

Wholistic Development: A Survey of the Core Affective Dimensions  
of the Whole Person as Defined by  
College Educators and Business Professionals in the  
Southeastern Region of the United States of America

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## Abstract of Dissertation

### Wholistic Development: A Survey of the Core Affective Dimensions of the Whole Person as Defined by College Educators and Business Professionals in the Southeastern Region of the United States of America

A central theme of the literature review for this research study was that business professionals desire more than specific knowledge and intellect as they seek employees for the future (Collins, 2001; Gardner, 1990; Hersh, 1999, Winter; and Evers, Rush, and Berdrow, 1998). Thus, the purpose of this work was to identify the core affective dimensions of the whole person that should be goals or learning outcomes at four-year colleges and universities as perceived by those who conceptualize whole person goals and learning outcomes in colleges and universities (college educators) and the end users (business professionals) of the graduates of America's colleges and universities.

The conceptual lens and sub-flooring for this study was Chickering's Theory of Psychosocial Development (1969) where the discovery of one's personal identity was established as the anchor point for lifetime choices. Bowen's (1977) follow on work established that whole person goals and learning "outcomes are numerous, complexly related, often subtle, sometimes untended..." (1977, p. 22). He compiled a Taxonomy of Goals that proved invaluable in this research and the selection of 14 whole person dimensions for examination as goals or learning outcomes at four-year colleges and universities.

Quantitative and qualitative data were collected through the use of a mailed survey questionnaire sent to a purposeful sample of college educators and business professionals. The findings identified character, judgment, and moral reasoning as the

core affective dimensions of the whole person that should be considered imperatives as goals or learning outcomes at four-year colleges and universities.

In addition to the conclusions, this study includes recommendations for implementation and future research. These recommendations encourage educational planners to seek deliberate and purposeful opportunities to include the core whole person dimensions and other important whole person dimensions, as time and resources permit, in curricular and co-curricular baccalaureate degree-seeking programs.

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## CHAPTER 1: INTRODUCTION

## Chapter Overview

In 1937, the Executive Committee of the American Council on Education (ACE) met in Washington, DC and formulated a report entitled, “The Student Personnel Point of View,” which was the first real attempt to define the philosophy of what was to become known as student affairs. According to the Committee,

This philosophy imposes upon educational institutions the obligation to consider the student as a whole – his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, and his aesthetic appreciations. The report placed emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone. (ACE, 1937, p.76)

In 1949, the philosophy was updated to include new objectives to promote a better understanding of democracy, a more global understanding of the world, the imagination to solve issues, and the ability to manage and administer public affairs (ACE, 1949). To achieve this philosophy, The National Association of Student Personnel Administrators and the American College Personnel Association advocated and integrated a transformative education model that included educational and development learning outcomes. The model sees students as an integrated whole with academic affairs and student affairs working together to provide an enriched learning experience (NASPA/ACPA, 2004, January).

Hersh and Keeling (2008, August p. A64) suggest that, "...the ideals of a liberal education – the fundamentals that motivate both good faculty members and their student-affairs colleagues – do in fact require attention to students as whole people who during their engagement with higher education, learn in and out of the classroom, always and everywhere." This study involves the search for definition of the whole person with an emphasis on the affective dimensions (sometimes referred to as non-cognitive in various studies). This is a topic about which substantial differences of opinion exist. Some educators argue that the purpose of higher education is to develop students' intellectual (cognitive learnings) abilities while others believe that there is too little emphasis on core values (affective learnings) for students to be competitive in the new world order (Astin, 1993, Hersh, 1997, March/April). Hersh (1999, Winter) discovered that business leaders are seeking well-rounded graduates with social skills and core values as well as general intellect. Drucker (1999) supported Hersh by offering that 21<sup>st</sup> century managers must possess soft or affective skills in order to relate in today's workplace.

The chapter begins with an overview that establishes 1937 as the year that the Executive Committee of the American Council on Education (ACE) decreed that higher education must consider the student as a whole person rather than focus entirely upon the intellectual capacity of the student (ACE, 1937). Subsequently, the chapter addresses the research problem and purpose of the study, the significance of the study, the research questions, and the historical context. Moreover, the chapter introduces the conceptual framework that provides the sub-flooring and lens for this research and includes the necessary assumptions, whole person definitions, and limitations and delimitations that



challenged this work. Finally, the chapter provides a brief description of the research methodology.

### Research Problem

Evers, Rush, and Berdrow (1996, p. 16) explained that, “A skills gulf exists between education and employment.” Educators should fundamentally shift the goals of higher education from specialized knowledge to an emphasis on general skills (Evers, et al). So, the question surfaces, what are these general skills or affective learning outcomes business seeks and can they be prioritized (Bowen, 1977)? Thus, the research problem this study addressed was the requirement for empirical data that identifies the core affective dimensions (e.g., judgment, identity, leadership, citizenship, social skills, and character) of the whole person that would enable college educators to develop the learning outcomes that satisfy the needs and expectations of the nation’s business professionals.

Colleges and universities in the United States have been engaged in the assessment of learning outcomes since the mid-1970s. However, outcomes assessment has been focused primarily on the cognitive or intellectual development of students. Peacock (1994, June) wrote that some in higher education perceive the affective learning outcomes as non-quantifiable and difficult to measure. The identification of the core affective dimensions could facilitate curriculum and co-curriculum planners in the development of affective learning outcomes and assessment methodology that would lead to greater emphasis on whole person learning, which may better satisfy the demands of a global business community.

### Purpose of the Study

To resolve the research problem cited above, the purpose of this study was to identify the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges (educators) and the end users (business professionals) of the graduates of America's colleges and universities. Mentkowski, Astin, Ewell, and Moran (1991) concluded that the goals and purpose of a liberal education are affective as well as cognitive. Affective learning outcomes are related to growth in personal values, self-concept, attitudes, aspirations, and social skills (Astin, 1978, 1993). Further, Mentkowski, et al., noted that affective goals such as citizenship, character, and social responsibility are often found in college and university catalogs and mission statements; however, they discovered that the supporting learning outcomes are frequently not reflected in college and university curricula. Bowen (1977) wrote that the learning outcomes of higher education transcend the cognitive and require interaction between the affective and academic dimensions of learning. So it stands to reason that education involves more than intellectual development; it involves the affective and practical learnings that enable one to function affectively in the home and in the workplace.

According to Bowen (1977), difficulty is encountered when attempting to distinguish cognitive, affective, and practical learning outcomes because the boundaries are blurred and overlap occurs repeatedly. Likewise, one cannot conclude that achievement of the cognitive and practical learnings are acquired solely through the

academic curricula or that affective learnings are achieved solely through the co-curriculum (Bowen, 1977). Baxter Magolda (2003) wrote that student development professionals support the whole person concept of education and argued that the bifurcation of the academic curriculum and the co-curricular program divides students' thinking and identities. Thus, defining the whole person through the identification of the core dimensions of the whole person as perceived by educators and business professionals may lead to greater integration of the academic curriculum and co-curricular program.

### Significance of the Study

In spite of the foundational work of Bowen, (1977), Erikson (1980), Kohlberg (1984), Chickering and Reisser (1993), and others, research has yet to identify the core affective dimensions of the whole person. A review of the associated literature revealed research on what appeared to be numerous randomly selected whole person dimensions (e.g., identity, judgment, leadership, character, moral reasoning, and citizenship), yet no research was discovered that identified the affective dimensions that are fundamental to the make-up of the whole person. Further, much of the available research is dated. Murky definitions of some of the whole person dimensions as well as the challenges inherent in measuring learning outcomes that have multiple definitions discourage the researcher (Bowen, 1977). Bowen (1977, p.22) may have said it best, "The (affective) outcomes are numerous, complexly interrelated, often subtle, sometimes unintended, unstable over time, difficult to substantiate, sometimes negative and judged differently by different observers." Herein may be the reason for the absence of more current research

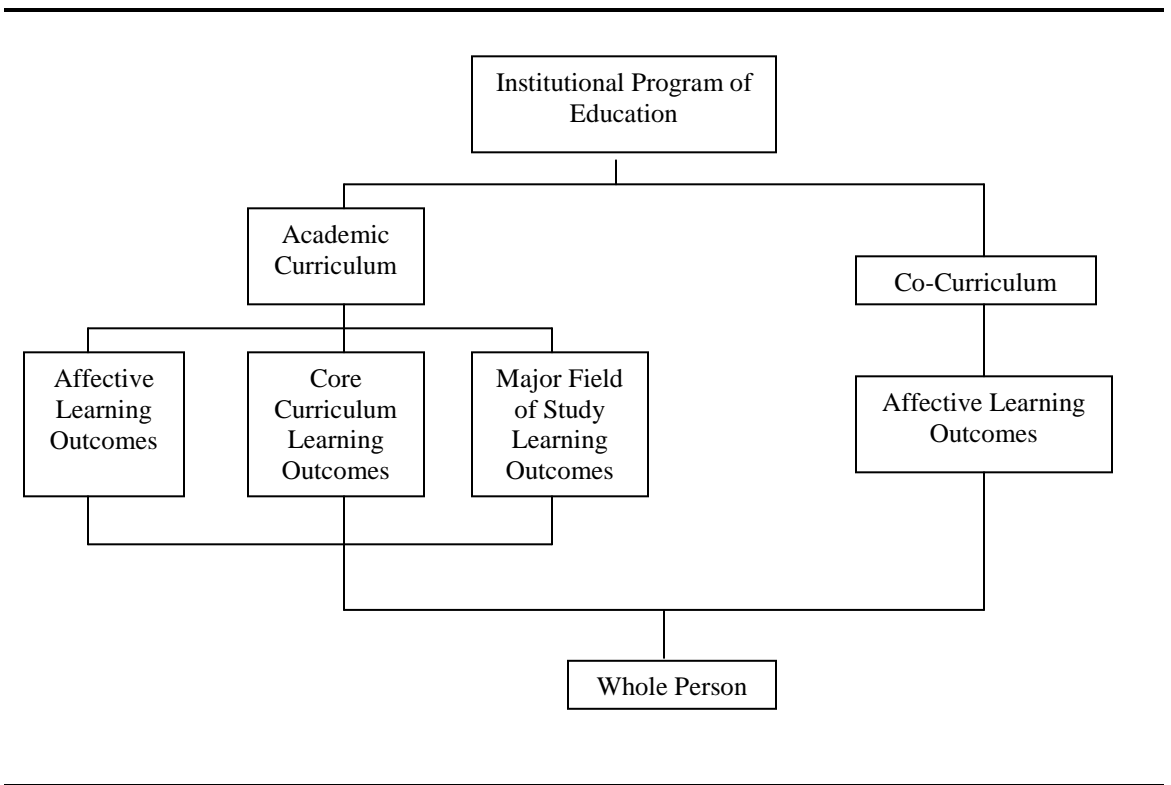
on the various dimensions of the whole person as well as the rationale for the need for this research. Notwithstanding the above, corporate scandals, contemporary racial issues, urban riots, drug issues, and assaults on human values have contributed to an ethics movement in colleges and universities that is particularly noteworthy in bar associations, business schools, and other professional associations (Bok, 2006 and Callahan, 2004). Hence, this research is timely.

Additional significance relates to the need for accountability in higher education (Bowen, 1977). However, the ability to assess outcomes for the affective dimensions of the whole person is under-developed (Stephens, Colby, Ehrlich, & Beaumont, 2000). For those involved in the regional accreditation process and its institutional effectiveness and assessment requirements, there must be agreement on the core affective dimensions that make up the whole person. The identification of the core affective whole person dimensions will facilitate the work of curricular and co-curricular program planners as they seek to define the learning outcomes and measurement criteria for their institutional programs for whole person development. Identification of these core affective dimensions will not only reduce uncertainty concerning the composition of the whole person, but it may be a catalyst for college educators to conclude that these learnings are relevant and should be integral not only to the co-curricular program but to the core curriculum as well.

The model in Table 1 graphically outlines how affective learning outcomes can be imbedded in the academic curriculum and the co-curriculum and supports Magolda's (2003) assertion that the absence of integration between the curriculum and co-

curriculum programs divides students' thinking and identities. The co-curriculum includes institutional programs and activities other than those pertaining to academics such as clubs, social activities, intramural sports, and intercollegiate athletics.

Table 1  
Institutional Planning Model



In addition to the above, it seems logical that before educators decide which dimensions of the whole person are fundamental and appropriate as college or university learning outcomes, they should seek the opinions of business professionals who hire the graduates of their post-secondary institutions. Moreover, it is informative to determine areas of agreement and disagreement concerning the identity of the core affective

dimensions of the whole person as perceived by college educators and business professionals.

To summarize, the paucity of current research on the dimensions of the whole person and the absence of research that identifies the core or fundamental dimensions of the whole person that should be goals and learning outcomes at colleges and universities complicates the narrowing and selection of the many whole person dimensions that could be the focus of college curricular and co-curricular programs. Notwithstanding the above, this research study attempts to take on the conceptual and methodological challenges, complexity, and murky definitions to define the whole person permitting the development of focused whole person learning outcomes, thus facilitating better accountability in an important domain of higher education.

#### Research Question

The research problem this study addresses is the requirement for empirical data that identifies the core affective dimensions (e.g., judgment, identity, leadership, citizenship, social skills, and character) of the whole person that would enable college educators to develop the learning outcomes that satisfy the needs and expectations of the nation's business professionals. Therefore, the purpose of this study is to identify the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges and

universities (college educators) and the end users (business professionals) of the graduates of America's colleges and universities. The research question that satisfies the purpose of this study is descriptive and comparative.

### Research Question

What are the core affective dimensions of the whole person that should be learned during the four-year college baccalaureate degree-seeking program?

The following additional questions lend support to the purpose of the study.

- a. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by college educators?
- b. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by business professionals?
- c. What areas of agreement and disagreement exist between college educators and business professionals concerning the core affective dimensions of the whole person that should be learned at four-year colleges and universities?

### Historical Context

This section briefly traces the development of the whole person concept from the Platonian philosophy to the colonial colleges and up to the modern day research university. There has been an ebb and flow of post-secondary thinking over the years as it relates to the purposes of higher education. From the Platonian emphasis on the moral and social (Sayer, 1999), to the colonial purpose of developing the body, mind, and spirit (The Carnegie Foundation for the Advancement of Teaching, 1990), and finally, to the modern day university where the professor-student framework is less personal and more intellectually focused, the purpose of post-secondary education has moved away from the affective and practical learnings to a more cognitive emphasis (Hersch, 1999). This context with its historical emphasis is important to this study as it attempts to identify the dimensions of the whole person, which may be fundamental to the development of the whole person.

### *Historical Overview*

According to Socrates, Plato, and Aristotle, “the main purpose of education was moral and social rather than academic.” (Sayer, 1999) They had similar views relative to whole person learnings. Plato offered that, “the aim of education is not primarily to impart any specific body of knowledge or set of skills, but rather to develop the character. . . .” (Sayers, 1999, p. 34) Plato’s most famous student, Aristotle, argued that man can only judge competently the things he knows and understands. Further, Aristotle concluded that knowledge brings few benefits to those who are morally weak. When one’s actions and desires are not based upon rational principles, good will seldom results



according to Aristotle. Hence, to be a competent student in what is right and just, one requires appropriate training in moral conduct (Aristotle, 350 B.C.). The Greek scholar, Kitto (1963), summed up the Greek perception of whole person excellence as moral, intellectual, physical, and practical.

Aristotle applied the idea of practical wisdom to human affairs compared to theoretical wisdom, which relates to intellect and scientific knowledge. Practical wisdom tends to enlighten one with knowledge of what he ought or ought not to do. It permits one to perceive what is just, noble, and good, according to Aristotle. Plato and Aristotle offered that without practical wisdom and education in the moral and social dimensions, one may be unprepared to judge and act in a moral world (Oswald, 1962).

From the colonial period until the advent of the modern research university, the whole person purpose of higher education evolved substantially. In the colonial colleges, educators realized the importance of the whole person – body, mind, and spirit (The Carnegie Foundation for the Advancement of Teaching, 1990). During the time of the colonial colleges, the classical curriculum ruled, tight regulation of student behavior was expected, and educators never doubted their responsibilities relative to the development of the whole student. During the 1700s and early 1800s, colleges experimented with a more practical curriculum that contained the sciences and agricultural subjects: The Dartmouth case in 1819 eliminated government intervention in the curriculum of private colleges enabling faculties to reduce the focus on the classical courses (Rudolph, 1990).

By the late 1800s, much had changed. Faculty members were rewarded for research, and loyalty to their academic disciplines exceeded loyalty to the institution.

However, regulation was still strict, and college leaders still felt beholden to the whole student (The Carnegie Foundation for the Advancement for Teaching, 1990).

The early 1900s marked the advent of co-curricular programs such as intercollegiate athletics, social fraternities, college newspapers, theater, honors programs, and more (Rudolph, 1990). Although a period of status quo followed World War II, the infusion of federal funding led to enrollment increases and more bureaucracy (Cremin, 1988).

The mid-1960s began a period of student activism triggered the Viet Nam War, the anti-poverty movement, and the civil rights struggle according to Brubacker and Rudy (1976) and Cremin (1988). Students participated in non-violent and violent protests. This period marked the further demise of *loco parentis*. Vulgar speech, uncouth demeanor, and unkempt personal appearance were characteristic of the period (Brubacker and Rudy, 1976). For the first time, higher education became political. It was not until the mid-1970s that student demeanor, personal appearance, and public behavior returned to the standards observed in the early 1960s (Brubacker and Rudy). Soon after, colleges and universities expanded their student services and professional staffs. Counselors, residence hall staff members, and financial aid officers were hired to deal with ever present social challenges (The Carnegie Foundation for the Advancement for Teaching, 1990).

The 1990s and beyond were characterized by the expansion and prominence of large research universities with more than 20,000 students, and a shift in focus from

teaching to research with introductory classes taught by graduate assistants in lieu of experienced faculty (Hersh, 1999, Winter).

### Conceptual Framework

The conceptual lens and sub-flooring for this study is Chickering's (1969) Theory of Psychosocial Development, which includes seven vectors of personal development. The anchor point for Chickering's work was the establishment of identity – the end of adolescence in Erikson's (1959) eight developmental crises. In a later refinement of these seven vectors, Chickering and Reisser (1993, p. 39), in describing the vectors theory, wrote that, "Our theory assumes that emotional, interpersonal, and ethical development deserve equal billing with intellectual development." The vectors serve as conceptual lenses that enable educators to examine student development in a whole person context permitting programmatic changes when necessary (Chickering and Reisser, 1993).

Through an extensive review of the relevant literature, Bowen (1977) developed a taxonomy of widely accepted learning goals or outcomes that support Chickering and Reisser's vectors. Bowen's taxonomy included 23 learning goals or outcomes divided into three categories – cognitive, emotional and moral development, and practical competence. While Bowen acknowledged limitations in measurement of emotional and moral practical outcomes, he was quick to advise educators that affective and practical learning outcomes are desirable goals for higher education and should be pursued in spite of the difficulty in measurement. Furthermore, Bowen (1977, p.54) wrote that, "there is a need for educators to sort out priorities among the goals...." Table 2 depicts the research

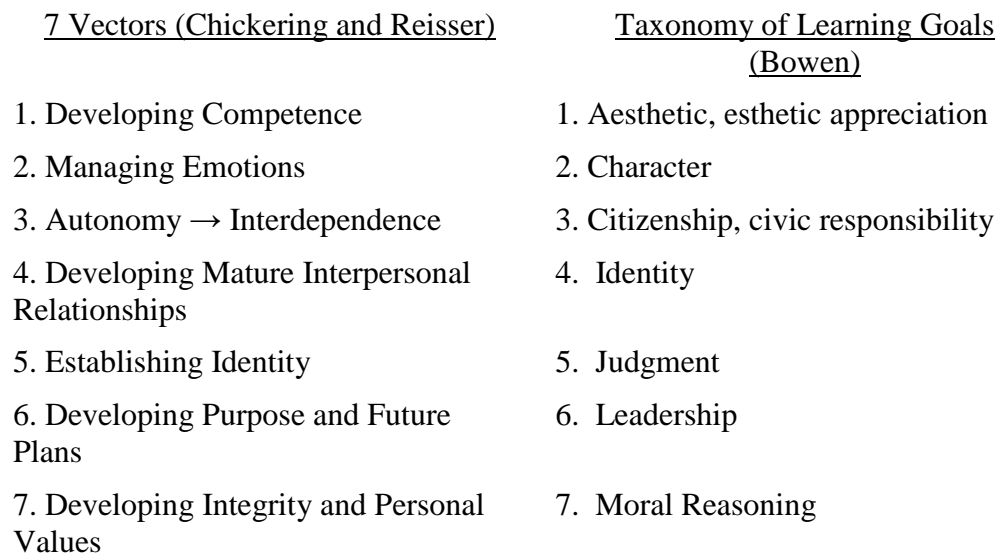
question and the conceptual framework including the 7 vectors and the taxonomy of learning goals (Chickering and Reisser (1993) and Bowen (1977)). Table 3 relates the purpose of this research study, the research question, the affective dimensions cited by Chickering and Reisser (1993) and Bowen (1977) and the affective dimensions included in the survey questionnaire.

Table 2  
 Research Question and Conceptual Framework

---

Research Question  
 (What are the core affective dimensions of the whole person that should be learned during the four-year college baccalaureate degree-seeking program?)

Conceptual Lens



8. Social skills, etiquette, propriety
  9. Wellness, health
  10. Human understanding
  11. Leisure interests and activities
  12. Sound family life
  13. Lifelong learning
  14. Religious or spiritual interests
- 

The vectors and goals cited above provide the conceptual lens and sub-flooring that enabled the researcher to seek the identity of the core affective dimensions of the whole person that should be learned during the four-year college baccalaureate degree-seeking program. The identification of the core affective dimensions of the whole person does not explicitly prioritize as Bowen (1997) suggested, but it does provide evidence of those affective dimensions or goals that are perceived by educators and business professionals as fundamental to the development of the whole person.

Chickering and Reisser (1993) and Bowen (1977) provided the 7 Vectors and a Taxonomy of Learning Goals that were instrumental in the conceptualization of this research. Their work gave credence to the thinking relative to the importance of affective learnings vis-à-vis the accumulation of knowledge in a specified discipline.

#### Assumptions

The following assumptions were fundamental to the findings of this study:

1. Survey instruments were completed by the intended respondents.

2. The survey respondents were knowledgeable with respect to the expectations of a college graduate due to their level of education and teaching or business experience.
3. The participants were honest in their responses to the surveys and in the rating of the specific whole person dimensions.
4. Business professionals who participated had experienced ample opportunity to develop professional opinions and attitudes relative to what it takes to be educated for work and society.

#### Limitations and Delimitations of the Study

The limitations explain challenges inherent in this study that restrict generalizability or complicate data collection. The delimitations define boundaries used in the selection of the population and sample for this study.

This research study had the following limitations:

1. Significant challenges existed with respect to the many affective dimensions of the whole person. For example, some respondents may have viewed ethics, honesty, integrity, and character as synonymous whole person dimensions. Others may have viewed them as different. Personal values and virtue could be viewed as dimensions of the whole person or categories of dimensions of the whole person. In this research, and consistent with the work of Pascarella and Terenzini (1991), values and attitudes were treated as sub-components of the character dimension and were not cited as separate affective whole person dimensions.

