

Attitudes Towards Goals For University Education In Prince Edward Island

A Summary Report of the Survey of attitudes of the members of the University Community

The purpose of this report is to present a summary of findings for the survey on attitudes of the members of the University Community toward university goals. This report is based on the analysis of responses from 424 individuals who answered the questionnaire. It should be emphasized here that the findings of this survey should not be taken as the final statement of Universities goals and priorities. The findings should be regarded as an important input for further deliberation and discussion about the University goals, policy and philosophy.

This report is organized into four parts. The background for the survey is first briefly reviewed followed by a description of the method of analysis and then presentation of the major findings. The report is concluded with a brief interpretation of the findings.

Background
On March 15, 1974 the Senate of the University of Prince Edward Island adopted a resolution to form a committee to examine the objectives of University Education in P.E.I. The Committee was charged to initiate and direct research solicit considered opinion from a wide cross-section of Island society, generate public discussion and prepare a final report with recommendations to the Senate. The Committee on Objectives was composed of two members of the faculty and one student.

The Committee created two sub-committees under its auspices; one on communication and the other on research. The research sub-committee after a series of meetings with the Committee on objectives decided to conduct two separate surveys - one for the members of the University Community and the other for the total Island Community. It was also decided that the Institutional Goal Inventory (IGI) developed by the Educational Testing Service of Princeton, New Jersey would be used for the University Community Survey. The IGI was designed by ETS for specific use in

surveys dealing with university objectives, and has been used by several universities and colleges in Canada and the United States.

The IGI questionnaire was sent to a sample of 825 members from the University Community in December of 1974. About 51 percent of the total number of questionnaires sent out were returned by the respondents. Of the 424 questionnaires returned by the respondents, 67 were filled out by University administration and staff, 94 by the members of the faculty, 175 by full-time students, 49 by part-time students and 39 by members of the University alumni. The result of the University survey discussed below are based on the analysis of the data collected from the 424 individuals belonging to these five different sub-groups of the University Community.

Method of Analysis
The IGI included 90 statements dealing with university objectives. Eighty of these statements referred to 13 outcome goals and seven process goals. Outcome goals are substantive objectives universities may seek to achieve. Process goals deal with campus climate and educational process which may facilitate the achievement of outcome goals. The title of each specific goal area and its substantive meaning as described by the ETS are presented below.

Outcome Goals

ACADEMIC DEVELOPMENT - this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

INTELLECTUAL ORIENTATION - this goal area relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning and a commitment to lifelong learning.

INDIVIDUAL PERSONAL DEVELOPMENT - this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense

of self-worth and self-confidence.

HUMANISM/ALTRUISM - this goal area reflect a respect for diverse cultures commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

CULTURAL/AESTHETIC AWARENESS this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities of arts, exposure to forms of non-western art, and encouragement of active student participation in artistic activities.

TRADITIONAL RELIGIOUSNESS - this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental - in short, traditional rather than "secular" or 'modern'.

VOCATIONAL PREPARATION this goal area means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

ADVANCED TRAINING this goal area can be most

readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing program in the professions, and conducting advanced study in specialized problem areas.

RESEARCH this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

MEETING LOCAL NEEDS this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community service activities.

PUBLIC SERVICE This goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantages communities, and generally

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