained a select group of Directors of Units in Academic Services.

Perception. This term is defined as the act of knowing, becoming aware of, or identifying by means of the senses or the mind. The study attempted to determine the administrators' perception of the current and future goals for the Student Services Division at Western Michigan University.

Area of Investigation

The major area of investigation in this study was to determine the administrators' perception of the "current" and "future" goals for the Student Services Division at Western Michigan University.

In order to determine the administrators' perception of these goals, the following research questions were investigated:

1. Are the "current" goals (is) of equal importance among the administrators?
2. Are the "future" goals (should be) of equal importance among the administrators?
3. Is there any agreement among the administrators regarding the relationship between the "current" and "future" goals?
4. Are the perceptions of administrators by groups different for the "current" and "future" goals?

Review of Literature

Purpose of review

The review of the literature for this study concentrated on student personnel administration in higher education. The purposes for the review of the literature were:

1. To review the historical perspective of student personnel services in higher education,
2. To identify literature related to the philosophy and goals for student personnel services in higher education, and

3. To identify studies related to the present study.

A review of the professional literature associated with student personnel services in higher education reveals that little attention has been given to the issue of goals and objectives for student services in higher education. During the past five years emphasis has been placed on goals and objectives and the system of management-by-objectives. Most of the literature reviewed consists of philosophical and theoretical points of view. Very few studies have been conducted on an empirical basis on goals and objectives in student services. Most of the studies reported in the literature have concerned themselves with institutional goals and objectives. However, these studies were so broad in nature that they did not focus on any unit, division or college in an institution of higher education. The scope of this research focuses on the goals of a division within an institution of higher education. This research is unique from the standpoint of having members of various student personnel units participate in defining their goals and determining the perceptions of groups of administrators regarding the "current" and "future" goals of a Student Services Division in an institution of higher education. There is even less research related to the perceptions of groups of administrators.

The materials presented in this section are discussed under

the following sections: historical perspective of student personnel in higher education, philosophy and goals for student personnel services, and the review of related modern management research studies in student personnel services.

Historical perspective of student personnel
services in higher education

Leonard (1956) traced the development of student personnel services in American higher education. Her approach was chronological, with three major divisions: the Colonial period; the early Federal period; and the years of expansion; i. e., 1630-1780, 1780-1812, and 1812-1862, respectively. In the Colonial years, personnel services were an integral part of the first educational ventures of the founding fathers. To the Colonial educators, housing, discipline, and the general welfare of the young people were as important as classroom instruction. During the early Federal period, educators added enlightened citizenship to their objectives for the students. Discipline became less harsh and a few student activities were permitted under close supervision. During the years of national expansion, the goal was to make higher learning available to all. The resulting avalanche of students forced the introduction of new curriculums and a shift of personnel duties from the faculty members to persons appointed especially to handle

this function. Student activities increased, faculty-student relationships improved, and there were fewer serious disciplinary problems. A major emphasis was placed upon the religious development of the students entrusted to institutions of higher education and the "in loco parentis" philosophy was introduced.

Lloyd-Jones and Smith (1952) presented a comprehensive analysis of the more contemporary status of college student personnel services by 25 authorities in the field. These authorities had a unique input in the Land Grant Legislation of 1892 (Ayers, 1966); the new pragmatic philosophical movement led by William James and John Dewey (Ayers, 1966); and the vocational guidance movement initiated by Frank Parsons (Lloyd-Jones and Smith, 1952). The statute of 1892 opened the doors for more students to attend public state universities and colleges. In addition to changing the classical-Christian philosophy of higher education to a position more akin to that of today, practical theories of philosophy and the emphasis upon the applications to the world of work resulted in the need for change in the structure of student personnel services.

The "in loco parentis" philosophy was kept while education was expanded to a broader spectrum of students who had more practical and vocational post-graduation plans. There was also the early experience of deans of men and women at the turn of the century (Lloyd-Jones and Smith, 1952; Mueller, 1961; Wrenn,

1951). These were the precursors to the phenomenon noted by Willey (1949): educational activity being identified as a separate teaching and administrative role in higher education. An example of this is the new emphasis placed upon individual counseling and student guidance in the 1940's (Lloyd-Jones and Smith, 1952). Legislation which accelerated the development of student personnel services as it is tied to higher education was the GI Bill following the major military conflicts starting with World War II (Lloyd-Jones and Smith, 1952).

The development of student personnel work into a program of relevant functions and services with philosophical and theoretical underpinnings has been erratic and slow. In the earliest years of American higher education, most of the rudiments of student personnel functions were the responsibility of the college or university president. From time to time, as the functions of his office became more diverse and demanding, he delegated some of these functions to other staff members. Many of these "tasks" grew out of crisis situations and "things gone wrong." Thus, originally student personnel roles were defined by others largely in terms of control, structure, containment, and supervision (Johnson, 1970).

Another factor in the development of student personnel services was the presence of women on the college campus (Wrenn, 1951). Wrenn indicated that Butts (1939) reported that

Oberlin College was probably the first to admit women on an equality with men in 1837 and twenty years later the University of Iowa did the same.

Perhaps the most influential of all factors in the development of a program of student personnel services has been the general philosophy of the institution (Wrenn, 1951). Before student personnel services can make its needed contribution to higher education, it must develop sound philosophical approaches to the achievement of its goals (Willey, 1949).

The above historical development of student personnel services was akin to that at Western Michigan University. Coyne (1976) describes the evolution of the Student Services Division at Western State Normal as follows:

The first development was the establishment of the Placement Services, then known as the Teacher's Bureau in 1904; followed by the Dean of Men and the Office of Dean of Women in 1916; the Health Services in 1927; the forerunner of the Counseling Center in 1942; and the Foreign Student's Office in 1945.

In 1956, just prior to the designation of Western as a university, the various student services were assembled under a Vice President for Student Services and Public Relations. Under the present administrative structure, the Student Services Division began a systemic approach to meeting the total needs of the student body.

Philosophy and goals of student personnel services in higher education

The philosophy and goals of student personnel services at particular institutions often reflect the personality, traditions, historical developments, and the general characteristics of the institution. Because of these local idiosyncrasies, it was not possible to identify a systematic philosophical pattern of development (Wrenn, 1951).

The generalized goal of education in America is developing the individual to such a degree that he is best equipped to assume his complex role as a citizen in an industrialized, technologically oriented, socially oriented, democratic society. In both publicly and privately controlled institutions of higher education the goals are generally those of preserving, transmitting, and enriching the body of knowledge which is the heritage of successive generations. More than that, higher education strives to develop leaders who will take their place in a democratic society--dedicated to the preservation and advancement of the values prized by the society which raised and nurtured them. Thus, education is concerned both with knowledge and with individuals: placing high priority upon the depth and breadth of knowledge to be attained and at the same time striving to develop individuals. (Shaffer and Martinson, 1966, p. 1)

The American Council on Education in 1938 made the first attempt to state the philosophy of student personnel work (Johnson, 1970). This philosophy which is "The Student Personnel Point of View" was later revised in 1949 and reissued under the same title (Johnson, 1970; Wrenn, 1951; Williamson, 1961; Mueller, 1961).

Wrenn proclaimed that "The Student Personnel Point of View" is a pervasive philosophy regarding the individual that affects the curriculum of the institution, its teaching procedures, administrative policies, selection of faculty, regulation of student conduct-- in short, the entire program of the institution. Williamson reported that the "Point of View" emerged out of attempts to do something positive to aid students. He listed six aspects of "The Student Personnel Point of View" as: (1) the development of the individual's intellectual powers, (2) the unique individuality of each student, (3) the assertion that teaching in the classroom is not enough, or sufficient, in the education of some students, (4) the use of methods and relationships of an educative rather than an authoritarian or choice-of-command type, (5) the incorporation into services of new knowledge of human nature and its development, and (6) the professionalization of the student personnel movement through advanced graduate training. According to Mueller, "The Personnel Point of View" is based on three assumptions: (1) individual differences are anticipated, and every student is recognized as unique, (2) each individual is to be treated as a functioning whole, and (3) the individual's current drives, interests, and needs are to be accepted as the most significant factors in developing a personnel program appropriate for any particular campus.

Subsequently other writers, e.g., Hopkins (1948), Shaffer

and Martinson (1966), Williamson and Biggs (1975), and Harrington (1974), outlined what are considered to be their stance on the "Personnel Point of View" and the content of student personnel services. Although the number and manner of these services varied, they tended to agree on the substantives of these services.

Peterson (1973) noted that numerous educational, social and economic circumstances have arisen that have made it necessary for many colleges and universities in America to reach clear, and often new, understandings about their goals. During the late 1960's there were new demands, especially from students, for colleges to assume new roles and serve new interests.

King (1973) and Meadows (1975) advocated new approaches to the study of student personnel services. Both agreed that in order to establish a successful program of evaluation, there must first be the establishment of certain capabilities or procedures. There must be procedures for the clarification of goals, for the measurement of objectives from these goals and for the evaluation of these programs. At the present time, as both authors pointed out, there is a paucity of materials and information on the procedures for clarifying goals.

Uhl's (1971) findings were reconfirmed by King (1973) and Meadows (1975) on the procedures of clarifying goals. Uhl (1971) proclaimed that the following capabilities and/or procedures must

exist or be developed:

1. A procedure for clarifying one's goals.
2. The ability to provide necessary information in order that personal and financial resources can be allocated to support agreed-upon objectives.
3. The ability to use inputs from all levels in planning and decision making in addition to the ability to obtain support from decisions made using these inputs.
4. Proper evaluation of the degree to which the objectives are attained.

Undoubtedly, past articulation of the roles of Student Personnel Services at Western Michigan University reflected the uniqueness of the institution (Report of the Self-Study of Student Services, 1964) which must be interfaced with Uhl's suggestion. Each student personnel structure should be related to the philosophy and objectives it serves (Harvey, 1968; Patterson, 1974), but Shaffer (1973) noted that college student personnel services often have neglected to fulfill its role in many activities. One of these roles is goal setting. Shaffer (1973) offered a reason for his generalization. His reason was that the college student personnel services are most difficult to analyze and translate into goals which reflect the philosophy, objectives and behavior of the institution. Mueller (1961) would agree with the Shaffer analysis.

The difficulty of the task of organizing college student personnel services does not justify remissed leadership. Direction of

these units lies with its chief administrative officer (Chandler, 1973; Gross and Grambsch, 1968; Laudicina, 1972; Shaffer, 1972). To do less would, in effect, be an abdication of professional and institutional responsibilities (Shaffer, 1973).

Communication is one major problem that must be addressed prior to and after goal setting. This is especially for the non-traditional roles of student services. There is general agreement between presidents and chief student affairs officers for more traditional goals (Terenzini, 1973). Misunderstandings arise when goals, objectives and methods are not clear (Shaffer, 1972). Communication and resulting problems have been addressed by others (Glasner, 1969; Mueller, 1961; Peterson, 1973). The problem of goal setting is underscored by two factors: the current financial crises in higher education and new demands placed on student services by students. These reasons have been documented (Dannemiller and Linta, 1975; Peterson, 1973; Shaffer, 1973; Sims and Kozoll, 1974; Trembley and Bishop, 1974).

The Joint Committee on Educational Goals and Evaluation (1970) stated:

As instruments of societal stability and growth, the formal educational institutions must be understood to be integral elements in the shaping of future conditions. Future-oriented thinkers recognize the need to define the proper function of the school in modern society. . . . The time for setting goals is now. The power of foreknowledge in a changing world will depend

on the extent of the nation's consensus and commitment to societal goals. Without consensus, national efforts become splintered and burgeoning conflicts are difficult to resolve. Lacking commitment, goals become superfluous, for goals are, by their very nature, value laden and pregnant with commitment. (p. 2)

Consensus is necessary in goal determination if the goals are to be viable. The desired commitment to student services goals can be achieved by involving the student services staff and other university employees who are concerned with student services in the goal determination and setting process (Dannemiller and Linta, 1975).

According to Elder (1972) and Caffrey (1969), an effective student services program--one which helps student services administrators meet their goals and objectives--must be an open system, allowing decision making at the lowest level possible. It must also encourage interaction between the leaders at all levels, a concept which may no longer be practical. Harpel (1976) contends that no single employee within the organization operates outside of the goals or priorities of the organization. The goals of the organization should be the motivating factor for professional and support staff alike, and every activity performed by every staff member should contribute to the achievement of goals. A sense of commitment to and identification with organizational goals, however, can hardly be expected where goals are dictated from above.

The first issues to address are how goals can be achieved and

who is responsible for their attainment (McIntyre, 1974). The evaluation procedure to examine what each unit does and relate this to the aim of the total division and the university (Sims and Kozoll, 1974). Harpel (1976) would ask four questions:

1. What student need is met by your service?
2. What are your goals and objectives?
3. What are the outcomes and products of your activity?
4. What are the costs of your activity? (p. 11)

This certainly clarifies two criteria as suggested by Glasner (1969): What is expected and what is the criteria for judging this? The organization of the task is much clearer (Crookston, 1972). This may be the catalyst for encouraging individual units to better meet the needs of the clientele (Boylan, 1973). This may result in a redistribution of resources (Crookston, 1972).

The management tool that is currently being employed in the greatest frequency of student services is management-by-objectives (MBO). Abbott (1971) offered a succinct overview of the technique. It is useful in setting goals in a participative flexible manner. The general purpose of the unit as well as its subunits is understood and agreed upon. Each individual is assigned a set of aims which can be measured; target dates for their completion are given, and interim and annual progress reports are made; achievements are

noted, reasons for not meeting goals are exposed and new goals are evaluated; and measurements, preferably quantitative, are made. The cited description is akin to that of Dannemiller and Linta (1975) and Kirkikis (1971).

Several experts have documented the advantages of using MBO in student personnel services in an institution of higher education.

These points, referenced, are as follows:

1. Tasks are redefined as goals (Abbott, 1971; Stanbury, 1974).
2. Communication is improved (Harvey, 1972; Stanbury, 1974).
3. Evaluation is stressed (Harvey, 1972).
4. Importance of the student is reemphasized (Harvey, 1972).
5. Institutional objectives are clarified (Harvey, 1972; Stanbury, 1974).
6. Focus is on the relevant (Harvey, 1972).
7. Accountability is established (Harvey, 1972; Stanbury, 1974).
8. Merit pay can be an objective (Harvey, 1972).
9. Focus is on planning (Harvey, 1972).
10. Supervision is lessened (Harvey, 1972; Stanbury, 1974).
11. Staff morale is improved (Harvey, 1972; Stanbury, 1974).
12. Weakness can be identified and remediated (Stanbury, 1974).

Management-by-objectives is not a panacea (Stanbury, 1974).

Limitations of the technique are referenced as follows:

1. Quantification is difficult (Harvey, 1972).
2. Methods are not measured (Harvey, 1972).
3. It is resistant to change (Abbott, 1971).
4. Powerful units are resistant to yielding their authority (Abbott, 1971).
5. External pressures--political, technology and economic--cannot be controlled (Abbott, 1971).

Follow-up analysis of MBO versus non-MBO staff perception of effectiveness suggested MBO is tied to success (VandeGuchte, 1974). Paulson (1972) was more specific. He concluded that student personnel staff in an MBO environment attained much success in terms of their impact on the persons with whom they worked, the diversity of the population with whom they interacted, and the range of activities in which they were engaged.

Student services goals can be defined in four categories: routine, problem solving, innovative, and professional development (Harvey, 1972). In addition, Kirkikis (1971) offered 11 useful criteria for setting goals:

1. Goals should support the overall objectives, which are guides to action.
2. Goals should relate to the university objectives at the higher level and goals at the lower level.
3. Goals should define results to be achieved,

not activities.

4. Goals should focus on the job, not the person.
5. Goals should be challenging.
6. Goals should emphasize realism.
7. Goals should recognize constraints.
8. Goals should be tools to measure and control.
9. Give weight to the most important goals.
10. Goals should be expressed in language that everyone understands.
11. Goals should provide flexibility for change.

Krumboltz (1974) would place more emphasis on process.

In contrast, Mueller (1961) suggests three criteria: quantity-- emphasis on a goal, timing--systematic approach, and importance-- redefine relevance after feedback.

The merging of the separate units of student services at Western Michigan University in 1956 was initially reporting to the Vice President for Student Services and Public Relations. Coyne (1976) presented the evolution of the recently coordinated approach to its present status, i.e., 97 professional and clerical staff in 13 departments with an annual budget of approximately 2.25 million dollars. The doctrine of "in loco parentis" adhered to in the past sixty years was superseded by the philosophical position of the student development concept of the entire university community.

The latest official position of the Vice President for Student Services at WMU regarding modern management was in 1975. He embraced goal setting, planning for the immediate and long range future, management-by-objective, accountability and evaluation as the administrative style of management for his division. The Units' Annual Reports (1976) submitted to the Vice President for Student Services were indicative of the commitment of the division to the practice of modern management.

Review of related modern management
research studies in student personnel
services

Introduction. The review of the professional literature regarding student personnel services reveals that very little research has been done on goals and objectives defined by student personnel services administrators in higher education. However, many studies have been conducted on the goals and objectives of institutions of higher education in relation to student personnel services.

The related research studies reviewed in this section were concerned with the purposes, goal congruences, the perceptions of administrators, faculty, students, and other professionals regarding student personnel services in institutions of higher education. The scope of these research studies has rarely approached the specific goals and objectives of a Student Services Division.

Most of the research has used institutional goals as a vehicle for gathering data on student personnel services. Of the research studies reported in the student personnel journals, there is very little research related to a comparison between the current and future goals of a Student Services Division as perceived by the presidents, vice presidents, academic deans, chairpersons and heads of departments, student personnel directors, and academic affairs directors.

Ten studies (Barkhaus, 1974; Blackburn, 1969; COSPA, 1964; Hintz, 1974; Kaufman, 1971; Mortvedt, 1972; O'Banion, 1971; Swearingen, 1972; Terenzini, 1972; Thomas, 1970) were related to the present investigation of goals of the Student Services Division at Western Michigan University. Each, however, differs from the present study in sample instrumentation and purpose.

The purposes of this study were to investigate university administrators' perceptions of the goals as defined by the Student Services Division at Western Michigan University from two frames of reference: (1) to determine how important the goals are (current) and how important the goals should be (future), and (2) to determine if the perceptions of administrators systematically differ.

The administrators used for this study were limited to Western Michigan University campus. They were grouped into five administrative groups as follows: Group I--President and Vice

Presidents, Group II--Academic Deans, Group III--Chairpersons and Heads of Departments, Group IV--Unit Directors in Student Services, and Group V--Unit Directors in Academic Services.

The instrument used in the present study was the Student Services Goals Inventory (SSGI) developed by the author. It consisted of 76 goal statements that were extracted from the Student Services Division Annual Reports, interviews with student personnel services' staff and goals taken from the related literature.

A summary of the 10 related studies is given as follows:

Study by:	Purpose	Sample(s)	Instrumentation
Barkhaus (1974)	To analyze the perceptions of "actual" and "ideal" institutional goals held by members of the internal publics of Purdue University.	Academic Directors of College Personnel Units and Administrators of College Personnel Units	Institutional Goals Inventory (ETS, 1971)
Blackburn (1969)	To determine if a difference exists between the perceptions of student personnel programs by chief student personnel officers who are academically prepared in student personnel work and those chief student personnel officers who have come into their positions without specific preparation.	Chief Student Personnel Administrators	Student Personnel Purpose--Q-Sort developed by author
Council of Student Personnel Association (COSPA) (1964)	To agree upon and present the 16 goals of student personnel work which were applicable to all institutions of higher education.	Administrators of College Student Personnel Units	16 goals developed by COSPA
Hintz (1974)	To compare and contrast the opinions of undergraduate teaching faculty and professional student personnel workers at Michigan State University on 22 selected educational objectives for higher education.	Faculty and Student Personnel Workers	Gross and Grambsch (1968)

Study by:	Purpose	Sample(s)	Instrumentation
Kaufman (1971)	To determine the basic purposes of student personnel programs as perceived by educators directing graduate study programs in college student personnel work and to compare the findings with basic purposes of student personnel programs as seen by administrators currently directing student personnel services on college campuses.	Academic Directors of College Personnel Units and Administrators of College Personnel Units	Institutional Goals Inventory (ETS, 1971)
Mortvedt (1972)	To investigate the perceptions of presidents, chief student personnel officers, and chief academic officers concerning student personnel services at Illinois public community colleges.	Presidents, Chief Student Personnel Officers, and Chief Academic Officers in Illinois Public Colleges	Author developed own instrument
O'Banion (1971)	To determine the purposes of student personnel work in higher education in order to develop a relevant program of professional education.	College Student Personnel Administrators and nationally known Chief Student Personnel Workers	16 goals developed by COSPA

Study by:	Purpose	Sample(s)	Instrumentation
Swearingen (1971)	To investigate the attitudes of the faculty, administrative and student leadership in the Big Ten institutions toward the student personnel program.	Administrators, Faculty and Student Leaders	Developed by author
Terenzini (1971)	To contribute to the reconceptualization of student personnel work by examining the views of college and university presidents on the goals of student affairs programs, and by determining what the views of chief student affairs officers were concerning the goals of their programs.	College and University Presidents and Chief Administrative Officers of Student Personnel Units	Student Personnel Purpose Q-Sort (Blackburn, 1969)
Thomas (1970)	To investigate the perceptions of university goals by comparing administrators, faculty and students engaged in the practice teaching and/or study of student personnel administration at Michigan State University with a nationwide study of university faculty and administrators.	Administrators, Faculty and Students	Gross and Grambsch (1968)

There was a significant absence of similarity among the 10 studies and the present study regarding the purposes, samples studied and instrumentation. These differences, though recognized, do not negate the importance of the 10 studies described above. These 10 studies may well serve as a benchmark to compare the findings of the present study.

Kaufman (1971) studied the purposes of student personnel programs as perceived by educators directing graduate study programs in college student personnel work and compared the findings with basic purposes of student personnel programs as seen by administrators currently directing student personnel services on college campuses. The author concluded that:

Educators, based on their training and background, showed differing perceptions of the purposes of student personnel programs. Educators with professional experience had a broad view of their role which was oriented toward the entire academic community, while those with no professional experience viewed enabling and assisting purposes to be significant. Educators who had received training at an advanced level emphasized institutional change; those with no training tended to place emphasis on personal development.

Another general conclusion of this same study indicates that the length of experience also indicated differing perceptions of student personnel programs. Of particular interest was the finding that:

Those having abridged experience, less than 10 years' experience, placed importance on providing a

learning environment partially molded by student participation. Educators with extended experience, more than 10 years' experience in student personnel work, placed significance on purposes which influenced the institution to become more personalized.

The Kaufman findings were certainly in agreement with one of the most comprehensive reports on goals in Student Personnel Services which was prepared by the Council of Student Personnel Association in Higher Education in 1964. In this study the authors agreed on 16 goals of student personnel work. The authors listed the following as the 16 goals for student personnel work:

1. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.
2. To assist the student in his search for identity and in his development of self-discipline, self-evaluation, and competence in decision making.
3. To administer the offices responsible for providing student services.
4. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.
5. To provide opportunities for the student's development of a system of values.
6. To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.
7. To serve as resource persons in interpreting student life to faculty and administrators and conversely in interpreting faculty and administrators to students.
8. To assure that the student's need for

individual attention is met.

9. To educate for life in a changing society.
10. Education for critical evaluation of information.
11. To encourage responsible participation by students in local, state, national, and world affairs.
12. To present the needs of students through such professional avenues as journals, organizations, and consultation.
13. To provide students with opportunities for broad educational experiences through cocurricular activities.
14. To develop social and human relations skills.
15. To utilize available resources--students, administrators, faculty, alumni, parents, and representatives of the community, government, and other educational institutions--to fulfill the objectives of higher education and of the particular institution.
16. To acquaint the student with and encourage him to use student personnel services and other resources available to him.