2. Depending on usage, the terms goals, learning outcomes, and dimensions of the whole person, as described in the literature, could have similar meanings.
3. The development of certain core affective dimensions of the whole student during the college years may relate more to societal changes than the attendant outcomes of the college experience, which could diminish the value of this research.
4. Responses provided by the participants were attitudes expressed at one point in time – the point in time when they completed the survey questionnaire.
5. The researcher's experience was helpful in comprehending the research problem and crafting the research questions. However, this same experience had the potential to create researcher bias (The researcher served two years as a high school teacher/coach, 26 years as a U.S. Marine officer, and 13 years as a senior college administrator at 4-year and 2-year colleges).
6. The respondent ratings on each whole person dimension related to the specific definition of each dimension as provided by the researcher and may not apply to other definitions of each dimension.

This study experienced the following delimitations or boundaries:

1. The comparison and contrast of attitudes in this study related to a sample of college educators and a sample of business professionals, notwithstanding the fact that many other professions also employ the graduates of America's colleges and universities.

2. The higher education sample did not include educators from 2-year colleges that also have a role in the development of the whole student.

### Definition of Terms

It is essential to define the language used hereafter to enhance clarity and understanding in this study. Behavioral scientists generally classify learning outcomes into two domains - cognitive and affective. Cognitive learning outcomes relate to high-order mental processes. Affective learning outcomes relate to changes in personal values, self-concept, attitudes, aspirations, and social skills (Astin, 1978, 1993). Learning outcomes are described in these two categories throughout the study, but the focus of the study relates primarily to the affective learning outcomes.

Consistency in definitions is elusive in the literature. However, for purposes of this work, the following definitions apply to the 14 affective dimensions most frequently discovered in the literature.

Esthetic appreciation – a sense of beauty in the arts, nature, etc. (Morris, 1981)

Character – Ethical behavior; honesty; integrity; or fortitude (Morris, 1981)

Citizenship, civic responsibility – “Allegiance and support to one’s sovereign country; participation in local government and community activities; active and/or voting in local, state, and national elections.” (Astin, 1978, p.9)

Identity – “Sense of self in a social, historical, and cultural context; self-acceptance; self-esteem.” (Chickering & Reisser, 1993, p. 38)



Judgment – “The capacity to make reasonable decisions at home and in the workplace, especially those concerning the practical affairs of life; good sense; wisdom.” (Morris, 1981, p. 709) “...the ability to combine hard data with questionable data and intuition to arrive at a conclusion that events prove to be correct.” (Gardner, 1990, p. 49)

Leadership – The ability to direct, influence, and motivate others to accomplish the mission and vision of an organization (Gardner, 1990).

Moral reasoning – The manner and process people use to decide and judge what is moral, immoral, ethical, and unethical (Hughes, Ginnett, and Curphy, 1999).

Social skills, etiquette, propriety, and decorum – “...codes governing correct behavior; consist of the prescribed forms of conduct in polite society.” (Morris, 1981, p. 451)

Wellness, health – “The sense of being in good physical or mental condition; evidence of energetic activity.” (Morris, 1981, p. 1454)

Human understanding – compassion, empathy, and selflessness. (Bowen, 1977)

Leisure interests and activities – the nature and time allotted to out of work activities. (Bowen, 1977)

Sound family life – the attainment of family values. (Bowen, 1977)

Lifelong learning – motivation for continuous learning post-college. (Bowen, 1977)

Religious or spiritual interests – belief in a system of Godly worship. (Bowen, 1977)

When examining the literature concerning development of the whole person and the dimensions of the whole person, frequent reference to values and attitudes was

observed. It is difficult to distinguish the difference between values and attitudes as researchers use the terms interchangeably. Following the example of Pascarella and Terrenzini (1991), this study does not dwell on them. Values and attitudes are not treated as whole person dimensions, but rather, are treated as defined below:

Values – “constructs representing generalized behaviors or states of affairs that are considered by the individual to be important.” (Gordon, 1975, p. 2)

Attitudes – “...refers to a general and enduring positive or negative feeling about some person, object, or issue.” (Petty & Cacioppo, 1981, p. 7); A behavioral component that is linked to values and may cause one to act in a specific way (Hughes, Ginnett, & Curphy, 1999).

Although similar to values, attitudes differ from values in fundamental ways. Individual attitudes may number in the thousands while personal values may be few in number. Both contribute to the actions or behavior of individuals. Values tend to be more fundamental and tend to organize an individual’s attitudes (Hughes, Ginnett & Curphy, 1999).

### Research Design

This research study employed a survey developed and field tested by the researcher to seek cross-sectional data from a sample of college educators and business professionals. The concurrent mixed-methods design was selected, because it offered a quantitative (numeric) method of acquiring data on attitudes and opinions of two

populations by examination of the responses of the samples of the populations and a qualitative (narrative) method to validate and explain the numeric data (Creswell, 2003).

Table 3 relates the purpose of this study and the research question to the affective dimensions described in the conceptual framework (Bowen, 1977 and Chickering and Reisser, 1993) and includes the affective dimensions depicted in the survey questionnaire. Although the language and order of the dimensions in the survey questionnaire are not identical to those from the conceptual framework, close examination will reveal that the affective dimensions from the conceptual framework are included in the survey questionnaire.

Table 3

Affective Dimensions from the Conceptual Framework and Survey Questionnaire

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#### Purpose of the Study

To identify the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges (educators) and the end users (business professionals) of the graduates of America's colleges and universities.

Research Question

What are the core affective dimensions of the whole person that should be learned during the four-year college baccalaureate degree-seeking program?

Affective Dimensions from the Taxonomy of Goals (Bowen, 1977) and the 7 Vectors of Personal Development (Chickering and Reisser, 1993)

<u>Bowen</u>	<u>Chickering and Reisser</u>
Rationality, ethical decision-making	Developing competence
Esthetic appreciation	Managing emotions
Integrity	Autonomy → interdependence
Wisdom, judgment	Developing mature interpersonal relationships
Self-discovery and identity	Establishing identity
Health and psychological well-being	Developing purpose and future plans
Character and morals	Developing integrity and personal values
Social skills	
Leadership	
Citizenship	
Human understanding, compassion, empathy	
Fruitful leisure interests	
Sound family life	
Desire for lifelong learning	
Religious interests	

Affective Dimensions in the Survey Questionnaire

Esthetic appreciation  
 Character, integrity, ethical decision-making  
 Citizenship, civic responsibility

Identity  
Judgment, wisdom  
Leadership  
Moral reasoning  
Social skills, etiquette, propriety  
Wellness, health  
Human understanding, compassion,  
empathy  
Leisure interests  
Sound family life  
Desire for lifelong learning  
Religious or spiritual interests

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The mixed-method (qualitative and quantitative) strategy of inquiry in this study employed unstructured (Multiple-Rating List) and structured (open-end) survey questions to define the attitudes and opinions of college educators and business professionals from the southeastern United States concerning the affective dimensions of the whole person. The survey questionnaire included affective whole person dimensions from the works of Chickering and Reisser (1993) and Bowen (1977) as portrayed in Table 3 and other dimensions that appeared frequently in the literature review for this study. The respondents were asked to complete a Multiple-Rating List of the affective whole person dimensions and to list and rate any additional dimensions they had added. Subsequently, they were asked to explain their rationale for selection of the top three dimensions, which provided textual data to enrich the numeric data.

The open-end questions sought affective dimensions that were not commonly discovered in the literature review as well as the respondents' rationale for selecting the three most important affective dimensions. The narrative qualitative data developed and informed the data collected from the quantitative portion of the survey. The researcher used statistical analysis to interpret the quantitative data and text analysis to interpret the qualitative data.

The attitudes and opinions of the college educators and business leaders were then compared and contrasted. The narrative portion yielded data that enriched the value of the dimension selections and rating.

#### Summary

Chapter 1 reported "The Student Personnel Point of View" (ACE, 1937) and established the research problem and purpose, examined the significance of this work, and provided the research questions. It also offered a brief history of the development of the whole person. Subsequently, the chapter provided a description of the conceptual framework that informs the work, necessary assumptions, limitations and delimitations, and definitions of affective dimensions of the whole person. Finally, the chapter described the research design for this work.

## CHAPTER 2: LITERATURE REVIEW

### Introduction

The research problem this study addressed was the requirement for empirical data that identifies the core affective dimensions (e.g., judgment, identity, leadership, citizenship, social skills, and character) of the whole person that would enable college educators to develop the affective learning outcomes that satisfy the needs and expectations of the nation's business professionals. The purpose of Chapter 2 was to assess, synthesize, and critique the literature associated with the development of the whole person with an emphasis on the affective dimensions.

The purpose of this study was to identify the core affective dimensions of the whole person that should be goals and learning outcomes in colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges and the end users (business professionals) of the graduates of America's colleges and universities. First, this chapter provides a history of whole person development from the colonial colleges up to the modern day research university and examines related theory concerning wholistic development with an emphasis on the research that focused on one or more affective dimensions of the whole person. The chapter examines the conceptual framework for this work, which focuses on Chickering and Reisser's (1993) 7 vectors of personal development and Bowen's (1977) taxonomy of goals. Then, the chapter looks at factors affecting whole person development including parent and employer attitudes on the purpose of a college education, the value of residential living, and the liberal arts connection. The chapter

also examines whole person dimensions that are prominent in the literature and the interpretive challenges with regard to definition and categorization. Finally, the chapter addresses survey research suggesting that survey research although not definitive, provides a body of evidence relative to a phenomena.

### History of Whole Person Development

This section outlines the history of whole person development in higher education from the colonial colleges to the present-day modern research university. It would be difficult to examine the core dimensions of the whole person without addressing the Platonian philosophy that education should begin with the mind and character of the student (Bowen, 1977). Centuries later, in his explanation of the purpose of the university, John Henry Newman sought to raise the intellectual tone of society while furthering the affective and practical education of the student (Newman, 1960.) This chapter chronologically examines the emphasis on development of the affective and practical dimensions of the whole person and shows how these dimensions have taken a back seat to an educational framework that is more intellectually and career focused.

At the onset of the colonial period, the Puritans' intent was that Harvard College "would train the school masters, the ministers, the rulers, the cultural ornaments of society– the men who would spell the difference between civilization and barbarianism." (Rudolph, 1990, p. 6) In general, colleges of the colonial period understood their responsibility to educate the whole person in "body, mind, spirit, heart, and hands." (Boyer, 1987, p. 177)



By the end of the eighteenth century, the intentions of all nine colonial colleges were similar to those of Harvard. Although the curricula were liberal at each of the colonial institutions, their programs varied in emphasis. Because colonial colleges were aristocratic in nature, they were rarely popular institutions. The masses were influenced more by self-made men, like Benjamin Franklin, whose influence was significant in spite of only a basic education. However, by the end of the colonial period, the Puritans' curricular foundation was viewed by some as unimaginative and inadequate for the times (Rudolph, 1990).

As the American Revolution began, William Smith, President of the College of Philadelphia, initiated the first systematic program of study that did not serve a religious purpose. With the advice and consent of Benjamin Franklin, Smith established a course of study that was one-third science and practical courses and two-thirds classical (Rudolph, 1990). By the end of the eighteenth century and the onset of the Antebellum Period, educators believed that colleges served a new purpose, "the preparation of young men for responsible citizenship in a republic that must prove itself, the preparation for lives of usefulness of young men who also intended to prove themselves." (Rudolph, 1990, p. 40) During this period, the purpose of higher education in some institutions had evolved from the preparation of ministers to a more practical goal of citizenship and usefulness to society (Rudolph, 1990).

On February 2, 1819, in the Dartmouth case, the U.S. Supreme Court reversed the decision of the lower courts and proclaimed a clear distinction between private and public institutions. The Court decreed that no monopolistic relationship existed between the

state and a college corporation. Hence, the state could not meddle in the governance or curriculum of a private institution (Rudolph, 1990). According to Rudolph, this decision gave private institutions the autonomy necessary to establish the purpose and related curriculum without government intervention. However, at about the same time, educators in America observed the rise of the German research-focused university, which contributed to the demise of the whole person development purpose of higher education in favor of a more intellectual model (Rudolph, 1990).

Approximately ten years later, the Yale Report re-established the classical curriculum as its centerpiece for the remainder of the nineteenth century (Church and Sedlak, 1976). In 1828, the faculty rejected a proposal that practical subject matter be included in the Yale curriculum. The faculty convinced the Board that it was the purpose of the curriculum to exercise the mind – furnishing it could come later. In spite of the influence of the Yale Report on the administration and faculty of many other institutions, some exceptions can be noted. The most famous included the founding of technical schools such as the United States Military Academy (1802), Rensselaer Polytechnic Institute (1824), and normal schools that trained teachers. The Yale Report provided a new rationale and justification for the classical curriculum rather than one with modern subject matter (Church & Sedlak, 1976). The reemphasis on the classical curriculum reinvigorated the importance of the whole person – body, mind, and spirit (The Carnegie Foundation for the Advancement of Teaching, 1990).

In the period between the Revolutionary War and Civil War, many new academies and colleges were established. As a general rule, an academy education was

viewed as an alternative to a college education but was also used for college preparatory studies. However, academy and college curriculums were often indistinguishable. A course in rhetoric or philosophy might be taught at the basic or advanced levels at either the academy or the college. Nonetheless, a liberal or classical curriculum was often the nucleus of the educational program at academies and colleges alike (Church & Sedlak, 1976). The liberal and classical curriculums were consistent with the whole person purpose of the times in that they developed the “body, mind, heart, and hands.” (Boyer, 1987, p. 177)

In Charlottesville, Virginia in 1819, Thomas Jefferson envisioned an institution for the privileged born out of a practical curriculum with eight separate schools. The eight schools included ancient and modern languages, mathematics, natural and moral philosophy, medicine, law, and natural history. The schools were independent and a student had free choice of which school(s) he chose to attend. Initially, no degrees were offered, however, each student received a diploma from the school of the student’s choice. By 1831, Jefferson’s creation had lost momentum and the number of schools was reduced to five – ancient languages, mathematics, natural philosophy, chemistry, and moral philosophy. At about the same time, the university board of visitors agreed to award the Master of Arts degree (Rudolph, 1990).

In 1842, Francis Wayland, President at Brown College, questioned the wisdom of the classical curriculum. He realized along with Eleazar Wheelock at Dartmouth College, that with the classical curriculum, the only way to recruit students was to provide the college’s services free of charge. Market forces had become a significant influence in

curriculum design and the purpose of the curriculum was changing for financial reasons (Rudolph, 1990). Therefore, Wayland proposed a flexible curriculum to the Brown constituency that was adopted and implemented in 1851. However, by 1855, the Board replaced Wayland and decided to return to the classical system of the past. Once again, the mind, body, and spirit purpose of the classical curriculum had stood the test of scrutiny (Rudolph, 1990).

In 1852, the thesis of the newly appointed Rector of the Catholic University in Dublin, Cardinal John Henry Newman, was that theology is an organized body of knowledge and a representation of truth (Newman, 1960). He offered that, as an organized body of knowledge, theology was a science and that the true university must teach all sciences. According to Newman, all acquired knowledge supports the formation of the whole and the integration of that knowledge is critical. Not only did he view theology as part of the whole but as a condition of it. Newman postulated that the sciences perform in harmony and theology cannot be excluded; otherwise, the University is unfair to the profession. Centuries later in keeping with his thinking with respect to the whole person, he sought to raise the intellectual tone of society while furthering the practical and affective education of the student (Newman, 1960).

In Discourse V, Newman wrote that the real value of a liberal education is that it “cultivates the disposition of a true gentleman.” (Newman, 1960, p. 91) “It is well to have a cultivated intellect, a delicate taste, a candid, equitable, dispassionate mind, a noble and courteous bearing in the conduct of life; these are the connatural qualities of a large knowledge; they are the objects of the University....” (Newman, 1960, p. 91)

Knowledge, according to Newman, is an indispensable part of the growth of the mind, but is not the whole of the matter. No expansion of the mind exists without comparison of ideas. Great memory does not create the philosopher. The end state of education then, is not learning, but thought or reason kindled by knowledge. Newman concluded that the person who trains in only one subject (a discipline, major field of study, or career) will not even be a good judge in that subject. Judgment and new ideas emanate from comparison and discrimination. Subject matter that act on one's judgment include religion, ethics, history, poetry, the fine arts, and works of wit. Without the inclusion of liberal studies such as these, Newman claimed that the student is not educated for society (Newman, 1960). His work is consistent with the research of Fellows (2003), Hersh (1999), and McNeel (1994a) that is described later in this chapter.

Johnson (1981) wrote that, colleges in America were struggling financially during the mid-1800s, and it was not until passage of the Morrill Acts that recovery was in sight. The Morrill Act of 1862 provided federal lands for the states to sell and led to the creation of land grant colleges. According to Johnson, the proceeds of the sales were to be invested and the interest used to support the provision of a liberal and practical education. The Act mandated military science and tactics be included in the curricula to provide military officers for the services (Cremin, 1988). But it was not until the Morrill Act of 1890 that the expected surge in enrollment occurred. Although the Morrill Acts were financially significant, they also provided a new curricular foundation composed of agriculture, mechanical, and military training (Johnson, 1981).

During the mid-1800s, new subjects had surfaced in the sciences and other fields. “In Charles Eliot’s day at Harvard, the philosophical linchpin of the liberal arts college was to affirm that formation of the ‘whole student’ was immensely more important than particular information.” (Boyer, 1987, p. 63) Soon after, Charles Eliot and Andrew White, President of Cornell, expanded elective courses and abolished course requirements for seniors ostensibly to broaden the education of the student (Rudolph, 1990).

In the late 1800s, college faculties settled on the whole man concept relative to curricular purpose. Faculty saw the whole man concept as symbolic for conservative, anti-progressive, elitist, and non-materialistic values in contrast with the new universities specialization, power, and materialistic purpose (Rudolph, 1977). However, the 1890s was also the time when Americans felt the ills of industrialization and the grinding existence in city tenements with their poverty and squalor. It was also the period that saw the primacy of farming slip as farm prices reached pitiful lows (Cremins, 1961).

By the early 1900s, a transformation occurred in American higher education. The social ills of the late 1890s led to many theories of social reform. Some saw education as the linchpin to social alleviation (Cremins, 1961). Great universities were being constructed across the nation with diverse curriculums (Gruber, 1975). Rudolph (1990) wrote that the Wisconsin Idea (1904) was an expansion of the idea of a broader curriculum that was people and service focused. This expansion included short courses and lectures that were frequently of a how-to nature and were less focused on the intellectual outcomes. Various forms of the Wisconsin Idea appeared across the nation

and were significant in curricular development (Rudolph, 1990), “yet it was the interplay between university and capital that really captured the popular imagination as the heart of the idea.” (Cremins, 1961, p. 87)

Throughout the latter part of the 1800s and the early part of the 1900s, liberal education continued to evolve (Rudolph, 1990). President Arthur Hadley of Yale proclaimed that a truly liberal arts course of study had a public motive. Professor Charles Haskins of Harvard explained that the social studies and social sciences were practical in nature and met the needs of a modern society. The Progressive spirit of the period manifested itself in many ways, but perhaps the most significant was the idea of service and its affect on the evolving curriculum. Rudolph wrote that, practicality and service to the public had become a goal of higher education at some expense to the intellectual domain.

During the first half of the 1900s, scholars became increasingly aware that Eliot and White’s elective system had created an imbalance in the curriculum (Rudolph, 1990). The publication of Harvard’s “Redbook” in 1945 proposed a core curriculum. Shortly thereafter, the Truman Commission of 1947 followed suit noting the importance of general education in creating an informed citizenry (Levine, 1978). The “Redbook” and Truman Commission played a role in offsetting the imbalance created by the elective movement.

During the many years of college expansion, the co-curricular program was instrumental in the advancement of student values. It became a response to the sterility of the academic program giving emphasis on fellowship, character, and well-roundedness

(Rudolph, 1990). Extraordinary advances in intercollegiate athletics in the 1920s and the advent of social fraternities, the college newspaper, theater, honors programs, and more were viewed as a means to develop student organizational and social skills. Furthermore, the co-curricular program responded to the impersonality, official-like programming, and single-minded intellectual emphasis of the campus (Rudolph, 1990).

Higher education during the post World War II period was best described as maintenance of the status quo. The role of the teacher was to transmit knowledge and understanding to the students through the core curriculum. By the 1960s, state funding and large donations had permitted increased enrollments, economies of scale, and to some a seemingly less effective education system (Hersh, 1999, Winter). Rules and regulations had been softened; chapel attendance was no longer required; dormitories became coeducational; and supervision was dramatically reduced (Boyer, 1987). By 1964, student activism began to manifest itself in the tactics employed in the civil rights movement. During 1965, Viet Nam had become the focal point of student unrest, and it was not long before students became more demonstrative in their actions. This period marked a change from apolitical behavior in the first 60 years of the century to behavior characterized by aggressive discontent (Brubacker and Rudy, 1976). According to Brubacker and Rudy, student activists risked dismissal to protest the war, racial injustice, and other issues. Although *loco parentis* had been in a state of demise for sometime, the 1960s marked its disintegration. This disintegration was characterized by vulgar speech, uncouth demeanor, and unkempt dress and hairstyles. However, by the mid-1970s



civility in demeanor, neatness in personal appearance, and a return to middle-class behavior and attitude had returned (Brubacker and Rudy).

By the 1990s, education at a large research university was characterized by campuses in excess of 20,000 students, high-rise dormitories, cavernous lecture halls, and examination papers identified by social security numbers rather than names. Meanwhile, the focus changed from teaching to research, and introductory undergraduate classes were taught by graduate assistants rather than experienced faculty (Hersh, 1999, Winter). The 20<sup>th</sup> century marked the decline and fall of the classical curriculum. The rise of the middle class, the focus on the sciences, the passing of Greek and the victory of intellect over religion changed the curriculum and old colleges in many ways (Rudolph, 1977).

Hersh (1999, Winter) cautioned that at the close of the 20th century and the beginning of the 21<sup>st</sup> century, America was experiencing a culture of neglect characterized by the noted victim-status, family breakdown, and economic pressures. Fragile students lacking self-esteem and confidence turned to alcohol and drugs. Eating disorders were rampant. According to Hersh, this student generation as a whole experienced few authentic relationships with parents, teachers, professors, and administrators. He concluded that colleges and universities must accept some responsibility for this culture of neglect. Mass schooling, grade inflation, impersonal professor-student relationships, and the absence of affective learnings were deemed integral to this modern day culture (Hersh, 1999, Winter).

The challenges inherent in condensing the history of higher education in America and the necessity to compress the data ensure that voids and omissions are present in this

brief history. However, this history is indicative of how the thinking and focus of higher education evolved from the colonial colleges to the modern research university. From an emphasis on the development of body, mind, and spirit with much regulation of student behavior, the modern-day university transitioned to an impersonal professor-student framework that was intellectually focused with less attention to the affective learnings inherent in the classical curriculum of the colonial period and later.

### Conceptual Framework

Student development theory is guided by theories that describe basic human beliefs about how students develop in college. These theories assist one in the interpretation of life (Evans, Forney, and Guido-Dibrito, 1998). The works of Jung (1923), Erikson (1950, 1968, 1980), Newman (1960), Freud (1961), and Perry (1970) influenced Chickering to examine a student development framework that would inform whole person educational practices (Chickering, 1969, Chickering and Reisser, 1993, and Evans, et al., 1998). In 1977, Bowen's taxonomy of 23 learning goals or outcomes brought greater meaning to the affective dimensions of the human personality.

It is instructive to note how Cardinal John Henry Newman's intuitive explanation of the purpose of university training influenced the thinking of Perry (1970), Erikson (1980), Chickering (1969, 1993), Bowen (1977), and others. Newman's purpose was profound. He wrote that,

It is the education which gives a man a clear conscious view of his own opinions and judgments.... He is at home in any society; he has common ground with every

class; he knows when to speak and when to be silent; he is able to converse; he is able to listen; he can ask a question pertinently, and gain a lesson seasonably, when he has nothing to impart himself; he is ever ready, yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. (Newman, 1960, p. 134-135)

The conceptual lens and sub-flooring for this study is Chickering's Theory of Psychosocial Development, which includes seven vectors of personal development. The anchor point for Chickering's work was the establishment of identity – the end of adolescence in Erikson's (1959) eight developmental crises. Bowen (1977, p. 433) drew similar conclusions and wrote that, "on the average, college education helps students a great deal in finding their personal identity and in making lifetime choices congruent with this identity." In a later refinement of these vectors, Chickering and Reisser (1993, p. 39), in describing the vectors theory, wrote that, "Our theory assumes that emotional, interpersonal, and ethical development deserve equal billing with intellectual development." The vectors serve as conceptual lenses that enable educators to examine student development in a whole person context permitting programmatic changes when necessary (Chickering and Reisser, 1993).

Over a three year period, Chickering and Reisser (1993) collected and analyzed numerous student research and reflection papers, 120 student worksheets, and student input from Chickering's (1969) previous work to illustrate and clarify the stages of

student development. The following describes the seven vectors of personal development.

1. Developing competence – “...intellectual competence, physical and manual skills, and interpersonal competence.” (Chickering and Reisser, 1993, p. 45)
2. Managing emotions – to recognize and manage one’s emotions (Chickering and Reisser, 1993).
3. Moving through autonomy toward interdependence – the act of movement through phases of self-sufficiency to independence and on to a healthier state of interdependence (Chickering and Reisser, 1993).
4. Developing mature interpersonal relationships – the act of tolerating and appreciating individual differences and developing a capacity for intimacy (Chickering and Reisser, 1993).
5. Establishing identity – the complex process of accepting one’s physical being, understanding one’s gender and sexual preference, acquiring a sense of self, realization of one’s role and lifestyle, acceptance of feedback from others, development of self-esteem, and developing personal stability (Chickering and Reisser, 1993).
6. Developing purpose – the development of longterm interests and plans for the future (Chickering and Reisser, 1993).
7. Developing integrity – similar to identity, involves the development of personal values that govern acceptable behavior (Chickering and Reisser, 1993).

Notwithstanding the theoretical work of Chickering and Reisser (1993) and those who influenced them, one is challenged to determine those dimensions of the whole person that are fundamental and should be the focus of the post-secondary learning process. Bowen's work acknowledged the difficulty in quantifying the diverse learning outcomes because of the many conceptual and methodological issues. According to Bowen (1977, p.22), "The outcomes are numerous, complexly interrelated, often subtle, sometimes unintended, unstable over time, difficult to substantiate, sometimes negative, and judged differently by different observers." Although reliable quantitative data is preferred, wrote Bowen, assessment and accountability are still required and decisions can be made based on evidence acquired through reasonable analysis and judgment.

Bowen (1977) compiled a taxonomy of 23 educational goals or outcomes for higher education through an extensive review of applicable literature prepared by educational philosophers and critics, faculty and public commission reports, speeches by learned educators, journal articles and institutional records. In all, more than 1500 goal statements were analyzed and classified. As Bowen analyzed the literature, he was surprised to discover the remarkable consensus among noted authorities on the goals deemed most important.

In his work, Bowen (1977) wrote that some of the goals are not achievable and educators must exercise caution in their claims to success in goal achievement, or they could lose credibility. He parroted the warning of the Carnegie Commission on Higher Education (1973, p.16-17) that, "the campus cannot and should not try to take direct responsibility for the 'total' development of the student." Notwithstanding the Carnegie

Commission's warning, Bowen wrote that his taxonomy "appears as a compendium of all possible human virtues and hopes". (1977, p.54) Bowen suggested that educators seek to prioritize the goals to determine which ones are achievable with available resources.

Bowen's (1977) Taxonomy of Goals was classified into three categories – cognitive, emotional and moral development, and practical competence.

1. Cognitive

- A. Verbal – reading, writing, listening, and speaking
- B. Quantitative – mathematics, statistics, accounting, and computers
- C. Substantive knowledge – vocabulary, factual information, and command of information in selected fields.
- D. Rationality – objectivity and the ability to make logical decisions
- E. Intellectual tolerance – appreciation for diversity and freedom of thought
- F. Esthetic sensibility – appreciation for beauty and the arts
- G. Creativeness – production of new ideas and art
- H. Intellectual integrity – appreciation for truth in inquiry and communications
- I. Wisdom – judgment, discernment, and prudence
- J. Lifelong learning – desire and willingness to sustain learning throughout one's lifetime

2. Emotional and moral development

- A. Personal self-discovery-and awareness of one's own identity
- B. Psychological well-being – acceptance of self, self-reliance, sensitivity, and emotional stability
- C. Human understanding – compassion, empathy, and tolerance towards others
- D. Values and morals – personal values and moral principles
- E. Religious interest – exploration of the spiritual domain
- F. Refinement of taste, conduct, and manner – social skills

3. Practical competence

- A. Traits of value in practical affairs generally – the need for achievement, an orientation towards the future, adaptability, and leadership
- B. Citizenship – a commitment towards a democratic society
- C. Economic productivity – knowledge and skills for career and work
- D. Sound family life – knowledge and skills for family stability and child rearing
- E. Consumer efficiency – skills in personal finance and procurement
- F. Fruitful leisure – discernment in the allocation of time for work and leisure
- G. Health – knowledge of the basics of physical and mental wellness

Bowen (1977) concluded that even though methodological problems cloud the reliability of the outcomes of some of the goals cited above, controls for intelligence and socioeconomic background may be inadequate, and some evidence is opinion-based, available information supports growth in emotional and moral development and practical competence in students during the college years.

Bowen's (1977) taxonomy of 23 educational goals support the seven vectors finalized by Chickering and Reisser (1993). The vectors were first offered by Chickering (1969) and appear to form a basis for Bowen's taxonomy that was produced eight years later. Table 4 relates the purpose of this study and the research question to the affective dimensions described above in the conceptual framework (Bowen, 1977 and Chickering and Reisser, 1993) and includes the affective dimensions depicted in the survey questionnaire.



Table 3  
Affective Dimensions from the Conceptual Framework and Survey Questionnaire

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Purpose of the Study

To identify the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges (educators) and the end users (business professionals) of the graduates of America's colleges and universities.

Research Question

What are the core affective dimensions of the whole person that should be taught during the four-year college baccalaureate degree-seeking program?

Affective Dimensions from the Taxonomy of Goals (Bowen, 1977) and the 7 Vectors of Personal Development (Chickering and Reisser, 1993)

<u>Bowen</u>	<u>Chickering and Reisser</u>
Rationality, ethical decision-making	Developing competence
Esthetic appreciation	Managing emotions
Integrity	Autonomy → interdependence
Wisdom, judgment	Developing mature interpersonal relationships
Self-discovery and identity	Establishing identity
Health and psychological well-being	Developing purpose and future plans
Character and morals	Developing integrity and personal values
Social skills	
Leadership	

Citizenship

Human understanding, compassion,  
empathy

Fruitful leisure interests

Sound family life

Desire for lifelong learning

Religious interests

Affective Dimensions in the Survey Questionnaire

Esthetic appreciation

Character, integrity, ethical decision-  
making

Citizenship, civic responsibility

Identity

Judgment

Leadership

Moral reasoning

Social skills, etiquette, propriety, and  
decorum

Wellness, health

Human understanding, compassion,  
empathy

Leisure interests and activities

Sound family life

Lifelong learning

Religious or spiritual interests

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Chickering and Reisser's vectors and Bowen's taxonomy provide the conceptual lens and sub-flooring for this work, particularly those vectors and goals that address affective learning in college students.

## Factors Affecting Wholistic Development in Colleges and Universities

*Introduction*

In keeping with the philosophy of the Executive Committee of the American Council on Education (ACE), colleges and universities must develop in students the affective dimensions as well as the intellectual dimension of the whole person (ACE, 1937). A number of factors influence development of the affective dimensions. This section of the study compares parent and employer attitudes with respect to the purpose of higher education. Subsequently, it looks at the work of Light (2001) and Astin (1993) relative to the affect of residential living on development of the whole person. The section also examines research that informs the reader concerning the affect of study at a liberal arts college on wholistic development. Finally, the challenges concerning the assessment of the affective learning outcomes were examined pursuant to the works of Stephens, Colby, Ehrlich & Beaumont (2000) and Trow (1974).

*Parent and Employer Attitudes on the Purpose of a College Education*

This section compares the attitudes of parents and employers concerning the purpose of a college education. Much has been written concerning the purpose and goals of higher education. Bowen (1977) adhered to the Platonian philosophy that educators should begin with the mind and character of the student. He asserted that this broader focus helps students develop in the areas of cognitive learning (expansion of knowledge and intellect), affective learning (enhancement of religious, emotional, esthetic, and moral interests), and practical competence (growth in the areas of citizenship, health,

work and family affairs, and consumer choice). According to Bowen, these learnings lead to the flowering of the personality and the growth of the whole person. He offered that it is difficult to differentiate between cognitive, affective, and practical learning outcomes, but concluded that cognitive, affective, and practical learning outcomes are achieved partially from classroom instruction and partially from the co-curricular experience and work together to develop the student in a wholistic way. Chickering and Reisser (1993, p. 41) wrote that, “Institutions that emphasize intellectual development to the exclusion of other strengths and skills reinforce society’s tendency to see some aspects of its citizens and not others.” Bowen and Chickering and Reisser reinforced the Platonian philosophy that education involves much more than intellectual development and added that much of that development occurs outside of the classroom.

In a national public opinion survey of parents of college-bound students and employers (CEOs and human resource managers), Hersh (1997, March/April) found that the two groups differed in their opinions concerning the benefits of a college education. Parents (75%) overwhelmingly concluded that the primary goal of a college education was pragmatic – land the first job. However, only one-third of the CEOs and human resource managers agreed with this premise. To employers, a practical education was necessary to develop the general intellect, social abilities, and an interest in lifelong learning. Employers saw the need for cognitive skills, (problem solving, critical thinking, and learning to learn), presentational skills (oral and written), and social skills (ability to work cooperatively in any setting regardless of race, gender, and/or age). They viewed these skills as those mastered by well-rounded individuals and concluded that a practical

education is synonymous with a liberal education (Hersh, 1997, March/April). Hersh's examination is informative with respect to the attitudes of parents and employers. However, his research would have been even more relevant if he had surveyed college faculty and academic administrators to determine their attitudes concerning the benefits of a practical education compared to a career-focused program of studies. Nonetheless, Hersh's research highlights the incongruity between the expectations of parents and employers concerning the purpose and benefits of a post-secondary education. He concluded that parents are seeking a discipline-focused first job curriculum, but employers are seeking well rounded employees developed in a more wholistic way.

#### *The Value of Residential Living on Campus*

Harry Payne (Payne, 1996, Fall, p.1), Professor of History and President of Williams College, wrote, "When one works to create an effective residential community among a diverse group of students, one also works to nurture such virtues as mutual understanding, civility, and cooperation". This section looks at the work and writings of Light (2001), Astin (1993), Walsh (2002), and Newman (1960c) concerning the effects of residential living on various affective and practical whole person dimensions.

A qualitative study by Richard Light (2001), employing extensive student interviews, examined the most important and memorable learnings inside and outside of the classroom. Prior to the study, Light surmised that learnings within the classroom would prove to be the most powerful. To the contrary, he found that four-fifths of the students interviewed stated the moment, incident, or learning that changed them most

profoundly occurred outside of the classroom setting. Perhaps this should not be surprising when only 12 to 18 hours out of a 168 hour week are spent in the classroom according to Light. Light's work makes the point concerning the importance of outside of the classroom learnings but does not effectively address the question that many of these learnings may have occurred not only outside of the classroom but also not even on the campus grounds. This study begs for additional research on what affective portions of a whole person education are lost in commuter and distance learning programs. Diana Walsh (2002), president of Wellesley College, reinforces Light's conclusion by claiming that there exists a silent curriculum not found in the college catalog where residential communities exist and play an instrumental role in the development of personal values. In reviewing the works of Light and Walsh, one might conclude that this silent curriculum is truly silent for the commuter or distance learner.

According to Bok (2006), the co-curricular program can stimulate student development in many ways. Students learn cooperation and teamwork through participation in athletics, performing in theater productions, and fraternity membership. They develop an appreciation of different cultures and religions from living in a diverse community. Some develop compassion and empathy for the poor by participating in service learning at homeless shelters. Although these learning outcomes are acquired outside of the classroom, they are often more vivid, intense, and long-lasting than learnings acquired in a classroom setting according to Bok.

Astin's (1993) research, on what matters in college, examined the cognitive and affective learning outcomes associated with study at four-year colleges and universities.

Using the Cooperative Institutional Research Program (CIRP) in a pre-test and post-test (4 years) format, Astin acquired strong evidence supporting on-campus living and campus involvement as key factors in the achievement of affective learnings among students. One dimension that was notable in the study related to gains in leadership ratings during a four year period. Astin (1993) cited the following:

1. The college experience is a significant multiplier in leadership growth by almost all indicators.
2. Student to student interaction was cited as the most significant factor associated with growth in leadership skills furthering the conclusion that campus involvement is a strong contributor to growth in the leadership dimension.
3. Residential students exhibit greater than average leadership growth than students residing off campus.
4. Close association with faculty correlates with the development of leadership qualities.

However, close association with research-oriented faculty showed the greatest affect on leadership development but in a negative way. Astin (1993) acknowledged that this negative relationship merits further study. His conclusion that on-campus living produces positive outcomes in affective learnings also begs for more research that compares affective learnings of students graduating from a residential experience, a commuting experience, and a distance learning experience.

Cardinal Newman (1960, p.110) wrote that, “When a multitude of young men, keen, open–hearted, sympathetic, and observant, as young men are, come together and freely mix with each other, they are sure to learn one from another, even if there be no one to teach them; the conversation of all is a service of lectures to each, and they gain for themselves new ideas and views, fresh matter of thought, and distinct principles for judging and acting, day by day.” The works of Light (2001), Walsh (2002), Astin (1993), and Newman (1960) attest to the value of residential living and provide valuable evidence concerning the whole person developmental aspects of this experience.

### *The Liberal Arts*

Noah Porter (as cited in Kelly, 1974, p.294) defined liberal education as “the kind of culture which tends to perfect the man in the variety and symmetry and effectiveness of his powers, by reflection and self-knowledge, by self-control and self-expression, as contrasted with that which brings wealth or skill or fame or power.” The term liberal arts originated from the Latin term *liber*, which connotes freedom – freedom derived from scholarship and the knowledge and skill to enter a variety of professions (Jackson, 2007, Winter). But “learning...is never strictly cognitive, as the association (American College Personnel Association) implies; it engages emotions as well as ideas.” (Hersh and Keeling, 2008, August, p. A64) The research of Fellows (2003, February), Hersh (1999, Winter), Strange and Banning (2001), and Chickering and Gamson (1987) concluded that a liberal arts education lends itself to the development of the whole person. This section examines the research and conclusions of some who have studied and compared the whole person benefits of a liberal arts education with those of a research university.



Former university professor and now businessman, Peter Fellowes (2003, February) wrote positively about the whole person value of a liberal arts education. Fellowes claimed that the goal of the liberal arts is to know oneself or as Chickering (1969) and Bowen (1977) wrote, to establish one's identity. Fellowes claimed that there is no greater wisdom and no more useful knowledge to be acquired. Drucker (1989, p. 231) explained that, "Management is thus what tradition used to call a liberal art – 'liberal' because it deals with the fundamentals of knowledge, wisdom, and leadership; 'art' because it is practice and application." Cardinal Newman (1960, p. 80) offered that, "... liberal education and liberal pursuits are exercises of mind, of reason, of reflection." Fellowes, Drucker, and Newman must have grasped the essentials of the whole person concept particularly as it related to the affective outcomes of a liberal arts education.

Fellowes (2003, February) explained that the business world requires unique skills in communication, a vision for the future, an action orientation, language for emotional appeals to arouse the corporation against competition, and the ability to overcome the skeptical and indifferent. Furthermore, according to Fellowes, business tests one's character by placing the individual in situations that require one to tell (rather than manage) the truth, empathize, control the predisposition toward selfishness, and resist personal biases. He argued for a liberal arts education for character and ethical testing for life and advocated the writings of Homer, Spenser, Shakespeare, Austen, Tolstoy, and the Book of James for the answers.

Private liberal arts colleges are able to employ strategies to facilitate student engagement and participation in the life of the campus community (Hersh, 1999, Winter).

David Kolb's theory that learning occurs through experience is consistent with the engagement and participation strategies of private, especially small, liberal arts colleges (Strange & Banning, 2001). Small classes, faculty dedicated to teaching students, and small residential campus communities are viewed as crucial to intellectual, emotional, and character development according to Hersh (1999, Winter). Chickering and Gamson (1987, p. 2) reminded the reader that, "The selective private liberal arts college, perhaps more than any other type of American higher education institution, exemplifies much of what has come to be known as the 'best' educational practice in undergraduate education." These works attest to the ability of the small liberal arts college to create the environment necessary to facilitate the learning in more than just the cognitive dimension.

McNeel (1994a) analyzed 12 institutions comparing liberal arts colleges, Bible colleges, and universities. Using McNeel's longitudinal and cross-sectional data, Pascarella and Terenzini (2005) weighted the raw data and analyzed it in search of differences between institutional types concerning gains in the whole person dimension of principled moral reasoning. Their analysis showed that, "the largest freshmen to senior gains or differences in principled moral reasoning were made at the private liberal arts colleges." (Pascarella and Terenzini, 2005, p. 351) They concluded that the social-psychological environment characteristic of small liberal arts colleges may be important in fostering gains in principled moral reasoning. Their work with McNeel's data adds to the knowledge base but in only one dimension – principled moral reasoning, which more or less falls within a category of personal values, ethics, and morality. Their work would

have been more useful if they had analyzed the difference in gains in leadership skills, judgment and discernment, civic responsibility, and other dimensions in various institutions.

In spite of this information documenting the redeeming values of a liberal arts education, Pascarella and Terenzini acknowledge that it remains questionable whether the causal mechanisms for these changes reflect differences in institutional control, the emphasis on the liberal arts curriculum, or institutional selectivity in the admissions process. Notwithstanding the above, Fellows (2003, February), Newman (1960), Hersh (1999), and Chickering and Gamson (1987) made compelling cases for the value of a liberal arts education in the development of the affective dimensions of the whole person.

#### *Assessment Challenges in the Development of Affective Learnings*

Some colleges and universities appear to take seriously their mission and vision statements that include personal development in addition to traditional intellectual development. However, the ability to assess outcomes for these learnings is underdeveloped, and adequate assessment instruments do not exist for most of them (Stephens, Colby, Ehrlich, & Beaumont, 2000). According to the works of Hinkle and Kuh (n.d., p. 319), “Demands for evidence of student learning are coming from every corner. All the regional accreditation agencies and a host of other external authorities require data on the quality of the undergraduate experience.” Trow (1974, p. 1974-75) concluded that,

most of the indicators of change in our research on the effects of higher education leave us dissatisfied: they are not adequate measures of things we are really

interested in such as growth and refinement of a student's sensibilities, the development of independence of mind, personal integrity, and moral autonomy. We know that these qualities are extremely difficult to study systematically: we don't know how to measure them; their appearance in action is often delayed until long after the college years; they are products of a person's whole life experience, so that it is difficult to disentangle the independent effects of the college experience on them.

Although Trow's (1974) explanation is 30 years old, it remains valid today and reinforces the works of Stephens, Colby, Ehrlich, and Beaumont (2000), Bowen (1977), and Pascarella and Terenzini (2005) relative to the difficulty in measuring affective learnings.

In summary, certain factors influence the development of the affective dimensions of the whole person, and differences remain in the attitudes of parents and employers with respect to the true purpose of a college education. Evidence exists supporting the value of residential living and the liberal arts program as contributors to the wholistic development of college students. Although these factors inform the debate on the value, strengths, and weaknesses of wholistic education, they fail to define, isolate, and prioritize the core affective dimensions that should be the focus of higher education learnings. Finally, effective assessment of affective learnings remains an obstacle to the provision of evidence that affective learning outcomes have been successfully achieved.

### Faculty and Administration Challenges

The previous section outlined differences that exist between parents and employers relative to the true purpose of higher education. Additionally, the impact of residential living was portrayed as a success-multiplier in the development of cognitive and affective learning. Moreover, an argument was made for the value of a liberal arts education on wholistic development and the challenges associated with assessment of affective learnings were introduced. This section addresses the question of faculty and administrator preparation and perception relating to whole person development, the failure of academicians and student affairs personnel to work together towards common goals, and the need for practical application to further long-term retention of affective learning outcomes.

Gardiner (1996) supports Bowen's (1977) theory that the outcomes of student learning involve cognitive, affective, attitudinal, and motor changes. Gardiner adds that learning outcomes must be durable, transferable, and part of the students' long-term memory. Moreover, he wrote that faculty are poorly prepared for this work and are often isolated from other faculty, student development practitioners, and college administrators, so the teamwork and synergy to achieve this goal are problematic.

Fish (May 16, 2003) argued that the only true aim of higher education is the development of intellectual and scholarly abilities. He wrote that the development of character and citizenship for a democracy is unworkable because of intervening variables and uncontrolled factors that affect what occurs in the classroom and the shape of a student's life. Bok (2006) countered that Fish's position is faculty-centered, and colleges

should not limit their purposes to what faculty know how to do well. Further, Bok offered that Fish missed the contributions that admissions policies, residential life, and co-curricular activities contribute to a student's development.

“College catalogues regularly announce an intention to go beyond intellectual pursuits to nurture such behavioral traits as good moral character, racial tolerance, and a commitment to active citizenship.” (Bok, 2006, p. 59) According to Bok, some faculty members equate the development of specific behavior as human engineering and attribute such efforts to indoctrination. Bok countered that attempts to develop the character dimension and modify behavior are appropriate when learning outcomes are limited to those that the reasonable person would support.

Kuh and Hinkle (n.d.) documented the requirement for administrators to eliminate the divide that precludes academicians and student affairs professionals from working together to further the learning goals described by Gardiner (1996). Perceived status differences between the two groups and difficult viewpoints related to learning outcomes impede collaborative ventures according to Kuh and Hinkle.