The COSPA report (1964), with its list of 16 purposes, was the basic document used by O'Banion (1971) to determine the purposes of student personnel work in higher education in order to develop a relevant program of professional education. The respondents consisted of two groups: (1) a "Selected Sample" of members of the student personnel profession selected by the officers of the student personnel organizations and (2) the "Expert Panel" consisted of 15 members of the student personnel profession recommended by

recent presidents of ACPA and APGA. The "Selected Sample" and the "Expert Panel" agreed that the 12 essential purposes of student personnel work in higher education are:

1. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.
2. To assist the student in his search for identity and in his development of self-discipline, self-evaluation, and competence in decision making.
3. To administer the offices responsible for providing student services.
4. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.
5. To provide opportunities for the student's development of a system of values.
6. To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.
7. To serve as resource persons in interpreting student life to faculty and administrators and conversely in interpreting faculty and administrators to students.
8. To assure that the student's need for individual attention is met.
9. To provide students with opportunities for broad educational experiences through cocurricular activities.
10. To develop social and human relations skills.
11. To utilize available resources--students, administrators, faculty, alumni, parents, and representatives of the community, government, and other educational institutions--to fulfill the objectives of

higher education and of the particular institution.

12. To acquaint the student with and encourage him to use student personnel services and other resources available to him.

When O'Banion (1971) discussed his conclusions and findings of the two groups he found that both the "Selected Sample" and the "Expert Panel" unanimously agreed that the first two purposes-- developing a climate and assisting students in a search for identity-- were a "must" in any program; approximately 85 percent of the "Selected Sample" agreed with the "Expert Panel" members.

A study by Terenzini (1973), furthermore, indicated that presidents and chief student affairs officers agreed more frequently than they disagreed on the goals for student affairs programs. The goals on which both agreed strongly, however, appeared to be ones the profession has traditionally pursued. A prominent exception was that neither group viewed the enforcement of moral standards or the encouragement of "proper attitudes" as a major goal of student affairs programs.

Those purposes on which presidents and chief student affairs officers differed most concerned the degree to which student personnel programs should be involved in the academic and intellectual development of students. Chief student affairs officers were more inclined than presidents to agree with statements suggesting that student personnel programs should be involved in academic affairs.

Blackburn (1969) offered the best possible explanation of why there may be disagreement among experts as to the role of student personnel services. These factors were the academic preparation of professionals and their length of experience. The total approach to student personnel services was emphasized more by those with more experience in the field as well as by those with more academic training in student personnel services.

The Blackburn (1969) conclusions may explain the findings of Mortvedt (1972). Mortvedt investigated the perceptions of presidents, chief student personnel officers, and chief academic officers concerning student personnel services at Illinois public community colleges. The main focus was to describe how key administrators viewed the "quality" and "importance" of student development functions in their colleges. Mortvedt concluded that the student development functions where human development is considered essential were rated low in "importance" and low in "quality" by all groups. A further conclusion was that key administrators in Illinois public community colleges appeared to hold narrow views of what is meant by human development.

The narrow view of primarily addressing the development of the "whole student" was found at Michigan State University (Hintz, 1974), at Purdue University (Barkhaus, 1974), and possibly all Big Ten Universities in general (Swearingen, 1972). Hintz concluded in

his research that there were differences of opinion between groups concerning what the outcomes of a college education should be. Faculty indicated a distinct preference for those educational outcomes which are most closely related to the academic-intellectual development of students, whereas student personnel workers perceived both the affective and cognitive development of students to be important. Cooperation with student personnel staff was viewed as desirable by faculty as it may relate to the intellectual growth of students, whereas student personnel staff viewed between-group cooperation to be a necessary and educationally complimentary relationship for the purpose of helping students achieve a well-rounded education. Barkhaus conclusions were that faculty viewed vocational preparation as less important and intellectual aesthetic environment as being a highly important "ideal" goal for Purdue University.

Swearingen surveyed the attitudes of faculty, administrative and student leadership in the Big Ten institutions toward the student personnel program. Utilizing an opinion questionnaire, the results revealed that participants showed little to no differences of attitudes on many issues highlighted by: (1) the development of the student in terms of his adjustment, his intercultural development, self-development, and self-responsibility; (2) the recognition of regulations as providing order and control; (3) the desirability of the

confidentiality of records; and (4) the rejection of the university being viewed as a community in itself. Administrators indicated stronger attitudes than others on a few items emphasized by: (1) the desirability of conduct and disciplinary functions as part of a para-professional role; (2) the importance of reference libraries, listening center facilities, and indoor and outdoor recreation facilities in residence halls; and (3) the rejection of treating in-state and out-of-state students for admission equally.

In a study to assess the perceptions of a set of university goals among selected population of student personnel administrators, graduate students in the field of student personnel administration, and their faculty at Michigan State University, which used the Gross and Grambsch data, Thomas (1970) found that the student personnel group perceived highest importance being placed on academic freedom, institutional prestige, and the ensuring of the favor of validating bodies and contributors. The least important goals perceived by the student personnel total group were cultural development, character development, loyalty to the institution, and ensuring that rewards reflected contributions to the institution. Thomas concluded that:

The results of this study seem to indicate, at least for the majority of the student personnel respondents, a general philosophical posture that values quality education while maintaining concern for individual human development.

Organization of the Remainder of the Study

The purpose of Chapter I has been to explain the rationale for the study, statement of the problem, scope and limitation of the study, the definitions, areas of investigation and the review of related literature.

Succeeding chapters of this study are organized in the following manner:

Chapter II contains a discussion of the research design and procedure involved in the study, methods of data collection and the methods of analyzing the data. Chapter III contains the findings of the study in relation to the research questions and Chapter IV gives a review of the study, summarizes the findings and conclusions and suggests recommendations for further study.

CHAPTER II

RESEARCH DESIGN AND PROCEDURE

The purpose of this chapter is to provide the methodology which was used to investigate the administrators' perceptions of the "current" and "future" goals of the Student Services Division at Western Michigan University. Specifically, this chapter describes (1) the review of the problem, (2) the population to whom the survey instrument was forwarded, (3) the development of the instrument to elicit perceptions of the administrators in each group, (4) the method for developing the goals and a description of the student services goal areas, (5) the data collection procedures, and (6) the data analysis procedures.

Review of the Problem

The problem of this study was to investigate all top level administrators' perceptions of the "current" (is) and "future" (should be) goals for the Student Services Division at Western Michigan University. As suggested by the review of the literature, goals are the criteria by which a modern management technique is initiated. The management-by-objectives (MBO) "trip" analogy, thus, was the rationale for investigating the "current" (is) and

"future" (should be) status of the goals for the Student Services Division at WMU. With these data, the first two MBO steps were completed, that is, where are you? (current goals) and where do you want to go? (future goals).

Population for the Study

The population for this investigation consisted of 120 administrators at Western Michigan University. These administrators were assigned to five administrative groups according to the position held on campus.

To be included in the population, the administrators had to be a President, Vice President, Associate or Assistant; Academic Dean, Associate or Assistant; Chairperson or Head of Department; Unit Director in Student Services; or a Unit Director in Academic Services, who, whether budgets are contracted or expanded during the next few years, will have a good deal to say about the development of the student services programs at Western Michigan University.

For purposes of analyzing the data and making comparisons, the population was divided into five administrative groups, as indicated in Table 1.

Table 1
Number and Percent of Administrators in Groups

Groups	Administrators	Number in Groups		Percent
I	President and Vice Presidents	13		11
II	Academic Deans	22		18
III	Chairpersons and Heads	52		44
IV	Unit Directors--Student Services	11		9
V	Unit Directors--Academic Services	22		18
Totals		120		100

Instrumentation

Uhl (1971) and Peterson (1971) developed the Institutional Goals Inventory (IGI) with the intent to provide efficient data for internal institutional self-analysis. The general method followed in the development of the IGI was followed in this study.

Prior to the development of the instrument, the author initiated verbal discussion with members of the Educational Leadership Department as well as the Vice President for Student Services regarding the thesis of this study.

The Vice President of the Student Services Division and the

Directors of Units in the Division were the primary consultants in the development of the questionnaire. The major source documentation for the goal statements was the Units' Annual Reports (1976) submitted to the Vice President for Student Services. In addition, a review of the literature suggested the inclusion of 15 additional goal statements. The sources were from Shaffer and Martinson (1966), McDavis (1976), and O'Banion (1971). The goals were included after consultation with the Vice President of Student Services and members of the Educational Leadership Department.

The number of goal statements by the Student Services goal areas were as follows: Office of the Vice President (8), Counseling Center (3), Commuter Student Services (5), Office of International Student Services (5), Office of the Dean of Students (2), Office of Student Activities (10), University Health Center (6), University Judiciaries (2), Religious Activities (2), Testing and Evaluation Services (6), Residence Hall Programs (3), University Placement Center (3), New Student Orientation (1), and Parents' Association (2). In addition, six goal statements were developed from the work of Shaffer and Martinson (1966), four goal statements were tied to the efforts of McDavis (1976), and five goal statements were associated with O'Banion (1971). In total, 76 goal statements were available.

The order in which the goal statements were presented was

not identified by goal areas nor were they in a sequence. Rather, they were listed in a random order with the alternative for ordering being a random number table.

Following is a listing of the 76 goals of the Student Services Division; the right-hand column indicates the assigned questionnaire position based on the procedure used in random selection:

Goal Areas	Goal Statements	Assigned Numbers
Office of the Vice President	1. To integrate Student Services programs and activities with the expressed educational goals of the University.	1
	2. To assist students in recognizing and assuming personal responsibility for meeting their individual needs.	10
	3. To enhance the academic programs of the University with a variety of cognitive and affective learning experiences for students.	15
	4. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University.	32
	5. To promote professional growth and development of all members of the Student Services staff.	46
	6. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the	54

Goal Area	Goal Statements	Assigned Numbers
	division in response.	
	7. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of the University.	64
	8. To encourage staff contributions to the body of knowledge about the Student Services profession.	71
Counseling Center	9. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will.	47
	10. To offer aid to the University community in the solution of mental health and academic/vocational problems.	50
	11. To help specific students and faculty solve specific problems.	69
Center for Women's Services	12. To assist the individual woman of whatever age to make her own decisions about her education, career, and personal goals, and to encourage her to recognize her own potential by developing her talents to the fullest.	21
	13. To provide information, counseling, and skill development to women in the University and in the community.	26
	14. To help the mature woman become acquainted with opportunities for further education, part-time and full-time employment, second	55

Goal Area	Goal Statements	Assigned Numbers
	careers, and volunteer services.	
Commuter Student Services	15. To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives.	8
	16. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc.	20
	17. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff.	36
	18. To improve public relations with citizens and/or homeowners in the neighborhoods who are impacted by the multitude of students living in their environment.	43
	19. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities.	59
Office of International Student Services	20. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies.	27
	21. To facilitate the plans of students, faculty and staff to gain	33

Goal Area	Goal Statements	Assigned Numbers
	overseas study, travel and/or work experiences.	
	22. To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual foreign student.	41
	23. To facilitate the purposes and processes of international educational exchange.	52
	24. To develop a program designed to facilitate the personal, social, economic and academic adjustment of foreign students.	56
Office of Dean of Students	25. To develop a system of appointing student members to University councils and committees.	57
	26. To evaluate the Student Services Council each year and make recommendations whenever possible.	66
Office of Student Activities	27. To promote interpersonal interaction of people from diverse backgrounds and with diverse attitudes.	2
	28. To provide opportunity for learning new social behaviors and social interaction which is nonacademic in nature.	6
	29. To work with community agencies and professional groups to provide student input to community and professional needs.	14
	30. To assist student organizations in their planning, promoting	24

Goal Area	Goal Statements	Assigned Numbers
	and operations programs which will be beneficial to their members and to the University community at large.	
	31. To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects.	29
	32. To develop involvement and participation of students in planning programs and activities.	37
	33. To provide opportunity for cultural and esthetic exposure and expression.	44
	34. To exert strong positive influence upon student organizations advising them of appropriate experiences, possible consequences and viable alternatives.	49
	35. To develop a sense of community within student activities and student organizations.	68
	36. To provide the opportunity to examine and experience moral and spiritual concepts.	74
University Health Center	37. To develop resources for influencing the health behavior of students, both as individuals and as active participants in the community.	9
	38. To provide a health maintenance fee to improve the quantity and guarantee continued high quality medical care to students.	12

Goal Area	Goal Statements	Assigned Numbers
	39. To upgrade the sports medicine program in order to improve care given to all athletes.	35
	40. To provide individual consultation, crises-intervention and therapy services.	42
	41. To provide the best possible health care to students at the lowest possible cost.	51
	42. To provide a health education program for all students.	60
University Judiciaries	43. To reevaluate our Foreign Student Health and Accident Insurance Program to establish the most efficient program possible.	13
	44. To reevaluate our Judicial Proceedings and Code of Student Life to ascertain that our system is up to date to handle complaints.	25
Religious Activities	45. To establish a Community Clergy Council on campus.	18
	46. To establish a religious activities night for all students.	28
Testing and Evaluation Services	47. To assist students in career and vocational planning through the utilization of evaluation instruments.	3
	48. To make available test files for both students and faculty.	23
	49. To develop lines of communications with business and industry for their personnel testing.	31

Goal Area	Goal Statements	Assigned Numbers
Residence Hall Programs	50. To distribute information concerning Testing and Evaluation Services to both students and faculty.	61
	51. To develop evaluation instruments for vocational selection for students.	70
	52. To assist individual colleges and departments in proper testing procedures and utilization of instruments.	75
	53. To promote a more participatory role for Residence Directors in Student Services.	17
	54. To insist on decision-making powers in areas that rightfully belong in the Student Services Division.	30
University Placement Center	55. To develop in each residence hall tutorial programs to enhance the academic mission of the University.	63
	56. To collect, analyze and disseminate employment data about graduates.	62
	57. To develop a job search program for students.	58
New Student Orientation	58. To develop an efficient Career Information Library System.	76
	59. To strengthen the new student orientation programs so that they will be a meaningful experience for new students.	22
Parents' Association	60. To strengthen WMU Parents' Association to make parents feel they are part of the University.	16

Goal Area	Goal Statements	Assigned Numbers
	61. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities.	40
	- - - - -	
Shaffer and Martinson (1966)	62. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation.	4
	63. To provide through student government and other activities an opportunity to practice democratic living with both its rights and responsibilities and to learn to work effectively with others.	19
	64. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college.	39
	65. To help each student develop a sense of individual responsibility and self-discipline.	45
	66. To provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems.	65
	67. To help create an atmosphere of high morale and loyalty towards the institution.	72

Goal Area	Goal Statements	Assigned Numbers
McDavis (1976)	68. To provide opportunities for students to gain mature insights into their own self-identity and self-realization.	7
	69. To assist in orienting new students to the campus in order to make them feel a vital part of the University.	11
	70. To assist students in acquiring and developing skills in making self-directed, rational decisions.	34
	71. To provide opportunities for students to develop interpersonal relationships.	73
O'Banion (1971)	72. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.	5
	73. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.	38
	74. To provide students with opportunities for broad educational experiences through cocurricular activities.	48
	75. To acquaint the student with and encourage time to use student personnel services and other resources available to him.	53
	76. To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.	67

The response to each goal statement was elicited by the following scheme: "0"--don't know, "1"--of no importance, "2"--of low importance, "3"--of medium importance, "4"--of high importance, and "5"--of extremely high importance. None-responses or blanks were coded as "9". In addition, the administrators were requested to evaluate each goal from two frames of reference: the "current" and "future" status. These were presented as "is" and "should be", respectively. Space to insert comments was also provided.

Prior to requesting the administrators response to the 76 goal statements from the "is" and "should be" frames of reference, the administrators were requested to complete the following: an indication of his/her administrative category, familiarity with Student Services at Western Michigan University, teaching experience in higher education, and experience in higher education as an administrator.

It should be noted that the survey instrument, the Student Services Goals Inventory (SSGI) is presented in Appendix A and a copy of the cover letter is presented in Appendix B.

Data Collection Procedure

Prior to forwarding the questionnaires to the population, permission to conduct the study was granted from the following: (a) Educational Leadership Department's Committee for the Use of Human Subjects, (b) Office of the President, (c) Office of the Vice President for Student Services, and (d) Office of the Vice President for Academic Affairs.

On November 22, 1976, the following items were mailed to the administrators, using the campus postal delivery system: (a) a cover letter (Appendix B) explaining the purpose of the study, (b) a cover letter from the Vice President for Student Services (Appendix B), (c) a Student Services Goals Inventory (Appendix A), and (d) a self-addressed envelope. A follow-up letter (Appendix B) and a second questionnaire were mailed to those administrators not responding 10 days after the initial mailing date. A final follow-up was conducted by telephone to request nonrespondents to complete and return the questionnaires.

Since the Christmas holidays were near the follow-up deadline date of December 17, 1976, all completed questionnaires after that date were accepted. Seven additional questionnaires were coded with the last one arriving on January 13, 1977.

Data Analysis Procedures

The major analysis was to investigate the administrators' perceptions of the "current" and "future" goals for the Student Services Division at Western Michigan University. For each administrator, three computer cards were generated: (1) one card for the "current" (is) goals, (2) one card for the "future" (should be) goals, and (3) one card for teaching and administrative experience in an institution of higher education. Also coded were the administrative groups' number and responses by goal statements. There were three computer cards for each of the 94 administrators that generated 282 cards. The groups of administrators were coded 1 through 5 as follows:

Number 1--Group I--Consisted of President, Vice President, Associate and Assistant Vice President and Assistant to the President and Vice President.

Number 2--Group II--Consisted of Academic Dean and Associate and Assistant Dean.

Number 3--Group III--Consisted of Chairperson, Head of Department and Director of Libraries and Social Work.

Number 4--Group IV--Consisted of Unit Directors in the Student Services Division.

Number 5--Group V--Consisted of a select group of Unit Directors in the Academic Services Department.

Also coded for each goal statement were the responses to the importance the administrators placed on each goal.

The coding schemes that were treated as part of the scale in the analysis of data were from "1" of no importance to "5" of extremely high importance. The "0, " "don't know, " and "9, " non-responses or missing data, were excluded from the statistical data. However, these data were reported as percentages when described in Chapter III.

In order to determine the administrators' perceptions of the "current" and "future" goals, the following research questions were investigated:

1. Are the "current" (is) goals of equal importance among the administrators?
2. Are the "future" (should be) goals of equal importance among the administrators?
3. Is there any agreement among the administrators regarding the relationship between the "current" and "future" goals?
4. Are the perceptions of administrators by groups different for the "current" (is) and "future" (should be) goals?

Research questions one and two were investigated using the Analysis of Variance (ANOVA), ($p < .05$), for a two-tailed test. For the goal statements which the administrators were found to be in disagreement, further analysis was made in order to determine if the means of the administrative groups differed significantly. Since the F statistic was a measure of overall significance, the Scheffe Multiple Comparison procedure with ($p < .10$) was made between

Groups 1 and 2, 1 and 3, 1 and 4, 1 and 5; 2 and 3, 2 and 4, 2 and 5; 3 and 4, 3 and 5; and 4 and 5 for all results with significant F-ratios in order to uncover the groups contributing to the differences when answering research questions one and two in this study. The alpha, .10, was the established level of significance for the Scheffe Multiple Comparison Test. This is based on Minium's (1970) point:

To uncover a possible difference with the idea of subjecting those differences to further confirmatory exploration, it might be desirable to set the value of α at .10.

An adjunct descriptive analysis summarizing the 10 highest and 10 lowest "current" and "future" goal statements was reported to supplement the statistical analysis for research questions one and two. The decision to use the descriptive data for the 10 least and 10 highest ratings for each group was made after a review of the Barkhaus (1975) study. He presented five goals from a total of 90 goal statements. It appeared that his approach resulted in a descriptive analysis which was too narrow in scope. By using 10 goal statements, a more meaningful descriptive analysis was possible.

The procedure for answering question three was different from questions one and two. The total or composite means of the "current" and "future" goals were simultaneously investigated for the five administrative groups. The statistical procedure used to

answer research question three was the Pearson Product Moment Correlation Coefficient (r). The statistic reflected the degree of linear relationship between the distribution of the means of the "current" and "future" goals.

The general guidance provided by answering research question three was more specifically addressed by research question four. For each group, the mean of the "current" was compared to that of the "future" goals. The statistic used was the t -test for correlated measures ($p < .05$). The goal statements which all five, four of five, three of five, two of five, and one of five administrative groups had agreed that more emphasis should be placed in the "future" were identified and reported. Also reported were goals for which "no" and "negative" differences were reflected, that is, the "current" mean scores exceeded the "future" mean scores.

Summary

Detailed in this chapter were the review of the problem, the population to whom the survey instrument was forwarded, the development of the instrument to elicit perceptions of the administrators in each group, the method for developing the goals and a description of the student services goal areas, the data collection procedures, and the data analysis procedures. This was necessary to insure valid information for the MBO "trip" analogy. Presented in

Chapter IV will be specific answers to where the Student Services Division at Western Michigan University is and where the Division should be.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Introduction

The results of the research questions detailed in Chapter I are presented in this chapter which is divided into two sections. The first section is concerned with a review of the problem as it relates to the research questions. The second section provides descriptive information related to the sample used in the study and analysis of the data.

Review of the Problem

The purpose of this study was to investigate the administrators' perceptions of the "current" and "future" goals for the Student Services Division at Western Michigan University.

In order to determine the administrators' perceptions of these goals, the following research questions were investigated:

1. Are the "current" goals (is) of equal importance among the administrators?
2. Are the "future" goals (should be) of equal importance among the administrators?
3. Is there any agreement among the administrators regarding the relationship between the "current" and "future" goals?

4. Are the perceptions of administrators by groups different for the "current" and "future" goals?

The Student Services Goals Inventory (SSGI) was the instrument used to elicit the perceptions of the administrators. The SSGI contained 76 goal statements. For each goal statement, the administrators indicated how important that goal "is" for the Student Services Division at Western Michigan University at the present and, second, how important the goal "should be" at this institution. Each administrator indicated his/her responses on the basis of a five point scale ranging from (1) of no importance to (5) of extremely high importance. The means for each goal statement were used to establish rankings of the 10 highest and the 10 lowest ranked goal statements for both the "current" and "future" perceptions of the administrative groups for the student services goals. A complete listing of all the means for the "current" and "future" goal statements have been included in Appendix D. An adjunct descriptive analysis summarizing the 10 highest and the 10 lowest goal statements by each administrative group was presented at the end of research questions one and two.

Description of the Characteristics of the Sample

The presentations of data in this section are descriptive analyses according to the order of the research questions stated above.

First, however, a detailed description of the characteristics of the administrators will be presented.

The summary of questionnaires mailed to the administrators and the number and percent of returned and usable questionnaires are presented in Table 2. A total of 108 questionnaires, or 90 percent, were returned. The number of usable questionnaires was 94, or 78 percent of the population. Thus, the sample consisted of 12, or 92 percent, for the President-Vice Presidents (Group I); 19, or 86 percent, for the Academic Deans (Group II); 38, or 73 percent, for the Chairpersons and Heads of Departments (Group III); 11, or 100 percent, for the Unit Directors in Student Services (Group IV); and 14, or 64 percent, for the Unit Directors in Academic Services (Group V).

The percent of questionnaires returned is very high for this type of study. Other studies of goals for student services in higher education have not achieved this high percent of returns. For example, the Quinn (1972) study which investigated the opinions of decision-makers regarding the public institutions of higher education in Massachusetts achieved (with follow-up) a 50 percent return rate. In another study, Thomas (1970) assessed the perceptions of a set of University goals among selected populations of student personnel administrators, graduate students and faculty at Michigan State University and received a return rate of 70 percent.

Table 2
Summary of Administrative Groups' Responses to the
Student Services Goals Inventory (SSGI)

Groups	First Mailing			Second Mailing			Total		Total	
	Mailed	Returns	%	Mailed	Returns	%	Returned	%	Usable	%
I	13	10	77	3	2	67	12	92	12	92
II	22	17	77	5	4	80	21	95	19	86
III	52	37	71	15	9	60	46	88	38	73
IV	11	11	100	0	0	0	11	100	11	100
V	22	16	73	6	2	33	18	81	14	64
Totals	120	91	76	29	17	59	108	90	94	78

Swearingen (1972) investigated the attitudes of selected members of the academic community regarding the student personnel programs at the Big Ten Universities and received a return rate of 61 percent.

Administrative Groups' Familiarity with Student Services at WMU

The percentage of response by the administrative groups to the query of familiarity with Student Services at Western Michigan University is presented in Table 3. Less than 50 percent of the Chairpersons (Group III) were very familiar or familiar with student services. In comparison, 50 percent of the President-Vice Presidents (Group I) and 64 percent of the Unit Directors in Student Services (Group IV) tended to be very familiar with student services and 63 percent of the Academic Deans (Group II) and 50 percent of the Unit Directors in Academic Services (Group V) were only familiar with student services at Western Michigan University.