Gardiner (1996) reminded the reader that 70 to 90 percent of faculty still rely on the lecture model to deliver information even though research tells us that the method is weak in the development of high order cognitive skills and affective outcomes related to critical thinking. “Deep learning requires application and practice,” (Gardiner, 1996, p. 91) highlighting the need for collaboration between academic affairs and student affairs professionals (Kuh and Hinkle, n.d.). Hersh and Keeling (2008, August) concluded that,

“partnerships between faculty and student-affairs professionals offer greater promise than do conflicts and caricatures.”

## Dimensions of the Whole Person

### *Introduction*

This section examines research that addresses specific affective dimensions of the whole person. The primary sources for the dimensions was the work of Chickering and Reisser (1993), Bowen (1977), and The Conference Board (2006). These dimensions were presented in a way that made no attempt to prioritize. No where did the research explain which ones were fundamental, key, critical or core learning outcomes. The reader is left to make his or her own decision except that some dimensions were mentioned in the research more frequently than others.

A consortium of The Conference Board, The Partnership for 21<sup>st</sup> Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management (2006) completed a survey of 431 employers (presidents, senior vice presidents, vice presidents, directors, managers, and human resource specialists) wherein employers were asked to assess the importance of 20 job related skills. Further, the respondents were asked to rate the readiness of high school graduates, two-year college and technical school graduates, and four-year college graduates on each of the 20 skills. The 20 skills were categorized as basic knowledge, applied skills, and emerging content. To enrich the data, in-depth interviews were conducted with 12 employers from diverse industries. The consortium concluded that today’s workforce is woefully ill-prepared for the challenges of today and tomorrow in a global environment. Surprisingly, the

conclusions resulting from the analysis of the data were that applied skills at every educational level were deemed more important than basic knowledge, even more important than mathematics, science, and reading comprehension. The educational categories (basic knowledge and applied skills) were grouped as follows:

Table 4  
Basic Knowledge and Applied Skills

<u>Basic Knowledge</u>	<u>Applied Skills</u>
Foreign Language	Critical Thinking/Problem Solving
Reading Comprehension (in English)	Oral Communication
Writing in English (grammar, spelling, etc.)	Diversity
Mathematics	Teamwork/Collaboration
Science	Written Communication
Government/Economics	Information Technology Application
Humanities/Arts	Leadership
History/Geography	Creativity/Innovation
	Lifelong Learning/Self Direction
	Professionalism/Work Ethic
	Ethics/Social Responsibility

Specifically, employers view both basic knowledge and applied skills as critical for success in the 21<sup>st</sup> century, but the most important five skills were invariably from the applied skills list. In the emerging content category, the number one skill for future graduates related to appropriate choices promoting health and wellness. The two most glowing deficiencies in two-year and four-year college graduates related to written



communications and leadership skills, both in the applied skills category (The Conference Board, et al., 2006). The data for this work was obtained from a wide range of business professionals in manufacturing, professional services, health care, financial, insurance, and entertainment, and their views add to the theories of Chickering and Reisser (1993), Bowen (1977), and others that there is another learning domain other than the acquisition of knowledge that is an important learning outcome in higher education.

### *Identity*

Considerable research on the nature and development of identity in college students has complimented the works of Erikson (1959), Bowen (1977), Boyer (1987), and Chickering and Reisser (1993). For example, the research of Reynolds and Pope (1991) and Deaux (1993) have compelled student development professionals to relate to the multiple elements of identity inherent in each student. These elements include race, sex, social class, gender, religious, geographic, and professional (McEwen, 1996). In an effort to offer a better understanding of the complexities of identity and to better explain its non-singular nature, Jones and McEwen (2000, Jul/Aug), using a grounded theory methodology, collected data from 10 undergraduate women of various races, cultural heritage, and academic persuasion. Using purposeful sampling and in-depth, open-ended interviews, the researchers sought self-descriptions, perceptions, and student understandings of their identity development. Each student was engaged in three audio-taped interviews. The results portrayed a core sense of self with conceptual influences such as “race, culture, gender, family, education, relationships with those different from oneself, and religion.” (Jones & McEwen, 2000, p. 405) One might question the size and

the composition of the purposeful sampling, but the results support the works of Reynolds and Pope (1991) and Deaux (1993) relative to the complexity and multiple elements of identity in college students.

Chickering and Reisser's (1993) seven vectors addressed student development theory arguing that the development of personal competence, emotional control, interdependency, mature relationships, identity, purpose, and integrity are key to students' maturation process. It was suggested that movement (force and direction) along the first four vectors leads to individual identity. In doing so, students acquire clarity of purpose, personal values, and new methods of thinking. Chickering and Reisser (1993, p. 41) concluded that, "to develop all the gifts of human potential, we need to be able to see them whole and to believe in their essential worth."

Boyer (1987), writing for the Carnegie Foundation for the Advancement of Teaching, reinforced the importance of identity formulation and explained that identity is the search for meaning in one's life, and that the principle aims of education are understanding oneself and the acquisition of sound judgment. The questions of meaning, understanding oneself, and sound judgment are complex and best answered through the study of an integrated core of courses (general education) that produces knowledge, connections between the courses of study, and application (Boyer, 1987).

In spite of the importance placed on identity development in college by Chickering and Reisser (1993), Bowen (1977), and Boyer (1987), the long-term affect of college on identity formation remains unexplored to a large degree. Most of the research concerning identity development is qualitative and is confounded by the presence of

maturation and sociohistorical development. Some evidence suggests that college attendance impacts students' self-concepts and internal control mechanisms, but these findings are unreplicated and therefore, deemed tentative (Pascarella and Terenzini, 2005). However, the observations of Pascarella and Terenzini fail to address the variance in the definition of identity applied to the work of Chickering and Reisser, Bowen, and Boyer. Definition is a common obstacle as one examines and attempts to compare the various dimensions depicted in whole person research.

According to the writings of Chickering and Reisser (1993), integrity is a dimension similar to one's core values and is related to identity. They wrote that the development of integrity requires students to examine their personal values, interpret complicated realities in their lives, and resolve discordant perspectives. Agreement between values and actions, responsibility for self and others, and the application of ethical principles is necessary and through the temperance of rigid beliefs, weighing options, experiential learning, and establishment of behavioral principles, students are able to develop personal values and integrity (Chickering and Reisser 1993).

In their third decade of research on how college affects students, Pascarella and Terenzini (2005) cited America's colleges' and universities' historical focus on intellectual development and occupational preparation. They generalized that psychosocial change (e.g., identity development) occurs through student adaptation to external forces emanating from schools, churches, family members, and peers. However, they concluded that the evidence is weak that any of these sources alone produces specific degrees of psychosocial change in youth (Pascarella & Terenzini 2005).

Pascarella and Terenzini (2005) summarized that the post-1990 research relative to psychosocial development fell into five categories that included the dimensions of identity, self-concept and self-esteem, autonomy and locus control, interpersonal relations and leadership skills, and general personal development. With respect to identity development and reinforcing the work of Chickering and Reisser (1993), Bowen (1977), and Boyer (1987), their research generally supported the notion that college matters in development of individual identity. Studies concerning the development of positive self-concepts (self-perception compared to other students) were consistently positive. However, research on growth in student autonomy or individuality revealed mixed findings. Post-1990 data showed reasonably consistent student development concerning improved interpersonal skills including leadership (Pascarella & Terenzini 2005). Nonetheless, from this research, it appears that the works of Pascarella and Terenzini classify and categorize whole person dimensions but do little to determine which ones are fundamental to the development of the whole person.

This section suggests that the formulation of identity in college students is a complex phenomenon and that clear definition is elusive. However, the research of Chickering and Reisser (1993), Jones and McEwen (2000, July/Aug.), Bowen (1977), Boyer (1987), and Pascarella and Terenzini (2005) point to its importance as a whole person dimension.

*Citizenship and Civic Responsibility*

During the past two decades, a movement away from work on behalf of the public interest towards materialistic outcomes has occurred among college students (Myers-Lipton, 1998, October). As social responsibility has taken a backseat to careerism and self-interest, colleges and universities have moved away from the goals of whole person development for the benefit of society and civic responsibility (Sullivan, 1999). The American Council of Trustees and Alumni commissioned a research study in 1999 to examine the civics knowledge of college seniors from 55 post-secondary education institutions. The study revealed that 80 percent were unprepared in civics and government education (Feith, 2008, September 5). According to Sullivan, the age-old ideals of public service, citizenship, and virtue have been lost in the search to satisfy the materialistic appetite of our youth. Generally, educators subscribe to the importance of intellectual integrity and the search for truth. However, the idea of a college purporting to make the whole person dimensions of moral and civic learning a high institutional priority receives, at best, mixed reviews (Stephens, Colby, Ehrlich, & Beaumont, 2000).

Myers-Lipton (1998, October) identified a dramatic upturn in the materialistic appetite of young people over the past 20 years. He cited the work of Astin (1996) to show that the goal of college freshmen to be financially well-to-do increased from 40 to 74 percent from 1970 to 1996. Meanwhile, the goal to achieve a meaningful life philosophy declined from 83 to 42 percent. To reverse the trend in the decline of civic interest and responsibility, Myers-Lipton recommended curriculum and pedagogy changes designed to stimulate students' interest in the common good.

Stephens, Colby, Ehrlich, & Beaumont (2000), in year one of a three-year study, visited, examined, and compared institutional programs to develop moral and civic responsibility at California State University at Monterey Bay, the U.S. Air Force Academy, and Notre Dame University. Although the description of their research design is unclear, their conclusions are rich in opportunities for further study. One of their initial conclusions revealed that few institutions of higher learning have aggressively pursued the development of moral and civic responsibility among their students.

In a later report of their findings, Stephens, Colby, Erlich & Beaumont (2003) examined the mission, purpose, and practices of many American colleges and universities and conducted an in-depth analysis of 12. Their examination of the 12 revealed a diverse group of colleges and universities that took educating students for a pluralistic society seriously. Their case study found that those 12 institutions shaped the development of their students' experience in the domain of moral and civic responsibility in a variety of ways. Although the strategies differed widely, they were all committed to the intentional wholistic development of the moral and civic dimension. Although this study was not an exhaustive examination of colleges and universities, and it is unclear how the 12 colleges and universities were selected for review, it does point to the conclusion that some colleges and universities take moral and civic responsibility as part and parcel to their mission and purpose and develop strategies to achieve the corresponding outcomes (Stephens et al., 2003).

Since World War II, civic apathy has become the norm among college students (Bok, 2006). According to Bok, large numbers of students turning 18 years of age emanate from families where no parent has ever voted. In spite of this evidence and frequent reference to citizenship in college literature, ... “faculties have paid little attention to the subject.” (Bok, 2006, p. 177) Civic responsibility can no longer be assumed. Colleges must examine what can be done to inculcate civic responsibilities in their students, wrote Bok. Moreover, colleges and universities cannot permit emphasis on global citizenship and social history (racism, gender inequality, and labor conditions) to preclude the delivery of American political history and civic education (Feith, 2008, September 5).

The works of Stephens, Colby, Ehrlich, and Beaumont (2000, 2003), Myers-Lipton (1998, October), Bok (2006), and Feith (2008) point to citizenship and civic responsibility as important dimensions of the whole person that may deserve special attention in curricular and co-curricular planning in higher education.

#### *Moral Reasoning and Judgment*

“Moral reasoning refers to the process leaders use to make decisions about ethical and unethical behaviors. Moral reasoning does not refer to the morality of individuals per se, or their espoused values, but rather to the manner by which they solve moral problems.” (Hughes, Ginnett & Curphy, 1999, p. 168)

In his explanation concerning the power of judgment, Newman concluded that, “it describes the power that everyone desires to possess when he comes to act in a profession, or elsewhere; and corresponds with our best idea of a cultivated mind.”

(Newman, 1960, p. 132) According to Newman, there exists a curriculum that affects the student's ability to judge and discern. This curriculum includes "religion, ethics, history, eloquence, poetry, theories of general speculations, the fine arts, and works of wit."

(Newman, 1960 p. 132) Newman explained that these learnings amalgamate to form a richer vein of thought and those who aspire to discern on a higher plain must study these subjects in many books.

Gardner (1990, p. 49) defined judgment as, "...the ability to combine hard data, questionable data, and intuitive guesses to arrive at a conclusion that events prove to be correct." He furthers the explanation by defining judgment-in-action as, "...effective problem solving, the design of strategies, the setting of priorities, and intuitive as well as rational judgments. Most important, perhaps, it includes the capacity to appraise the potentialities of coworkers and opponents." (Gardner, 1990, p. 49)

Tichy and Bennis (2007, October) wrote that wise decisions emanating from good judgment are the most critical role of a leader in any organization. The judgment of leaders has exponential significance and consequences within the organization, because the leader's judgment influences the lives of others and can determine whether an organization succeeds or fails. In spite of the significance of the leader's judgment, it is a murky dimension according to Tichy and Bennis, and the literature has been mostly silent on the subject. Notwithstanding the above, including the absence of hard data, Tichy and Bennis concluded that good judgment is an art rather than a science, can be learned through proper preparation, and the history of the leader's judgment chronicles his or her biography.



Kohlberg's (1981b, 1984) work on principled moral reasoning and judgment is an informative theoretical work on the affect of postsecondary education on moral reasoning and judgment. Kohlberg concluded that moral or ethical development occurs in six stages in three levels. During Level I, consisting of stages 1 and 2, moral reasoning is concerned with self and others whom the student cares about. In Level II, made up of stages 3 and 4, conventional moral reasoning relates more to retention of social order, obedience to rules, and respect for authority. At Level III, stages 5 and 6, students see morality more rationally and make decisions from a more conventional or principled perspective (Pascarella & Terenzini 2001). In synthesizing Kohlberg's work, Pascarella and Terenzini (2005) agreed that a positive association exists between the level of college attained and the level of principled moral reasoning accrued during college. However, Kohlberg's work fails to account for whether a difference exists in this association between residential students and commuting students. Pascarella and Terenzini (2001) acknowledged that confounding influences such as pre-college principled moral reasoning, verbal aptitude, maturation, family income, and occupational status could skew the validity of the research. Kohlberg's (1984) research on principled moral reasoning and judgment and Pascarella and Terenzini's (2001) synthesis are important, because their work brings to the forefront whole person dimensions that are frequently addressed in the literature and may deserve special attention because of their affect on harmony and efficiency in the workplace and home. Even though confounding influences may have skewed Kohlberg's findings to some extent, his work collaborates the work of Newman (1960), Tichy and Bennis (2007, October), and Boyer (1987)

concerning the importance of judgment as an important whole person dimension.

Although Kohlberg's work dates back to the 1980s, Pascarella and Terenzini's (2005) more recent work validated Kohlberg's previous research and verified its value today with respect to moral reasoning and judgment.

Borduin and Finger (1992, June) conducted a study to assess the importance of family relationships, age, and peer relationships in predicting moral judgment in college freshmen, sophomores, juniors, and seniors. The subjects were introductory and abnormal psychology students. Various questionnaires were used to determine the predictor variables such as parental control and warmth, self-reported involvement in student social activities, family socioeconomic status, and age and grade level. The Defining Issues Test (Rest, 1979) was administered to determine the predicted variable, moral judgment. Using a multiple regression process, the study uncovered two predictors of moral judgment development in college students. The number of years in college and the occurrence of social activities accounted for much of the variance. The work concluded that other variables such as age, family socioeconomic status, and parental control and warmth had no significant affect on the predicted variance. This work was consistent with that of Rest and Thorma (1985) who concluded that college study supplemented by co-curricular activities is important in cognitive and affective student development. However, college grade level stood out as the strongest predictor of moral judgment (Borduin & Finger, 1992, June). Although the work of Borduin and Finger is informative, one might question the findings since the sampling used only abnormal psychology students. Nonetheless, this work begs for a follow up examination of the

reasons why the number of years in college and informal social activities have such a profound affect on the development of moral judgment in college students.

Boyer (1987) offered that colleges must inspire students towards a greater vision, one that seeks patterns, advances values, and serves the common good. “When all is said and done, the college should encourage each student to develop the capacity to judge wisely in matters of life and conduct. The goal is not to indoctrinate students but to set them free in the world of ideas and provide a climate in which ethical and moral choices can be thoughtfully examined and convictions formed.” (Boyer, 1987, p. 284)

The works of Newman (1960), Kohlberg (1981b, 1984), Pascarella and Terenzini (2005), Borduin and Finger (1992, June), and Boyer (1987) attest to the importance of the development of moral reasoning and judgment as important whole person dimensions impacted by college attendance.

#### *Character (Ethics, Honesty, and Integrity)*

Prior to the Civil War, character was taught through the study of the classics, compliance with strict campus rules of behavior, and chapel attendance on a daily basis (Bok, 2006). In an attempt to better understand the role that college plays in the development of the character dimension today, Astin and Antonio (2004) began by defining character. They concluded that character, “represents personal values and behaviors reflected in how we interact with each other and in the moral choices we make everyday.” (Astin & Antonio, 2004, p. 56) They collected longitudinal data from 167 colleges and universities, and their analysis revealed that the nature of student participation in co-curricular activities combined with the curricular experience affected

the development of character among students. Key experiences critical to character development included, “exposure to interdisciplinary courses, ethnic studies and women’s studies, participation in religious services and activities, socializing with students from a variety of racial and ethnic backgrounds, and participation in leadership education or training.” (Astin & Antonio, 2004, p. 61) This study adds to the knowledge base as it defines the character dimension and using longitudinal data, relates the development of character to co-curricular participation and curricular experience.

Although the work concludes that the co-curricular and curricular experiences are both important in the development of the whole person dimension of character, it remains a single dimension study and like many others, fails to deliver any notion of the relative importance of the character dimension as compared to other whole person dimensions.

In Boyer’s (1987, p. 260) research, he examined college catalogs and discovered many references to the affective dimensions of “honesty, objectivity, tolerance, and self-understanding” that exceed the intellectual learning outcome. Boyer acknowledged the difficulty in measuring the achievement of these outcomes. Hersh’s essay (1999, Winter) lacked first hand research, but effectively used the research of others to emphasize the importance of the moral values of justice, mutual understanding, civility, honesty, trust, and respect for others. Evers, Rush, and Berdrow (1998) wrote that honesty or integrity has become so critical in hiring that employers frequently use tests for honesty and integrity to screen applicants. Each of these works cited honesty as an important learning outcome in the wholistic development of students. However, the whole person dimensions cited in these studies are only a partial attempt to address the learning

outcomes of the whole person and in no way attempt to inform the reader concerning the core dimensions that should be the focus of college curricular and co-curricular studies.

Moral issues such as racial prejudice, abortion, women's rights, urban riots, drug use, events such as Watergate, and other assaults on human values have contributed to a practical ethics movement in colleges and universities (Bok, 2006). According to Bok, this movement has been particularly noteworthy among Bar associations, business schools, and other professional associations. In his book, *The Cheating Culture*, Callahan (2004) offered anecdotal evidence of increasing white collar crime such as overbilling by lawyers, the acceptance of bribes from drug companies by physicians, and recent corporate scandals. In view of this evidence, colleges and universities are hard pressed to ignore the important affective dimension of ethics (Bok, 2006). Ethics and ethical decision-making are categorized as an element of individual character for this study.

In his book, *Good to Great*, Jim Collins (Collins, 2001) described the hiring philosophy of Nucor Steel, a company that progressed from good to great according to his research. "In determining 'the right people,' the good-to-great companies placed greater weight on character attributes than on specific educational background, practical skills, specialized knowledge, or work experience. Not that specific knowledge or skills were unimportant, but employers viewed these traits as more teachable, whereas they believed whole person dimensions like character, work ethic, basic intelligence, dedication to fulfilling commitments, and values are more ingrained." (Collins, 2001, p. 51) Collins' insights reinforced a central theme of this study, that business leaders seek more than specific knowledge and intellect as they search for employees for the future.

In his book entitled *Integrity*, Henry Cloud (2006) related character and integrity to morals, ethics, trustworthiness, and faithfulness. However, he added that one's personal makeup is germane to the results of the task at hand. One's work results, or wake, as Cloud described it, has two parts – task achievement and relationships. After a few years in an organization, one establishes a record of achievement and a record of personal dealings that make up the wake according to Cloud. Either dimension of the wake can be positive or negative. "The wake doesn't lie and it doesn't care about excuses." (Cloud, 2006, p. 17) The task results or record of accomplishments matter, but leaders tend to marginalize the effects of their actions on the hearts, minds, and souls of the workforce. The fact remains that regardless of the task side of the wake, the character of the leader produces the other side of the wake, which plays an important role in the determination of success or non-success in any venture (Cloud, 2006).

Ikenberry (1997, Summer/Fall) wrote that academe has a tendency to focus on the accumulation of knowledge and facts, career preparation, and competence in the discipline of choice at the expense of values, character, and citizenship. He cited voter absenteeism, gated communities, the decline of respect for government and the professions, the media, and institutions of higher learning as the principle causes. Ikenberry challenged higher education to reexamine its purpose and goals and look at how to further the intangible dimensions of character, leadership, civic responsibility, and ethical judgments.

The works of Bok (2006), Astin and Antonio (2004), Boyer (1987), Collins (2001), Cloud (2006), and Ikenberry (1997, Summer/Fall) supported the notion that character (ethics, honesty, and integrity) is an important dimension of the whole person that deserves the attention of curricular and co-curricular planners in institutions of higher education.

### *Leadership*

According to Gardner (1990), college faculty are slow to accept the idea that leadership should be the subject of specific coursework. Their skepticism relates to doubts about the rigor of such material for a university-level curriculum. Additionally, faculties have yet to welcome interdepartmental programming and leadership instruction might well cross several academic disciplines according to Gardner. He concluded by suggesting that excellent leadership programs exist with scholarly content, and leadership training is not just for future leaders, but the principles of leadership should be of interest to all.

Goleman and Boyatzis (2008, September) reported on an emerging field of social neuroscience that explains subtle truths about leadership ability. According to the authors, mirror neurons in the brains of the led cause them to mimic the goals, desires, and tasks of effective leaders. Further, top-performing leaders possess intuitive and instinctive characteristics that are produced in elongated spindle cells in the brain. These abilities not only impact visionary abilities but affect the leaders judgment through pattern recognition. So, according to Goleman and Boyatzis, leadership ability has a psychological and physiological component.

Evers, Rush, and Berdrow (1998) investigated the match between employer needs and higher education programming by interviewing more than 800 university students and hundreds of college graduates in 20 major companies. They also interviewed professors and corporate managers and concluded that colleges are detached from the needs and desires of the nation's employers. Their research found that, "the skills most desired include, "above all visioning, creativity, risk taking, and leadership," (Evers, Rush, and Berdrow, 1998, p. XIII), and these skills were the hardest to find in the applicant pool. The authors recommended a co-managed system (employers and educators) that moves higher education beyond a system of specialized knowledge to an emphasis on general skills developed through a combination of the study of liberal arts and useful arts (Evers, Rush, and Berdrow, 1998).