Familiarity with Student Personnel Services and its goals varied by administrative groups. The Chairpersons and Heads of Departments, the least familiar with student personnel services on campus, responded with the highest rate of "don't know" to the 76 "current" goals. At least 40 percent of the Chairpersons and Heads of Departments did not respond to nine "current" goals. The frequency of response for the other 65 goals seemed to be grouped

more toward the upper portion of the distribution. The goals to which the Chairpersons and Heads of Departments were not inclined to respond tended to be those which were more narrow in scope, i. e., not the generic definition of meeting the needs of the total student.

Table 3
Percentage of Administrative Groups' Responses
for Familiarity with Student Services at
Western Michigan University

Familiarity	Administrative Groups					Total
	I	II	III	IV	V	
Very Familiar	50	11	5	64	36	23
Familiar	50	63	42	36	50	48
Slightly Familiar	0	21	50	0	14	27
Not Familiar	0	0	0	0	0	0
Missing Data	0	5	3	0	0	2

The other four administrative groups responded to the majority of the "current" goals. These administrators were aware of the majority of the programs and their ramifications at Western Michigan University. Given this information, it would appear that adequate communication exists within the student services and support

units as well as with the majority of the top administrators on campus. This, to a degree, appears not to be the case for the administrators more closely aligned to direct academic instruction.

When the "future" goals responses were investigated, nearly all administrators in each group responded. Apparently, they had definite opinions as to the future status of the Student Services Division at Western Michigan University.

Respondents' Administrative and Teaching Experience

The administrative and teaching experience of the administrators in an institution of higher education are presented in Table 4. On the average, approximately 60 percent of the administrators at Western Michigan University had less than 10 years of administrative experience, with the exception of the President-Vice Presidents (Group I) and the Academic Deans (Group II). In comparison, approximately 60 percent of the administrators had less than 10 years teaching experience, with the exception of the Chairpersons and Heads of Departments (Group III) and the Academic Deans (Group II). The Academic Deans (Group II) tended to have more administrative and teaching experience than the other four administrative groups participating in this study. More descriptive analysis concerning familiarity with student services will be discussed

in the findings section in Chapter IV.

Table 4
Percentage of Groups' Experience in an
Institution of Higher Education

Experience	Administrative Groups					Total
	I	II	III	IV	V	
Administrative						
Less than 10 years	50	42	74	64	57	61
More than 10 years	50	58	26	36	43	39
Teaching						
Less than 10 years	67	47	24	82	86	50
More than 10 years	33	53	76	18	14	50

Findings Related to Research Questions

Research question number one

The first research question was stated follows:

Are the "current" goals (is) of equal importance among the administrators?

First, research question number one was answered statistically. Next, an adjunct descriptive analysis summarizing the 10 highest and the 10 least important "current" goal statements were presented by administrative groups.

Research question one was analyzed to ascertain whether the mean scores of each goal statement differed by administrative groups. Since the direction of the difference is not specified, the two-tailed test was employed. The statistic to test the research question was the Analysis of Variance (ANOVA). Since there were 76 goal statements, that number of ANOVA's were investigated.

Presented in Table 5 are 76 independent testings of research question number one. The asterisk denotes the goal statements that were statistically significant ($p < .05$).

Table 5
Analysis of Variances for the "Current"
Goal Statements

Goal Statement	ANOVA Data				
	Sums of Squares		df	F	p
	Among	Within	4 and	Statistic	Level
1	2.844	70.643	73	0.735	0.571
2	2.621	55.327	72	0.853	0.497
3	4.533	54.203	71	1.485	0.216
4	3.493	61.994	75	1.057	0.384
5	0.688	60.117	72	0.206	0.934
6	7.968	47.564	72	3.015	0.023*
7	5.766	45.507	72	2.281	0.069
8	6.351	65.187	73	1.778	0.142
9	2.159	30.827	64	1.120	0.355
10	2.998	58.947	67	0.852	0.498
11	4.612	48.842	83	1.959	0.108
12	5.185	50.816	59	1.505	0.212
13	3.494	13.737	34	2.162	0.094
14	2.277	26.772	56	1.191	0.325
15	2.525	44.505	61	0.865	0.490
16	3.572	43.107	73	1.512	0.207
17	3.059	25.359	38	1.146	0.350
18	1.080	25.939	48	0.500	0.736
19	0.289	61.179	74	0.088	0.986
20	2.310	39.494	56	0.819	0.519
21	1.583	64.728	72	0.440	0.779
22	2.269	41.904	76	1.029	0.398
23	4.435	41.045	43	1.162	0.341
24	0.232	49.702	71	0.083	0.987
25	1.565	42.618	55	0.505	0.732
26	0.344	69.340	71	0.088	0.986
27	0.424	26.293	41	0.165	0.955
28	0.768	30.045	43	0.275	0.893
29	4.322	41.617	60	1.558	0.197
30	8.776	45.224	50	2.426	0.060
31	1.878	32.161	46	0.672	0.615
32	3.394	56.075	74	1.120	0.354
33	2.323	29.661	59	1.155	0.340

ANOVA Data

Goal Statement	Sums of Squares		df 4 and	F Statistic	p Level
	Among	Within			
34	10.931	50.861	72	3.868	0.007*
35	11.460	26.400	38	4.124	0.007*
36	5.574	49.290	61	1.724	0.156
37	2.806	56.467	72	0.894	0.472
38	1.281	61.667	71	0.369	0.830
39	5.513	43.220	66	2.105	0.090
40	4.530	41.546	48	1.308	0.280
41	3.983	41.491	52	1.248	0.302
42	12.658	57.500	71	3.907	0.006*
43	3.386	38.850	63	1.373	0.254
44	7.655	51.218	66	2.466	0.053
45	3.633	61.353	66	0.977	0.426
46	3.077	47.560	64	1.035	0.396
47	9.945	47.039	55	2.907	0.030*
48	9.289	38.529	61	3.677	0.010*
49	5.991	53.793	69	1.921	0.117
50	4.971	61.329	65	1.317	0.273
51	5.501	47.720	72	2.075	0.093
52	2.101	36.914	60	0.854	0.497
53	5.866	48.796	69	2.074	0.094
54	3.959	59.980	61	1.007	0.411
55	2.880	63.750	68	0.768	0.550
56	2.505	48.370	67	0.867	0.488
57	3.120	35.060	62	1.379	0.251
58	1.743	52.696	68	0.562	0.691
59	8.653	27.560	42	3.297	0.019*
60	4.876	34.833	50	1.750	0.154
61	7.481	42.874	71	3.097	0.021*
62	4.591	47.695	65	1.564	0.194
63	3.013	45.631	54	0.891	0.476
64	5.831	60.817	66	1.582	0.189
65	0.754	50.918	62	0.230	0.921
66	7.293	25.541	49	3.498	0.014*
67	2.279	39.241	70	1.017	0.405
68	3.492	29.016	62	1.865	0.128
69	2.437	49.216	67	0.829	0.511
70	2.890	59.960	55	0.663	0.621
71	2.681	30.031	54	1.205	0.319

ANOVA Data

Goal Statement	Sums of Squares		df	F	P
	Among	Within	4 and	Statistic	Level
72	11.859	46.441	65	4.150	0.005*
73	5.139	43.846	61	1.787	0.143
74	4.178	35.853	62	1.806	0.139
75	4.565	67.126	63	1.071	0.378
76	4.271	50.008	63	1.345	0.263

*Statistically Significant ($p < .05$)

The **perceptions** by the administrative groups were found to differ in 10 out of the 76 "current" goal statements. These 10 "current" goal statements listed in ranked order were:

42. To provide individual consultation, crises-intervention and therapy services.

47. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will.

48. To provide students with opportunities for broad educational experiences through cocurricular activities.

6. To provide opportunity for learning new social behaviors and social interaction which is non-academic in nature.

34. To assist students in acquiring and developing skills in making self-directed, rational decisions.

61. To distribute information concerning Testing and Evaluation Services to both students and faculty.

72. To help create an atmosphere of high morale and loyalty towards the institution.

35. To upgrade the sports medicine program in order to improve care given to all athletes.

59. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities.

66. To evaluate the Student Services Council each year and make recommendations whenever possible.

To determine what individual pairs of groups of administrators contributed to the overall differences for the 10 "current" goals, the Scheffe Multiple Comparison procedure was employed ($p < .10$).

The Scheffe procedure could verify eight goal statements which the administrators were in disagreement. These goal statements were 6, 34, 35, 42, 47, 48, 66, and 72.

For goal statement numbered 6, "to provide opportunity for learning new social behaviors and social interaction which is non-academic in nature," the Chairpersons (Group III) were in disagreement with the President-Vice Presidents (Group I) as to the importance placed on this goal at the present time. The Chairpersons' mean score (2.714) indicated that this goal is of low importance and the President-Vice Presidents' mean score (3.583) indicated that this goal is of medium importance at the present time for the Student Services Division at Western Michigan University.

For goal statement numbered 34, "to assist students in acquiring and developing skills in making self-directed, rational decisions," and goal statement numbered 48, "to provide students with opportunities for broad educational experiences through cocurricular activities," the Chairpersons (Group III) were in disagreement with the Student Services Directors (Group IV) for both goals concerning the importance placed on these goals at the present time. The Chairpersons' mean scores indicated that these goals are of low importance and the Student Services Directors' mean scores indicated that these goals are of medium importance for the Student Services Division at Western Michigan University.

For goal statement numbered 35, "to upgrade the sports medicine program in order to improve care given to all athletes," the Chairpersons (Group III) were in disagreement with the Academic Deans (Group II) as to the importance placed on this goal at the present time. The Chairpersons' mean score (2.214) indicated that this goal is of low importance and the Academic Deans' mean score (3.571) indicated that this goal is of medium importance at the present time for the Student Services Division at Western Michigan University.

For goal statement numbered 42, "to provide individual consultation, crises-intervention and therapy services," and goal statement numbered 47, "to ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will," disagreement occurred when the President-Vice Presidents (Group I) were compared to the Academic Deans (Group II). The President-Vice Presidents' mean scores indicated that these goals are of low importance and the Academic Deans' mean scores indicated that these goals are of high importance at the present time for the Student Services Division at Western Michigan University.

For goal statement numbered 66, "to evaluate the Student Services Council each year and make recommendations whenever possible," disagreement occurred when the Student Services

Directors (Group IV) were compared to the Academic Deans (Group II) as to the importance placed on this goal. The Student Services Directors perceived this goal as being of low importance (2.000) and the Academic Deans perceived this goal as being of medium importance (3.27) at the present time for the Student Services Division at Western Michigan University. Also, disagreement occurred when the Chairpersons (Group III) were compared to the Academic Deans (Group II) as to the importance placed on this goal. The Chairpersons agreed with the Student Services Directors regarding the importance placed on this goal at the present time; that is, this goal is of low importance. However, the Academic Deans stance did not change as to the importance placed on this goal at the present time.

For goal statement numbered 72, "to help create an atmosphere of high morale and loyalty towards the institution," disagreement occurred when the Chairpersons (Group III), the President-Vice Presidents (Group I) and the Student Services Directors (Group IV) were compared to the Academic Deans (Group II) as to the importance placed on this goal. The Chairpersons, President-Vice Presidents and Student Services Directors tended to perceive this goal as being of low importance for the Student Services Division and the Academic Deans tended to perceive this goal as being of medium importance at the present time for the Student Services

Division at Western Michigan University.

Adjunct descriptive analysis for research question one.

Following is a summary of the 10 highest and 10 lowest "current" goal statements:

Presented in Appendix D are the actual mean scores of the administrative groups for the "current" goal statements.

The means for each "current" goal statement were used to establish rankings of the 10 highest and 10 least important "current" goal statements according to the perceptions of the five administrative groups. These rankings have been summarized in this section.

Presented in Table 6 is a summary of the 10 highest ranked "current" goals among each administrative group and the total administrative groups combined.

The first 10 "current" goal statements listed in Table 6 were the goals perceived as being of high importance among the total administrative groups combined. The goal statements following the first 10 goal statements were goals each administrative group perceived as being of high importance. In any case, each administrative group perceived 10 goal statements as being of high importance for the Student Services Division at Western Michigan University.

Table 6

Ten Highest Ranked "Current" Goals
by Administrative Groups

Ten Highest "Current" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
11. To assist in orienting new students to the campus in order to make them feel a vital part of the University.	X	X	X	X	X	X
38. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.	-	X	X	-	X	X
51. To provide the best possible health care to students at the lowest possible cost.	X	X	-	X	X	X
1. To integrate Student Services Programs and activities with the expressed educational goals of the University.	X	X	X	-	X	X
22. To strengthen the new student orientation programs so that they will be a meaningful experience for new students.	X	X	X	-	X	X
46. To promote professional growth and development of all members of the Student Services staff.	-	X	X	-	-	X
42. To provide individual consultation, crises-intervention and therapy services.	-	X	-	-	X	X

Ten Highest "Current" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
39. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college.	-	-	-	X	-	X
26. To provide information, counseling, and skill development to women in the University and in the community.	-	-	X	-	-	X
58. To develop a job search program for students.	-	-	X	X	-	X
3. To assist students in career and vocational planning through the utilization of evaluation instruments.	X	-	X	X	-	-
7. To provide opportunities for students to gain mature insights into their own self-identity and self-realization.	X	-	-	X	-	-
6. To provide opportunity for learning new social behaviors and social interaction which is nonacademic in nature.	X	-	-	-	-	-
8. To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives.	X	-	-	-	-	-

Ten Highest "Current" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
2. To promote inter- personal interaction of people from diverse backgrounds and with diverse attitudes.	X	-	-	-	-	-
37. To develop involve- ment and participation of students in planning of programs and activities.	X	-	-	-	X	-
47. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will.	-	X	-	-	-	-
30. To insist on decision- making powers in areas that rightfully belong in the Student Services Division.	-	X	-	-	-	-
72. To help create an atmosphere of high morale and loyalty towards the institution.	-	X	-	-	-	-
5. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.	-	-	X	-	-	-
19. To provide through student government and other activ- ities an opportunity to practice democratic living with both its rights and responsibilities and to learn to work effectively with others.	-	-	X	-	-	-
44. To provide opportunity for cultural and esthetic exposure and expression.	-	-	-	X	-	-

Ten Highest "Current" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
48. To provide students with opportunities for broad educational experiences through co-curricular activities.	-	-	-	X	-	-
76. To develop an efficient Career Information Library System.	-	-	-	X	-	-
34. To assist students in acquiring and developing skills in making self-directed, rational decisions.	-	-	-	X	-	-
36. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff.	-	-	-	-	X	-
32. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University.	-	-	-	-	X	-
69. To help specific students and faculty solve specific problems.	-	-	-	-	X	-

Note. The X's signify those goals that each individual group rated high.

Total administrative groups combined. Based upon the mean responses for all administrative groups, the following were perceived to be the 10 highest ranked "current" goal statements listed in ranked order:

1. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
2. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the students. (38)
3. To provide the best possible health care to students at the lowest possible cost. (51)
4. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)
5. To strengthen the new student orientation programs so that there will be a meaningful experience for new students. (22)
6. To promote professional growth and development of all members of the Student Services Staff. (46)
7. To provide individual consultation, crises-intervention and therapy services. (42)
8. To provide those services which will assist in the self-development of each student and promote the understanding of his or her own purposes for being in college. (39)
9. To provide information, counseling, and skill development to women in the University and in the community. (26)
10. To develop a job search program for students. (58)

Group I--President-Vice Presidents. Based upon the responses of the President-Vice Presidents (Group I), the following were the 10 highest ranked "current" goal statements listed in ranked order:

1. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
2. To provide the best possible health care to students at the lowest possible cost. (51)
3. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)
4. To strengthen the new student orientation program so that there will be a meaningful experience for new students. (22)
5. To assist students in career and vocational planning through the utilization of evaluation instruments. (3)
6. To provide opportunities for students to gain mature insights into their own self-identity and self-realization. (7)
7. To provide opportunity for learning new social behavior and social interaction which is non-academic in nature. (6)
8. To develop a communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives. (8)
9. To promote interpersonal interaction of people from diverse backgrounds and with diverse attitudes. (2)

10. To develop involvement and participation of students in planning of programs and activities. (37)

Group II--Academic Deans. Based upon the responses of the Academic Deans (Group II), the following were the 10 highest ranked "current" goal statements listed in ranked order:

1. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
2. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)
3. To provide the best possible health care to students at the lowest possible cost. (51)
4. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)
5. To strengthen the new student orientation program so that there will be a meaningful experience for new students. (22)
6. To promote professional growth and development of all members of the Student Services Staff. (46)
7. To provide individual consultation, crises-intervention and therapy services. (42)
8. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will. (47)
9. To insist on decision-making powers in areas that rightfully belong in the Student Services Division. (30)
10. To help create an atmosphere of high morale and loyalty towards the institution. (72)

Group III--Chairpersons and Heads of Departments. Based upon the responses of the Chairpersons and Heads of Departments (Group III), the following were the 10 highest ranked "current" goal statements listed in ranked order:

1. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
2. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)
3. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)
4. To strengthen the new student orientation programs so that there will be a meaningful experience for new students. (22)
5. To promote professional growth and development of all members of the Student Services staff. (46)
6. To provide information, counseling, and skill development to women in the University and in the community. (26)
7. To develop a job search program for students. (58)
8. To assist students in career and vocational planning through the utilization of evaluation instruments. (3)
9. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives. (5)
10. To provide through student government and other activities an opportunity to practice democratic living with both its rights and responsibilities and to

learn to work effectively with others. (19)

Group IV--Unit Directors of Student Services. Based upon the mean responses for the Unit Directors of Student Services (Group IV), the following were perceived to be the 10 highest ranked "current" goal statements listed in ranked order:

1. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
2. To provide the best possible health care to students at the lowest possible cost. (51)
3. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college. (39)
4. To develop a job search program for students. (58)
5. To assist students in career and vocational planning through the utilization of evaluation instruments. (3)
6. To provide opportunities for students to gain mature insights into their own self-identity and self-realization. (7)
7. To provide opportunity for cultural and esthetic exposure and expression. (44)
8. To provide students with opportunities for broad educational experiences through cocurricular activities. (48)
9. To develop an efficient Career Information Library System. (76)
10. To assist students in acquiring and developing skills in making self-directed, rational decisions. (34)

Group V--Unit Directors of Academic Services. Based upon the mean responses for the Unit Directors of Academic Services (Group V), the following were perceived to be the 10 highest ranked "current" goal statements listed in ranked order:

1. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
2. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)
3. To provide the best possible health care to students at the lowest possible cost. (51)
4. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)
5. To strengthen the new student orientation programs so that there will be a meaningful experience for new students. (22)
6. To provide individual consultation, crises-intervention and therapy services. (42)
7. To develop involvement and participation of students in planning of programs and activities. (37)
8. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff. (36)
9. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University. (32)
10. To help specific students and faculty solve specific problems. (69)

Presented in Table 7 is a summary of the 10 lowest ranked "current" goals among each administrative group and the total administrative groups combined.

The first 10 "current" goal statements listed in Table 7 were the goals perceived as being of low importance among the total administrative groups combined. The goal statements following the first 10 goal statements were goals each administrative group perceived as being of low importance. In any case each administrative group perceived 10 goal statements as being of low importance for the Student Services Division at Western Michigan University at the present time.

Table 7

Ten Lowest Ranked "Current" Goals
by Administrative Groups

Ten Lowest "Current" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
18. To establish a Community Clergy Council on campus.	X	X	-	X	-	X
14. To work with community agencies and professional groups to provide student input to community and professional needs.	-	X	-	X	-	X
63. To develop in each residence hall tutorial programs to enhance the academic mission of the University.	-	-	-	X	X	X
71. To encourage staff contributions to the body of knowledge about the Student Services profession.	-	X	X	-	X	X
60. To provide a health education program for all students.	X	-	-	-	X	X
33. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences.	-	X	X	-	-	X
23. To make available test files for both students and faculty.	-	-	X	X	-	X
27. To develop re-entry/transition training which will facilitate the return of foreign students, especially those who	X	X	X	X	-	X

Ten Lowest "Current" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
have been in the U. S. for two years or more, to their home societies.						
40. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities.	X	X	X	X	X	X
28. To establish a religious activities night for all students.	X	X	X	X	X	X
30. To insist on decision-making powers in areas that rightfully belong in the Student Services Division.	X	-	-	-	-	-
57. To develop a system of appointing student members to University councils and committees.	X	-	-	-	-	-
41. To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual foreign student.	X	-	-	-	-	-
13. To reevaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible.	X	-	-	X	-	-
29. To integrate the students' academic and social interests and contribute to the	X	-	X	-	X	-

Ten Lowest "Current" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
learning-living processes by co-ordinating and organizing students projects.						
74. To provide the opportunity to examine and experience moral and spiritual concepts.	-	X	-	-	-	-
65. To provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems.	-	X	-	-	-	-
9. To develop resources for influencing the health behavior of students, both as individuals and as active participants in the community.	-	X	-	-	-	-
54. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response.	-	-	X	-	-	-
59. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities.	-	-	X	-	X	-
35. To upgrade the sports medicine program in order to improve care given to all athletes.	-	-	X	-	-	-

Ten Lowest "Current" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
17. To promote a more participatory role for Residence Directors in Student Services.	-	-	-	X	-	-
66. To evaluate the Student Services Council each year and make recommendations whenever possible.	-	-	-	X	X	-
8. To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives.	-	-	-	-	X	-
62. To collect, analyze and disseminate employment data about graduates.	-	-	-	-	X	-

Note. The X's signify those goals that each individual group rated low.

All administrative groups. Based upon the mean responses for all administrative groups, the following were perceived to be the 10 lowest ranked "current" goal statements listed in ranked order:

1. To establish a Community Clergy on campus. (18)
2. To work with community agencies and professional groups to provide student input to community and professional needs. (14)
3. To develop in each residence hall tutorial programs to enhance the academic mission of the University. (63)
4. To encourage staff contributions to the body of knowledge about the Student Services profession. (71)
5. To provide a health education program for all students. (60)
6. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences. (33)
7. To make available test files for both students and faculty. (23)
8. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)
9. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
10. To establish a religious activities night for all students. (28)

Group I--President-Vice Presidents. Based upon the responses of the President-Vice Presidents (Group I), the following were the 10 lowest ranked "current" goal statements listed in ranked order:

1. To establish a Community Clergy Council on campus. (18)
2. To provide a health education program for all students. (60)
3. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)
4. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
5. To establish a religious activities night for all students. (28)
6. To insist on decision-making powers in areas that rightfully belong in the Student Services Division. (30)
7. To develop a system of appointing student members to University councils and committees. (57)
8. To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual foreign student. (41)
9. To reevaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible. (13)
10. To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects. (29)

Group II--Academic Deans. Based upon the responses of the Academic Deans (Group II), the following were the 10 lowest ranked "current" goal statements listed in ranked order:

1. To establish a Community Clergy Council on campus. (18)
2. To work with community agencies and professional groups to provide student input to community and professional needs. (14)
3. To encourage staff contributions to the body of knowledge about the Student Services profession. (71)
4. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences. (33)
5. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)
6. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
7. To establish a religious activities night for all students. (28)
8. To provide the opportunity to examine and experience moral and spiritual concepts. (74)
9. To provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems. (65)
10. To develop resources for influencing the health behavior of students, both as individuals and as active participants in the community. (9)

Group III--Chairpersons and Heads of Departments. Based upon the responses of the Chairpersons and Heads of Departments (Group III), the following were the 10 lowest ranked "current" goal statements listed in ranked order:

1. To encourage staff contributions to the body of knowledge about the Student Services profession. (71)
2. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences. (33)
3. To make available test files for both students and faculty. (23)
4. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)
5. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
6. To establish a religious activities night for all students. (28)
7. To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects. (29)
8. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response. (54)
9. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities. (59)

10. To upgrade the sports medicine program in order to improve care given to all athletes. (35)

Group IV--Unit Directors of Student Services. Based upon the mean responses for the Unit Directors of Student Services (Group IV), the following were perceived to be the 10 lowest ranked "current" goal statements listed in ranked order:

1. To establish a Community Clergy Council on campus. (18)
2. To work with community agencies and professional groups to provide student input to community and professional needs. (14)
3. To develop in each residence hall tutorial programs to enhance the academic mission of the University. (63)
4. To make available test files for both students and faculty. (23)
5. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)
6. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
7. To establish a religious activities night for all students. (28)
8. To reevaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible. (13)
9. To promote a more participatory role for Residence Directors in Student Services. (17)
10. To evaluate the Student Services Council each

year and make recommendations whenever possible. (66)

Group V--Unit Directors of Academic Services. Based upon the mean responses for the Unit Directors of Academic Services (Group V), the following were perceived to be the 10 lowest ranked "current" goal statements listed in ranked order:

1. To develop in each residence hall tutorial programs to enhance the academic mission of the University. (63)
2. To encourage staff contributions to the body of knowledge about the Student Services profession. (71)
3. To provide a health education program for all students. (60)
4. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
5. To establish a religious activities night for all students. (28)
6. To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects. (29)
7. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities. (59)
8. To evaluate the Student Services Council each year and make recommendations whenever possible. (66)
9. To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives. (8)

10. To collect, analyze and disseminate employment data about graduates. (62)

All administrative groups agreed that goal statement numbered 11, "to assist in orienting new students to the campus in order to make them feel a vital part of the University," was of high importance at the present time. Four of five administrative groups were in agreement that the following three goals were of high importance at the present time: (51) "to provide the best possible health care to students at the lowest possible cost," (1) "to integrate Student Services Programs and activities with the expressed educational goals of the University," and (22) "to strengthen the new student orientation programs so that they will be a meaningful experience for new students." At least three out of the five groups agreed that the following goal statements were of high importance at the present time for Student Services: (38) "the development of a climate conducive to intellectual, personal, psychological, social, and physical growth of the students;" and goal statement numbered 3, "to assist students in career and vocational planning through the utilization of evaluation instruments."

Among the lowest ranked "current" goals, all administrative groups agreed that two of these goals were found to be of low importance to the Student Services Division at the present time. These were: (28) "to establish a religious activities night for all students,"

and (40) "to develop a regional Parents' Association organization."

Research question number two

The second research question was stated as follows:

Are the "future" goals (should be) of equal importance among the administrators?

As with the first research question, ANOVA was the statistic used to test this research question.

Research question number two was analyzed to ascertain whether the mean scores of each goal statement differed by administrative groups. Since there were 76 goal statements, that number of ANOVA's were investigated.

Presented in Table 8 are 76 independent testings of research question two. The asterisk denotes the goal statements that were statistically significant ($p < .05$).

Table 8

Analysis of Variances for the "Future"
Goal Statements

Goal Statement	ANOVA Data				
	Sums of Squares		df	F	p
	Among	Within	4 and	Statistic	Level
1	1.800	43.070	87	0.909	0.463
2	0.750	61.821	86	0.261	0.902
3	0.451	45.377	88	0.218	0.928
4	1.051	33.228	88	0.696	0.597
5	1.890	50.691	88	0.820	0.516
6	2.050	67.905	85	0.642	0.634
7	4.590	68.965	85	1.414	0.236
8	3.711	66.245	87	1.219	0.309
9	1.994	59.823	82	0.683	0.606
10	6.729	56.567	86	2.558	0.044*
11	0.620	37.951	86	0.351	0.842
12	9.633	74.956	80	2.570	0.044*
13	4.072	55.788	66	1.204	0.317
14	2.350	78.365	83	0.622	0.648
15	2.895	98.799	80	0.586	0.674
16	2.097	59.642	87	0.765	0.551
17	5.701	56.886	70	1.754	0.148
18	2.052	70.503	78	0.567	0.687
19	1.672	50.215	84	0.699	0.595
20	1.884	74.992	84	0.528	0.716
21	2.865	92.408	83	0.643	0.633
22	2.731	44.873	86	1.309	0.273
23	24.078	85.909	67	4.695	0.002*
24	3.271	54.685	86	1.286	0.282
25	2.598	48.118	83	1.120	0.353
26	1.902	75.501	82	0.516	0.724
27	5.292	113.799	83	0.965	0.431
28	6.711	80.849	79	1.639	0.173
29	6.413	85.401	81	1.521	0.204
30	17.415	82.363	67	3.542	0.011*
31	6.848	104.212	78	1.281	0.285
32	4.480	60.445	88	1.631	0.174
33	1.989	94.484	88	0.463	0.763

ANOVA Data

Goal Statement	Sums of Squares		df	F	p
	Among	Within	4 and	Statistic	Level
34	10.177	85.112	85	2.541	0.046*
35	12.147	105.010	71	2.053	0.096
36	4.009	81.807	82	1.005	0.410
37	1.990	51.389	82	0.794	0.532
38	3.069	52.374	83	1.216	0.310
39	4.959	68.617	80	1.446	0.227
40	4.629	87.895	81	1.066	0.379
41	7.221	92.532	84	1.639	0.172
42	6.437	77.552	83	1.722	0.153
43	6.731	77.915	88	1.900	0.117
44	1.658	88.342	83	0.389	0.816
45	6.146	67.674	84	1.907	0.117
46	1.214	72.076	85	0.358	0.838
47	5.260	81.424	71	1.147	0.342
48	2.303	63.209	77	0.701	0.593
49	6.785	67.215	83	2.095	0.089
50	5.704	96.819	81	1.193	0.320
51	1.918	59.835	84	0.673	0.612
52	1.946	73.985	82	0.539	0.707
53	6.982	58.771	84	2.495	0.049*
54	16.355	108.233	80	3.022	0.022*
55	0.599	98.918	82	0.124	0.973
56	1.182	79.439	82	0.305	0.874
57	0.639	50.634	83	0.262	0.902
58	1.946	43.309	81	0.910	0.462
59	4.282	66.421	79	1.273	0.288
60	9.441	74.119	79	2.516	0.048*
61	2.655	43.334	83	1.271	0.288
62	9.050	70.404	83	2.667	0.038*
63	2.104	90.907	84	0.486	0.746
64	2.253	53.701	82	0.860	0.492
65	5.601	78.510	86	1.534	0.200
66	2.184	72.626	79	0.594	0.668
67	1.181	52.010	84	0.477	0.753
68	2.163	43.826	83	1.024	0.400
69	2.702	66.322	77	0.784	0.539
70	5.723	85.689	80	1.336	0.264
71	3.808	57.686	74	1.221	0.309

ANOVA Data

Goal Statement	Sums of Squares		df 4 and	F Statistic	p Level
	Among	Within			
72	4.644	71.178	85	1.386	0.246
73	0.245	64.060	77	0.074	0.990
74	3.285	84.295	76	0.740	0.567
75	7.980	82.385	83	2.010	0.101
76	2.630	59.470	85	0.940	0.445

*Statistically Significant ($p < .05$)

The perceptions by the administrative groups were found to differ in nine out of the 76 goal statements. These nine goal statements were slightly above the expected pure chance number of four, given the alpha level and the number of testings; i.e., .05 multiplied by 76. These nine goal statements listed in ranked order were:

10. To assist students in recognizing and assuming personal responsibility for meeting their individual needs.

34. To assist students in acquiring and developing skills in making self-directed, rational decisions.

53. To acquaint the student with and encourage time to use student personnel services and other resources available to him.

62. To collect, analyze and disseminate employment data about graduates.

12. To provide a health maintenance fee to improve the quality and guarantee continued high quantity medical care to students.

54. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response.

30. To insist on decision-making powers in areas that rightfully belong in the Student Services Division.

60. To provide a health education program for all students.

23. To make available test files for both students and faculty.

To determine what individual pairs of groups of administrators contributed to the overall differences for the nine "future" goals, the Scheffe Multiple Comparison procedure was employed ($p < .10$). The Scheffe procedure could verify nine goal statements which the administrators were in disagreement. These goal statements were 10, 34, 53, 62, 12, 54, 30, 60, and 23.

For goal statement numbered 10, "to assist students in recognizing and assuming personal responsibility for meeting their individual needs;" for goal statement numbered 30, "to insist on decision-making powers in areas that rightfully belong in the Student Services Division;" and for goal statement numbered 54, "to determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes and to systematically inform the University and the general community of these and to develop programs appropriate to the division in response," disagreement occurred when the Chairpersons (Group III) were compared to the Student Services Directors (Group IV). The Chairpersons' mean scores for each of the three goal statements indicated that these goals should be of medium importance in the "future" and the Student Services Directors' mean scores for the three goal statements indicated that these goals should be of high to extremely high importance in the "future" for the Student Services Division at Western Michigan University.

For goal statement numbered 23, "to make available test files for both students and faculty," disagreement occurred when the Chairpersons (Group III) were compared to the President-Vice Presidents (Group I), Student Services Directors (Group IV) and the Academic Services Directors (Group V). The Chairpersons tended to perceive this goal as being of no importance in the "future" for the Student Services Division and the President-Vice Presidents, Student Services Directors and Academic Services Directors tended to perceive this goal as being of medium importance in the "future" for the Student Services Division at Western Michigan University.

For goal statement numbered 34, "to assist students in acquiring and developing skills in making self-directed, rational decisions," and goal statement numbered 53, "to acquaint the student with and encourage time to use student personnel services and other resources available to him," disagreement occurred when the President-Vice Presidents (Group I) were compared to the Student Services Directors (Group IV). The President-Vice Presidents' mean scores indicated that these goals should be of medium importance in the "future" and the Student Services Directors' mean scores indicated that these goals should be of high to extremely high importance in the "future" for the Student Services Division at Western Michigan University.

For goal statement numbered 62, "to collect, analyze and

disseminate employment data about graduates, " disagreement occurred when the President-Vice Presidents (Group I) were compared to the Academic Deans (Group II). The President-Vice Presidents' mean score (3.091) indicates that this goal should be of medium importance for the "future" and the Academic Deans' mean score (4.222) indicates that this goal should be of high importance for the "future."

The analysis of the second research question leads to the conclusion that there were nine possible differences in the perceptions of the five administrative groups at Western Michigan University as to the level of importance they placed on the "future" goals for the Student Services Division. The Scheffe procedure verified seven of these potential differences.

Adjunct descriptive analysis for research question two. Following is a summary of the 10 highest and 10 lowest "future goal statements:

Presented in Appendix D are the actual mean scores of the administrative groups for the "future" goal statements.

The means for each "future" goal statement were used to establish rankings of the 10 highest and the 10 least important "future" goal statements according to the perceptions of the five administrative groups.

Presented in Table 9 is a summary of the 10 highest ranked

"future" goals among each administrative group and the total administrative groups combined.

The first 10 "future" goal statements listed in Table 9 were the goals perceived as being of high importance among the total administrative groups combined. The goal statements following the first 10 goal statements were goals each administrative group perceived as being of high importance. In any case each administrative group perceived 10 goal statements as being of high importance for the Student Services Division at Western Michigan University.

Table 9
Ten Highest Ranked "Future" Goals
by Administrative Groups

Ten Highest "Future" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
1. To integrate Student Services Programs and activities with the expressed educational goals of the University.	X	X	X	X	X	X
4. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation.	X	X	X	X	X	X
38. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.	X	X	X	X	X	X
11. To assist in orienting new students to the campus in order to make them feel a vital part of the University.	X	X	X	-	X	X
22. To strengthen the new student orientation programs so that they will be a meaningful experience for new students.	X	X	X	-	X	X
46. To promote professional growth and development of all members of the Student Services staff.	X	X	-	-	-	X

Ten Highest "Future" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
51. To provide the best possible health care to students at the lowest possible cost.	-	X	X	-	-	X
5. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.	-	-	X	-	X	X
64. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of the University.	X	X	-	-	X	-
58. To develop a job search program for students.	-	-	X	-	-	X
10. To assist students in recognizing and assuming personal responsibility for meeting their individual needs.	-	-	-	X	X	X
3. To assist students in career and vocational planning through the utilization of evaluation instruments.	X	X	-	-	-	-
17. To promote a more participatory role for Residence Directors in Student Services.	X	-	-	-	-	-
8. To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives.	X	-	-	-	-	-

Ten Highest "Future" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
62. To collect, analyze and disseminate employment data about graduates.	-	X	-	-	-	-
42. To provide individual consultation, crises-intervention and therapy services.	-	-	X	-	-	-
45. To help each student develop a sense of individual responsibility and self-discipline.	-	-	X	X	-	-
34. To assist students in acquiring and developing skills in making self-directed, rational decisions.	-	-	-	X	-	-
39. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college.	-	-	-	X	X	-
30. To insist on decision-making powers in areas that rightfully belong in the Student Services Division.	-	-	-	X	-	-
54. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response.	-	-	-	X	-	-
47. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who	-	-	-	X	-	-

Ten Highest "Future" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
respect one another in a tenor of good will.						
72. To help create an atmosphere of high morale and loyalty towards the institution.	-	-	-	-	X	-

Note. The X's signify those goals that each individual group rated high.

Total administrative groups combined. Based upon the responses of all the administrative groups, the following goal statements were perceived to be of high importance in the "future" listed in ranked order:

1. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)
2. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation. (4)
3. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)
4. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
5. To strengthen the new student orientation programs so that they will be a meaningful experience for new students. (22)
6. To promote professional growth and development of all members of the Student Services staff. (46)
7. To provide the best possible health care to students at the lowest possible cost. (51)
8. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives. (5)
9. To develop a job search program for students. (58)
10. To assist students in recognizing and assuming personal responsibility for meeting their individual needs. (10)

Group I--President-Vice Presidents. Based upon the responses of the President-Vice Presidents (Group I), the following were the 10 highest ranked "future" goal statements listed in ranked order:

1. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)
2. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation. (4)
3. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)
4. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
5. To strengthen the new student orientation programs so that there will be a meaningful experience for new students. (22)
6. To promote professional growth and development of all members of the Student Services staff. (46)
7. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University. (64)
8. To assist students in career and vocational planning through the utilization of evaluation instruments. (3)
9. To promote a more participatory role for Residence Directors in Student Services. (17)
10. To develop a total communication system

whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives. (8)

Group II--Academic Deans. Based upon the responses of the Academic Deans (Group II), the following were the 10 highest ranked

"future" goal statements listed in ranked order:

1. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)
2. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation. (4)
3. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)
4. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)
5. To strengthen the new student orientation programs so that there will be a meaningful experience for new students. (22)
6. To promote professional growth and development of all members of the Student Services staff. (46)
7. To provide the best possible health care to students at the lowest possible cost. (51)
8. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of the University. (64)
9. To assist students in career and vocational planning through the utilization of evaluation

instruments. (3)

10. To collect, analyze and disseminate employment data about graduates. (62)

Group III--Chairpersons and Heads of Departments. Based upon the responses of the Chairpersons and Heads of Departments (Group III), the following were the 10 highest ranked "future" goal statements listed in ranked order:

1. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)

2. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation. (4)

3. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)

4. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)

5. To strengthen the new student orientation programs so that there will be a meaningful experience for new students. (22)

6. To provide the best possible health care to students at the lowest possible cost. (51)

7. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives. (5)

8. To develop a job search program for students. (58)

9. To provide individual consultation,

crises-intervention and therapy services. (42)

10. To help each student develop a sense of individual responsibility and self-discipline. (45)

Group IV--Unit Directors of Student Services. Based upon the responses of the Unit Directors of Student Services (Group IV), the following were the 10 highest ranked "future" goal statements listed in ranked order:

1. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)

2. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation. (4)

3. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)

4. To assist students in recognizing and assuming personal responsibility for meeting their individual needs. (10)

5. To help each student develop a sense of individual responsibility and self-discipline. (45)

6. To assist students in acquiring and developing skills in making self-directed, rational decisions. (34)

7. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college. (39)

8. To insist on decision-making powers in areas that rightfully belong in the Student Services Division. (30)

9. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response. (54)

10. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will. (47)

Group V--Unit Directors of Academic Services. Based upon the responses of the Unit Directors of Academic Services (Group V), the following were the 10 highest ranked "future" goal statements listed in ranked order:

1. To integrate Student Services programs and activities with the expressed educational goals of the University. (1)

2. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation. (4)

3. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student. (38)

4. To assist in orienting new students to the campus in order to make them feel a vital part of the University. (11)

5. To strengthen the new student orientation programs so that there will be a meaningful experience for new students. (22)

6. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives. (5)

7. To actively encourage communication and cooperation between the Student Services Division and

other units and divisions of the University. (64)

8. To assist students in recognizing and assuming personal responsibility for meeting their individual needs. (10)

9. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college. (39)

10. To help create an atmosphere of high morale and loyalty towards the institution. (72)

Presented in Table 10 is a summary of the 10 lowest ranked "future" goals among each administrative group and the total administrative groups combined.

The first 10 "future" goal statements listed in Table 10 were the goals perceived as being of low importance among the total administrative groups combined. The goal statements following the first 10 goal statements were goals each administrative group perceived as being of low importance. In any case, each administrative group perceived 10 goal statements as being of low importance for the Student Services Division at Western Michigan University in the "future."

Table 10

Ten Lowest Ranked "Future" Goals
by Administrative Groups

Ten Lowest "Future" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
36. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff.	X	-	-	X	-	X
29. To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects.	-	-	X	-	-	X
35. To upgrade the sports medicine program in order to improve care given to all athletes.	-	-	X	X	-	X
20. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc.	X	X	X	X	X	X
59. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities.	-	X	X	X	X	X
27. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies.	X	X	X	X	X	X

Ten Lowest "Future" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
18. To establish a Community Clergy Council on campus.	X	X	X	X	X	X
23. To make available test files for both students and faculty.	-	X	X	-	X	X
40. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities.	X	X	X	X	X	X
28. To establish a religious activities night for all students.	X	X	X	X	X	X
14. To work with community agencies and professional groups to provide student input to community and professional needs.	X	X	-	-	-	-
13. To reevaluate our Foreign Student Health and Accident Insurance Program to establish the most efficient program possible.	X	-	-	-	X	-
41. To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual student.	X	-	-	-	-	-
60. To provide a health education program for all students.	X	-	X	-	-	-

Ten Lowest "Future" Goal Statements	Administrative Groups					Total Group
	I	II	III	IV	V	
31. To develop lines of communications with business and industry for their personnel testing.	-	X	-	-	-	-
33. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences.	-	X	-	X	X	-
17. To promote a more participatory role for Residence Directors in Student Services.	-	-	-	X	-	-
16. To strengthen WMU Parents' Association to make parents feel they are part of the University.	-	-	-	-	X	-

Note. The X's signify those goals that each individual group rated low.

Total administrative groups combined. Based upon the responses of all the administrative groups, the following goal statements were the 10 lowest ranked "future" goal statements listed in ranked order:

1. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff. (36)
2. To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects. (29)
3. To upgrade the sports medicine program in order to improve care given to all athletes. (35)
4. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc. (20)
5. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities. (59)
6. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)
7. To establish a Community Clergy Council on campus. (18)
8. To make available test files for both students and faculty. (23)
9. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
10. To establish a religious activities night for all students. (28)

Group I--President-Vice Presidents. Based upon the responses of the President-Vice Presidents (Group I), the following were the 10 lowest ranked "future" goal statements listed in ranked order:

1. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff. (36)
2. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc. (20)
3. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)
4. To establish a Community Clergy Council on campus. (18)
5. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
6. To establish a religious activities night for all students. (28)
7. To work with community agencies and professional groups to provide student input to community and professional needs. (14)
8. To reevaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible. (13)
9. To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual foreign student. (41)

10. To provide a health education program for all students. (60)

Group II--Academic Deans. Based upon the responses of the Academic Deans (Group II), the following were the 10 lowest ranked "future" goal statements listed in ranked order:

1. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc. (20)

2. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities. (59)

3. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)

4. To establish a Community Clergy Council on campus. (18)

5. To make available test files for both students and faculty. (23)

6. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)

7. To establish a religious activities night for all students. (28)

8. To work with community agencies and professional groups to provide student input to community and professional needs. (14)

9. To develop lines of communications with business and industry for their personnel testing. (31)

10. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work

experiences. (33)

Group III--Chairpersons and Heads of Departments. Based upon the responses of the Chairpersons and Heads of Departments (Group III), the following were the 10 lowest ranked "future" goal statements listed in ranked order:

1. To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing student projects. (29)

2. To upgrade the sports medicine program in order to improve care given to all athletes. (35)

3. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc. (20)

4. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities. (59)

5. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)

6. To establish a Community Clergy Council on campus. (18)

7. To make available test files for both students and faculty. (23)

8. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)

9. To establish a religious activities night for all students. (28)

10. To provide a health education program for

all students. (60)

Group IV--Unit Directors of Student Services. Based upon the responses of the Unit Directors of Student Services (Group V), the following were the 10 lowest ranked "future" goal statements listed in ranked order:

1. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff. (36)
2. To upgrade the sports medicine program in order to improve care given to all athletes. (35)
3. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc. (20)
4. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities. (59)
5. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)
6. To establish a Community Clergy Council on campus. (18)
7. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)
8. To establish a religious activities night for all students. (28)
9. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences. (33)

10. To promote a more participatory role for Residence Directors in Student Services. (17)

Group V--Unit Directors of Academic Services. Based upon the responses of the Unit Directors of Academic Services (Group V), the following were the 10 lowest ranked "future" goal statements listed in ranked order:

1. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc. (20)

2. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities. (59)

3. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies. (27)

4. To establish a Community Clergy Council on campus. (18)

5. To make available test files for both students and faculty. (23)

6. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities. (40)

7. To establish a religious activities night for all students. (28)

8. To reevaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible. (13)

9. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences. (33)

10. To strengthen WMU Parents' Association to make parents feel they are part of the University. (16)

All administrative groups agreed that three goals were classified as being of high importance for the "future." These goals were: (1) "to integrate Student Services programs and activities with the expressed educational goals of the University;" (4) "to assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation;" and (38) "to promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student." Four of five administrative groups agreed that the goal concerning the orientation of new students in order to make them a vital part of the University should be of high importance for the Student Services Division in the "future."

Among the goals that were perceived as being of low importance for the "future" were: (28) the goal concerning religious activities, (18) the establishment of a Community Clergy Council on campus, (27) the development of a reentry/transition training program for foreign students, (20) the development of a data bank for students to illustrate off-campus housing characteristics, and (40) the development of a regional Parents' Association with other colleges and universities.

Research question number three

The third research question was stated as follows:

Is there any agreement among the administrators in prioritizing the "current" and "future" goals?

The third research question was analyzed to ascertain if the distribution of mean scores of the 76 "current" and "future" goal statements were correlated. Six r 's were reported for the five administrative groups and combined groups. The statistic used to investigate research question three was the Pearson Product Moment Correlation Coefficient ($p < .05$).

Reported in Table 11 are the six r 's. All were statistically significant ($p < .05$ and $p < .001$ levels respectively).

For the total sample, there was a stronger correlation between the "current" and "future" mean scores. The correlations between these mean scores suggested that all five administrative groups were in agreement regarding the relationship between the "current" and "future" goals. The order of the administrative groups from the highest correlations to the lowest correlation was as follows: Chairpersons (Group III), Academic Deans (Group II), President-Vice Presidents (Group I), Student Services Directors (Group IV), and the Academic Services Directors (Group V). The relative order of the "current" goals was akin to that of the "future" goals.

Table 11
Correlation Between the "Current" and "Future"
Mean Scores for the 76 Goal Statements for
Each Administrative Group and
Combined Groups

Administrative Groups	Size of Group	<u>r</u> 's
President-Vice Presidents (Group I)	12	.62*
Academic Deans (Group II)	19	.71*
Chairpersons (Group III)	38	.78*
Student Services Directors (Group IV)	11	.54*
Academic Services Directors (Group V)	14	.48*
Combined Groups	94	.81*

*Statistically Significant ($p < .05$ and $p < .001$)

Research question number four

The fourth research question was stated as follows:

Are the perceptions of administrators by groups different for the "current" and "future" goals?

The final inquiry was to determine if the mean scores of the "current" and "future" goals were equivalent for the administrative groups investigated singularly. The statistic used to answer research question four was the correlated t -test ($p < .05$). Differences were found by all administrative groups in varying frequencies. Presented in Appendix E are the summaries of these differences by administrative groups. The asterisk denotes the goal statements that were statistically significant ($p < .05$). The differences by administrative groups are presented in Table 12.

Since the majority of the t 's were statistically significant ($p < .05$), the answer to research question four was that the perceptions of the administrators do differ for the "current" and "future" goals. The majority of the means of the "future" values did exceed the majority of the means of the "current" values for the 76 goals. The practical significance of this indicates that the emphasis presently placed upon the majority of the student services goals is less than that desired by the administrators on campus.