Graham and Cockriel (1997, Spring) attempted to define broad categories of learning outcomes with an emphasis on personal and social growth. They surmised that their research would facilitate future work on constructs such as leadership, morality, social skills, and more. Data was obtained by using the ACT College Outcomes Survey to assess students' self-perceived growth in selected dimensions of personal and social growth. The data was derived from the response of 9,348 participants who attended four-year and two-year colleges and had completed at least 25 credits of study. Twenty percent of the participants were not full-time students and 10 percent were not degree seeking students. The survey examined 36 items related to personal and social development. The items that students rated highest in their colleges' contribution to their personal and social development were: "acquiring a well-rounded education (Mean 3.83);



becoming academically competent (Mean 3.74); increasing intellectual curiosity (Mean 3.67); being more willing to change and learn new things (Mean 3.47); improving ability to stay with a project until completion (Mean 3.42); and increasing their ability to relate to others (Mean 3.42).” (Graham and Cockriel, 1997, Spring, p. 209) Dimensions often associated with out-of-class development included: developing leadership skills (Mean 3.29); acquiring appropriate social skills (Mean 3.22); sensitivity to moral injustices (Mean 3.05); clarifying personal values (Mean 3.01); and developing moral principles (Mean 2.93) (Graham and Cockriel, 1997, Spring). Although this work was a legitimate effort to define broad categories of learning outcomes in personal and social growth resulting from the college experience, it appears that the sample may have pre-determined the results. Part-time students, students enrolled in a two-year associate degree program, and students with only 25-75 credits may have experienced an insufficient amount of the co-curricular, residential, and other out-of-class experiences believed by some to be associated with personal and social development. This study may have been more informative if it had examined the personal and social growth of residential and non-residential college seniors from private and public universities in a longitudinal format.

The works of Gardner (1990), Evers, et al. (1998), Goleman and Boyatzis (2008, September), and Graham and Cockriel (1997, Spring) attest to the importance of leadership as an affective dimension of the whole person while acknowledging that skepticism exists among some faculty concerning its appropriateness for university-level study and credit.

The purpose of this section was to examine the dimensions of the whole person that were found most frequently in the literature and may be fundamental to the development of the whole person. Although the research offers findings as to the value and development of selected dimensions of the whole person, conclusions concerning the fundamental, critical, or core dimensions of the whole person were found to be non-existent. The literature fails to identify the core affective dimensions of the whole person that should be the focus of college programming. In spite of the valuable treatment of judgment, practical wisdom, moral conduct, social behavior, and character by Socrates, Plato, and Aristotle, this research discovered little reference to their views. Perhaps the omission relates to the importance that philosophers attached to these learnings when compared to the importance of these learnings in the eyes of modern-day academicians. To effectively develop curricular and co-curricular programs that develop the whole person, educators and employers should agree on the core dimensions of the whole person. Once that determination is made, curricular and co-curricular planners can create the learning outcomes, teaching pedagogies, and methods of assessment to achieve institutional whole person goals.

#### Interpretive Challenges

Pascarella and Terenzini (2005) identified three challenges that inhibit the study of colleges' affects on the whole person including core beliefs, attitudes, and values. First, definitions of terminology vary from researcher to researcher. Secondly, difficulty exists in determining the relationship between attitudes and values and the influence they exert on behavior. Finally, the researcher is challenged to determine whether changes in

student attitudes and values are attributed to college or the maturation process? Thus, the reader must be cognizant of these interpretive problems when analyzing the data collected from any study relative to changes in attitudes, values, and beliefs (Pascarella and Terenzini, 2005).

In their analysis of the 1990s research and beyond, Pascarella and Terenzini (2005) concluded that the research related to colleges' affect on students' attitudes and values fell into eight categories: sociopolitical, civic and community responsibility, racial-ethnic attitudes, gender attitudes, homosexuality positioning, spiritual attitudes, culture and the arts (esthetic appreciation), and educational and occupational values. As indicated above, difficulty exists in the identification of the relationship between attitudes and values. For example, conspicuously absent in their analysis of these eight categories is research concerning the whole person dimensions of leadership; personal values such as integrity, ethics, and morality; judgment and discernment; wellness (physical and emotional); justice; civic responsibility; and civility and mutual understanding. This is a typical problem with the research, and throughout this literature review, the reader will find little consistency concerning categorization and selection of the fundamental dimensions of the whole person.

### Survey Research

Descriptive statistics allow the researcher to describe data in many scores with averages such as the mean and median. The indices (mean or median) derived from a sample are statistics, which are then interpreted in summary form. The interpretation of these statistics permits the researcher to draw conclusions with respect to the sample.

Data collected is reported through mathematical computations, words, and or charts or graphs that portray relationships or attitudes of the sample. The process permits the researcher to illustrate the data in descriptive format, hopefully enriching the value of the research (Fraenkel & Wallen, 2006).

Survey research is a convenient means to acquire the necessary information to develop descriptive statistics from a sample of a predesignated population. Surveys can be used to measure complex information such as attitudes, preferences, and lifestyle trends. The scope of data collected can be limited or exhaustive, but in each case is tailored to the requirements of the research question(s) (Alreck & Settle, 2004).

Qualitative aspects of survey research bring an added dimension to knowledge derived from analyzing descriptive statistics (Silverman, 2000). Qualitative researchers seek a deeper understanding of a phenomena than can be derived from statistical data. An analysis of words that portray attitudes and opinions can enrich the findings of research into a social phenomena according to Silverman.

Reliable and valid survey research requires detailed planning and disciplined implementation to minimize errors and compensate when the unexpected occurs. Generally, minor errors are tolerated and do not denigrate the entire research results according to Alreck & Settle (2004). Even when a survey project is implemented as planned and no errors or omissions are experienced, the results are not precisely definitive. Respondents' answers represent their attitudes at one moment in time so data must be assessed in light of experience, human judgment, and other factors. Nonetheless,

actions normally relate to opinions so although not definitive, survey data does provide a body of evidence and indicators relative to a phenomena (Alreck & Settle, 2004).

The survey instrument used in this study contains quantitative elements to acquire descriptive data and qualitative questions to enrich the data through narrative opinions and attitudes. The findings of this research yielded a list of core affective whole person dimensions that should be the focus of curricular and co-curricular planning and will facilitate institutional planners as they develop the affective and knowledge-related learning outcomes. Institutional planners can then determine which dimensions are best accomplished in the academic curriculum and which ones are best accomplished in the co-curriculum. Subsequently, academic planners will be able to determine how best to achieve the core whole person learning outcomes through curricular planning, and student development professionals can decide how best to achieve certain core whole person learning outcomes in the co-curriculum.

### Summary

Chapter 2 offered a history of whole person development in higher education in America that explained how whole person development has experienced peaks and valleys over the years. The Chapter also examined the conceptual framework of this research outlining the research of Chickering and Reisser (1993) and Bowen (1977) and explained how they were influenced by previous work. Included were works that examined factors affecting whole person development and attention was brought to bear on whole person dimensions found most frequently in the literature. Finally, the Chapter examined Survey Research and explained how surveys can be used to acquire descriptive

statistics that report complex information such as attitudes, preferences, and lifestyle trends.

Benjamin Disraeli once lamented that “discussion is impossible without definition.” As depicted in this chapter, whole person definition comes in many forms. In this review of the literature, the dimensions subscribed to the whole person are virtually limitless. However, in spite of the plethora of research relating to the dimensions of the whole person, no one has conducted the research required to determine the core dimensions of the whole person. It may be unreasonable to expect colleges and universities to develop learning outcomes for so many dimensions of the whole person. Therefore, college and university planners may have to narrow the diverse list, decide which ones are fundamental, draft the appropriate whole person learning outcomes and measurement criteria, and produce the curricular and co-curricular programs to achieve these learning outcomes. Without definition of these core whole person dimensions, the methodologies to satisfy lofty mission and vision statements can be unfocused and unstructured. Stephens, Colby, Ehrlich, & Beaumont (2000) wrote that assessment of student outcomes in moral and civic development is hardly developed. The same may also be said of other dimensions of the whole person.

Once the core whole person dimensions are identified, one might conclude that an education with attendant affective learnings could produce graduates who can act as well as think, judge and discern appropriately, and make ethical and rational decisions in the home, workplace, and in the global market.

## CHAPTER 3: METHODOLOGY

## Introduction

This chapter described the research design; research questions; assumptions; limitations and delimitations; instrumentation and the population and sample used in the work. Further, procedures to enhance response rates and data collection and analysis procedures were addressed. Finally, definitions of specific whole person dimensions were restated.

*Research Design*

This research study employed concurrent qualitative and quantitative methods to discover the attitudes and opinions of experts in education and business concerning the affective dimensions of the whole person that should be the focus of college curricular and co-curricular programs. This mixed-method study permitted the researcher to acquire expert attitudes and opinions on specific affective dimensions of the whole person from two samples – college educators and business professionals. This design permitted the researcher to compare the findings of the two methods and determine if one validated the other (Fraenkel & Walken, 2006).

The concurrent mixed-method research design allowed for the acquisition of quantitative data enriched in breadth and scope with unstructured (open-end) and structured responses (closed-end) from the respondents (Creswell, 1994). The employment of multiple collection methods allowed the researcher to examine multi-facets of the desired phenomena (Creswell, 1994; Green, Caracelli, & Graham, 1989).

The survey questionnaire was selected to collect the data for this research study, because it is a flexible method for collecting data on attitudes and opinions of a sample from a population (Alreck and Settle, 1995). Thus, in this research study, the purpose of the survey questionnaire was to collect quantitative and qualitative data from educators and business professionals concerning their attitudes and opinions relative to the affective dimensions of the whole person.

Using the conceptual framework of this study and the research of others, a list of affective dimensions was prepared. The conceptual framework and lens for this research study was the research by Chickering and Reisser (1993) and Bowen (1977). Their work and a synthesis of the work of others discovered in the literature review enabled the researcher to develop a list of affective dimensions to include in the survey questionnaire. Demographic data for the survey was developed consistent with the requirement to qualify the respondents in accordance with the prerequisites of the sample.

### *Research Question*

The research problem this study addressed was the requirement for empirical data that identifies the core affective dimensions (e.g., judgment, identity, leadership, citizenship, social skills, and character) of the whole person that would enable college educators to develop the learning outcomes that satisfy the needs and expectations of the nation's business professionals. Therefore, the purpose of this study was to identify the core affective dimensions of the whole person that should be goals and learning outcomes in colleges and universities as perceived by those who are responsible for the



identification of the whole person goals and learning outcomes in colleges and the end users (business professionals) of the graduates of America's colleges and universities.

The research question that satisfies the purpose of the study was descriptive and comparative.

#### Research Question

What are the core affective dimensions of the whole person that should be learned during the four-year college baccalaureate degree-seeking program?

The following additional questions lend support to the purpose of the study.

- a. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by college educators?
- b. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by business professionals?
- c. What areas of agreement and disagreement exist between college educators and business professionals concerning the core affective dimensions of the whole person that should be learned at four-year colleges and universities?

#### *Assumptions*

The following assumptions were fundamental to the findings of this study:

1. The survey instruments were completed by the intended respondents.
2. The survey respondents were knowledgeable with respect to the expectations of a college graduate due to their level of education and teaching or business experience.
3. The participants were honest in their responses to the surveys and in the rating of the specific whole person dimensions.
4. Business professionals who participated had experienced ample opportunity to develop professional opinions and attitudes relative to what it takes to be educated for work and society.

#### *Limitations and Delimitations*

Real world constraints such as costs and the proximity of respondents were factors affecting the research design. The absence of the requirement for face-to-face meetings among the respondents permitted the participation of experts who held prestigious positions precluding them from the necessity of attending meetings at other geographical sites. However, the absence of face-to-face meetings precluded interaction among respondents in each group limiting their ability to discuss their responses to the questions raised in the survey.

The following outlines specific limitations experienced in this study.

1. Significant challenges existed with respect to the many affective dimensions of the whole person. For example, some respondents may have viewed ethics, honesty, integrity, and character as synonymous whole person dimensions.

Others may have viewed them as different. Personal values and virtue could be viewed as dimensions of the whole person or categories of dimensions of the whole person. In this research, and consistent with the work of Pascarella and Terenzini (1991), values and attitudes were treated as sub-components of the character dimension and were not cited as separate affective whole person dimensions.

2. Depending on usage, the terms goals, learning outcomes, and dimensions of the whole person, as described in the literature, could have similar meanings.
3. The development of certain core dimensions of the whole person during the college years could relate more to societal changes than the attendant outcomes of the college experience, which could diminish the value of this research.
4. Responses provided by the participants were attitudes expressed at one point in time – the point in time when they completed the survey questionnaire.
5. The researcher's experience was helpful in comprehending the research problem and crafting the research questions. However, this same experience had the potential to create researcher bias (The researcher served two years as a high school teacher/coach, 26 years as a U.S. Marine officer, and 13 years as a senior college administrator at 4-year and 2-year colleges).

6. The respondent ratings on each whole person dimension related to the specific definition of each dimension as provided by the researcher and may not apply to other definitions of each dimension.

This study experienced the following delimitations or boundaries in this research:

1. The comparison and contrast of attitudes in this study was limited to a sample of educators and a sample of business professionals, notwithstanding the fact that many other professions also employ the graduates of America's colleges and universities.
2. The higher education sample did not include educators from 2-year colleges that also have a role in the development of the whole student.

#### Instrumentation

##### *Introduction*

In this study, quantitative and qualitative methods were used to seek the attitudes and opinions of experts relative to the affective dimensions of the whole person. The quantitative portion was descriptive in nature. The qualitative portion sought narrative opinions on specified core affective dimensions of the whole person.

The study employed an anonymous survey questionnaire instrument (Appendix D) that included unstructured (open-end) and structured (closed-end) questions to identify the attitudes and opinions of college educators and business professionals concerning the core affective dimensions of the whole person. The survey questionnaire included affective whole person dimensions from the works of Chickering and Reisser (1993)

and Bowen (1977) and others that appeared frequently in the literature review for this study. The respondents were asked to complete a Multiple-Rating List that included seeded dimensions and to list and rate any additional dimensions they felt should be included. Respondents were also asked to list the three most important dimensions and briefly explain their rationale for selecting the top three. The narrative obtained from the respondents relative to the three highest rated dimensions enriched the data.

Table 6 outlines the flow of the researcher's thinking from the purpose of the study to the research question and on to the affective dimensions discovered in the work of Bowen (1977) and Chickering and Reisser (1993), which combined to form the conceptual framework for this research study. Table 6 also depicts the dimensions taken from the conceptual framework and included in the survey questionnaire for this work.

Table 3

Affective Dimensions from the Conceptual Framework and Survey Questionnaire

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#### Purpose of the Study

To identify the core dimensions of the whole person that should be goals and learning outcomes in colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges (educators) and the end users (business professionals) of the graduates of America's colleges and universities.

Research Question

What are the core affective dimensions of the whole person that should be learned during the four-year college baccalaureate degree-seeking program?

Affective Dimensions from the Taxonomy of Goals (Bowen, 1977) and the 7 Vectors of Personal Development (Chickering and Reisser, 1993)

<u>Bowen</u>	<u>Chickering and Reisser</u>
Rationality, ethical decision-making	Developing competence
Esthetic appreciation	Managing emotions
Integrity	Autonomy → interdependence
Wisdom, judgment	Developing mature interpersonal relationships
Self-discovery and identity	Establishing identity
Health and psychological well-being	Developing purpose and future plans
Character and morals	Developing integrity and personal values
Social skills	
Leadership	
Citizenship	
Human understanding, compassion, empathy	
Fruitful leisure interests	
Sound family life	
Lifelong learning	
Religious interests	

Affective Dimensions in the Survey Questionnaire

- Esthetic appreciation
- Character, integrity, ethical decision-making
- Citizenship, civic responsibility
- Identity

Judgment  
Leadership  
Moral reasoning  
Social skills, etiquette, propriety, and decorum  
Wellness, health  
Human understanding, compassion, empathy  
Leisure interests and activities  
Sound family life  
Lifelong learning  
Religious or spiritual interests

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### *Population and Sample*

This section describes the population and sampling frames for this research study. These purposeful sampling frames were chosen because of the need to ensure that the sample units qualify as experts in higher education (group #1) and business (group #2). The educators in group #1 were represented by college and university presidents, provosts, deans and vice presidents, and academic division/department chairs. These educators were selected because of their experience in the formulation of educational goals and learning outcomes. The business professionals in group #2 were represented by business presidents, chief operating officers, chief financial officers, vice presidents, and human resource managers. These business professionals were selected because of their experience in hiring, leading, evaluating, and terminating employees who graduated from Baccalaureate-granting colleges and universities. The assumption was made that experts in these fields have had ample opportunity to develop professional opinions and

attitudes relative to what it takes to be educated for work and society.

The population for this research study included college educators and business professionals from the southeastern region of the United States of America. The sample was purposeful and drawn from college educators of baccalaureate-granting institutions as listed in the Higher Education Directory (2008) and business professionals listed in the Reference USA (2008) businesses database.

The Higher Education Directory (2008) contains a comprehensive and diverse listing of colleges and universities that are accredited by agencies recognized by the U.S. Secretary of Education and The Council on Higher Education Accreditation (CHEA). The listing contains major research universities, liberal arts colleges, rural and urban colleges, historically black colleges and universities, secular and non-secular colleges, and more. The Reference USA (2008) database provides publicly-available contact information including names, titles, mailing addresses, and email addresses for the most senior ranking executives in U.S.-based public and private companies that file their financial results with a government agency.

This sample was selected because of the need for experience and expertise in the responses to the survey questionnaire provided. The personal experience of the respondents added credibility to the attitudes and opinions sought in the research design.



*Sample Frame*

Each group was composed of reputational experts. For this study, the focus was placed on the quality of the experts rather than the quantity. The sample frame for each population in this study was as follows:

## Group #1 (college educators)

1. Resided in the southeast region (Alabama, Georgia, Florida, Mississippi, and Louisiana) of the United States
2. Current college or university presidents, provosts, deans and vice presidents, and academic division/department chairs.
3. Considered experts by virtue of 10 or more years of experience in higher education and the nature of their responsibilities

## Group #2 (business professionals)

1. Resided in the southeast region (Alabama, Georgia, Florida, Mississippi, and Louisiana) of the United States.
2. Current presidents, chief operating officers, chief financial officers, vice presidents, and human resource managers
3. Considered experts by virtue of 10 or more years in business and the nature of their responsibilities

Selection of survey recipients was a complicated process. Sensing that the response rate for the Business professionals would be lower than for the Educators, 441 surveys were mailed to the Business professionals and 372 to the Educator group.

Business professionals – There were 325 companies and 1008 possible participants (presidents, vice presidents, chief operating officers, chief financial officers, and human resource managers) in the Reference USA database that were eligible to participate according to the established criteria for participation. Surveys were mailed to approximately 40% of the population to include approximately 80 executives from each category and in most cases, not more than three persons from each company. The actual participants from each company were selected on a rotating basis. Since the companies were listed alphabetically, the first recipient was the president of the first company listed, the second recipient was a VP from the second company, and so on. The rotation continued until 441 recipients had been selected.

Educators – There were 165 baccalaureate granting colleges and universities in the southeast identified in the 2008 Higher Education Directory. Anticipating a higher response rate from the educators than the business professionals, 372 surveys were mailed to members of this group (presidents, vice presidents, provosts, deans, academic division/department chairs). The same rotation selection method was used as for the Business professionals group. Many institutions did not list academic department/division chairs in their directory, so in some instances, more than three surveys were mailed to recipients at one college or university.

#### *Selection of Experts*

This research design demanded expert judgment on a complex problem. Walton (1992) distinguished experts from lay people by the following criteria:

1. Experts possess knowledge, experience, and advanced skill in a particular area.
2. Experts are proficient in their particular area and can apply that knowledge to their sphere of expertise.
3. Experts can identify problems in their domain, decide if the problems are solvable, and if so, solve them.

The data from this study was collected from two criterion (purposeful) samples.

Qualification of the respondents as experts was important, so random selection was not an option. Since the sample was small, the respondents required the requisite knowledge and experience to provide meaningful attitudes and opinions with respect to the core affective dimensions of the whole person. The fact that the respondents came from a variety of institutions and businesses minimized cluster bias.

#### *Multiple-Rating List*

The Multiple-Rating List was used in this research study to provide equal interval data that denote the importance of each affective whole person dimension. Opinions vary as to whether intermediate points should be labeled on a scale (Alreck & Settle, 2004). According to Alreck and Settle, the trend is toward labeling only the extremes (Extremely Unimportant and Extremely Important). In this research study, only the extremes were labeled.

#### *Demographics*

The demographic portion of the survey questionnaire was placed at the end of the survey to permit the respondents to become familiar with the purpose and nature of the

instrument at the beginning. Moreover, should respondents have an issue with one or more questions in the demographic section, they would already have provided useful data and may be inclined to return the survey (Alreck & Settle, 2004).

In summary, the survey instrument had three parts:

Part I: The Multiple-Rating List of Dimensions

Part II: Narrative Explanation of Ratings

Part III: Demographics

#### *Priority of Quantitative and Qualitative Data*

Quantitative was the dominant method used in this research study, because it permitted the respondents to rate the importance of the dimensions. Qualitative methods were employed to ensure that there were not other dimensions deemed important by the respondents that did not surface in the literature review. Moreover, qualitative data was sought to enrich the quantitative data acquired from the respondents. Integration of the quantitative and qualitative data occurred primarily during data analysis.

#### *Mailed Survey Questionnaire*

Mailed surveys were used in lieu of a Web survey because of the ease with which one can click and delete electronic mail. Further, uninvited electronic mail may be viewed as a nuisance, and some professionals may not see electronic mail as user friendly.

*Validity and Reliability**Validity*

Validity is “a measurement of any kind that is valid to the degree it measures all of that which it’s supposed to measure and only that which it’s supposed to measure.” (Alreck & Settle, 2004, p. 59). In this research study, care was taken not to introduce bias in how questions were asked and how responses were recorded, processed, and reported. Moreover, the selection of experts as respondents was important to ensure the truthfulness of the data (Fraenkel and Wallen, 2006).

Construct-related validity was sought by defining the dimensions in the Multiple Rating List. It was also achieved by careful examination of the survey questionnaire to ensure font-size, clarity, directions, and questions were adequate, concise, and easy to understand. The pilot tests were useful in that experts examined the survey questionnaire and offered counsel on the adequacy of the instrument (Fraenkel & Wallen, 2006).

*Reliability*

According to the work of Alreck & Settle (2004, p.59), “Reliability means freedom from random error. The most fundamental test of reliability is repeatability....” Rarely will participants render the same responses to a survey questionnaire at different times due to motivational factors, anxiety, and energy level, so consistency and repeatability is always a challenge in survey research (Alreck & Settle, 2004). Notwithstanding this fact, Part II of the survey questionnaire helped achieve reliable results, because it asked the respondents to provide a brief explanation of the three most

important dimensions, thus validating the ratings from Part I and adding enrichment to the data collected from the Multiple-Rating List.

Sample size is a critical element in sample error and hence, reliability. In this research study, it was determined that the minimum sample size of the educator and business professional groups was 35. Samples of less than 30 participants are considered too small to render adequate consistency or reliability according to Alreck and Settle (2004). Section III of the instrument sought demographics that would ensure that the samples were representative of each population (Alreck & Settle, 2004).

#### Pilot Study

A pilot study cover letter (Appendix A) and the survey questionnaire (Appendix D) were mailed to college faculty and administrators (N=4) and business professionals (N=4). Participants field tested the survey to examine for clarity of the instructions and to test the Multiple Rating List Scale. The results revealed confusion relating to the survey instructions and disagreement on some of the definitions of the whole person dimensions. Changes were made to the cover letter (Appendix B), survey instructions, and definitions. Subsequently, another mini-pilot survey was administered. This administration led to several additional minor recommendations, which were incorporated in the final survey instrument.

#### Inclination to Participate

Due to the length of time and effort necessary to review the instructions and execute the questionnaire, respondents required an inclination or motivation to be part of

the study. The following explanation was offered to enhance the participants' desire to participate in this research project.

#### *Necessity for Change*

The cover letter and introduction to the questionnaire were created to suggest the need for a more focused effort in the development of the whole person at America's colleges and universities. It was explained to the respondents that the identification of the core affective whole person dimensions would facilitate college and university curricular and co-curricular program development and permit the identification and assessment of learning outcomes enabling refinement of these programs. Secondly, research to determine differences in opinion between college educators and business professionals concerning the discovery of the core affective whole person dimensions could ensure that baccalaureate institutions place their programming emphasis where the end users attest to the greatest need. Finally, the analysis of views of college educators and business leaders added to the body of knowledge concerning the contemporary view of the purpose of American higher education as it relates to the affective learning goals.

#### *Potential for Personal and Organizational Growth and Response Rates*

Participants were told that it would be difficult to participate in this study without enhancing and better focusing their own attitudes and opinions concerning the core affective whole person dimensions that should be learned at colleges and universities as well as within their own organizations. By the nature of their knowledge and experience,

they were well-positioned to judge the value of this study. However, the inherent responsibilities of college presidents, provosts, academic deans and vice presidents, and academic division/department chairs and business presidents, chief operating officers, chief financial officers and human resource managers affected the response rate. Moreover, since the survey was anonymous, recipients knew that the researcher would not know the identities of the non-respondents, which made it easier to not complete the survey. Low response rates were a concern in the planning stages for this study. Fulkert (1997) and Mahoric (1997) in similar higher education surveys also experienced low response rates. In this study, the researcher sought to maximize response rates by preparing a professional and explanatory cover letter and a relatively short survey. Telephone and electronic mail follow ups were not possible since the survey was anonymous.

In summary, this section described the rationale used to motivate the respondents to participate in this research project and the response rates. This project permitted respondents from diverse fields (education and business) to contribute to future curricular and co-curricular program development. In doing so, respondents sharpened their own attitudes relative to the fundamental expectations of the educated person.

#### Data Collection and Analysis

Upon receipt of IRB approval from The George Washington University, a cover letter, Information Form, with a survey questionnaire and self-addressed, stamped, return envelopes were mailed to 372 educators and 441 business leaders on August 20, 2008. The cover letter (Appendix B) provided background on the need for the study, ensured



confidentiality, and sought participation in the study. The Informed Consent Form (Appendix C) described the benefits and risks inherent in participating in this study.

#### *Data Handling and Analysis Methods*

This section describes the procedures used in handling the data and its analysis. It outlines the pre-coding, the descriptive statistics sought in the study, and the t-test for statistical significance used to compare differences in mean ratings.

#### *Data Handling*

Pre-coding was employed for the self-administered survey questionnaire (Appendix E). The data editing process began with sorting, followed by the sight editing of each section and page for completeness. Simultaneously, checks for omission or misplaced data or indications of unclear instructions were conducted. Where missing data or minor mistakes were discovered, a determination was made whether the missing data was crucial or if its absence was acceptable.

According to Alreck and Settle (2004), minor omissions and mistakes are tolerable and should not be allowed to cast a cloud over the entire survey results. After completion of dating, sorting, and sight editing, data were transferred to computer files.

#### *Data Analysis*

The descriptive statistics associated with this study required frequency and percentage distributions, means, and standard deviations to respond to the research questions. The standard deviations were valuable in determining whether the scores were clustered around the group mean or well distributed along the 1-7 scale. An Independent Samples t-test, using the Statistical Product and Services Solutions (SPSS) package, was

administered to determine the statistical significance of the differences in the mean ratings on each dimension between two groups of participants.

The qualitative data included the requirement for respondents to list the three most important affective dimensions and explain the rationale for the selection of each. The number of respondents rating the dimensions as 1, 2, or 3 was tallied and compared to the quantitative data to see if it was similar or different. Subsequently, the narrative responses were analyzed for strength and emphasis and compared and contrasted between the two groups. Finally, the narrative responses were included in table form to capture the strength of the opinions and facilitate comparison of the written narratives between the three dimensions and between the two groups.

To ensure that the literature review and subsequent selection of 14 affective dimensions to be rated did not omit dimensions of importance, respondents were given the opportunity to list and rate on a 1-7 scale other dimensions that they felt should have been included in the Multiple Rating List. The list from each group was prepared and the number of inclusions was tallied with the accompanying ratings. This was a simple procedure, because only one additional dimension received sufficient mention to warrant further consideration.

#### Definition of Terms

Although open-end questions were included, the questionnaire was seeded with affective whole person dimensions with definitions of each. The seeding precluded respondents from the necessity of responding to open-end questions by cold recall only.

Additionally, a common set of definitions of the applicable affective dimensions was included to ensure each respondent attached the same meaning to each dimension. The following affective whole person dimensions were provided in the questionnaire and defined for the respondents. This list was not all-inclusive but included the affective dimensions from the conceptual framework and those most frequently mentioned in the researcher's review of the literature for this study.

Esthetic appreciation – A sense of beauty in the arts, nature, etc. (Morris, 1981)

Character – Ethical behavior; integrity; honesty; or fortitude. (Morris, 1981)

Citizenship, civic responsibility – “Allegiance and support to one's sovereign country; participation in local government and community activities; active and/or voting in local, state, and national elections.” (Astin, 1978, p. 9)

Identity – “Sense of self in a social, historical, and cultural context; self-acceptance; self-esteem.” (Chickering & Reisser, 1993, p. 38)

Judgment – “The capacity to make reasonable decisions, especially in regard to the practical affairs of life; good sense; wisdom.” (Morris, 1981, p. 709)  
“...the ability to combine hard data with questionable data and intuition to arrive at a conclusion that events prove to be correct.” (Gardner, 1990, p. 49)

Leadership – The ability to direct, influence, and motivate others to accomplish the mission and vision of an organization (Gardner, 1990).

Moral reasoning – The manner and process people use to decide and judge what is moral, immoral, ethical, and unethical. (Hughes, Ginnett, & Curphy, 1999).

Social skills, etiquette, propriety, decorum – “...codes governing correct behavior; consist of the prescribed forms of conduct in polite society.” (Morris, 1981, p. 451)

Wellness, health – “ The sense of being in good physical or mental condition; evidence of energetic activity.” (Morris, 1981, p. 1454)

Human understanding – compassion, empathy, and selflessness. (Bowen, 1977)

Leisure interests and activities – the nature and time allotted to out of work activities. (Bowen, 1977)

Sound family life – the attainment of family values. (Bowen, 1977)

Lifelong learning – motivation for continuous learning post-college. (Bowen, 1977)

Religious or spiritual interests – belief in a system of Godly worship. (Bowen, 1977)

As the researcher examined the literature concerning development of the whole person and the affective dimensions of the whole person, frequent reference to values and attitudes was discovered. Since researchers use the terms interchangeably and Pascarella and Terrenzini (1991) did not differentiate between them, this study treated the terms as defined below:

Values – “constructs representing generalized behaviors or states of affairs that are considered by the individual to be important.” (Gordon, 1975, p. 2)

Attitudes – “...refers to a general and enduring positive or negative feeling about some person, object, or issue.” (Petty & Cacioppo, 1981, p. 7) A behavioral component that is

linked to values and may cause one to act in a specific way (Hughes, Ginnett, & Curphy, 1999).

Although similar to values, attitudes differ from values in fundamental ways. Individual attitudes may number in the thousands while personal values may be few in number. Both contribute to the actions or behavior of individuals. Values tend to be more fundamental and tend to organize an individual's attitude (Hughes, Ginnett & Curphy, 1999).

### Summary

Chapter III described the research design used in this study to include the instrumentation, population and sample, inclination for respondents to participate, data handling and analysis and the definition of terms. The research instrument was mailed to two groups of respondents including 372 college educators and 441 business professionals.

Quantitative methods were the primary means of data collection using descriptive statistics, comparison, and contrast of the responses by the two participant groups. Qualitative data was also collected and compared by content analysis. Chapter 4 reports the demographic data and survey results and is organized in the order of the research questions.

## CHAPTER 4: RESULTS

## Introduction

The purpose of this study was to identify the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges (college educators) and the end users (business professionals) of the graduates of America's colleges and universities. The research problem of this study is the requirement for empirical data that identifies the core affective dimensions (e.g., judgment, identity, leadership, citizenship, social skills, and character) of the whole person that would enable college educators to develop the learning outcomes that satisfy the needs and expectations of the nation's business professionals. This study is descriptive and comparative.

Research Question

What are the core affective dimensions of the whole person that should be learned during the four-year college baccalaureate degree-seeking program?

The following additional questions lend support to the purpose of the study.

- a. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by college educators?
- b. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by business professionals?

- c. What areas of agreement and disagreement exist between college educators and business professionals concerning the core affective dimensions of the whole person that should be learned at four-year colleges and universities?

This chapter provides the survey results and the demographic data collected from college educators and business professionals and is organized in the order of the research questions cited above.

#### Procedures and Response Rates

A survey instrument with closed and open end questions was developed, pilot tested, and mailed to a sample of college educators and business professionals (Appendix D). The survey was mailed to 372 college educators and 441 business professionals. Table 5 depicts the aggregate return rate and the return rate for each group. As noted in Table 5, 84 surveys were returned by educators and 42 were returned by business professionals. The return rate for the college educators exceeded by two-fold that of the business professionals. Thus, the response rates for the College Educators Group, the Business Professional Group, and the aggregate response rate was 22.6%, 9.5%, and 15.5%, respectively. Three surveys that went to members of the Business Professionals Group were returned due to “no survey response” policies within the companies. Of the total surveys returned, all were usable although some had missing data (e.g., failure to answer one or more questions). Thus, in the Tables that follow, the “N” value is sometimes lower than the number of returned surveys.

Table 5

## Survey Response Rates for College Educators and Business Professionals

<u>Group</u>	<u>Mailed</u>	<u>Responses</u>	<u>Non-</u>	<u>Return Rate</u>
	<u>Surveys</u>		<u>Response</u>	
College Educators	372	84	288	22.6%
Business Professionals	441	42	399	9.5%
Total	813	126	687	15.5%

## Demographics

*Overview of Respondents*

The purposeful sample for this research study was taken from college educators and business professionals from the southeast region (Alabama, Georgia, Florida, Mississippi, and Louisiana) of the United States. College educators were selected because of their experience in the formulation of educational goals and learning outcomes. Business professionals were selected because of their experience in hiring, leading, evaluating, and terminating employees who graduated from four-year colleges and universities.

The purpose of the demographics section was to describe the nature of the sample and to confirm that the respondents possessed the maturity, experience, and expertise to provide expert attitudes and opinions with respect to the research question. Participants in this work were primarily white/Caucasian males from 51-70 years of age. They held



senior positions in higher education and business and the majority had served in higher education or business for more than 20 years.

*Gender and Race of Respondents*

Table 6 is a cross-tabulation that depicts respondent gender and race for the College Educators Group and the Business Professionals Group. Among the college educators, 56 percent were male (N=47) and 44 percent were female (N=37). Among the business professional respondents, 90 percent were male (N=38) and 10 percent were female (N=4).

Table 6 also reports that among the college educator respondents, 74 were white/Caucasian (89 percent), and 9 were minority (11 percent). Among the business professionals, 39 were white (93%) and 2 were minority (7%). No method existed to determine how many surveys were mailed to minority respondents, so response rates from this group could not be computed.

Table 6

Gender and Race of Respondents

<u>Gender</u>	<u>College Educators</u>	<u>Business Professionals</u>	<u>Total</u>
Male	47 (56%)	38 (90%)	85 (67%)
Female	37 (44%)	4 (10%)	41 (33%)
Total	84 (100%)	42 (100%)	126 (100%)

<u>Race</u>	<u>College Educators</u>	<u>Business Professionals</u>	<u>Total</u>
White	74 (89%)	39 (93%)	113 (90%)
African-American	7 (8%)	2 (5%)	9 (7%)
Hispanic	0	0	0
Asian	0	0	0
Multi-Race	1 (1%)	0	1 (1%)
Other	1 (1%)	0	1 (1%)
No Response	1 (1%)	1 (2%)	2 (2%)
Total	84 (100%)	42 (100%)	126 (100%)

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Note: "No Response" describes a participant who gave no response to the race question in the survey.

#### *Positions Held by Respondents*

The College Educators Group consisted of presidents (N=19), provosts (N=10), deans or vice presidents (N=47), academic department chairs (N=3), and others (N=3). The Business Professionals Group included presidents (N=9), chief operating officers (N=1), chief financial officers (N=7), vice presidents (N=9), human resource managers (N=4), and others (N=5). Tables 7 and 8 report frequencies and percentages of respondents' positions held at the time of survey completion.

Twenty-three percent of college educator respondents were college or university presidents and 22 percent of business professional respondents were presidents of their companies. Twenty-five surveys were sent to academic department chairs, but only three responded (12 percent), which was a disappointing response.

Table 7

## Positions Held by College Educator Respondents (N=84)

<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Deans or Vice Presidents	47	56
Presidents	19	23
Provosts	10	12
Academic Department Chairs	3	4
Other	3	4
No Response	2	2
Total	84	100

Note: "Other" refers to respondents filling a position other than those listed on the survey. It is possible that the intended respondent gave the survey to a subordinate employee to complete. "No Response" describes a respondent who gave no response to the survey question.

Table 8

Positions Held by Business Professional Respondents (N=42)

<u>Position</u>	<u>Frequency</u>	<u>Percentage</u>
Presidents	9	22
Vice Presidents	9	21
Chief Financial Officers	7	17
Human Resource Managers	4	10
Chief Operating Officers	1	2
Other	5	12
No Response	7	17
Total	42	100

Note: "Other" refers to respondents filling a position other than those listed on the survey. It is possible that the intended respondent gave the survey to a subordinate to complete. "No Response" describes a respondent who gave no response to the survey question.

#### *Level of Education*

The respondents were asked to indicate their level of education. Table 9 describes the highest level of education achieved by respondents from the College Educators Group and the Business Professionals Group. Participants from the College Educators Group possessed the doctoral degree or equivalent at a much higher rate (96 percent) than the participants from the Business Professionals Group (10 percent). Fifty percent of the business professionals possessed the Bachelor's Degree and 31 percent possessed the Master's Degree. It is notable that 81 of 84 educator respondents possessed the doctoral

degree or equivalent. This data is consistent with the requirement for expert opinions among the educator participants.

Table 9

Highest Level of Education Achieved – College Educators Group (N=84) and Business Professionals Group (N=42)

<u>Variable Grouping</u>	<u>Bachelor's Degree</u>	<u>Master's Degree</u>	<u>Doctoral Degree or Equivalent</u>	<u>Other</u>	<u>No Response</u>	<u>Total</u>
College Educators	0	3 (4%)	81 (96%)	0	0	84 (100%)
Business Professionals	21 (50%)	13 (31%)	4 (10%)	3 (7%)	1 (2%)	42 (100%)
Total	21 (17%)	16 (13%)	85 (67%)	3 (2%)	1 (1%)	126 (100%)

*Age of Respondents*

Due to the nature of the positions of the respondents and educational level, they were generally middle aged or older. Table 10 depicts the age levels of the College Educators Group and the Business Professionals Group. It is notable that all respondents in both groups exceeded 35 years of age. Eighty-nine percent of the college educator respondents were older than 50 years of age and 79 percent of the business professional respondents were older than 50 years of age. This level of maturity of the participants gives credence to the attitudes and opinions expressed in the surveys.

Table 10

Age of Respondents – College Educators Group (N=84) and Business Professionals Group (N=42)

<u>Variable Grouping</u>	<u>36-50</u>	<u>51-70</u>	<u>More Than 70</u>	<u>Total</u>
College Educators	9 (11%)	74 (88%)	1 (1%)	84 (100%)
Business Professionals	9 (21%)	31 (74%)	2 (5%)	42 (100%)
Total	18 (14%)	105 (83%)	3 (2%)	126 (100%)

#### *Level of Respondent Experience*

A question was asked on the survey questionnaire, how many years had the respondents in the College Educators Group (N=84) served in higher education? As indicated in Table 11, 74 percent of the college educator respondents had served in higher education for more than 20 years. The Business Professionals Group respondents (N=42) were asked how many years they had served in the business community? Table 11 indicates that 83 percent of business professional respondents had served in the business community for more than 20 years. The level of experience of both samples is notable and adds validity to the attitudes and opinions expressed in the surveys.

Table 11

## Level of Respondent Experience

<u>Variable Grouping</u>	<u>N</u>	<u>20 Years or More</u>	<u>Percentage</u>
College Educators	84	62	74
Business Professionals	42	35	83
Total	126	97	77

## Summary

The College Educators Group was primarily white (N=74), male (N=47) with a doctoral degree or equivalent (N=81). Due to the senior nature of their positions in higher education, 88 percent were in the 51-70 age range (N=74). Most respondents were college or university presidents (N=19), provosts (N=10), or deans/vice presidents (N=47). Seventy-four percent of the college educators had served in higher education for more than 20 years (N=62).

The Business Professionals Group was also primarily white (N=39) and male (N=38). Unlike the College Educators Group, only four possessed a doctoral degree or equivalent. Seventy-four percent of the Business Professionals Group was in the 51-70 age range (N=31). The majority of respondents were presidents (N=9), vice presidents (N=9), or chief financial officers (N=7). Eighty-three percent of the Business Professionals Group had served in the business community for more than 20 years (N=35).

The purpose of the demographics section was to describe the nature of the sample and confirm that the respondents possessed the maturity, experience, and expertise to provide expert attitudes and opinions relative to the research questions. The data provided achieved this purpose.

## Survey Results on Research Questions

### *Introduction*

This section reports the survey results of the College Educators Group and the Business Professionals Group on research questions a., b., and c. The results of the Multiple Rating List for each of the 14 whole person dimensions is reported by Group in Tables 12 and 13. Respondents were asked to rate 14 affective dimensions that were frequently observed in an extensive review of the literature pertaining to the development of the whole person in colleges and universities. A 1-7 scale permitted the respondents to rate the most important dimensions of the whole person that should be goals and learning outcomes at four-year colleges and universities. Thus, the respondents were not only assessing the importance of each dimension but also evaluating each dimension on whether it should be a goal or learning outcome in colleges and universities. Mean differences of 0.5 were considered notable when comparing mean ratings between the two groups of participants.

Mean ratings by each group on the 1-7 scale were evaluated as follows:

7.0	Extremely Important
6.0-6.9	Very Important
5.0-5.9	Important



4.0-4.9	Mixed Views
3.0-3.9	Unimportant
2.0-2.9	Very Unimportant
1.0-1.9	Extremely Unimportant

Standard deviations were calculated on the ratings for each group. The following scale was used to classify the variability of the ratings of each dimension by each group.

0-0.5	Minimal Variability
0.51-0.99	Expected Variability
1.00-1.49	Notable Variability
1.50-1.99	High Variability
2.00-above	Very High Variability

Respondents were also asked to list and rate additional dimensions not among the 14 included in the survey. These additional dimensions are depicted in Tables 21 and 22. Finally, respondents provided a list of the three most important dimensions with explanatory comments to enrich the data and validate the ratings from the Multiple Rating List. A summary of the ranking of the three most important dimensions noted by each group is provided in Table 17 with narrative explanations from the respondents reported in Tables 18 and 19.

#### *College Educators Group*

This section addresses research question a. and compares the mean scores and standard deviations of the 14 whole person dimensions that were evaluated by the

College Educators Group in the Multiple Rating List. The dimensions are addressed here in the order of highest to lowest rating according to mean scores. The definitions are provided to reiterate the limitation that these ratings relate to each dimension only as defined in the Multiple Rating List. Table 12 ranks the dimensions according to mean scores and standard deviations as rated by respondents from the College Educators Group. N represents the number of respondents from this group. M represents the measure of central tendency or mean rating on a scale of 1-7 by the respondents. SD represents the standard deviation or index of variability of the distribution of ratings (Fraenkel & Wallen, 2006). Although the dimensions were ranked by mean scores, only differences in mean scores of 0.5 or more were considered notable. As indicated previously, mean scores in the 6.0-6.9 range were assessed as very important, mean scores in the 5.0-5.9 range were assessed as important, and mean scores in the 4.0-4.9 range were seen with mixed views. There were zero mean scores in the 1.0-3.9 range.

Research Question a. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by college educators?

Table 12  
 Ranking of 14 Whole Person Affective Dimensions by College Educators

Ranking	Dimension	N	M	SD
1	Character	84	6.73	.48
2	Moral Reasoning	84	6.44	.78
3	Judgment	84	6.43	.87
4	Lifelong Learning	84	6.18	.87
5	Human Understanding	83	5.90	.88
6	Citizenship, Civic Responsibility	84	5.80	1.12
7	Leadership	84	5.77	.86
8	Identity	84	5.73	1.16
9	Wellness, Health	84	5.29	1.34
10	Esthetic Appreciation	83	5.25	1.06
11	Social Skills, Etiquette, Propriety, and Decorum	84	5.07	1.44
12	Sound Family Life	84	4.96	1.56
13	Religious and Spiritual Interests	84	4.39	2.13
14	Leisure Interests and Activities	84	4.13	1.42

Note: Judgment is related to the dimension of moral reasoning but is more pragmatic and less tied to personal values.

*Character* – Ethical behavior or decision-making; honesty; integrity

The character dimension ranked 1 of 14 ( $M=6.73$ ,  $SD=.48$ ) among the College Educators Group indicating that among 84 respondents, character was the most important affective whole person dimension and an appropriate goal or learning outcome at four-year colleges and universities. The standard deviation of .48 indicated minimum variability in the ratings and that the ratings were clustered around the mean.

*Moral Reasoning* – The manner and process people use to decide what is moral, immoral, ethical, unethical, right, or wrong.

College educators ranked moral reasoning 2 of 14 ( $M=6.44$ ,  $SD=.78$ ) in importance in this study. They viewed moral reasoning as a very important whole person dimension that should be a goal or learning outcome in four-year colleges and universities.

*Judgment* – The capacity to make responsible decisions at home and in the workplace, especially those concerning the practical affairs of life; good sense; wisdom; the ability to combine hard data and questionable data with intuition to arrive at a conclusion that events prove to be correct. Judgment is closely related to the dimension of moral reasoning but is more pragmatic and less tied to personal values.

Judgment ranked 3 of 14 ( $M=6.43$ ,  $SD=.87$ ) in importance as an affective dimension of the whole person. College educators in this study viewed judgment as a very important whole person dimension that should be a goal or learning outcome at four-year colleges and universities.

*Lifelong Learning* – Motivation for continuous learning post-college.