Table 12
A Comparison of the Number of Differences
of the "Current" and "Future" Perceptions
by Administrative Groups

Administrative Groups	Number of Differences
President-Vice Presidents (Group I)	22
Academic Deans (Group II)	35
Chairpersons (Group III)	65
Student Services Directors (Group IV)	36
Academic Services Directors (Group V)	43

Presented in Appendix E are the summaries of these t differences by administrative groups. The asterisk denotes the goal statements that were statistically significant ($p < .05$). These t differences by administrative groups are summarized and discussed under the subheadings as follows: (1) differences between the "current" and "future" goal statements for which all five administrative groups indicated significant differences, (2) differences between the "current" and "future" goal statements for which four of five administrative groups indicated significant differences, (3) differences between the "current" and "future" goal statements for which three of five administrative groups indicated significant differences, (4) differences between the "current" and "future" goal statements for which two of five administrative groups indicated significant differences, (5) differences between the "current" and "future" goal statements for which one of five administrative groups indicated significant differences, and (6) differences between the "current" and "future" goal statements for which some of the administrative groups indicated negative differences.

Differences between the "current" and "future" goal statements for which all five administrative groups indicated significant differences. For the following goal statements, the t data revealed that all five administrative groups tended to perceive that the following goals should be of high to extremely high importance for the

Student Services Division at Western Michigan University. Emphasis presently placed upon these goals is less than desired by the administrators on campus. These goal statements were as follows:

1. To integrate Student Services programs and activities with the expressed educational goals of the University.

4. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation.

5. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.

8. To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives.

10. To assist students in recognizing and assuming personal responsibility for meeting their individual needs.

15. To enhance the academic programs of the University with a variety of cognitive and affective learning experiences for students.

32/64. (Duplicate goal) To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University.

63. To develop in each residence hall tutorial programs to enhance the academic mission of the University.

72. To help create an atmosphere of high morale and loyalty towards the institution.

Differences between the "current" and "future" goal statements for which four of five administrative groups indicated significant differences. For the following goal statements, four of five administrative groups tended to perceive that more emphasis should be placed upon the following goals in the "future": 3, 29, 38, 39, 42, 43, 45, 48, 53, 57, 58, 60, 61, 62, 65, 71, and 76.

For goal statement numbered three, "to assist students in career and vocational planning through the utilization of evaluation instruments," four of five groups perceived that the importance placed on this goal should be significantly higher than the importance it is presently getting. The Student Services Directors (Group IV) were the exception. Although the Student Services Directors did not concur with the four administrative groups that more emphasis should be placed on this goal, they agreed with the other four administrative groups that this goal should be of high importance for the Student Services Division at Western Michigan University.

For goal statement numbered 29, "to integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects," four of the five administrative groups perceived that this goal should be receiving more emphasis than the low importance it is presently getting. The President-Vice Presidents (Group I) were the

exception. These administrators tended to perceive that this goal should be of low importance for the "future."

For the following goal statements: 38, 39, and 45, all administrative groups with the exception of the President-Vice Presidents (Group I) perceived that these goals should be emphasized significantly higher than the high importance rating placed on these goals at the present time. Although the President-Vice Presidents were the group that would not place greater emphasis on these goals at the present time, this group tended to perceive that these goals should be of high importance in the "future" for the Student Services Division at Western Michigan University. These goal statements were as follows:

38. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.

39. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college.

45. To help each student develop a sense of individual responsibility and self-discipline.

For the following goal statements: 43, 48, 57, 58, and 76, the President-Vice Presidents (Group I), Academic Deans (Group II), Chairpersons (Group III), and Academic Services Directors (Group V) tended to perceive that these goals should be emphasized significantly higher than the medium to high importance

ratings presently placed on these goals. Although the Student Services Directors (Group IV) tended to perceive these goals as being of medium to high importance, they would not place any more emphasis on these goals. These goal statements were as follows:

43. To improve public relations with citizens and/or homeowners in the neighborhoods who are impacted by the multitude of students living in their environment.

48. To provide students with opportunities for broad educational experiences through cocurricular activities.

57. To develop a system of appointing student members to University councils and committees.

58. To develop a job search program for students.

76. To develop an efficient Career Information Library System.

For the following goal statements: 53, 54, 60, 62, and 71, administrative groups II, III, IV, and V perceived that these goals should be emphasized significantly higher than the medium to high importance ratings placed on these goals at the present time. The President-Vice Presidents (Group I) were the group that would not place greater emphasis on these goals, but rather would keep them at the medium importance for the "future." These goal statements were as follows:

53. To acquaint the student with and encourage them to use student personnel services and other resources available to him/her.

54. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response.

60. To provide a health education program for all students.

62. To collect, analyze and disseminate employment data about graduates.

71. To encourage staff contributions to the body of knowledge about the Student Services profession.

For goal statement numbered 61, "to distribute information concerning Testing and Evaluation Services to both students and faculty," all administrative groups, with the exception of the Academic Deans (Group II), perceived that this goal should be of high importance for the "future." Although the Academic Deans agreed with the other four administrative groups on the importance placed on this goal, they would not place any more emphasis on this goal for the "future."

For goal statement numbered 65, "to provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems," all administrative groups, with the exception of the Academic Services Directors (Group V), perceived that this goal should be of high importance for the "future." Although the Academic Services Directors agreed with the other

four administrative groups on the importance placed on this goal, they would not place any more emphasis on this goal.

Differences between the "current" and "future" goal statements for which three of five administrative groups indicated significant differences. For the following goal statements: 2, 14, 25, 34, and 66, the Chairpersons (Group III), Student Services Directors (Group IV), and Academic Services Directors (Group V) tended to perceive that these goals should be emphasized significantly higher than the medium to high importance ratings presently placed on these goals. The President-Vice Presidents (Group I) and the Academic Deans (Group II) tended to perceive that these goals should be of medium to high importance, however, they would not suggest that any more emphasis be placed on these goals in the "future." The goal statements were as follows:

2. To promote interpersonal interaction of people from diverse backgrounds and with diverse attitudes.

14. To work with community agencies and professional groups to provide student input to community and professional needs.

25. To reevaluate our Judicial Proceedings and Code of Student Life to ascertain that our system is up to date to handle complaints.

34. To assist students in acquiring and developing skills in making self-directed, rational decisions.

66. To evaluate the Student Services Council each year and make recommendations whenever possible.

For the following goal statements: 11, 22, 33, and 67, the Academic Deans (Group II), Chairpersons (Group III), and Academic Services Directors (Group V) tended to perceive that these goals should be emphasized significantly higher than the high importance presently placed on these goals. Although the President-Vice Presidents (Group I) and Student Services Directors (Group IV) agreed with the other three administrative groups that these goals should be of high importance for the "future," they disagreed with the increased importance the other three administrative groups would place on these goals. These goal statements were as follows:

11. To assist in orienting new students to the campus in order to make them feel a vital part of the University.

22. To strengthen the new student orientation programs so that they will be a meaningful experience for new students.

33. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences.

67. To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.

For goal statement numbered 42, "to provide individual consultation, crises-intervention and therapy services," the President-Vice Presidents (Group I), Chairpersons (Group III), and the Student Services Directors (Group IV) tended to perceive that this goal

should be emphasized significantly higher than the high importance rating presently placed on this goal. The Academic Deans (Group II) and Academic Services Directors (Group V) would not place any more emphasis on this goal, however, they agreed with the other three administrative groups that this goal should be of high importance for the "future."

For goal statement numbered 46, "to promote professional growth and development of all members of the Student Services staff," the President-Vice Presidents (Group I), Student Services Directors (Group IV), and the Academic Services Directors (Group V) tended to perceive that this goal should be emphasized significantly higher than the high importance rating presently placed on this goal. The Academic Deans (Group II) and the Chairpersons (Group III) would not place any more emphasis on this goal, however, they agreed with the other three administrative groups that this goal should be of high importance in the "future" for the Student Services Division.

For goal statement numbered 17, "to promote a more participatory role for Residence Directors in Student Services," the President-Vice Presidents (Group I), Chairpersons (Group III), and the Academic Services Directors (Group V) tended to perceive that this goal should be emphasized significantly higher than the medium to high importance rating presently placed on this goal. The

Academic Deans (Group II) and the Student Services Directors (Group IV) would not place any more emphasis on this goal, however, they agreed with the other three administrative groups that this goal should be of medium to high importance for the Student Services Division at Western Michigan University.

Differences between the "current" and "future" goal statements for which two of five administrative groups indicated significant differences. For the following goal statements: 6, 7, 12, 13, 50, 74, and 75, the Chairpersons (Group III) and Student Services Directors (Group IV) tended to perceive these goals as being of medium importance and that more emphasis should be placed on these goals in the "future." However, the President-Vice Presidents (Group I) tended to perceive goal statement numbered six as being of relative importance at the present time; they would place less emphasis on this goal in the "future." The Academic Deans (Group II) tended to perceive goal statement numbered 13 as being of relative importance at the present time but would place less emphasis on this goal in the "future." Succinctly, the President-Vice Presidents (Group I), Academic Deans (Group II), and Academic Services Directors (Group V) tended to perceive these goals as being of medium importance and would place the same emphasis on these goals in the "future." These goal statements were as follows:

6. To provide opportunity for learning new social behaviors and social interaction which is nonacademic in nature.

7. To provide opportunities for students to gain mature insights into their own self-identity and self-realization.

12. To provide a health maintenance fee to improve the quality and guaranteed continued high quantity medical care to students.

13. To reevaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible.

50. To offer aid to the University community in the solution of mental health and academic/vocational problems.

74. To provide the opportunity to examine and experience moral and spiritual concepts.

75. To assist individual colleges and departments in proper testing procedures and utilization of instruments.

For the following goal statements: 9, 37, 49, and 68, the Academic Deans (Group II) and the Chairpersons (Group III) tended to perceive these goals as being of medium to high importance and that more emphasis should be placed on these goals in the "future." However, for goal statement numbered 49, the Student Services Directors (Group IV) tended to perceive this goal as being of relative importance and would place less emphasis on this goal in the "future." The President-Vice Presidents (Group I), Student Services Directors (Group IV) and Academic Services Directors

(Group V) tended to perceive these goals as being of medium importance and that the same emphasis should be placed on these goals in the "future." These goal statements were as follows:

9. To develop resources for influencing the health behavior of students, both as individuals and as active participants in the community.

37. To develop involvement and participation of students in planning of programs and activities.

49. To exert strong positive influence upon student organizations advising them of appropriate experiences, possible consequences and viable alternatives.

68. To develop a sense of community within student activities and student organizations.

For the following goal statements: 31, 44, 51, 55, and 70, the Chairpersons (Group III) and Academic Services Directors (Group V) tended to perceive these goals as being of medium to high importance and that more emphasis should be placed on these goals in the "future." However, for goal statement numbered 55, the Student Services Directors (Group IV) tended to perceive this goal as being of relative importance but would place less emphasis on this goal in the "future." Succinctly, the President-Vice Presidents (Group I), Academic Deans (Group II), and the Student Services Directors (Group IV) tended to perceive these goals as being of medium importance and that they would not place more emphasis on these goals. These goals were as follows:

31. To develop lines of communications with

business and industry for their personnel testing.

44. To provide opportunity for cultural and esthetic exposure and expression.

51. To provide the best possible health care to students at the lowest possible cost.

55. To help the mature woman become acquainted with opportunities for further education, part-time and full-time employment, second careers, and volunteer services.

70. To develop evaluation instruments for vocational selection for students.

For goal statement numbered 30, "to insist on decision-making powers in areas that rightfully belong in the Student Services Division," the President-Vice Presidents (Group I) and the Student Services Directors (Group IV) tended to perceive this goal as being of high to extremely high importance and that more emphasis should be placed on this goal in the "future." However, the Academic Deans (Group II) differed with the President-Vice Presidents and Student Services Directors regarding the increased emphasis placed on this goal in the "future." They would place less emphasis on this goal in the "future." The Chairpersons (Group III) and the Academic Services Directors (Group V) perceived that this goal is of medium to high importance and that the same relative importance should be placed on this goal for the "future."

For goal statement numbered 16, "to strengthen WMU Parents' Association to make parents feel they are part of the

University, " the President-Vice Presidents (Group I) and the Chairpersons (Group III) tended to perceive that this goal should be emphasized significantly higher than the medium to high importance presently placed on this goal. The Academic Deans (Group II), Student Services Directors (Group IV), and the Academic Services Directors (Group V) tended to perceive this goal as being of medium importance and that the importance presently placed on this goal should remain the same in the "future."

Differences between the "current" and "future" goal statements for which one of five administrative groups indicated significant differences. Generally, if one group differed from the other administrative groups, it was the Chairpersons (Group III). There were two exceptions, however, one for the Academic Deans (Group II) and one for the Academic Services Directors (Group V). The Academic Deans suggested that goal statement numbered 24, "to assist student organizations in their planning, promoting and operations programs which will be beneficial to their members and to the University community at large," could be emphasized more in the "future" than at the present time. The Academic Services Directors (Group V) suggested increased emphasis be placed in the "future" for goal statement numbered 23, "to make available test files for both students and faculty." The Chairpersons (Group III) would change the emphasis for 11 goal statements. These goal

statements were as follows:

19. To provide through student government and other activities an opportunity to practice democratic living with both its rights and responsibilities and to learn to work effectively with others.

20. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc.

21. To assist the individual woman of whatever age to make her own decisions about her education, career, and personal goals, and to encourage her to recognize her own potential by developing her talents to the fullest.

27. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies.

35. To upgrade the sports medicine program in order to improve care given to all athletes.

41. To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual foreign student.

47. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will.

52. To facilitate the purposes and processes of international educational exchange.

56. To develop a program designed to facilitate the personal, social, economic and academic adjustment of foreign students.

69. To help specific students and faculty solve specific problems.

73. To provide opportunities for students to develop interpersonal relationships.

All administrative groups would suggest that the "current" emphasis, "of low importance," was the same as the "future" emphasis for goal statements numbered 18, "to establish a Community Clergy Council on campus," and 26, "to provide information, counseling, and skill development to women in the University and in the community." The President-Vice Presidents (Group I), Academic Deans (Group II), Chairpersons (Group III), and the Student Services Directors (Group IV) suggested akin importance, "of low importance," for the "current" and "future" status of goal statement numbered 28, "to establish a religious activities night for all students." Three administrative groups, the President-Vice Presidents (Group I), Chairpersons (Group III), and Academic Services Directors (Group V) suggested that the "current" status, "of low importance," of goal statement numbered 59, "to create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities," was applicable for the "future."

Differences between the "current" and "future" goal statements for which some of the administrative groups indicated negative differences. Various administrative groups suggested less emphasis, but not statistically less, be placed upon seven goal statements from the "current" to the "future." The goals and

respective groups were as follows: For goal statement numbered 20, "to develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc.," the President-Vice Presidents (Group I) and Academic Deans (Group II) perceived this goal as being of medium importance at the present time, however, in the "future" the emphasis should shift to of low importance.

For goal statement numbered 28, "to establish a religious activities night for all students," the Student Services Directors (Group IV) perceived this goal as being of low importance at the present time and suggest that less emphasis be placed on this goal in the "future."

For goal statement numbered 35, "to upgrade the sports medicine program in order to improve care given to all athletes," and goal statement numbered 69, "to help specific students and faculty solve specific problems," the Academic Deans (Group II) perceived these goals as being of medium importance at the present time. Although the shift indicated less emphasis in the "future," the Deans suggested that the same emphasis be placed on these goals in the "future." For goal statement numbered 40, "to develop a regional Parents' Association organization to share similar concerns with other colleges and universities," the Academic Deans perceived this goal as being of low importance and should be the

same in the "future." *

For goal statement numbered 36, "to maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff," the President-Vice Presidents (Group I) tended to perceive this goal as being of medium importance but would place less emphasis on this goal in the "future."

For goal statement numbered 59, "to create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities," the Academic Deans (Group II) and the Student Services Directors (Group IV) tended to perceive this goal as being of medium importance but would place less emphasis on this goal in the "future."

Summary

This chapter has presented a series of tables showing the results of the analysis of data. The responses of the administrative groups were presented in the order of the research questions of the study. Adjunct descriptive analysis summarizing the 10 highest and 10 lowest "current" and "future" goal statements for research questions one and two have been presented in this chapter.

Chapter IV presents a summary of the study, a discussion of the conclusions and findings, and recommendations for further study.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Summary

The investigator's major purpose was to analyze the administrators' perceptions of the "current" and "future" goals for the Student Services Division at Western Michigan University.

This study was the most recent systemic analysis of the Student Services Division at Western Michigan University. The literature was reviewed with the emphasis upon the knowledge accumulated in the last decade.

Within the past few years, the thrust of efforts in student personnel services across the nation has been management-by-objectives (MBO). Student personnel services administrators are beginning to use MBO in an attempt to enhance the effectiveness of the student personnel unit in higher education. A simplistic approach to MBO is the "trip" analogy. The "trip" analogy addresses seven questions:

1. Where are you?
2. Where do you want to go?

3. How do you want to get there?
4. When do you want to go?
5. Who is going with you?
6. What will it cost?
7. How do you know when you get there?

The first two research questions were treated as goal statements and encompassed questions one and two of the "trip" analogy, i. e., Where are you? ("current" goals) and Where do you want to go? ("future" goals).

The instrumentation was developed from the internal documentation of the Student Services Division at WMU and a comprehensive review of the literature in the area of student personnel services. The 76 goal statements were evaluated from two frames of reference, i. e., "current" status (is) and "future" status (should be). For each goal statement the administrators were asked to respond in two different ways. First, the administrators indicated on a five point scale how important that goal "is" for the Student Services Division at Western Michigan University at the present time. Then, the administrators indicated how important the same goal "should be" for the Student Services Division at this institution.

One hundred twenty questionnaires were mailed to the administrators and 108 were returned, for an overall return rate of 90 percent. A total of 94 questionnaires, or 78 percent were usable

for this study. In addition to responding to the 76 goal statements from the "is" and "should be" frames of reference, an opportunity for adding comments was also accorded to the administrators for each goal statement. Few comments were made and few suggestions for additional goals were indicated.

Other germane information was also elicited from the administrators. The administrators were asked to respond to the question of familiarity with the Student Services Division at Western Michigan University and to indicate their administrative and teaching experience in an institution of higher education. The Chairpersons and Heads of Departments (Group III) tended to be only slightly familiar with the Student Services Division at Western Michigan University. This was not true in the case of the other four administrative groups. Familiarity tended to be tied to the rate of response to the "current" status of the goal statements.

Four research questions were investigated in this study. The first research question was concerned with determining if the "current" goals were of equal importance among the five administrative groups. The second research question was concerned with determining if the "future" goals were of equal importance among the five administrative groups. The analysis of variance (ANOVA) was the statistic used to test the mean differences among the administrative groups for research questions one and two. The Scheffe

Multiple Comparison procedure was used after determining the mean differences to determine which groups or pairs of groups contributed to the overall differences in goal perceptions between the administrative groups. The third research question was concerned with determining if there was any agreement among the administrative groups regarding the relationship between the "current" and "future" goals. The Pearson Product Moment Correlation Coefficient was the statistic used to determine the relative order of the "current" to "future" goals. The fourth research question was to determine if the perceptions of the administrative groups differed from the "current" to the "future" goals. The correlated t-test statistic was computed to test for statistical differences between the "current" and "future" responses for each goal statement. The frequency of statistically significant t's was analyzed to determine if there was a difference in the number of suggestions for improvement in the student services goals from the "current" to the "future."

For the first research question, the administrative groups were in disagreement on the importance of 10 of 76 "current" goals for the Student Services Division at Western Michigan University. The answer to the second research question determined that the administrative groups were in disagreement on the importance of 9 of 76 "future" goals. The answer to the third research question

revealed that there was agreement among the administrative groups when the relative order of the "current" and "future" goals was compared. For the fourth research question, differences were found by all administrative groups in varying frequencies.

Findings

The statistical analysis to answer the four research questions resulted in findings which could be interfaced with the MBO "trip" analogy. There was agreement among the five administrative groups as to the importance they placed on the "current" (is) goals. The administrators considered the following goals as being of high importance for the Student Services Division at the present time: (1) "to integrate student services programs and activities with the expressed educational goals of the University;" (2) "to assist in orienting new students to the campus in order to make them a vital part of the University;" (3) "to develop a climate conducive to intellectual, personal, psychological, social, and physical growth of the students;" and (4) "to provide the best possible health care to students at the lowest possible cost."

The goals which the administrators considered to be of low importance at the present time were: (1) "to establish a religious activities night for all students;" (2) "to develop a regional Parents' Association organization;" and (3) "to develop reentry/transition

training of foreign students. "

There was also found to be agreement in the perceptions of the administrators as to the importance of "future" (should be) goals. The administrators considered the following goals as being of high importance in the "future": (1) "to integrate Student Services programs and activities with the expressed educational goals of the University;" (2) "to assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation;" (3) "to promote the development of a climate conducive to intellectual, personal, psychological, social, and physical growth of the student;" and (4) "to orient new students in order to make them a vital part of the University. " The goals the administrators perceived as being of low importance for the "future" were the goals concerning religious activities, the establishment of a Community Clergy Council on campus, the development of a reentry/transition training program for foreign students, the development of a data bank for students concerning the characteristics of off-campus housing units, and the development of a regional Parents' Association organization with other colleges and universities.

There was found to be agreement in the perceptions for each administrative group and for the total groups between the "current" (is) and "future" (should be) goal statements. Also there was

agreement found among the administrative groups when the relative order of the "is" and "should be" goals was compared.

The relative order of the goals, however, did not reflect the administrative groups' differences in the mean scores. Obviously, the perceptions of each group suggested that there was indication of improvement from the "current" to the "future" status by each administrative group. Differences by the administrative groups were found for various goal statements. The President-Vice Presidents (Group I) disagreed with 22 goal statements. Whereas, the Academic Deans (Group II) disagreed with 35 goal statements, the Chairpersons and Heads (Group III) disagreed with 65 goal statements, the Unit Directors for Student Services (Group IV) disagreed with 36 goal statements, and the Unit Directors for Academic Services (Group V) disagreed with 43 goal statements. While each group suggested improvement from the "is" to the "should be," the differences by administrative groups were beyond those expected by pure chance.

Conclusions

The answers to the research questions were compared to the most relevant studies of college student personnel services from the review of the literature. A summary of the findings by research questions were:

1. Each goal statement, investigated independently, revealed that the five administrative groups generally perceived 66 "current" (is) goals as being of equal importance.
2. Each goal statement, investigated independently, revealed that the five administrative groups generally perceived 67 "future" (should be) goals as being of equal importance.
3. Each administrative group and combined groups agreed that the relationships between the "current" (is) goals were the same for the "future" (should be) goals.
4. The relative differences between the "current" (is) and "future" (should be) importance of the goals, however, varied by administrative groups. The number of goal statements for which differences were found by administrative groups in descending order were as follows: 65 for Chairpersons (Group III), 43 for Academic Services Directors (Group V), 36 for Student Services Directors (Group IV), 35 for Academic Deans (Group II), and 22 for the President-Vice Presidents (Group I).

Adjunct descriptive data were most helpful in interpreting the answers to the four research questions. Generally, more emphasis was suggested for the student personnel point of view, that is, development of the total student particularly with interfacing student services at Western Michigan University with the direct and indirect academic development of the student. Generally, less emphasis was suggested for various programs, services, and activities which were possibly too narrow in scope as well as for clientele to whom these endeavors were directed. Finally, it is significant that the 10 lowest "current" and "future" goals as ranked by the

five administrative groups dealt with religious activities, foreign students, sports medicine programs, off-campus housing, parents' association, and the development of tapes and slide presentations. One possible explanation for the low ranked order of these "current" and "future" goals is institutional provincialism. This means that administrators may tend to attribute responsibility for religion, off-campus housing, et al., to other societal institutions. However, if the university is concerned with the total development of students, these low ranked "current" and "future" goals are a crucial facet of the university's responsibility to students.

The findings of the Student Services study at Western Michigan University were definitely in accordance with the COSPA (1964), Kaufman (1971), and O'Banion (1971) findings from a philosophical frame of reference, that is, the student development point of view in developing the potential of the whole student. The finding that an emphasis should be placed upon the intellectual; i.e., academic development was also reported by Terenzini (1972) and Thomas (1970).