Lifelong learning, as a dimension of the whole person, was discovered less frequently in the literature review than the dimensions of character, judgment, and moral reasoning. The College Educators Group in this study ranked lifelong learning 4 of 14 ( $M=6.18$ ,  $SD=.87$ ) among the affective dimensions of the whole person and viewed lifelong learning as a very important goal or learning outcome at four-year colleges and universities.

*Human Understanding* – compassion, empathy, and selflessness.

Human understanding was ranked 5 of 14 ( $M=5.90$ ,  $SD=.88$ ) by college educators. This whole person dimension appears to be an important dimension in the opinions of college educators that should be a goal or learning outcome in colleges and universities.

*Citizenship and Civic Responsibility* – allegiance to and support of one’s sovereign country; participation in local government and community activities; active and/or voting in local, state, and national elections.

Citizenship and civic responsibility were ranked 6 of 14 ( $M=5.80$ ,  $SD=1.12$ ) among whole person dimensions by college educators. These respondents viewed citizenship and civic responsibility as an important whole person dimension that should be a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.12 indicated notable variability among the ratings.

*Leadership* – the ability to direct, influence, and motivate others to accomplish the mission and vision of an organization.

Leadership was rated 7 of 14 ( $M=5.77$ ,  $SD=.86$ ) among the affective dimensions of the whole person by college educators. These participants viewed leadership as an important whole person dimension that should be a goal or learning outcome at four-year colleges and universities.

*Identity* – sense of self in a social, historical, and cultural context; self-acceptance; self-esteem.

College educators rated identity 8 of 14 in importance ( $M=5.73$ ,  $SD=1.16$ ) as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.16 indicated notable variability among the ratings.

*Wellness and Health* – The sense of being in good physical and mental condition; evidence of energetic activity.

College educators rated wellness and health 9 of 14 ( $M=5.29$ ,  $SD=1.34$ ) among the whole person dimensions and viewed the dimension as an important goal or learning outcome at four-year colleges and universities. The standard deviation of 1.34 indicated notable variability among the ratings.

*Esthetic Appreciation* – a sense of beauty in the arts, nature, etc.

College educators rated esthetic appreciation 10 of 14 ( $M=5.25$ ,  $SD=1.06$ ) among the whole person dimensions and viewed the dimension as an important goal or learning outcome at four-year colleges and universities. The standard deviation of 1.06 indicated notable variability among the ratings.

*Social Skills, Etiquette, Propriety, and Decorum* – codes governing correct behavior; consist of the prescribed forms of conduct in polite society.

College educators rated social skills, etiquette, propriety, and decorum 11 of 14 ( $M=5.07$ ,  $SD=1.44$ ) among the affective dimensions of the whole person and viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.44 indicated notable variability among the ratings.

*Sound Family Life* – the attainment of good family values.

College educators rated sound family life 12 of 14 ( $M=4.96$ ,  $SD=1.56$ ), thus, demonstrating mixed views as to whether the dimension should be a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.56 indicated high variability among the ratings.

*Religion or Spiritual Interests* – belief in a system of Godly worship.

The development of student interest in religion or spiritual beliefs was rated 13 of 14 (M=4.39, SD=2.13) among the dimensions of the whole person by college educators. These respondents observed religion or spiritual interests with mixed views as to whether the dimension should be a goal or learning outcome at four-year colleges and universities. The standard deviation of 2.13 indicated very high variability among the ratings.

*Leisure Interests and Activities* – The nature and time allotted to out of work activities.

The college educators in this research study demonstrated mixed views relative to the importance and inclusion of leisure interests and activities in the curriculum and co-curriculum of four-year colleges and universities. Although rated 14 of 14 (M=4.13, SD=1.42), the dimension received 59 ratings in the 4-6 range indicating a reasonable level of importance as a goal or learning outcome in four-year colleges and universities in the opinions of some college educators. The standard deviation of 1.42 indicated notable variability among the ratings.

#### *Business Professionals Group*

This section addresses research question b. and compares the mean scores and standard deviations of the 14 whole person dimensions that were evaluated by the Business Professionals Group in the Multiple Rating List. The dimensions are addressed here in the order of highest to lowest rating according to the mean scores. The definitions are provided to reinforce the limitation that these ratings relate to each dimension only as defined in the Multiple Rating List. Table 13 ranks the dimensions according to mean scores and includes standard deviations from the Business Professionals Group. N

represents the number of respondents. M represents the measure of central tendency or mean rating on a scale of 1-7 by the respondents. SD represents the standard deviation or index of variability of the distribution of ratings (Fraenkel & Wallen, 2006). Although the dimensions are ranked by mean scores, only differences in mean scores of 0.5 or more were considered notable. As indicated previously, mean scores in the 6.0-6.9 range were assessed as very important, mean scores in the 5.0-5.9 range were assessed as important, and mean scores in the 4.0-4.9 range were seen with mixed views. There were zero mean scores in 1.0-3.9 range.

Research question b. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by business professionals?

Table 13  
Ranking of 14 Whole Person Affective Dimensions by Business Professionals

<u>Ranking</u>	<u>Dimension</u>	<u>N</u>	<u>M</u>	<u>SD</u>
1	Character	42	6.93	.26
2	Judgment	42	6.67	.65
3	Moral Reasoning	41	6.46	.75
4	Leadership	42	6.24	.85
5	Citizenship, Civic Responsibility	42	5.83	1.29
6	Lifelong Learning	42	5.71	1.15
7	Identity	42	5.57	1.23
8	Social Skills, Etiquette, Propriety, and Decorum	42	5.56	.97
9	Sound Family Life	42	5.52	1.33
10	Wellness, Health	42	5.48	1.07
10	Human Understanding	42	5.48	1.13
11	Religious and Spiritual Interests	42	4.93	1.84
12	Esthetic Appreciation	42	4.71	1.20
13	Leisure Interests and Activities	42	4.17	1.29

Note: Judgment is related to the dimension of moral reasoning but is more pragmatic and less tied to personal values.



*Character* – Ethical behavior or decision-making; honesty; integrity.

The character dimension ranked 1 of 14 ( $M=6.93$ ,  $SD=.26$ ) among business professionals. In this research, 39 of 42 business professionals rated character as a 7, the highest rating possible on the Multiple Rating List, indicating strong consensus that the character dimension is very important as a goal or learning outcome at four-year colleges and universities. The standard deviation of .25 indicated minimal variability among the ratings and that the ratings were remarkably clustered around the mean.

*Judgment* – The capacity to make reasonable decisions at home and in the workplace, especially those concerning the practical affairs of life; good sense; wisdom; the ability to combine hard data and questionable data with intuition to arrive at a conclusion that events prove to be correct.

The judgment dimension was rated 2 of 14 ( $M=6.67$ ,  $SD=.65$ ) among the affective dimensions of the whole person by business professionals. These respondents viewed judgment as very important as a goal or learning outcome at four-year colleges and universities.

*Moral Reasoning* – The manner and process people use to decide what is moral, immoral, ethical, unethical, right, or wrong.

Moral reasoning was rated 3 of 14 ( $M=6.46$ ,  $SD=.75$ ) among the affective dimensions of the whole person by business professionals. This rating establishes that business professionals view this whole person dimension as very important as a goal or learning outcome at four-year colleges and universities.

*Leadership* – The ability to direct, influence, and motivate others to accomplish the mission and vision of an organization.

Business professionals rated leadership 4 of 14 ( $M=6.24$ ,  $SD=.85$ ) among the affective dimensions evaluated in this research. These respondents viewed leadership as a very important whole person dimension that should be a goal or learning outcome at four-year colleges and universities.

*Citizenship, Civic Responsibility* – Allegiance to and support of one's sovereign country; participation in local government and community activities; active and/or voting in local, state, and national elections.

Business professionals rated citizenship and civic responsibility 5 of 14 ( $M=5.83$ ,  $SD=1.29$ ) among the affective dimensions of the whole person and viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.29 indicated notable variability among the ratings.

*Lifelong Learning* – Motivation for continuous learning post-college through reading, study, and professional development.

The business professionals rated lifelong learning 6 of 14 ( $M=5.71$ ,  $SD=1.15$ ) among the affective whole person dimensions evaluated in this study. These ratings indicate that lifelong learning is important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.15 indicated notable variability among the ratings.

*Identity* – Sense of self in a social, historical, and cultural context; self-acceptance; self-esteem.

Business professionals ranked identity 7 of 14 ( $M=5.57$ ,  $SD=1.23$ ) among the affective whole person dimensions and viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.23 indicated notable variability among the ratings.

*Social Skills, Etiquette, Propriety, and Decorum* – Codes governing correct behavior; consist of the prescribed forms of conduct in polite society.

Business professionals ranked social skills, etiquette, propriety, and decorum 8 of 14 ( $M=5.56$ ,  $SD=.97$ ) among the affective dimensions of the whole person and viewed the dimension as important as a goal or learning outcome at four-year colleges and universities.

*Sound Family Life* – The attainment of good family values.

Business professionals ranked a sound family life 9 of 14 ( $M=5.52$ ,  $SD=1.33$ ) among the affective dimensions of the whole person and viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.33 indicated notable variability among the ratings.

*Wellness, Health* – The sense of being in good physical and mental condition; evidence of energetic activity.

Business professionals ranked health and wellness in a tie for 10 of 14 ( $M=5.48$ ,  $SD=1.07$ ) among the affective dimensions of the whole person and viewed the dimension

as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.07 indicated notable variability among the ratings.

*Human Understanding* – Compassion, empathy, and selflessness.

Business professionals ranked human understanding in a tie for 10 of 14 ( $M=5.48$ ,  $SD=1.13$ ) among the affective dimensions of the whole person and viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.13 indicated notable variability among the ratings.

*Religious or Spiritual Interests* – Belief in a system of Godly worship.

Business professionals rated religious or spiritual interests 11 of 14 ( $M=4.93$ ,  $SD=1.84$ ) among the affective dimensions of the whole person and considered the dimension with mixed views as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.84 indicated high variability among the ratings.

*Esthetic Appreciation* – a sense of beauty in the arts, nature, etc.

Business professionals rated esthetic appreciation 12 of 14 ( $M=4.71$ ,  $SD=1.20$ ) among the affective dimensions of the whole person and considered the dimension with mixed views as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.20 indicated notable variability among the ratings.

*Leisure Interests and Activities* – The nature and time allotted to out of work activities.

Although rated 13 of 14 ( $M=4.17$ ,  $SD=1.29$ ), the dimension received 29 ratings in the 4-6 range. Nonetheless, the dimension was considered with mixed views as a goal or learning outcome in four-year colleges and universities by business professionals. The standard deviation of 1.29 indicated notable variation among the ratings.

*Comparison and Contrast of Opinions of College Educators and Business Professionals*

This section addresses research question c. Here, the ratings of college educators and business professionals are compared and contrasted on 14 affective dimensions of the whole person in importance as goals and learning outcomes at four-year colleges and universities. Table 14 ranks the dimensions according to mean scores as rated by respondents from the two groups. Table 15 portrays the results of an Independent Samples t-test used to discover statistical significance in the difference between the two groups on the mean ratings of each of the 14 affective dimensions.

Research question c. What areas of agreement and disagreement exist between college educators and business professionals concerning the core affective dimensions of the whole person that should be learned at four-year college and universities?

Table 14  
Comparison of Rankings by College Educators and Business Professionals

	College Educators				Business Professionals			
	N	Rank	Mean	SD	N	Rank	Mean	SD
Character	84	1	6.73	.48	42	1	6.93	.26
Moral Reasoning	84	2	6.44	.78	41	3	6.46	.75
Judgment	84	3	6.43	.87	42	2	6.67	.65
Lifelong Learning	84	4	6.18	.87	42	6	5.71	1.15
Human Understanding	83	5	5.90	.88	42	10	5.48	1.13
Citizenship, Civic Responsibility	84	6	5.80	1.12	42	5	5.83	1.29
Leadership	84	7	5.77	.86	42	4	6.24	.85
Identity	84	8	5.73	1.16	42	7	5.57	1.23
Wellness, Health	84	9	5.29	1.34	42	10	5.48	1.07
Esthetic Appreciation	83	10	5.25	1.06	42	12	4.71	1.20
Social Skills, Etiquette, Propriety, Decorum	84	11	5.07	1.44	42	8	5.55	.97
Sound Family Life	84	12	4.96	1.56	42	9	5.52	1.33
Religion or Spiritual Interests	84	13	4.39	2.13	42	11	4.93	1.84
Leisure Interests and Activities	84	14	4.13	1.42	42	13	4.17	1.29

Note: Within the Business Professionals Group, Human Understanding and Wellness and Health had identical mean scores of 5.48.

Table 15

Independent Samples t-test Results Comparing the Means of the Two Groups on 14  
Affective Whole Person Dimensions

<u>Group</u>	<u>Dimension</u>	<u>M</u>	<u>SD</u>	<u>df</u>	<u>t</u>	<u>p</u>
Educators Business	Character	6.73 6.93	.48 .26	124	-3.086	.003 *
Educators Business	Moral Reasoning	6.44 6.46	.78 .75	123	-.156	.876
Educators Business	Judgment	6.43 6.67	.87 .65	124	-1.725	.087
Educators Business	Lifelong Learning	6.18 5.71	.87 1.15	124	2.530	.013 *
Educators Business	Human Understanding	5.90 5.48	.88 1.13	123	2.327	.022 *
Educators Business	Citizenship, Civic Responsibility	5.80 5.83	1.12 1.29	124	-.161	.873
Educators Business	Leadership	5.77 6.24	.86 .85	124	-2.879	.005 *
Educators Business	Identity	5.73 5.57	1.16 1.23	124	.693	.150
Educators Business	Wellness, Health	5.29 5.48	1.34 1.07	124	-.802	.424
Educators Business	Esthetic Appreciation	5.25 4.71	1.06 1.20	123	2.574	.011 *
Educators Business	Social Skills, et al.	5.07 5.55	1.44 .97	124	-2.199	.030 *

		Whole Person Development				130
Educators	Sound Family Life	4.96	1.56	124	-1.987	.049 *
Business		5.52	1.33			
Educators	Religion, Spiritual	4.39	2.13	124	-1.461	.147
Business	Interests	4.93	1.84			
Educators	Leisure Interests	4.13	1.42	124	-.137	.891
Business	and Activities	4.17	1.29			

Note: The asterisk “\*” denotes significance in the mean ratings at the  $p \leq .05$  level.

### *Character*

The College Educators Group and Business Professionals Group each rated character 1 of 14 and the most important affective dimension of the whole person that should be a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the character dimension on the Multiple Rating Scale by college educators was 6.73 on a scale of 1-7 categorizing the dimension as very important in the opinions of this group. The standard deviation of .48 indicated minimal variability among the ratings and that the ratings were clustered around the mean.

The mean rating of the character dimension on the Multiple Rating Scale by the business professionals was 6.93 on a scale of 1-7 indicating that this dimension is very important in the opinions of the members of this group. The standard deviation of .26 indicated minimal variability and that the ratings were clustered around the mean.

When comparing the mean rating of the two groups using the Independent Samples t-test, statistical significance in the difference was found at the  $p \leq .05$  level,  $t(124) = -3.086$ ,  $p = .003$ .



*Judgment*

The College Educators Group and Business Professionals Group each rated judgment in the top three in importance as an affective dimension of the whole person that should be a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the judgment dimension on the Multiple Rating Scale by college educators was 6.43 on a scale of 1-7 indicating very high importance in the opinions of this group.

The mean rating of the judgment dimension on the Multiple Rating Scale by business professionals was 6.67 on a scale of 1-7 indicating very high importance in the opinions of this group.

The Independent Samples t-test discovered a statistically insignificant difference in the mean ratings between the two groups of respondents.

*Moral Reasoning*

The College Educators Group and the Business Professionals Group each rated moral reasoning in the top three in importance as an affective dimension of the whole person that should be a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the moral reasoning dimension on the Multiple Rating Scale by college educators was 6.44 on a scale of 1-7 indicating very high importance in the opinions of the group.

The mean rating of the moral reasoning dimension on the Multiple Rating Scale by business professionals was 6.46 on a scale of 1-7 also indicating very high importance in the opinions of the group.

The Independent Samples t-test discovered a statistically insignificant difference in the mean ratings between the two groups of respondents.

### *Lifelong Learning*

The College Educators Group rated lifelong learning 4 of 14 and the Business Professionals Group rated the dimension 6 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the lifelong learning dimension on the Multiple Rating Scale by college educators was 6.18 on a scale of 1-7 indicating very high importance in the opinions of this group.

The mean rating of the lifelong learning dimension on the Multiple Rating Scale by business professionals was 5.71 indicating importance in the opinion of this group. The standard deviation of 1.15 indicated notable variability. Eleven respondents (N=42) rated lifelong learning in the 3-5 range.

When comparing the mean ratings of the two groups using the Independent Samples t-test, statistical significance in the difference was found at the  $p \leq .05$  level,  $t(124) = 2.530, p = .013$ .

*Human Understanding*

The College Educators Group rated human understanding 5 of 14 in importance. The Business Professionals Group rated the dimension tied for 10 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the human understanding dimension on the Multiple Rating Scale by college educators was 5.90 on a scale of 1-7 indicating importance in the opinion of this group of respondents.

The mean rating of the human understanding dimension on the Multiple Rating Scale by business professionals was 5.48 indicating importance in the opinion of this group of respondents. Human understanding was rated 10 of 14 in importance by this group. The standard deviation of 1.13 indicated notable variability. Six respondents (N=42) rated human understanding in the 2-4 range.

When comparing the mean ratings of the two groups using the Independent Samples t-test, statistical significance in the difference was found at the  $p \leq .05$  level,  $t(124) = 2.327$ ,  $p = .022$ .

*Citizenship and Civic Responsibility*

The College Educators Group rated citizenship and civic responsibility 6 of 14 and the Business Professionals Group rated the dimension 5 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the citizenship and civic responsibility dimension on the Multiple Rating Scale by college educators was 5.80 on a scale of 1-7 indicating importance in the opinions of this group of respondents. The standard deviation of 1.12

indicated notable variability. Six respondents (N=84) rated citizenship and civic responsibility in the 2-4 range.

The mean rating of the citizenship and civic responsibility dimension on the Multiple Rating Scale by business professionals was 5.83 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.29 indicated notable variability. Seven respondents (N=42) rated citizenship and civic responsibility in the 3-4 range. A remarkable similarity exists in the mean ratings of college educators (M=5.80) and business professionals (M=5.83).

The Independent Samples t-test discovered a statistically insignificant difference in the mean ratings between the two groups of respondents.

### *Leadership*

The College Educators Group rated leadership 7 of 14 and the Business Professionals Group rated the dimension 4 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the leadership dimension on the Multiple Rating Scale by college educators was 5.77 on a scale of 1-7 indicating importance in the opinion of this group of respondents.

The mean rating of the leadership dimension on the Multiple Rating Scale by business professionals was 6.24 indicating very high importance in the opinions of this group of respondents.

When comparing the mean ratings of the two groups using the Independent Samples t-test, statistical significance in the difference was found at the  $p \leq .05$  level,  $t(124) = -2.879$ ,  $p = .005$ .

### *Identity*

The College Educators Group rated identity 8 of 14 and the Business Professionals Group also rated the dimension 7 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the identity dimension on the Multiple Rating Scale by college educators was 5.73 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.16 indicated notable variability. Ten respondents (N=84) rated identity in the 2-4 range.

The mean rating of the identity dimension on the Multiple Rating Scale by business professionals was 5.57 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.24 indicated notable variability. Seven respondents (N=42) rated identity in the 2-4 range.

The Independent Samples t-test discovered a statistically insignificant difference in the mean ratings between the two groups of respondents.

### *Wellness and Health*

The College Educators Group rated wellness and health 9 of 14 in importance. The Business Professionals Group rated the dimension tied for 10 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the wellness and health dimension on the Multiple Rating Scale by college educators was 5.29 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.34 indicated notable variability. Twenty-two respondents (N=84) rated wellness and health in the 1-4 range.

Listed in Bowen's Taxonomy of Goals for higher education, the mean rating of the wellness and health dimension on the Multiple Rating Scale by business professionals was 5.48 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.07 indicated notable variability. Five respondents (N=42) rated wellness and health in the 3-4 range.

The Independent Samples t-test discovered a statistically insignificant difference in the mean ratings between the two groups of respondents.

#### *Esthetic Appreciation*

The College Educators Group rated esthetic appreciation 10 of 14 and the Business Professionals Group also rated the dimension 12 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the esthetic appreciation dimension on the Multiple Rating Scale by college educators was 5.25 on a scale of 1-7 indicating importance in the opinions of this group of respondents. The standard deviation of 1.06 indicated notable variability. Twenty respondents (N=84) rated esthetic appreciation in the 2-4 range.

The mean rating of the esthetic appreciation dimension on the Multiple Rating Scale by business professionals was 4.71 indicating mixed views in the opinions of this group of respondents. The standard deviation of 1.20 indicated notable variability. Four

respondents (N=42) rated esthetic appreciation in the 2-3 range and 23 rated the dimension in the 5-7 range. A notable difference exists in the mean ratings by college educators (M=5.25) and business professionals (M=4.71).

When comparing the mean ratings of the two groups using the Independent Samples t-test, statistical significance in the difference was found at the  $p \leq .05$  level,  $t(124) = 2.574$ ,  $p = .011$ .

#### *Social Skills, Etiquette, Propriety, and Decorum*

The College Educators Group rated social skills, et al., 11 of 14 and the Business Professionals Group rated the dimension 8 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the social skills, et al., dimension on the Multiple Rating Scale by college educators was 5.07 on a scale of 1-7 indicating importance, although limited, in the opinion of this group of respondents. The standard deviation of 1.44 indicated notable variability. Twelve respondents (N=84) rated social skills, et al., in the 1-3 range and 38 rated the dimension in the 6-7 range.

The mean rating of the social skills, et al., dimension on the Multiple Rating Scale by business professionals was 5.55 on a scale of 1-7 indicating greater importance in the opinion of this group of respondents. The standard deviation of .97 indicated expected variability but .47 less than that indicated by the ratings of the respondents in the College Educators Group (SD=1.44). Five business respondents (N=42) rated social skills, et al., in the 3-4 range and 22 rated the dimension in the 6-7 range.

When comparing the mean ratings of the two groups using the Independent Samples t-test, statistical significance in the difference was found at the  $p \leq .05$  level,  $t(124) = -2.199$ ,  $p = .030$ .

### *Sound Family Life*

The College Educators Group rated sound family life 12 of 14 and the Business Professionals Group rated the dimension 9 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the sound family life dimension on the Multiple Rating Scale by college educators was 4.96 on a scale of 1-7 indicating mixed views in the opinion of this group of respondents. The standard deviation of 1.56 indicated high variability. Fifteen respondents ( $N=84$ ) rated sound family life in the 1-3 range and 32 rated the dimension in the 6-7 range.

The mean rating of the sound family life dimension on the Multiple Rating Scale by business professionals was 5.52 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.33 indicated notable variability. Nine respondents ( $N=42$ ) rated sound family life in the 3-4 range and 23 rated the dimension in the 6-7 range. A notable difference exists in the mean ratings of college educators ( $M=5.52$ ) and business professionals ( $M=4.96$ ).