The narrow point of view of student services development reported by Mortvedt (1972), Hintz (1974), Barkhaus (1974), and Swearingen (1972) was not evident in the analysis conducted at Western Michigan University. Differences among the administrative groups at Western Michigan University may be tied to academic

preparation and length of service as Blackburn (1969) and Terenzini (1972) reported.

Another significant finding in the Western Michigan University study was also found in the studies by Hintz (1974) and Barkhaus (1974); i.e., the "future" status of goals generally exceeded their "current" status, that is, growth can be realized.

Recommendations for Further Study

The Vice President of Student Services at Western Michigan University must continue to exercise leadership. His position on management planning at WMU and his support and assistance with this study must be followed by vigorous action with his staff in order to take advantage of the opportunities afforded by the direct results of this study. It is recommended that the remaining five steps of the MBO "trip" analogy be completed. To assist in this endeavor, specific recommendations are cited.

Based upon the findings and conclusions of this study, the vehicle has been set up and the results of this study have assisted in determining the direction the Student Services Division at WMU should be going. Now, they must decide how they want to get there.

Since objectives and activities flow from goals, the first logical recommendation to answer the question, "how to get from the 'current' to the 'future' status?" will be to consider the development

of new programs and activities or review the currently existing programs and activities based upon the results of the findings of this study. Therefore, it is recommended that a further study be made to ascertain the relationship between the objectives and activities that possibly will flow from the goals of this study.

The second recommendation is dependent upon the first. The "when do you want to go?" question depends upon the objectives and activities that are developed from the goals of this study. It is recommended that the Student Services Division consider the use of another modern management tool named SWOT's analysis. SWOT's is a self-analysis in which each unit in the Student Services Division analyzes the strengths, weaknesses, opportunities, and threats within that unit. The SWOT's analysis provides a framework, along with division goals, for establishing priorities among proposed objectives. With this analysis, the strengths and weaknesses of the Student Services Division could be found, opportunities could be capitalized, and threats to the division could be minimized.

The third recommendation addresses the "who is going with you?" question. Obviously, it should be the entire University. It is recommended that the faculty, students, professional and administrative (P & A) staff, and the clerical staff should be sampled and their perceptions compared and contrasted to the perceptions of the five administrative groups presented in this study.

The fourth recommendation focuses upon the "what will it cost?" question. This question entails the allocation of resources to various activities based on their accomplishment. Since management-by-objectives is the modern management tool being implemented at present in the Student Services Division, it is recommended that program budgeting be used because this budgetary approach emphasizes objective setting, expectation of desired outcomes, and describes the resources necessary to achieve those outcomes. The recommended alternatives to follow would be program planning and budgeting system (PPBS), zero-based budgeting, or another cost approach.

The fifth recommendation from the MBO "trip" analogy, "how do you know when you get there?" is the role of evaluation. Evaluation is implied in the answers to all seven steps in the MBO "trip" analogy and is not to be terminated at the completion of the first step through the seventh. Evaluation is the alternative to answering each question. It is recommended that a content evaluation be done on each goal statement from this study to ascertain if these goals have clarity, are workable, and are stated in terms of results and outcomes.

The sixth recommendation for further research would be to determine why the means of the "current" and "future" goals varied by administrative groups.

The seventh recommendation focuses upon the familiarity of administrators with the Student Services Division. It is recommended that the Student Services Division develop more effective lines of communication with the administrators on campus, with special emphasis placed on the chairpersons. The chairpersons have a tendency to focus their attention considerably on the narrow view of their area of specialization. They are not often called upon to think university-wide, because they are constantly seeking ways to develop their respective departments.

It goes without saying that all administrators at Western Michigan University should be familiar with the goals of the Student Services Division. It has been pointed out that chairpersons exhibited the largest number of differences basically because they did not understand what the "current" goals are. It has also been recommended that an information program be established to apprise this important group of university employees about the significant role played by the Student Services component.

The second largest number of individuals expressing a lack of knowledge about the goals of the Student Services Division was the Academic Services Directors. A part of this lack of familiarity with the Student Services goals may be related to their specialized functions, i. e., financial aid, admissions, institutional research, and other specialized functions. Furthermore, it is logical that

the Academic Services Directors would be far more effective in their service to the university if they could communicate to students information about the total environment rather than limited information related to the area of their special interest.

One of the most startling findings of this study centered around the fact that Student Services Directors who should be familiar with the goals and objectives of their unit ranked number three in their level of confusion with regard to the goals and objectives of the Student Services Division. It is possible to hypothesize that the Student Services Directors would have the smallest number of differences in their perception of their goals and objectives. It may be that the directors of the 11 specialized services provided by the Student Services Division have become so specialized in providing their own respective services that they often lose sight of the total Student Services picture. Accordingly, it is recommended that the establishment of a communication system for chairpersons should be extended to the Academic Services Directors and the Student Services Directors. For the latter, group mini-seminars, retreats, and workshops could possibly serve a useful purpose.

The eighth recommendation focuses upon the public relations aspect of the Student Services Division. It is recommended that the Student Services Division develop packets of material and information for all divisions of the University, especially for new faculty

members and newly appointed administrators.

BIBLIOGRAPHY

- Abbott, Bernard J. "Organizational Leadership and Management by Objectives with Emphasis on Student Affairs Operations." The MSU Orient, 1971, 6 (No. 4) pp. 17-27.
- American Council on Education. The Student Personnel Point of View. Washington: Council Studies, Series VI, No. 13, 1949.
- Ayers, Archie R.; Tripp, Phillip A.; and Russel, John H. Student Services Administration in Higher Education. Washington: U. S. Department of Health, Education and Welfare, 1966.
- Barkhaus, Robert S. "An Analysis of Institutional Goals Held by Faculty, Administrative Personnel, Student Personnel Practitioners, Undergraduate Students, and Graduate Students." Unpublished doctoral dissertation, Purdue University, 1974.
- Bernhard, John T. "State of the University Message." Kalamazoo, Michigan: Western Michigan University, September, 1976.
- Blackburn, John L. "Perceived Purposes of Student Personnel Programs by Chief Student Personnel Officers as a Function of Academic Preparation and Experience." Unpublished doctoral dissertation, The Florida State University, 1969.
- Boylan, Hunter R. "Approaching Accountability: Some Steps Along the Way." NASPA Journal, 10, (4) April, 1973, p. 322.
- Brunbaugh, A. J. Research Designed to Improve Institutions of Higher Learning. Washington: American Council on Education, 1960, p. 47.
- Caffrey, John. The Future Academic Community. Washington: American Council on Education, 1969, p. 235.
- Chandler, Everett M. "Student Affairs in Transition." Journal of College Student Personnel, XIV, (September, 1973) 392-398.
- Council of Student Personnel Association in Higher Education, Commission on Professional Development. Student Development Services in Higher Education. Pamphlet, July, 1972.
- Coyne, Thomas E. Meeting with the Unit Directors for Student

- Services. Kalamazoo, Michigan: Western Michigan University, Spring, 1976.
- Coyne, Thomas E. Presentation--Board of Trustees' Monthly Meeting. Kalamazoo, Michigan: Western Michigan University, December, 1976.
- Crookston, Burns B. "An Organizational Model for Student Development." NASPA Journal, X (July, 1972), 3-13.
- Dannemiller, Kathleen D., and Linta, Edward. Management by Objectives in Student Services. Ann Arbor, Michigan: University of Michigan, 1975.
- Elder, Margaret M. "A Model for the Administration of Student Personnel Services Within the University." Unpublished doctoral dissertation, Washington State University, 1972.
- Glassner, D. M. "Patterns of Management by Results." Business Horizons, February, 1969, p. 3.
- Gross, Edward, and Grambsch, Paul V. University Goals and Academic Power. Washington, D. C.: American Council on Education, 1968, p. 3.
- Harper, Richard L. "Planning, Budgeting, and Evaluation in Student Affairs Programs: A Manual for Administrators." NASPA Journal, 14, No. 1, Summer, 1976, p. ii.
- Harrington, Thomas F. Student Personnel Work in Urban Colleges. New York: Intext Educational Publishers, 1974.
- Harvey, James. "Administration by Objectives in Student Personnel Programs." Journal of College Student Personnel, 1972, pp. 293-296.
- Harvey, James. Organization and Administration of Junior College Student Personnel Services. Proceedings, Student Personnel Workshop, William Rainey Harper College. Chicago Heights: Group 10 for the Seventies, 1968, p. 124.
- Hintz, John A. "An Examination of Goal Congruence and Perceived Need for Greater Cooperation Between Undergraduate Teaching Faculty and Student Personnel Staff at Michigan State University." Unpublished doctoral dissertation, Michigan

State University, 1974.

Hopkins, E. H. "The Essentials of a Student Personnel Program." Educational and Psychological Measurements, 8, (Autumn, 1948, Part III), 430-50.

Johnson, Walter F. "Student Personnel Work in Higher Education: Philosophy and Framework." In College Student Personnel: Readings and Bibliographies, L. E. Fitzgerald, W. F. Johnson, and W. Norris, eds. Boston: Houghton Mifflin Co., 1970.

Joint Committee on Educational Goals and Evaluation. The Way to Relevance and Accountability in Education. Sacramento: California Legislature, 1970.

Kaufman, James F. "Contrasting Views of Purposes of Student Personnel Work as Perceived by Educators and Practitioners." Unpublished doctoral dissertation, The University of Denver, 1971.

Kerlinger, F. N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, 1973.

King, P. T. "Counseling Center Studies Itself." Journal of College Student Personnel, 1973, 14, 338-44.

Kirkikis, Barbara S. "Management by Objectives--An Overview, A Philosophy." Journal of the College and University Personnel Association, 22, (3) May, 1971, pp. 99-109.

Krunboltz, John D. "An Accountability Model for Counselors." Personnel and Guidance Journal, 52 (10), June, 1974, pp. 640-41.

Laudicina, Robert, and Laudicina, Eleanor. "Staff Evaluations and the Administrative Process." NASPA Journal, X (October, 1972), 114-17.

Leonard, Eugenie, A. Origins of Personnel Services in American Higher Education. Minneapolis: University of Minnesota Press, 1956.

Lloyd-Jones, Esther, and Smith, Margaret R. Student Personnel Work as a Deeper Teaching. New York: Harper and Brothers, 1952.

- McDavis, Roderick J. "The Development and Field Testing of an Instrument to Evaluate Student Personnel Programs." Journal of College Student Personnel, 1976, 17 (2), p. 101.
- McIntyre, James P. "Organizational Alternatives for Student Affairs." Planning and Changing, 5, February, 1974, pp. 175-79.
- Meadows, M. E. "Assessment of College Counseling." Journal of Counseling Psychologists, 1975, 22, 463-70.
- Minium, Edward W. Statistical Reasoning in Psychology and Education. New York: John Wiley & Son, Inc., 1970.
- Mortvedt, Donald F. "Inventoried Perceptions of Key Administrative Officers in Illinois Community Colleges Concerning Student Personnel Services." Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign, 1972.
- Mueller, Kate H. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Co., 1961.
- O'Banion, Terry. "Purposes of College and University Student Personnel Work." NASPA Journal, VIII, January, 1971.
- Patterson, Cornelius. "Comparison of the Philosophies of Student Personnel Administration as They Relate to the Student Services Offered at Selected Midwestern Universities." Unpublished doctoral dissertation, Western Michigan University, 1974.
- Paulson, Donald L. "An Accountability Audit of Two University Student Personnel Services: Student Activities and Counseling." Unpublished doctoral dissertation, The University of Iowa, 1972.
- Peterson, R. E. The Crisis of Purpose. Definitions and Uses of Institutional Goals. (ERIC) Washington, D. C.: George Washington University, 1970.
- Peterson, R. E. "Toward Institutional Goal-Consciousness." Reprinted from Proceedings, 1971 Western Regional Conference on Testing Problems. Berkeley, California: Educational Testing Service, 1971.
- Peterson, Richard E. "Goals for California Higher Education: A Survey of 116 Academic Communities." Berkeley, California:

Educational Testing Service, 1973.

"Report of the Self-Study of Student Services." Kalamazoo, Michigan: Western Michigan University, March, 1964.

Shaffer, Robert H. "Meeting the Challenge of Today's Students." NASPA Journal, July, 1972, pp. 177-82.

Shaffer, Robert H. "An Emerging Role of Student Personnel--Contributing to Organizational Effectiveness." Journal of College Student Personnel, XIV (September, 1973), pp. 386-91.

Shaffer, Robert H., and Martinson, W. D. Student Personnel Services in Higher Education. New York: The Center for Applied Research in Education, Inc., 1966.

Siebel, Sidney. Nonparametric Statistic for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.

Sims, O. Suthern, Jr., and Kozoll, Charles E. "A Case for Management by Objectives for Student Development Services." NASPA Journal, 12, Summer, 1974, pp. 44-50.

Stansbury, Donn B. "Management-By-Objectives." College and University, Summer, 1974, pp. 539-40.

Swearingen, Thomas R. "A Study of the Attitudes of Selected Members of the Academic Community Regarding the Student Personnel Program at the Big Ten Universities." Unpublished doctoral dissertation, The Ohio State University, 1972.

Terenzini, Patrick T. "The Goals of Student Personnel Work: Views From the Top." NASPA Journal, 11 (2), October, 1973, pp. 31-35.

Terenzini, Patrick T. "A Comparison of the Purpose of Student Personnel Programs as Viewed by College and University Presidents and Chief Student Personnel Officers." Unpublished doctoral dissertation, Syracuse University, 1972.

Thomas, William L. "Perceptions of University Goals: A Comparison of Administrators, Faculty, and Students Engaged in the Practice, Teaching and/or Study of Student Personnel Administration at Michigan State University with a

- Nationwide Study of University Faculty and Administrators." Unpublished doctoral dissertation, Michigan State University, 1970.
- Trembley, Edward L., and Bishop, John B. "Counseling Centers and the Issue of Accountability." Personnel and Guidance Journal, 52 (10), June, 1974, pp. 650-51.
- Uhl, N. P. "Encouraging Convergence of Opinion, Through the Use of the Delphi Technique, in the Process of Identifying an Institution's Goals." Princeton, N. J.: Educational Testing Service, 1971.
- "Units Annual Reports--Student Services Division." Kalamazoo, Michigan: Western Michigan University, September, 1976.
- U. S. Department of Health, Education and Welfare. Definitions of Student Personnel Terms in Higher Education. Washington: 1968.
- VandeGutche, Peter. "A Study of Relationships Between the Use of Management-By-Objectives and Perceived Effectiveness in Selected Community Junior College Student Personnel Units." Unpublished doctoral dissertation, Western Michigan University, Kalamazoo, Michigan, 1973.
- Wiley, Malcolm M. "The University and Personnel Work." In Trends in Student Personnel Work, E. G. Williamson, ed., 1949.
- Williamson, E. G. Student Personnel Services in Colleges and Universities. New York: McGraw-Hill Book Company, Inc., 1961.
- Williamson, E. G., and Biggs, Donald A. Student Personnel Work. A Program of Developmental Relationships. New York: John Wiley & Sons, Inc., 1975.
- Wrenn, G. G. Student Personnel Work in College. New York: The Ronald Press Co., 1951.

APPENDICES

APPENDIX A

STUDENT SERVICES GOALS INVENTORY (Questionnaire)

063737

The Questionnaire

ADMINISTRATORS PERCEPTIONS OF THE CURRENT AND FUTURE
GOALS FOR THE STUDENT SERVICES DIVISION AT
WESTERN MICHIGAN UNIVERSITY

A Doctoral Dissertation
in the
Educational Leadership Department
Western Michigan University

Robert B. Donaldson II
Doctoral Candidate

This questionnaire is being given to the President, all Vice Presidents, Deans, Department Chairpersons and Heads, a select group of Unit Directors in Academic Services, and all Unit Directors of the Student Services Division at Western Michigan University. It will provide a comprehensive picture of how administrators perceive the importance of goals (current and future) for the Student Services Division at Western Michigan University. Because of the nature of the study it depends completely on the kindness and generosity of each respondent.

063737

STUDENT SERVICES GOALS INVENTORY (SSGI)

This questionnaire is completely confidential. No one will see your responses except professional staff working on this study. All results will be summarized by groups. Individual results will not be released. However, for purposes of monitoring questionnaire returns, each questionnaire will be numbered.

Please complete the following:

YOUR POSITION(S): (Please indicate by checking the appropriate space).

- _____ : President, Vice President, Associate or Assistant Vice President
- _____ : Academic Dean, Associate or Assistant Dean
- _____ : Chairperson or Head of Department, Director of Library Service or Social Work
- _____ : Unit Director in Student Services
- _____ : Unit Director in Academic Services

Please give below an indication of your familiarity with the role of student services at this University. (Consider, for example, your familiarity with its programs, resources, history, and reputation):

Very Familiar _____ Familiar _____ Slightly Familiar _____ Unfamiliar _____

Please indicate the number of years of administrative and teaching experience in higher education.

Administrative Experience _____ Years Teaching Experience _____ Years

After completion of this questionnaire, please remember to return it in the enclosed envelope within 10 days to:

Robert B. Donaldson II
Department of Educational Leadership
3102 Sangren Hall
Western Michigan University

STUDENT SERVICES GOALS INVENTORY (SSGI)
(Preliminary Form)

063737

INSTRUCTIONS

Colleges and Universities Student Services Departments serve a number of purposes, some of which may be regarded as more important than others. What do you consider to be the purposes of the Student Services Division at Western Michigan University? How important are these goals? Many of the more commonly mentioned goals of student services are listed on the following pages. The majority of these goals are presently being implemented at this University.

NOTE: A STUDENT SERVICES GOAL IS A BROAD STATEMENT OF DIRECTION OF GENERAL PURPOSE OR INTENT. IT IS GENERAL AND TIMELESS AND IS NOT CONCERNED WITH A PARTICULAR ACHIEVEMENT WITHIN A SPECIFIED TIME PERIOD.

Each goal statement in this questionnaire is presented once, but you will be asked to react in three different ways:

- First - How important is the goal of student services at the present time?
(Consider the University as a whole in making your judgment).
- Second - In your judgment, how important should the goal be for student services?
- Third - A section for you to indicate "Don't Know" if you do not know how important the goal "is" or "should be" for student services at this University.

EXAMPLE

GOALS		of extremely high importance	of high importance	of medium importance	of low importance	of no importance	Don't Know	COMMENTS
To educate the community to students needs and priorities.	is	[]	[]	[]	[]	[x]	[]	
	should be	[]	[x]	[]	[]	[]	[]	
To develop social and human relation skills	is	[]	[]	[]	[]	[]	[x]	
	should be	[]	[x]	[]	[]	[]	[]	

In the first example above, the person has indicated that he believes the goal "to educate the community to student needs and priorities" is presently of no importance for student services, but that it should be of high importance. In the second example, the person has indicated that he does not know whether the goal "to develop social and human relations skills" is a goal of student services, but that it should be of high importance.

If you have difficulty in responding to an item as it is worded or have comments, give a brief explanation in the "Comments" column. On the last page of this questionnaire, space is provided for you to write in additional goals which you might feel are important for student services at this University.

The questionnaire should take less than 30 minutes to complete. Do not spend undue time on any single item.

GOALS		of extremely high importance	of high importance	of medium importance	of low importance	of no importance	Don't know	COMMENTS
To integrate Student Services programs and activities with the expressed educational goals of the University.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To promote interpersonal interaction of people from diverse backgrounds and with diverse attitudes.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To assist students in career and vocational planning through the utilization of evaluation instruments.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement and providing maximum intellectual stimulation.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To provide opportunity for learning new social behaviors and social interaction which is non-academic in nature.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To provide opportunities for students to gain mature insights into their own self-identity and self-realization.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and the need for their assistance to fulfill their educational objectives.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To develop resources for influencing the health behavior of students, both as individuals and as active participants in the community.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To assist students in recognizing and assuming personal responsibility for meeting their individual needs.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	

Page 2 GOALS

		of extremely high importance	of high importance	of medium importance	of low importance	of no importance	Don't Know	COMMENTS
To assist in orienting new students to the campus in order to make them feel a vital part of the University.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To provide a health maintenance fee to improve the quality and guarantee continued high quantity medical care to students.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To re-evaluate our Foreign Student Health and Accident Insurance Program to establish the most efficient program possible.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To work with community agencies and professional groups to provide student input to community and professional needs.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To enhance the academic programs of the University with a variety of cognitive and affective learning experiences for students.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To strengthen NNU Parent's Association to make parents feel they are part of the University.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To promote a more Participatory Role for Residence Directors in Student Services.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To establish a Community Clergy Council on campus.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	
To provide through student government and other activities an opportunity to practice democratic living with its rights and responsibilities and to learn to work effectively with others.	is	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	

Page 3 GOALS

	of extremely high importance	of high importance	of medium importance	of low importance	of no importance	Don't know	COMMENTS
To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	
To assist the individual woman of whatever age to make her own decisions about her education, career, and personal goals, and to help her to realize her own potential by developing her talents to the fullest.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	
To strengthen the new student orientation programs so that they will be a meaningful experience for new students.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	
To make available test files for both students and faculty.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	
To assist student organizations in their planning, promoting and operations programs which will be beneficial to their members and to the University community at large.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	
To re-evaluate our Judicial Proceedings and Code of Student Life to ascertain that our system is up-to-date to handle complaints.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	
To provide information, counseling, and skill development to women in the University and in the community.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	
To develop re-entry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	
To establish a religious activities night for all students.	() is () should be	() () ()	() () ()	() () ()	() () ()	() () ()	

Page 4 GOALS

		of extremely high importance					of low importance			Don't Know	COMMENTS
		is	should be	is	should be	is	is	should be	is		
To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	
To insist on decision making powers in areas that rightfully belong in the Student Services Division.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	
To develop lines of communications with business and industry for their personnel testing.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	
To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	
To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	
To assist students in acquiring and developing skills in making self-directed, rational decisions.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	
To upgrade the sports medicine program in order to improve care given to all athletes.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	
To maintain a complete racial program which will be available for students who wish to rent to students, faculty, or staff.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	
To develop involvement and participation of students in planning of programs and activities.	is	()	()	()	()	()	()	()	()	()	
	should be	()	()	()	()	()	()	()	()	()	

Page 5 GOALS

of extremely
high
importance

of high
importance

of medium
importance

of low
importance

of no
importance

Don't
know

COMMENTS

To promote the development of a climate conducive to the intellectual, personal, physical, mental, and physical growth of the student.

is () () () () () ()

should be () () () () () ()

To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college.

is () () () () () ()

should be () () () () () ()

To develop a regional Parent's Association organization to share similar concerns with other colleges and universities.

is () () () () () ()

should be () () () () () ()

To foster, through the use of appropriate personal procedures and techniques a sense of self-confidence and self-direction in the individual foreign student.

is () () () () () ()

should be () () () () () ()

To provide individual consultation, crisis-intervention and therapy services.

is () () () () () ()

should be () () () () () ()

To improve public relations with citizens and/or homeowners in the neighborhoods who are impacted by the multitude of students living in their environment.

is () () () () () ()

should be () () () () () ()

To provide opportunity for cultural and esthetic exposure and expression.

is () () () () () ()

should be () () () () () ()

To help each student develop a sense of individual responsibility and self-discipline.

is () () () () () ()

should be () () () () () ()

To promote professional growth and development of all members of the Student Services staff.

is () () () () () ()

should be () () () () () ()

To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will

is () () () () () ()

should be () () () () () ()

Page 6	C O A L S	of extremely high importance					of medium importance			of low importance		Don't know	COMMENTS
		is	should be	is	should be	is	is	should be	is	should be	is		
	To provide students with opportunities for broad educational experiences through co-curricular activities.	()	()	()	()	()	()	()	()	()	()	()	
	To exert strong positive influence upon student organizations advising them of appropriate experiences, possible consequences and viable alternatives.	()	()	()	()	()	()	()	()	()	()	()	
	To offer aid to the University community in the solution of mental health and academic/vocational problems.	()	()	()	()	()	()	()	()	()	()	()	
	To provide the best possible health care to students at the lowest possible cost.	()	()	()	()	()	()	()	()	()	()	()	
	To facilitate the purposes and processes of international educational exchange.	()	()	()	()	()	()	()	()	()	()	()	
	To acquaint the student with and encourage time to use student personnel services and other resources available to him.	()	()	()	()	()	()	()	()	()	()	()	
	To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University of these needs and attitudes; and to develop programs appropriate to the division in response.	()	()	()	()	()	()	()	()	()	()	()	
	To help the mature woman become acquainted with opportunities for employment, and to help her obtain full-time employment, second careers, and volunteer services.	()	()	()	()	()	()	()	()	()	()	()	
	To develop a program designed to facilitate the personal, social, economic and academic adjustment of foreign students.	()	()	()	()	()	()	()	()	()	()	()	
	To develop a system of appointing student members to University councils and committees.	()	()	()	()	()	()	()	()	()	()	()	

Page 7	GOALS		of extremely high importance					of low importance					Don't know	COMMENTS
			is	should be	is	should be	is	should be	is	should be	is	should be		
	To develop a job search program for students.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To provide a health education program for all students.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To distribute information concerning Testing and Evaluation Services to both students and faculty.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To collect, analyze and disseminate employment data about graduates.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To develop in each residence hall tutorial programs to enhance the academic mission of the University.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To actively encourage communication and cooperation between the Student Services Division and other units and divisions of the University.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To evaluate the Student Services Council each year and make recommendations whenever possible.		is	should be	is	should be	is	should be	is	should be	is	should be		
	To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.		is	should be	is	should be	is	should be	is	should be	is	should be		

Page 8	GOALS	of extremely high importance					of low importance					Don't know		COMMENTS
		is	should be	is	should be	is	should be	is	should be	is	should be	is	should be	
	To develop a sense of community within student activities and student organizations.	()	()	()	()	()	()	()	()	()	()	()	()	
	To help specific students and faculty solve specific problems.	()	()	()	()	()	()	()	()	()	()	()	()	
	To develop evaluation instruments for vocational selection for students.	()	()	()	()	()	()	()	()	()	()	()	()	
	To encourage staff contributions to the body of knowledge about the Student Services profession.	()	()	()	()	()	()	()	()	()	()	()	()	
	To help create an atmosphere of high morale and loyalty towards the institution.	()	()	()	()	()	()	()	()	()	()	()	()	
	To provide opportunities for students to develop interpersonal relationships.	()	()	()	()	()	()	()	()	()	()	()	()	
	To provide the opportunity to examine and experience moral and spiritual concepts.	()	()	()	()	()	()	()	()	()	()	()	()	
	To assist individual colleges and departments in proper testing procedures and utilization of instruments.	()	()	()	()	()	()	()	()	()	()	()	()	
	To develop an efficient Career Information Library System.	()	()	()	()	()	()	()	()	()	()	()	()	

Page 9

In spite of the length of the above list, it is possible that some goals were not included which you believe are important for student services at this University. If so, please take this opportunity to write them in below.

GOALS	of extremely high importance	of high importance	of medium importance	of low importance	of no importance	Don't know	COMMENTS
is	()	()	()	()	()	()	
should be	()	()	()	()	()	()	
is	()	()	()	()	()	()	
should be	()	()	()	()	()	()	
is	()	()	()	()	()	()	
should be	()	()	()	()	()	()	
is	()	()	()	()	()	()	
should be	()	()	()	()	()	()	
is	()	()	()	()	()	()	
should be	()	()	()	()	()	()	
is	()	()	()	()	()	()	
should be	()	()	()	()	()	()	

THANK YOU

Please use the enclosed, self-addressed, reply envelope to return this questionnaire.

APPENDIX B

CORRESPONDENCE

November 22, 1976

Mr. Thomas J. Carr, Director
Auxiliary Enterprises
Western Michigan University

Dear Tom:

Bob Donaldson, a graduate intern working out of my office, has selected as a doctoral dissertation topic a survey of the perceptions of University administrators of Student Services Division goals. The topic is a timely one since the Division is currently expending a good deal of effort in establishing goals and objectives and determining appropriate evaluation mechanisms.

Needless to say, it is not enough for us to know what we intend to do. It is highly important to know if we are adequately informing the rest of the University.

I recognize you receive countless surveys which complicate an already busy schedule. However, it would indeed be appreciated if you could take the time to assist Bob with his study. The benefits for the Student Services Division can be significant.

Sincerely,



Thomas E. Coyne
Vice President
Student Services

TEC/p

November 22, 1976

Mr. Thomas E. Coyne, Vice President
Student Services Division
Western Michigan University

Dear Mr. Coyne:

As a graduate student in the office of the Vice President for Student Services at Western Michigan University and as a doctoral candidate in educational leadership, I am conducting a study to determine the current and future goals for the Student Services Division at Western Michigan University.

The participants in this study are the President, all Vice Presidents, Deans, Department Chairpersons and Heads, a select group of Directors of Academic Services and all Unit Directors of the Student Services Division at Western Michigan University. It will provide a comprehensive picture of how administrators perceive the importance of goals (current and future) for the Student Services Division.

Because of the nature of this study it depends completely on the kindness and generosity of each respondent. The Student Services Goals Questionnaire is enclosed for you to complete. If it is possible for you to return the questionnaire within ten (10) days I would be most grateful. I can be reached at either my home telephone, 382-4711, or through the Educational Leadership Department, 3-1997, if you would like to talk to me.

Your help is absolutely essential to my success and I ask you for your support. No individual information will be disclosed; the purpose of this study is to obtain group data. The information you provide will remain confidential. The opening statement on the questionnaire outlines the procedure which will be followed to ensure confidentiality.

Thank you for your cooperation.

Sincerely,



Robert B. Donaldson, II
Educational Leadership



William P. Viall
Major Advisor

enclosures: Questionnaire
Return envelope

December 13, 1976

Mr. William Kowalski
Assistant Vice President for Administration
Western Michigan University

Dear Mr. Kowalski:

I hope that you have had the opportunity to complete the Student Services Goals Questionnaire for Western Michigan University's Student Services Division. If you have, thank you very much.

If you have not had a chance to complete the questionnaire, I would greatly appreciate your taking a few minutes to complete the questionnaire before Friday, December 17, 1976. (Another set is enclosed for your convenience). It is extremely important for the completion of the report to the Office of the Vice President for Student Services and for the completion of the dissertation. This is a lengthy and laborious task and I appreciate your time and would like to thank you now for your help.

Happy Holidays!

Sincerely,



Robert B. Donaldson II
Educational Leadership



William P. Viall
Major Advisor

enclosures: Questionnaire
Return envelope

APPENDIX C

THE SEVENTY-SIX GOALS OF THE STUDENT SERVICES DIVISION

APPENDIX C

The Seventy-six Goals of the Student Services Division

NUMBER	STATEMENTS
1	To integrate Student Services programs and activities with the expressed educational goals of the University.
2	To promote interpersonal interaction of people from diverse backgrounds and with diverse attitudes.
3	To assist students in career and vocational planning through the utilization of evaluation instruments.
4	To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation.
5	To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.
6	To provide opportunity for learning new social behaviors and social interaction which is non-academic in nature.
7	To provide opportunities for students to gain mature insights into their own self-identity and self-realization.
8	To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives.
9	To develop resources for influencing the health behavior of students, both as individuals and as active participants in the community.
10	To assist students in recognizing and assuming personal responsibility for meeting their individual needs.
11	To assist in orienting new students to the campus in order to make them feel a vital part of the University.
12	To provide a health maintenance fee to improve the quality and guarantee continued high quantity medical care to students.
13	To re-evaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible.
14	To work with community agencies and professional groups to provide student input to community and professional needs.
15	To enhance the academic programs of the University with a variety of cognitive and affective learning experiences for students.

NUMBER	STATEMENTS
16	To strengthen WMU Parent's Association to make parents feel they are part of the University.
17	To promote a more Participatory Role for Residence Directors in Student Services.
18	To establish a Community Clergy Council on campus.
19	To provide through student government and other activities an opportunity to practice democratic living with both its rights and responsibilities and to learn to work effectively with others.
20	To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc.
21	To assist the individual woman of whatever age to make her own decisions about her education, career, and personal goals, and to encourage her to recognize her own potential by developing her talents to the fullest.
22	To strengthen the new student orientation programs so that they will be a meaningful experience for new students.
23	To make available test files for both students and faculty.
24	To assist student organizations in their planning, promoting and operations programs which will be beneficial to their members and to the University community at large.
25	To re-evaluate our Judicial Proceedings and Code of Student Life to ascertain that our system is up-to-date to handle complaints.
26	To provide information, counseling, and skill development to women in the University and in the community.
27	To develop re-entry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies.
28	To establish a religious activities night for all students.
29	To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects.
30	To insist on decision making powers in areas that rightfully belong in the Student Services Division.

NUMBER	STATEMENTS
31	To develop lines of communications with business and industry for their personnel testing.
32	To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University.
33	To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences.
34	To assist students in acquiring and developing skills in making self-directed, rational decisions.
35	To upgrade the sports medicine program in order to improve care given to all athletes.
36	To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff.
37	To develop involvement and participation of students in planning of programs and activities.
38	To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.
39	To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college.
40	To develop a regional Parent's Association organization to share similar concerns with other colleges and universities.
41	To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual foreign student.
42	To provide individual consultation, crises-intervention and therapy service
43	To improve public relations with citizens and/or homeowners in the neighborhoods who are impacted by the multitude of students living in their environment.
44	To provide opportunity for cultural and esthetic exposure and expression.
45	To help each student develop a sense of individual responsibility and self-discipline.

NUMBER	STATEMENTS
46	To promote professional growth and development of all members of the Student Services staff.
47	To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will.
48	To provide students with opportunities for broad educational experiences through co-curricular activities.
49	To exert strong positive influence upon student organizations advising them of appropriate experiences, possible consequences and viable alternatives.
50	To offer aid to the University community in the solution of mental health and academic/vocational problems.
51	To provide the best possible health care to students at the lowest possible cost.
52	To facilitate the purposes and processes of international educational exchange.
53	To acquaint the student with and encourage time to use student personnel services and other resources available to him.
54	To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response.
55	To help the mature woman become acquainted with opportunities for further education, part-time and full-time employment, second careers, and volunteer services.
56	To develop a program designed to facilitate the personal, social, economic and academic adjustment of foreign students.
57	To develop a system of appointing student members to University councils and committees.
58	To develop a job search program for students.
59	To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities.
60	To provide a health education program for all students.

NUMBER	STATEMENTS
61	To distribute information concerning Testing and Evaluation Services to both students and faculty.
62	To collect, analyze and disseminate employment data about graduates.
63	To develop in each residence hall tutorial programs to enhance the academic mission of the University.
64	To actively encourage communication and cooperation between the Student Services Division and other units and division of the University.
65	To provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems.
66	To evaluate the Student Services Council each year and make recommendations whenever possible.
67	To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.
68	To develop a sense of community within student activities and student organizations.
69	To help specific students and faculty solve specific problems.
70	To develop evaluation instruments for vocational selection for students.
71	To encourage staff contributions to the body of knowledge about the Student Services profession.
72	To help create an atmosphere of high morale and loyalty towards the institution.
73	To provide opportunities for students to develop interpersonal relationships.
74	To provide the opportunity to examine and experience moral and spiritual concepts.
75	To assist individual colleges and departments in proper testing procedures and utilization of instruments.
76	To develop an efficient Career Information Library System.

APPENDIX D

SUMMARY OF MEAN SCORES FOR "CURRENT" AND "FUTURE" GOALS

APPENDIX D

Summary of Mean Scores for "Current" and "Future" Goals

Goals		Group				
		I	II	III	IV	V
1. To integrate Student Services and activities with the expressed educational goals of the University.	is	3.333	3.824	3.393	3.545	3.300
	should be	4.500	4.444	4.237	4.600	4.214
2. To promote interpersonal interaction of people from diverse backgrounds and with diverse attitudes.	is	3.364	3.267	3.000	3.273	2.833
	should be	3.750	3.778	3.622	3.900	3.714
3. To assist students in career and vocational planning through the utilization of evaluation instruments.	is	3.273	3.313	3.200	3.875	2.909
	should be	4.000	4.105	3.974	4.100	4.143
4. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation.	is	3.333	3.556	3.143	3.364	2.909
	should be	4.333	4.526	4.316	4.600	4.357

Goals		Group				
		I	II	III	IV	V
5. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.	is	3.273	3.278	3.259	3.444	3.083
	should be	3.917	4.222	4.105	4.455	4.214
6. To provide opportunity for learning new social behaviors and social interaction which is nonacademic in nature.	is	3.583	3.333	2.714	3.200	3.000
	should be	3.500	3.294	3.405	3.800	3.286
7. To provide opportunities for students to gain mature insights into their own self-identity and self-realization.	is	3.364	3.444	3.000	3.800	3.083
	should be	3.750	3.611	3.703	4.400	3.769
8. To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news, schedules, events, activities, and announcements that are necessary to fulfill their educational objectives.	is	3.455	3.211	2.920	3.364	2.583
	should be	4.000	3.895	3.838	4.500	4.071

Goals		Group				
		I	II	III	IV	V
9. To develop resources for influencing the health behavior of students, both as individuals and as active participants in the community.	is	2.900	2.500	2.545	2.778	2.917
	should be	3.000	3.167	3.343	3.556	3.357
10. To assist students in recognizing and assuming personal responsibility for meeting their individual needs.	is	3.000	3.176	2.913	3.400	2.750
	should be	4.000	4.053	3.861	4.700	4.357
11. To assist in orienting new students to the campus in order to make them feel a vital part of the University.	is	4.100	3.895	3.618	3.909	3.357
	should be	4.400	4.368	4.211	4.200	4.357
12. To provide a health maintenance fee to improve the quality and guarantee continued high quantity medical care to students.	is	2.889	3.333	3.091	2.375	2.900
	should be	3.333	3.941	3.457	4.182	3.154
13. To reevaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible.	is	2.429	3.111	2.500	2.200	2.667
	should be	2.800	3.357	3.069	3.556	2.889

Goals		Group				
		I	II	III	IV	V
14. To work with community agencies and professional groups to provide student input to community and professional needs.	is	2.750	2.417	2.762	2.333	2.364
	should be	2.800	2.889	3.083	3.364	3.154
15. To enhance the academic programs of the University with a variety of cognitive and affective learning experiences for students.	is	2.778	2.867	2.857	3.300	2.636
	should be	3.900	3.667	3.529	4.000	3.429
16. To strengthen WMU Parents' Association to make parents feel they are part of the University.	is	2.800	3.263	2.769	3.100	2.769
	should be	3.400	3.474	3.237	3.182	3.000
17. To promote a more participatory role for Residence Directors in Student Services.	is	2.667	3.125	3.071	2.333	2.889
	should be	4.143	3.571	3.323	3.091	3.583
18. To establish a Community Clergy Council on campus.	is	2.375	2.692	2.556	2.250	2.700
	should be	2.600	2.438	2.636	2.800	2.929

Goals		Group				
		I	II	III	IV	V
19. To provide through student government and other activities an opportunity to practice democratic living with both its rights and responsibilities and to learn to work effectively with others.	is	3.111	3.056	3.172	3.100	3.231
	should be	3.600	3.474	3.750	3.900	3.571
20. To develop a data bank for students on each off-campus housing unit showing such characteristics as : distance from campus, condition of unit, bus route, parking availability, etc.	is	3.000	2.714	2.500	3.000	2.818
	should be	2.800	2.632	2.971	3.000	3.000
21. To assist the individual woman of whatever age to make her own decisions about her education, career, and personal goals, and to encourage her to recognize her own potential by developing her talents to the fullest.	is	3.273	3.444	3.120	3.364	3.083
	should be	3.250	3.722	3.735	3.500	3.429
22. To strengthen the new student orientation programs so that they will be a meaningful experience for new students.	is	3.700	3.667	3.290	3.500	3.417
	should be	3.833	4.316	4.216	4.200	4.462

Goals		Group				
		I	II	III	IV	V
23. To make available test files for both students and faculty.	is	2.667	2.778	2.059	2.167	2.571
	should be	3.000	2.750	1.793	3.100	3.000
24. To assist student organizations in their planning, promoting and operations programs which will be beneficial to their members and to the University community at large.	is	3.000	3.158	3.154	3.125	3.083
	should be	3.167	3.737	3.361	3.200	3.429
25. To reevaluate our Judicial Proceedings and Code of Student Life to ascertain that our system is up to date to handle complaints.	is	2.778	3.308	3.100	3.143	3.182
	should be	3.545	3.632	3.576	3.909	4.000
26. To provide information, counseling, and skill development to women in the University and in the community.	is	3.300	3.444	3.400	3.364	3.250
	should be	3.417	3.667	3.697	3.400	3.357

Goals		Group				
		I	II	III	IV	V
27. To develop reentry/transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies.	is	2.444	2.300	2.313	2.333	2.600
	should be	2.583	2.947	2.758	2.727	2.154
28. To establish a religious activities night for all students.	is	2.125	2.000	2.059	1.800	2.286
	should be	2.545	2.000	2.029	2.100	2.750
29. To integrate the students' academic and social interests and contribute to the learning-living processes by coordinating and organizing students projects.	is	2.300	2.933	2.417	2.875	2.375
	should be	2.917	3.438	2.778	3.222	3.308
30. To insist on decision-making powers in areas that rightfully belong in the Student Services Division.	is	2.500	3.667	2.800	3.143	3.000
	should be	3.800	3.692	3.138	4.667	3.364
31. To develop lines of communications with business and industry for their personnel testing.	is	2.556	3.091	2.706	3.000	2.750
	should be	3.000	2.824	3.484	3.500	3.500

Goals		Group				
		I	II	III	IV	V
32. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University.	is	2.800	3.211	3.000	3.400	3.417
	should be	4.182	3.895	3.974	4.364	4.500
33. To facilitate the plans of students, faculty and staff to gain overseas study, travel and/or work experiences.	is	2.636	2.533	2.286	2.875	2.556
	should be	3.000	2.889	3.237	2.909	3.071
34. To assist students in acquiring and developing skills in making self-directed, rational decisions.	is	2.900	3.444	2.760	3.700	2.714
	should be	3.417	3.722	3.889	4.700	4.071
35. To upgrade the sports medicine program in order to improve care given to all athletes.	is	2.700	3.571	2.214	3.286	3.200
	should be	3.400	3.125	2.393	3.000	3.273
36. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff.	is	3.000	3.250	2.720	3.250	3.500
	should be	2.667	3.063	3.028	3.000	3.462

Goals		Group				
		I	II	III	IV	V
37. To develop involvement and participation of students in planning of programs and activities.	is	3.364	3.444	3.000	3.400	3.385
	should be	3.583	3,882	3.600	4.000	3.769
38. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.	is	3.333	3.750	3.500	3.500	3.500
	should be	4.083	4.250	4.333	4.800	4.286
39. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college.	is	3.182	3.625	3.167	3.900	3.200
	should be	3.917	3.938	3.971	4.700	4.154
40. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities.	is	2.200	2.636	1.833	2.000	2.100
	should be	2.818	2.118	2.182	2.545	2.286

Goals		Group				
		I	II	III	IV	V
41. To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual foreign student.	is	2.444	3.000	2.739	3.333	2.500
	should be	2.667	3.588	3.135	3.500	3.077
42. To provide individual consultation, crises-intervention and therapy services.	is	2.727	3.933	3.148	3.545	3.750
	should be	3.417	3.529	4.000	4.100	3.500
43. To improve public relations with citizens and/or homeowners in the neighborhoods who are impacted by the multitude of students living in their environment.	is	3.000	3.071	2.583	2.857	2.538
	should be	3.917	4.000	3.368	3.455	3.429
44. To provide opportunity for cultural and esthetic exposure and expression.	is	3.200	3.111	2.920	3.750	2.500
	should be	3.500	3.368	3.429	3.700	3.750
45. To help each student develop a sense of individual responsibility and self-discipline.	is	2.909	3.250	2.739	3.300	3.091
	should be	3.583	4.000	4.000	4.600	4.214

Goals		Group				
		I	II	III	IV	V
46. To promote professional growth and development of all members of the Student Services staff.	is	3.273	3.667	3.500	3.364	3.000
	should be	4.083	4.111	3.973	4.300	4.231
47. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will.	is	2.636	3.833	2.938	3.444	3.167
	should be	3.583	3.786	3.885	4.455	3.692
48. To provide students with opportunities for broad educational experiences through cocurricular activities.	is	2.909	3.563	2.810	3.778	3.111
	should be	3.917	3.556	3.484	3.875	3.538
49. To exert strong positive influence upon student organizations advising them of appropriate experiences, possible consequences and viable alternatives.	is	2.727	3.353	2.920	3.556	2.833
	should be	3.417	4.059	3.400	3.300	3.286
50. To offer aid to the University community in the solution of mental health and academic/vocational problems.	is	2.900	3.385	2.958	3.545	2.833
	should be	3.273	3.563	3.800	4.200	3.500

Goals		Group				
		I	II	III	IV	V
51. To provide the best possible health care to students at the lowest possible cost.	is	3.583	3.882	3.192	3.750	3.500
	should be	3.833	4.278	4.200	4.300	4.286
52. To facilitate the purposes and processes of international educational exchange.	is	2.818	3.000	2.632	3.143	3.000
	should be	2.917	3.389	3.314	3.222	3.154
53. To acquaint the student with and encourage time to use student personnel services and other resources available to him.	is	2.583	3.389	3.095	3.300	2.846
	should be	3.333	3.833	3.706	4.364	4.000
54. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response.	is	2.909	2.867	2.368	3.000	2.583
	should be	3.583	3.500	3.188	4.545	3.857

Goals		Group				
		I	II	III	IV	V
55. To help the mature woman become acquainted with opportunities for further education, part-time and full-time employment, second careers, and volunteer services.	is	3.000	3.375	3.000	3.500	3.000
	should be	3.417	3.563	3.441	3.273	3.500
56. To develop a program designed to facilitate the personal, social, economic and academic adjustment of foreign students.	is	3.091	3.118	2.760	3.250	2.818
	should be	3.333	3.471	3.235	3.455	3.154
57. To develop a system of appointing student members to University councils and committees.	is	2.364	2.941	2.682	2.800	3.000
	should be	3.273	3.529	3.371	3.364	3.500
58. To develop a job search program for students.	is	3.182	3.375	3.280	3.750	3.308
	should be	3.818	4.059	4.235	3.900	4.143
59. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities.	is	3.111	3.100	2.188	3.000	2.333
	should be	3.182	2.941	2.531	2.727	2.846

Goals		Group				
		I	II	III	IV	V
60. To provide a health education program for all students.	is	2.111	2.917	2.611	2.625	2.125
	should be	2.545	3.412	2.935	3.636	3.286
61. To distribute information concerning Testing and Evaluation Services to both students and faculty.	is	2.600	3.471	2.828	2.778	2.636
	should be	3.167	3.647	3.441	3.636	3.714
62. To collect, analyze and disseminate employment data about graduates.	is	2.727	3.000	2.522	3.143	2.417
	should be	3.091	4.222	3.735	3.909	3.714
63. To develop in each residence hall tutorial programs to enhance the academic mission of the University.	is	2.500	2.923	2.500	2.167	2.375
	should be	3.333	3.722	3.543	3.818	3.769
64. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of the University.	is	2.727	3.529	2.864	3.100	3.091
	should be	4.167	4.118	3.824	4.182	4.154

Goals		Group				
		I	II	III	IV	V
65. To provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems.	is	2.636	2.529	2.583	2.714	2.875
	should be	4.000	3.556	3.500	4.182	3.571
66. To evaluate the Student Services Council each year and make recommendations whenever possible.	is	2.600	3.273	2.474	2.000	2.444
	should be	3.333	3.471	3.313	3.727	3.667
67. To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.	is	3.000	3.235	3.000	3.364	2.818
	should be	3.417	3.706	3.750	3.800	3.643
68. To develop a sense of community within student activities and student organizations.	is	2.818	3.063	2.636	2.571	3.182
	should be	3.333	3.471	3.457	3.364	3.846
69. To help specific students and faculty solve specific problems.	is	3.200	3.643	3.185	3.200	3.455
	should be	3.400	3.429	3.636	4.000	3.714

Goals		Group				
		I	II	III	IV	V
70. To develop evaluation instruments for vocational selection for students.	is	3.250	3.333	3.040	2.833	2.667
	should be	3.900	3.250	3.556	3.900	4.000
71. To encourage staff contributions to the body of knowledge about the Student Services profession.	is	2.800	2.714	2.438	2.500	2.182
	should be	3.455	3.353	3.250	3.909	3.583
72. To help create an atmosphere of high morale and loyalty towards the institution.	is	2.636	3.667	2.696	2.500	2.846
	should be	3.750	4.167	3.750	4.091	4.308
73. To provide opportunities for students to develop interpersonal relationships.	is	3.091	3.286	2.636	3.300	2.889
	should be	3.364	3.471	3.419	3.500	3.538
74. To provide the opportunity to examine and experience moral and spiritual concepts.	is	3.000	2.846	2.440	2.500	3.000
	should be	3.182	3.071	3.000	3.500	3.462

Goals		Group				
		I	II	III	IV	V
75. To assist individual colleges and departments in proper testing procedures and utilization of instruments.	is	2.700	3.071	2.556	2.625	3.222
	should be	3.250	3.118	3.200	4.000	3.692
76. To develop an efficient Career Information Library System.	is	2.900	3.125	2.958	3.750	3.100
	should be	3.833	3.824	3.778	4.273	4.071

APPENDIX E

A SUMMARY OF t DIFFERENCES BY ADMINISTRATIVE GROUPS

APPENDIX E

A Summary of t Differences by Administrative Groups

Goal Statements		President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
		Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
1. To integrate Student Services programs and activities with the expressed educational goals of the University.	is	3.33	3.92*	3.82	2.39*	3.39	5.04*	3.40	3.09*	3.30	3.21*
	should be	4.50		4.47		4.21		4.60		4.10	
	sample size	12		17		28		10		10	
2. To promote interpersonal interaction of people from diverse backgrounds and with diverse attitudes.	is	3.36	1.08	3.27	1.45	3.00	4.47*	3.20	2.33*	2.83	3.53*
	should be	3.73		3.73		3.75		3.90		3.75	
	sample size	11		15		28		10		12	
3. To assist students in career and vocational planning through the utilization of evaluation instruments.	is	3.27	3.07*	3.31	3.22*	3.20	4.12*	3.71	0.51	2.91	3.99*
	should be	4.00		4.19		4.00		4.00		4.09	
	sample size	11		16		30		7		11	
4. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation.	is	3.33	3.63*	3.54	4.59*	3.14	5.22*	3.30	6.09*	2.90	4.18*
	should be	4.33		4.50		4.21		4.60		4.18	
	sample size	12		18		28		10		11	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
5. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.	is		3.27	2.28*	3.28	2.97*	3.26	4.23*	3.44	4.26*	3.08	4.17*
	should be		3.91		4.22		4.07		4.56		4.17	
	sample size		11		18		27		9		12	
6. To provide opportunity for learning new social behaviors and social interaction which is nonacademic in nature.	is		3.58	-0.25	3.33	0.21	2.71	4.22*	3.00	3.41*	3.00	0.67
	should be		3.50		3.40		3.43		3.89		3.25	
	sample size		12		15		28		9		12	
7. To provide opportunities for students to gain mature insights into their own self-identity and self-realization.	is		3.36	1.10	3.44	0.77	3.00	3.53*	3.67	2.87*	3.08	1.25
	should be		3.82		3.61		3.81		4.56		3.67	
	sample size		11		18		26		9		12	
8. To develop a total communication system whereby all students enrolled at the University and living off-campus will systematically be informed of all news,	is		3.45	2.28*	3.21	2.69*	2.90	3.61*	3.20	2.75*	2.58	4.21*
	should be		4.09		3.89		3.68		4.50		4.00	
	sample size		11		19		25		10		12	

Goal Statements		President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
		Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
schedules, events, activities, and announcements that are necessary to fulfill their educational objectives.											
9. To develop resources for influencing the health behavior of students, both as individuals and as active participants in the community.	is	2.90	0.43	2.50	2.55*	2.55	3.37*	2.63	1.83	2.92	2.17
	should be	3.00		3.19		3.36		3.38		3.41	
	sample size	10		16		22		8		12	
10. To assist students in recognizing and assuming personal responsibility for meeting their individual needs.	is	3.00	2.37*	3.18	3.01*	2.91	4.52*	3.22	4.27*	2.75	4.69*
	should be	4.00		4.18		3.96		4.67		4.42	
	sample size	10		17		23		9		12	
11. To assist in orienting new students to the campus in order to make them feel a vital part of the University.	is	4.10	1.96	3.89	2.97*	3.62	4.18*	3.80	1.80	3.36	4.26*
	should be	4.40		4.37		4.21		4.20		4.36	
	sample size	10		19		34		10		14	

Goal Statements		President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
		Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
12. To provide a health maintenance fee to improve the quality and guarantee continued high quantity medical care to students.	is should be sample size	2.80 3.30 8	1.00	3.33 3.87 15	1.66	3.09 3.64 22	2.66* 2.66* 2.66*	2.38 4.25 8	3.91* 3.91* 3.91*	2.90 3.20 10	0.90
13. To reevaluate our Foreign Student Health and Accident Insurance program to establish the most efficient program possible.	is should be sample size	2.43 2.87 7	2.12	3.13 2.88 8	-0.51	2.50 3.08 12	2.24* 2.24* 2.24*	2.20 3.60 5	2.75* 2.75* 2.75*	2.66 2.83 6	1.00
14. To work with community agencies and professional groups to provide student input to community and professional needs.	is should be sample size	2.80 2.50 8	-0.61	2.42 3.08 12	1.69	2.80 3.35 20	3.24* 3.24* 3.24*	2.33 3.33 9	3.47* 3.47* 3.47*	2.36 3.45 11	3.46*
15. To enhance the academic programs of the University with a variety of cognitive and affective learning experiences for students.	is should be sample size	2.78 4.00 9	4.40*	2.87 3.87 15	4.18*	2.86 3.86 21	4.37* 4.37* 4.37*	3.11 4.00 9	2.87* 2.87* 2.87*	2.64 3.64 11	2.62*

Goal Statements			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
			Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
16. To strengthen WMU Parents' Association to make parents feel they are part of the University.	is		2.80	3.67*	3.26	0.61	2.77	2.90*	3.10	0.56	2.86	0.81
	should be		3.40		3.47		3.73		3.20		3.08	
	sample size		10		19		26		10		13	
17. To promote a more participatory role for Residence Directors in Student Services.	is		2.70	3.50*	3.13	0.80	3.07	3.30*	2.33	2.00	2.89	2.44*
	should be		4.17		3.38		3.64		3.00		3.89	
	sample size		6		8		14		6		9	
18. To establish a Community Clergy Council on campus.	is		2.38	1.16	2.75	0.00	2.56	2.06	2.25	1.73	2.70	0.82
	should be		2.75		2.75		2.89		2.75		3.00	
	sample size		8		12		18		4		10	
19. To provide through student government and other activities an opportunity to practice democratic living with both its rights and responsibilities and to learn to work effectively with others.	is		3.11	1.35	3.06	1.46	3.17	3.84*	2.89	2.27	3.23	0.72
	should be		3.67		3.39		3.86		3.89		3.53	
	sample size		9		18		29		9		13	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
20. To develop a data bank for students on each off-campus housing unit showing such characteristics as: distance from campus, condition of unit, bus route, parking availability, etc.	is		3.00	-0.48	2.71	-0.32	2.58	2.25*	3.00	0.35	2.81	1.00
	should be		2.78		2.64		3.11		3.14		3.09	
	sample size		9		14		19		7		11	
21. To assist the individual woman of whatever age to make her own decisions about her education, career, and personal goals, and to encourage her to recognize her own potential by developing her talents to the fullest.	is		3.27	0.00	3.41	0.84	3.17	2.71*	3.30	0.69	3.08	1.17
	should be		3.27		3.71		3.83		3.50		3.41	
	sample size		11		17		24		10		12	
22. To strengthen the new student orientation programs so that they will be a meaningful experience for new students.	is		3.70	1.00	3.67	2.92*	3.29	5.33*	3.44	2.14	3.41	3.92*
	should be		3.90		4.33		4.19		4.22		4.58	
	sample size		10		18		31		9		12	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
23. To make available test files for both students and faculty.	is		2.67	1.00	2.88	1.00	2.06	1.43	2.17	1.75	2.57	2.82*
	should be		3.11		3.13		2.35		3.00		3.14	
	sample size		9		8		17		6		7	
24 To assist student organizations in their planning, promoting and operations programs which will be beneficial to their members and to the University community at large.	is		3.00	1.00	3.16	3.01*	3.15	1.87	2.86	1.55	3.08	0.92
	should be		3.27		3.74		3.46		3.14		3.50	
	sample size		11		19		26		7		12	
25. To reevaluate our Judicial Proceedings and Code of Student Life to ascertain that our system is up to date to handle complaints.	is		2.78	2.14	3.31	1.59	3.10	2.65*	3.14	2.50*	3.18	3.31*
	should be		3.56		3.69		3.55		3.86		4.18	
	sample size		9		13		20		7		11	
26. To provide information, counseling, and skill development to women in the University and in the community.	is		3.30	0.45	3.41	1.09	3.40	1.67	3.30	0.36	3.25	1.00
	should be		3.50		3.71		3.76		3.40		3.41	
	sample size		10		17		25		10		12	

Goal Statements		President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
		Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
27. To develop reentry/ transition training which will facilitate the return of foreign students, especially those who have been in the U. S. for two years or more, to their home societies.	is	2.44	0.88	2.30	1.96	2.31	3.10*	2.33	1.17	2.60	-0.41
	should be	2.89		3.20		3.13		2.83		2.40	
	sample size	9		10		16		6		5	
28. To establish a reli- gious activities night for all students.	is	2.13	1.93	2.00	0.41	2.06	0.81	1.80	-0.54	2.29	1.08
	should be	2.75		2.20		2.18		1.60		2.86	
	sample size	8		10		17		5		7	
29. To integrate the students' academic and so- cial interests and contrib- ute to the learning-living processes by coordinating and organizing students projects.	is	2.30	1.34	2.93	2.20*	2.42	2.25*	2.57	2.83*	2.38	5.29*
	should be	2.80		2.53		2.79		3.14		3.38	
	sample size	10		15		24		7		8	
30. To insist on decision- making powers in areas that rightfully belong in the Stu- Services Division.	is	2.33	3.09*	3.67	-0.25	2.80	1.24	3.14	3.87*	3.00	0.79
	should be	3.89		3.58		3.10		4.57		3.33	
	sample size	9		12		20		7		6	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
31. To develop lines of communications with business and industry for their personnel testing.	is		2.56	1.18	3.09	1.93	2.69	3.78*	3.00	1.35	2.75	2.97*
	should be		3.00		3.36		3.75		3.75		3.63	
	sample size		9		11		16		6		8	
32. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of Western Michigan University.	is		2.80	8.57*	3.21	2.30*	3.00	4.75*	3.40	3.86*	3.42	3.31*
	should be		4.20		3.89		3.89		4.30		4.42	
	sample size		10		19		28		10		12	
33. To facilitate the plans of students, faculty and staff to gain overseas study, travel, and/or work experiences.	is		2.64	1.49	2.57	3.30*	2.29	3.42*	2.88	1.00	2.56	3.50*
	should be		3.00		3.14		3.29		3.00		3.33	
	sample size		11		14		21		8		9	
34. To assist students in acquiring and developing skills in making self-directed, rational decisions.	is		2.90	1.62	3.44	1.23	2.76	6.00*	3.56	4.26*	2.71	3.51*
	should be		3.50		3.72		3.96		4.67		4.07	
	sample size		10		18		25		9		14	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
35. To upgrade the sports medicine program in order to improve care given to all athletes.	is		2.70	1.66	3.57	-0.28	2.21	0.62	3.29	0.00	3.20	0.41
	should be		2.40		3.43		2.36		3.29		3.40	
	sample size		10		7		14		7		5	
36. To maintain a complete rental program that will be available for landlords who wish to rent to students, faculty, or staff.	is		3.00	-0.90	3.25	0.00	2.72	1.30	3.00	0.35	3.50	0.29
	should be		2.73		3.25		2.96		3.14		3.60	
	sample size		11		12		25		7		10	
37. To develop involvement and participation of students in planning or programs and activities.	is		3.36	0.61	3.47	2.13*	3.00	3.53*	3.22	2.14	3.38	1.59
	should be		3.55		3.88		3.64		4.00		3.77	
	sample size		11		17		25		9		13	
38. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.	is		3.33	2.14	3.75	3.16*	3.50	4.39*	3.33	4.91*	3.50	4.02*
	should be		4.08		4.25		4.31		4.78		4.33	
	sample size		12		16		26		9		12	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
39. To provide those services which will assist in the self-development of each student and promote the understanding of his own purposes for being in college.	is		3.18	2.19	3.63	2.61*	3.17	4.53*	3.78	2.87*	3.20	3.00*
	should be		3.91		3.94		4.04		4.67		4.20	
	sample size		11		16		24		9		10	
40. To develop a regional Parents' Association organization to share similar concerns with other colleges and universities.	is		2.20	1.91	2.70	-1.17	1.82	2.07	2.00	1.00	2.10	1.17
	should be		2.90		2.20		2.18		3.00		2.50	
	sample size		10		10		17		4		10	
41. To foster, through the use of appropriate student personnel procedures and techniques, a sense of self-confidence and self-direction in the individual foreign student.	is		2.44	0.76	3.00	1.98	2.74	3.14*	3.20	0.79	2.50	1.46
	should be		2.78		3.62		3.22		3.60		3.00	
	sample size		9		13		23		5		6	

Goal Statements		President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
		Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
42. To provide individual consultation, crises-intervention and therapy services.	is	2.73	2.39*	3.93	-1.16	3.19	5.13*	3.40	2.69*	3.75	-0.22
	should be	3.45		3.60		3.96		4.10		3.76	
	sample size	11		15		26		10		12	
43. To improve public relations with citizens and/or homeowners in the neighborhoods who are impacted by the multitude of students living in their environment.	is	3.00	2.38*	3.07	3.79*	2.58	3.82*	2.85	1.99	2.54	4.42*
	should be	3.90		4.00		3.29		3.66		3.54	
	sample size	10		14		24		7		13	
44. To provide opportunity for cultural and esthetic exposure and expression.	is	3.20	1.81	3.11	1.19	2.92	4.04*	3.57	1.16	2.44	4.27*
	should be	3.60		3.44		3.64		4.00		3.89	
	sample size	10		18		25		7		9	
45. To help each student develop a sense of individual responsibility and self-discipline.	is	2.91	2.19	3.25	3.96*	2.74	5.99*	3.11	4.91*	3.09	4.49*
	should be	3.64		4.13		4.00		4.55		4.27	
	sample size	11		16		23		9		11	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
46. To promote professional growth and development of all members of the Student Services staff.	is		3.27	2.76*	3.67	2.10	3.50	1.58	3.20	2.70*	3.00	9.80*
	should be		2.09		4.07		3.82		4.30		4.60	
	sample size		11		15		22		10		10	
47. To ensure a mentally healthy community of spontaneous, creative, diverse individuals who respect one another in a tenor of good will.	is		2.64	2.19	3.82	0.61	2.94	3.78*	3.44	2.29	3.17	1.25
	should be		3.55		4.00		4.00		4.33		3.67	
	sample size		11		11		16		9		12	
48. To provide students with opportunities for broad educational experiences through cocurricular activities.	is		2.91	3.83*	3.56	2.24*	2.81	3.70*	3.63	1.53	3.11	2.83*
	should be		4.00		3.81		3.67		3.88		3.78	
	sample size		11		16		21		8		9	
49. To exert strong positive influence upon student organizations advising them of appropriate experiences, possible consequences and viable alternatives.	is		2.73	1.79	3.35	2.78*	2.92	2.88*	3.38	-0.36	2.83	1.47
	should be		3.45		4.06		3.52		3.25		3.42	
	sample size		11		17		25		8		12	

Goal Statements		President-Vice Presidents I		Academic Deans II		Chairpersons III		Student Services Directors IV		Academic Services Directors V	
		Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
50. To offer aid to the University community in the solution of mental health and academic/vocational problems.	is should be sample size	2.90 3.30 10	0.77	3.38 3.77 13	1.33	2.96 3.71 24	4.34*	3.40 4.20 10	2.75*	2.83 3.42 12	2.03
51. To provide the best possible health care to students at the lowest possible cost.	is should be sample size	3.58 3.83 12	1.39	3.88 4.29 17	1.80	3.19 4.04 26	3.85*	3.75 4.25 8	1.87	3.50 2.29 14	3.02*
52. To facilitate the purposes and processes of international educational exchange.	is should be sample size	2.82 2.91 11	0.36	3.00 3.41 17	1.51	2.63 3.21 19	2.36*	3.14 3.29 7	0.42	3.00 3.09 11	0.18
53. To acquaint the student with and encourage time to use student personnel services and other resources available to him.	is should be sample size	2.58 3.33 12	2.02	3.39 3.83 18	2.68*	3.10 3.76 21	3.57*	3.30 4.30 10	3.87*	2.85 4.15 13	5.51*

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
54. To determine students' intellectual, psychological, ethical, physical, emotional and social needs and attitudes; to systematically inform the University and the general community of these and to develop programs appropriate to the division in response.	is		2.91	1.88	2.87	3.21*	2.37	3.15*	3.00	6.42*	2.58	4.21*
	should be		3.55		3.60		3.21		4.65		4.00	
	sample size	11			15		19		9		12	
55. To help the mature woman become acquainted with opportunities for further education, part-time and full-time employment, second careers, and volunteer services.	is		3.00	1.17	3.38	0.50	3.00	2.49*	3.50	-0.24	3.00	2.50*
	should be		3.45		3.56		3.48		3.38		3.54	
	sample size	11			16		25		8		13	
56. To develop a program designed to facilitate the personal, social, economic, and academic adjustment of foreign students.	is		3.09	0.82	3.11	1.30	2.76	3.67*	3.25	0.42	2.82	1.49
	should be		3.36		3.47		3.24		3.38		3.18	
	sample size	11			17		25		8		11	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
57. To develop a system of appointing student members to University councils and committees.	is		2.40	3.21*	2.94	3.15*	2.68	2.98*	2.80	1.00	3.00	2.24*
	should be		3.20		3.63		3.32		3.00		3.58	
	sample size		10		16		22		5		12	
58. To develop a job search program for students.	is		3.18	3.13*	3.38	4.39*	3.28	6.08*	3.57	1.44	3.31	3.49*
	should be		3.82		4.13		4.24		4.00		4.23	
	sample size		11		16		25		7		13	
59. To create a series of tape and slide presentations on tenant/landlord laws, rights and responsibilities.	is		3.11	6.10	3.10	-0.69	2.27	1.29	3.00	-1.58	2.33	1.09
	should be		3.33		2.90		2.53		2.66		3.00	
	sample size		9		10		15		6		6	
60. To provide a health education program for all students.	is		2.11	1.18	2.92	2.60*	2.61	2.40*	2.63	3.14*	2.13	3.06*
	should be		2.56		3.58		3.05		3.63		3.13	
	sample size		9		12		18		8		8	
61. To distribute information concerning Testing and Evaluation Services to both students and faculty.	is		2.60	2.45*	3.47	0.82	2.83	4.60*	2.78	2.80*	2.64	3.83*
	should be		3.00		3.65		3.52		3.56		3.73	
	sample size		10		17		29		9		11	

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
62. To collect, analyze and disseminate employment data about graduates.	is		2.73	1.79	3.00	5.10*	2.52	4.97*	3.14	3.29*	2.42	5.75*
	should be		3.09		4.18		3.82		4.00		3.92	
	sample size		11		17		23		7		12	
63. To develop in each residence hall tutorial programs to enhance the academic mission of the university.	is		2.50	2.74*	2.92	4.21*	2.50	5.27*	2.17	5.00*	2.38	3.53*
	should be		3.50		4.08		3.59		3.83		4.38	
	sample size		10		13		22		6		8	
64. To actively encourage communication and cooperation between the Student Services Division and other units and divisions of the University.	is		2.73	4.66*	3.53	3.05*	2.86	5.68*	3.10	3.35*	3.09	4.28*
	should be		4.18		4.11		3.77		4.10		4.09	
	sample size		11		17		22		10		11	
65. To provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems.	is		2.64	4.66*	2.52	3.82*	2.58	5.82*	2.71	3.58*	2.88	2.20
	should be		4.09		3.59		3.70		4.00		3.75	
	sample size		11		17		24		7		8	

		President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements		Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
66. To evaluate the Student Services Council each year and make recommendations whenever possible.	is should be sample size	2.60 3.30 10	2.09	3.27 3.64 11	1.30	2.47 3.10 19	3.08*	2.00 3.40 5	3.50*	2.44 3.56 9	3.59*
67. To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.	is should be sample size	3.00 3.40 10	1.08	3.24 3.71 17	2.43*	3.00 3.85 26	5.17*	3.20 3.80 10	2.25	2.82 3.91 11	2.50*
68. To develop a sense of community within student activities and student organizations.	is should be sample size	2.89 3.27 11	1.24	3.06 3.50 16	2.78*	2.64 3.36 22	4.13*	2.57 3.14 7	1.55	3.18 3.91 11	2.19
69. To help specific students and faculty solve specific problems.	is should be sample size	3.20 3.40 10	0.69	3.64 3.43 14	-1.15	3.19 3.60 27	3.70*	3.20 3.90 10	1.77	3.45 3.91 11	1.61
70. To develop evaluation instruments for vocational selection for students.	is should be sample size	3.25 3.88 8	1.36	3.33 3.42 12	0.43	3.04 3.80 25	3.92*	2.83 3.83 6	1.58	2.67 3.89 9	2.63*

			President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements			Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
71. To encourage staff contributions to the body of knowledge about the Student Services profession.	is		2.80	1.62	2.71	3.67*	2.44	2.76*	2.50	3.67*	2.20	5.58*
	should be		3.40		3.50		3.00		3.88		3.70	
	sample size		10		14		16		8		10	
72. To help create an atmosphere of high morale and loyalty towards the institution.	is		2.64	3.32*	3.66	2.26*	2.70	3.87*	2.50	2.70*	2.85	5.02*
	should be		3.64		4.20		3.65		4.25		4.31	
	sample size		11		15		23		8		13	
73. To provide opportunities for students to develop interpersonal relationships.	is		3.09	0.64	3.29	1.30	2.63	3.50*	3.11	1.16	2.89	1.36
	should be		3.36		3.57		3.45		3.44		3.76	
	sample size		11		14		22		9		9	
74. To provide the opportunity to examine and experience moral and spiritual concepts.	is		3.00	0.61	2.85	1.17	2.44	2.87*	2.50	3.06*	3.00	1.33
	should be		3.18		3.15		3.08		3.50		3.60	
	sample size		11		13		25		8		10	
75. To assist individual colleges and departments in proper testing procedures and utilization of instruments.	is		2.70	1.77	3.07	1.16	2.62	4.24*	2.63	3.24*	3.22	1.51
	should be		3.30		3.43		3.15		4.13		3.67	
	sample size		10		14		26		8		9	

		President- Vice Presidents I		Academic Deans II		Chair- persons III		Student Services Directors IV		Academic Services Directors V	
Goal Statements		Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>	Mean	<u>t</u>
76. To develop an efficient Career Information Library System.	is	2.90	3.35*	3.13	3.48*	2.96	4.32*	3.75	1.93	3.10	4.13*
	should be	3.90		3.75		3.83		4.38		4.30	
	sample size	10		16		24		8		10	

Note. Negative t-value indicates that the mean score for the "current" goal statement was higher than the mean score for the "future" goal statement.

APPENDIX F

A SUMMARY OF ADDITIONAL COMMENTS FROM INDIVIDUAL ADMINISTRATORS

APPENDIX F

A Summary of Additional Comments from Individual Administrators

Goals	Importance						Don't Know	Comments
	Extremely High	High	Medium	Low	No			
To develop weekend educational and/or recreational activities of interest to both students and faculty and their families so as to promote more interpersonal relations.	is should be X				X			
To develop in each classroom building explicit "student/faculty" lounge areas for socialization (e.g., coffee rooms).	is should be X					X		
Regular program of faculty being invited to dorms for evening of informal talks on matters of interest to students, including dinner.	is should be X				X			

Goals	Importance						Comments
	Extremely High	High	Medium	Low	No	Don't Know	
University-wide student lecture series, involving nationally distinguished persons to speak on issues which students have identified as important.	is should be X			X			
Community volunteer program to assist on an ad hoc basis local community projects.	is should be	X		X			
To expand travel/study abroad program.	is should be X		X				
To be involved in the establishment of tuition rates.	is should be	X X					
Western Herald	is should be X			X			Full support, but no input.