When comparing the mean ratings of the two groups using the Independent Samples t-test, statistical significance in the difference was found at the  $p \leq .05$  level,  $t(124) = -1.987$ ,  $p = .049$ .



*Religious or Spiritual Interest*

The College Educators Group rated religious or spiritual interest 13 of 14 and the Business Professionals Group rated the dimension 11 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the religious or spiritual interest dimension on the Multiple Rating Scale by college educators was 4.39 indicating mixed views relative to importance by this group of respondents. The standard deviation of 2.13 indicated very high variability and a remarkable absence of consensus among respondents. Thirty respondents (N=84) rated religion or spiritual interest in the 1-3 range and 42 rated the dimension in the 5-7 range. Twelve respondents rated the dimension 1 indicating extreme unimportance as a goal or learning outcome in four-year colleges and universities in the opinions of these participants.

The mean rating of the religion or spiritual interest dimension on the Multiple Rating Scale by business professionals was 4.93 also indicating mixed views relative to importance by this group of respondents. The standard deviation of 1.84 indicated high variability. Seven respondents (N=42) rated the dimension in the 1-3 range and 25 rated the dimension in the 5-7 range. Three respondents rated the dimension 1 indicating extreme unimportance as a goal or learning outcome at four-year colleges and universities in the opinions of these participants. A notable difference exists between the mean ratings of college educators (M=4.39) and business professionals (M=4.93).

The Independent Samples t-test discovered a statistically insignificant difference in the mean ratings between the two groups of respondents.

*Leisure Interests and Activities*

The College Educators Group rated leisure interests and activities 14 of 14 and the Business Professionals Group rated the dimension 13 of 14 in importance as a goal or learning outcome at four-year colleges and universities (See Table 14).

The mean rating of the leisure interest and activities dimension on the Multiple Rating Scale by college educators was 4.13 indicating mixed views relative to importance in the opinion of this group of respondents. The standard deviation of 1.42 indicated notable variability as 23 respondents (N=84) rated leisure interests and activities in the 1-3 range and 41 rated the dimension in the 5-7 range. Four respondents rated the dimension 1 indicating extreme unimportance as a goal or learning outcome in four-year colleges and universities in the opinions of these participants.

The mean rating of the leisure interest and activities dimension on the Multiple Rating Scale by business professionals was 4.17. The standard deviation of 1.29 indicated notable variability. Eleven respondents (N=42) rated leisure interests and activities in the 1-3 range and 20 rated the dimension in the 5-7 range. A remarkable similarity exists in the mean ratings (M=4.13) of college educators and business professionals (M=4.17).

The Independent Samples t-test discovered a statistically insignificant difference in the mean ratings between the two groups of respondents.

**Combined Ratings of Educators and Business Professionals on 14 Affective Dimensions**

The fundamental research question that this study was designed to answer was, “What are the core affective dimensions of the whole person that should be learned

during the four-year baccalaureate degree-seeking program?” To answer this question, the research methodology should determine which affective dimensions of the whole person should be goals and learning outcomes at four-year colleges and universities as perceived by college educators and business professionals. This section combines the ratings of both groups (college educators and business professionals) to determine the aggregate ranking of the 14 affective dimensions examined in this research study. The purpose of combining the ratings to achieve the mean and standard deviation of all respondents was to determine the core dimensions of the whole person as viewed by all respondents. Thus, all responses were equally weighted and used to determine the core dimensions and the relative importance of the other dimensions. Table 16 depicts the combined ratings, means, and standard deviations of 14 affective dimensions of the whole person.

Table 16  
Combined Ratings on 14 Affective Dimensions of the Whole Person

	<u>N</u>	<u>Ranking</u>	<u>Mean</u>	<u>Standard Deviation</u>
Character	126	1	6.79	.43
Judgment	126	2	6.51	.81
Moral Reasoning	125	3	6.45	.77
Lifelong Learning	126	4	6.02	.99
Leadership	126	5	5.93	.88
Citizenship, Civic Responsibility	126	6	5.81	1.17
Human Understanding	125	7	5.76	.99
Identity	126	8	5.67	1.18
Wellness, Health	126	9	5.35	1.25
Social Skills, et al.	126	10	5.23	1.32
Sound Family Life	126	11	5.15	1.51
Esthetic Appreciation	125	12	5.07	1.13
Religious or Spiritual Interests	126	13	4.57	2.05
Leisure Interests and Activities	126	14	4.14	1.37

Note: On 3 occasions, a respondent failed to rate one of the 14 dimensions, so 3 dimensions have an N equal to 125.

In computing the mean ratings and standard deviations of the combined groups, data was included from 84 college educator respondents and 42 business professional respondents. No attempt was made to weight the business professionals' data even though this number of respondents was fewer, because every response was considered of equal value in the evaluation of each dimension.

#### *Character*

The character dimension, as defined in this study, was ranked 1 of 14 (Mean=6.79, SD=.43) in importance based on the combined ratings of both groups. The standard deviation of .43 indicated minimum variability and the ratings were clustered around the mean.

#### *Judgment*

The judgment dimension, as defined in this study, ranked 2 of 14 (M=6.51, SD=.81) in importance based on the combined ratings of both groups.

#### *Moral Reasoning*

The whole person dimension of moral reasoning, as defined in this study, ranked 3 of 14 (M=6.45, SD=.77) in importance based on the combined ratings of both groups.

#### *Lifelong Learning*

Lifelong learning, as defined in this study, ranked 4 of 14 (M=6.02, SD=.99) in importance based on the combined ratings of both groups.

#### *Leadership*

Leadership, as defined in this study, ranked 5 of 14 (M=5.93, SD=.88) in importance based on the combined ratings of both groups.

*Citizenship and Civic Responsibility*

Citizenship, as defined in this study, ranked 6 of 14 ( $M=5.81$ ,  $SD=1.17$ ) in importance based on the combined ratings of both groups. The standard deviation of 1.17 indicated notable variability among the ratings.

*Human Understanding*

Human understanding, as defined in this study, ranked 7 of 14 ( $M=5.76$ ,  $SD=.99$ ) in importance based on the combined ratings of both groups.

*Identity*

Identity, as defined in this study, ranked 8 of 14 ( $M=5.67$ ,  $SD=1.18$ ) in importance based on the combined ratings of both groups. The standard deviation of 1.18 indicated notable variability among the ratings.

*Wellness and Health*

Wellness and health, as defined in this study, ranked 9 of 14 ( $M=5.35$ ,  $SD=1.25$ ) in importance based on the combined ratings of both groups. The standard deviation of 1.25 indicated notable variability among the ratings.

*Social Skills, Etiquette, Propriety, and Decorum*

Social skills, et al., as defined in this study, ranked 10 of 14 ( $M=5.23$ ,  $SD=1.32$ ) in importance based on the combined ratings of both groups. The standard deviation of 1.32 indicated notable variability among the ratings.

*Sound Family Life*

Sound family life, as defined in this study, ranked 11 of 14 ( $M=5.15$ ,  $SD=1.51$ ) in importance based on the combined ratings of both groups. The standard deviation of 1.51 indicated high variability among the ratings.

*Esthetic Appreciation*

Esthetic appreciation, as defined in this study, ranked 12 of 14 ( $M=5.07$ ,  $SD=1.13$ ) in importance based on the combined ratings of both groups. The standard deviation of 1.13 indicated notable variability among the ratings.

*Religious or Spiritual Interests*

Religious or spiritual interests, as defined in this study, ranked 13 of 14 ( $M=4.57$ ,  $SD=2.05$ ) in importance based on the combined ratings of both groups. The standard deviation of 2.05 indicated very high variability among the ratings.

*Leisure Interests and Activities*

Leisure interests and activities, as defined in this study, ranked 14 of 14 ( $M=4.14$ ,  $SD=1.37$ ) in importance based on the combined ratings of both groups. The standard deviation of 1.37 indicated notable variability among the ratings.

In Bowen's (1977, p.54) work, he suggested that educators seek to prioritize goals and learning outcomes that contribute to the "total development of the student." This section uses aggregate ratings of both groups of respondents to determine the relative ranking or prioritization of importance of 14 affective dimensions that should be learned at four-year colleges and universities. It is important to note that the three highest rated dimensions remained character ( $M=6.79$ ), judgment ( $M=6.51$ ), and moral reasoning

(M=6.45). Lifelong learning attained a rating of 6.02 placing the dimension in the very important category with character, judgment, and moral reasoning.

#### Qualitative Rating of the Three Most Important Affective Dimensions

In order to enrich the data and validate the rating of the three most important affective whole person dimensions on the Multiple Rating Scale, Part II of the survey asked the respondents, “to list the three most important dimensions and briefly explain the rationale for the selection of each.” Table 17 compares the qualitative ratings of the top three whole person dimensions by college educators and business professionals and provides aggregate frequencies and percentages. Qualitatively, both groups of respondents ranked the dimensions of character, judgment, and moral reasoning in the top 3 of 14 affective dimensions of the whole person. In summary, 38 percent of the respondents in the qualitative section of the survey rated character as the most important affective whole person dimension; 30 percent rated judgment as second in importance; and 20 percent rated moral reasoning as third in importance. These combined frequencies and percentages give additional credence to the importance of these dimensions in the opinions of all respondents.

Table 17

Three Most Important Affective Whole Person Dimensions from Part II of the Survey

	<u>Ranking</u>	<u>College Educators</u>			<u>Business Professionals</u>			<u>Total</u>		
		<u>N</u>	<u>Freq</u>	<u>%</u>	<u>N</u>	<u>Freq</u>	<u>%</u>	<u>N</u>	<u>Freq</u>	<u>%</u>
Character	1	84	33	39	42	15	36	126	48	38
Judgment	2	84	24	29	42	14	33	126	38	30
Moral Reasoning	3	84	18	21	42	7	17	126	25	20

Chapter 5 uses the data above to reaffirm the three most important affective dimensions of the whole person that should be goals or learning outcomes at four-year colleges and universities. Moreover, this data validates character, judgment, and moral reasoning as the three most important affective dimensions of the whole person.

*Qualitative Responses by College Educators*

Table 18 provides the narrative quotations by college educators from Part II of the survey offering rationale for the selection of character, judgment, and moral reasoning as the three most important affective dimensions.



Table 18

Qualitative Responses (Quotations) from College Educators Concerning Character, Judgment, and Moral Reasoning

<u>Character</u>	<u>Judgment</u>	<u>Moral Reasoning</u>
A democracy is founded on the great majority of the population acting with integrity, honesty, and sound judgment.	(The) ability to discern, to think critically.	Essential to continuation of a ‘civil’ society.
Without character, none of the other dimensions matter.	Making responsible decisions is critical to effective living.	Essential to achieving (the) goals of global peace and social justice.
Core value essential to (the) working of a democracy.	Decisions must be made on the basis of data, intuition, ethics, and morals.	Forms the core of one’s behavior across all spectrums.
Essential quality for satisfying personal, family, and social life.	Defines how one responds to given stimuli, circumstances, and situations.	The ability to distinguish ethical from unethical.
Ethical behavior is the foundation, or should be, of professional and personal life.	Properly processing information is an essential skill.	One must be able to reason right/wrong.
This is the “real you.”	...required for many of the other dimensions, it is a mark of maturity and leadership.	Education that does not challenge the student to enhance these qualities is merely information transfer.
Essential to citizenship.	The ability to use data and intuition to make responsible decisions is critical in today’s society.	
...the foundation for a life well lived.	Facilitates proper functioning in organizations.	

Social institutions to promote the common good cannot prosper without it (character).

Responsible decisions could solve most of (the) world issues.

The community can only be improved by citizens practicing ethical behavior.

Real life success in a career or calling depends on the ability to think critically and make sound decisions.

What does a education mean if one doesn't use it within the compass of his/her integrity?

The world is hungry for individuals with integrity – someone to trust with critical life altering decisions.

Understanding and practicing ethical behavior covers or crosses over almost all of the other areas (dimensions) listed.

Four college educators wrote that people of character are a fundamental ingredient of a democracy and able citizenry. Others related character to ethical and effective decision-making at home and in the workplace.

Two educators related judgment to critical thinking and intuitive decision-making. Another saw judgment as a fundamental characteristic of good leaders and a mark of maturity. These respondents associated judgment with effective decision-making, intuitive and analytical thinking, and success in a career of choice.

Educators viewed moral reasoning in a broader sense and articulated this dimension as essential to a civil society characterized by social justice and global peace. Another wrote that this dimension forms the core of one’s behavior in all circumstances. Finally, one respondent wrote that, “Education that does not challenge the student to enhance these qualities (moral reasoning) is merely information transfer.”

These explanations of the importance of character, judgment, and moral reasoning offer compelling evidence why college educators rated character, judgment, and moral reasoning as the three most important affective dimensions of the whole person.

*Qualitative Responses by Business Professionals*

Table 19 provides the narrative quotations by the business professionals of why character, judgment, and moral reasoning were considered the three most important affective dimensions of the whole person that should be goals or learning outcomes at four-year colleges and universities.

Table 19

Qualitative Responses (Quotations) from Business Professionals Concerning Character, Judgment, and Moral Reasoning

<u>Character</u>	<u>Judgment</u>	<u>Moral Reasoning</u>
Overrides technical skills – the lack of ethical behavior will derail a person’s career quicker than skillset shortcomings.	(Relates) to logic/logical decisions – sorely lacking right now. We are currently being sold – ‘marketed to’ rather than be presented with information and options.	Guiding tool in our actions and decisions affecting both ourselves’ and others’ moral compass.

<p>Ethical decision-making is important to success and can be taught.</p>	<p>Opportunities for students to practice decision-making before the choices are permanent and life-changing are vital.</p>	<p>Key to having a productive, happy life in an otherwise greedy, self-centered world.</p>
<p>Provides a platform for interaction at a more efficient level. Produces efficiencies in the decision-making process where there may be less second guessing or contemplation of the thought process behind a decision.</p>	<p>Decision-making is critical for success in any field and the lack of good judgment will hold a person back in his/her upward mobility.</p>	<p>...it (moral reasoning) will be the glue that holds a civil society together.</p>
<p>To be a useful citizen, one must have an internal core that is unbending in the face of outside forces.</p>	<p>(Enables) students to choose values and weigh the other dimensions.</p>	<p>Without moral reasoning resulting from ethics and values that lead to moral decisions, society begins to disintegrate from within leading to a total decline in values, honesty, and character.</p>
<p>Without honesty and integrity, the entire fabric of society is compromised as is so obvious in our country today with all the failures of companies because of corruption, dishonesty, and lack of morals and moral values.</p>	<p>Critical to all professional and personal success and can be taught.</p>	
	<p>Critical to good decisions.</p>	
	<p>This quality is much like the rudder on a ship. Good judgment should take you in right directions....</p>	

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Although few in number, the narrative explanations offered by business professionals had pragmatic, ethical, and moral themes. One respondent wrote that character overrides the importance of technical skills. Another concluded that judgment is “critical to all professional and personal success and can be taught.” The comments offered by business professionals were notable as one respondent claimed that moral reasoning was the “guiding tool...affecting ourselves’ and others’ moral compass.” Finally, one respondent concluded that, “...it (moral reasoning) will be the glue that holds a civil society together.”

The qualitative responses in Tables 18 and 19 were used in Chapter 5 to enrich the interpretations, conclusions, and recommendations drawn from the quantitative data. Moreover, these narrative responses further validate and affirm character, judgment, and moral reasoning as the three most important affective dimensions of the whole person.

The business professionals grouped two narrative explanations around two or three dimensions precluding inclusion in Table 19, however, the rationale provided in these explanations is rich in meaning and is included in Table 20. These narrative statements by business professionals are used in Chapter 5 to further explain the rankings and importance of the dimensions as revealed in the data.

Table 20  
Qualitative Response (Quotations) from Business Professionals That Address Two or More Dimensions

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Character and judgment often define success in life – not just in business. These dimensions mature in individuals through the exploration of the thoughts and ideas of philosophers, theologians, apologists, etc. An education steeped in these classical endeavors often more fully develops a student’s character and judgment. A ‘classic’ education leads to a less gullible, more tolerant, and open-minded graduate that – together, with knowledge gained through curricula in their chosen field, combines the characteristics necessary for leadership.

Without character, judgment, and moral reasoning, there will be no true success in business or otherwise in life. To the extent that parents may have failed to instill these dimensions, higher institutions of learning must make a valiant attempt to do so.

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The responses in Table 20 further enrich the business professionals’ opinions related to the dimensions of character, judgment, and moral reasoning. One business professional offered that the classical education effectively develops character and judgment while producing graduates who are “less gullible, more tolerant, and open-minded.” Another suggested that where “parents may have failed to instill these dimensions, higher institutions of learning must make a valiant attempt to do so.”

The purpose of this qualitative section was to validate the three most important affective whole person dimensions from the Multiple Rating List and to enrich the data by providing narrative opinions and attitudes affecting the ratings by each group. Further, the narrative explanations reinforced the importance of these three affective dimensions and provided valuable insights justifying the selection of each by both groups of respondents.

## Additional Dimensions and Ratings

To ensure that the literature review and subsequent selection of 14 affective whole person dimensions to be rated did not omit dimensions of importance, respondents were given the opportunity to list and rate on a 1-7 scale other dimensions that they felt should have been included in the Multiple Rating List. Tables 21 and 22 report additional dimensions, frequency of inclusion, and ratings provided by the respondents.

Table 21

## Additional Affective Whole Person Dimensions and Ratings by College Educators

<u>Dimension</u>	<u>Frequency</u>	<u>Ratings</u>
Cross Culture Awareness and Appreciation	4	5, 7, 6, 7
Strong Work Ethic	2	6, 7
Tolerance and Civil Discourse	1	7
Personal Responsibility	1	7
Efficacy	1	6

Table 22

## Additional Affective Whole Person Dimensions and Ratings by Business Professionals

<u>Dimension</u>	<u>Frequency</u>	<u>Ratings</u>
Intercultural Awareness	3	7, 7, 6
Personal Accountability	1	7
Problem Solving	1	7
Teamwork	1	7

This section satisfied its purpose by eliciting dimensions that were rarely observed in the literature review for this study, and hence, not included among the 14 affective dimensions included in the Multiple Rating List. Cross cultural awareness and appreciation or intercultural awareness received sufficient inclusion to warrant serious consideration as an important affective dimension that should be a goal or learning outcome and is addressed in greater detail in Chapter 5.

#### Summary

Chapter 4 provides the demographic data and survey results that respond to the research questions, which address the research problem and purpose of this study. Eighty-four college educators and 42 business professionals from the southeastern region of the United States of America participated in a mailed survey that yielded descriptive and comparative data that permitted the researcher to compare and contrast the attitudes and opinions of the criterion sample of participants.

The respondents were generally white (90%), male (67%), more than 50 years of age (85%), and with more than 20 years of experience (77%) in higher education or business. They were well qualified to provide expert opinions on the research questions.

Using a Multiple Rating List, college educators and business professionals were asked to rate 14 affective dimensions that were frequently observed in an extensive review of the literature pertaining to the development of the whole person in four-year colleges and universities. Table 14 compares the ranking, mean, and standard deviation for each dimension by both groups of participants. Table 15 displays the results of the Independent Samples t-test that discovered statistical significant differences in the mean



ratings between the two groups on character; lifelong learning; human understanding; citizenship and civic responsibility; leadership; esthetic appreciation; social skills; and sound family life.

Table 16 lists the combined ratings of both groups (college educators and business professionals) and ranks the 14 affective whole person dimensions in importance. This data provides a prioritization of the goals and learning outcomes that is used in Chapter 5 to determine the core dimensions of the whole person that should be learned during the four-year college baccalaureate degree-seeking program.

Part II of the survey asked the respondents, “to list the three most important whole person dimensions and briefly explain the rationale for each.” This section of the survey validated and reaffirmed the results of the Multiple Rating List that showed character, judgment, and moral reasoning receiving the highest ratings in the survey. Table 17 depicts character, judgment, and moral reasoning as the three most important affective whole person dimensions, qualitatively, as viewed by both groups of participants. Tables 18, 19, and 20 provide narrative rationale for the selection of the top three dimensions by respondents from both groups.

To ensure that dimensions of importance were not inadvertently omitted from this study, respondents were offered the opportunity to list and rate on a 1-7 scale other dimensions that they felt should have been included in the Multiple Rating List. Tables 21 and 22 list additional dimensions added by participants from each group.

Chapter 4 reports the survey data, quantitative and qualitative, that respond to the purpose of this study and research questions. Chapter 5 provides the detailed discussion

and an interpretation of the results presented in Chapter 4. It will lead to conclusions, recommendations for implementation, and recommendations for further research.

## CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Some educators argue that the purpose of higher education relates solely to the development of students' intellectual abilities, while others believe too little emphasis exists relative to the affective learnings (Astin, 1993 and Hersh, 1977, March/April). Hersh (1999, Winter) concluded that business leaders seek well-rounded graduates with values and social skills as well as discipline-based knowledge. This study was designed to seek the core affective dimensions that should be learned at colleges and universities and would contribute to the development of well-rounded graduates with personal values and social skills permitting them to function effectively in today's workplace.

Quantitative and qualitative data were collected through the use of a mailed survey questionnaire sent to a purposeful sample of senior college educators and senior business professionals to discover the core dimensions of the whole person that college educators and business professionals view as important learning outcomes at four-year colleges and universities. The survey was sent to 372 college educators and 441 business professionals. As noted in Table 5, 84 surveys were returned by college educators and 42 surveys were returned by business professionals for a total of 126 responses. Since the survey was anonymous, follow-up (emails, cards, letters, telephone calls, etc.) was not permitted as per Institutional Review Board mandates.

To validate and affirm the three most important affective whole person dimensions, respondents were asked to list the three most important whole person dimensions and briefly explain the rationale for the selection of each. Additionally, to ensure that dimensions of importance were not inadvertently omitted from this work,

respondents were offered the opportunity to list and rate on a 1-7 scale other dimensions that they felt should have been included in the Multiple Rating List. Chapter 5 provides an in depth analysis of the survey results to include an interpretation of the data that leads to conclusions, recommendations for implementation, and recommendations for further research.

### Demographics

The purpose of the demographics section was to describe the nature of the sample used and to confirm that the respondents possessed the maturity, experience, and expertise to provide expert attitudes and opinions with respect to the research question. The sample was taken from seasoned professional educators and business participants.

The results in Chapter 4 showed that respondents were primarily males confirming that within the southeast region of the United States, males occupy the majority of the senior positions in higher education and business. The percentage of female respondents occupying senior positions in business was 10 percent and the percentage of female respondents occupying senior college positions was 44 percent giving the appearance that leadership in higher education is more female friendly than that in the business community.

No records were kept to indicate the number of surveys sent to minority respondents in either group. The number of minority respondents (nine educators and two business professionals) was low. It was impossible to determine if this low participation rate was due to a low number of surveys being mailed to minorities or a low response rate.

To seek expert opinions on the importance of the 14 affective whole person dimensions, the surveys were mailed to senior professionals in higher education and business. These educators were well-positioned to understand the challenges inherent and arguments for and against whole person development in higher education. Similarly, senior business leaders had experienced ample opportunity to observe the graduates of America's colleges and universities and comment on the strengths, weaknesses, and educational voids in their preparation at institutions of higher learning.

To further validate the expertise of the respondents, 89 percent of the college educator respondents were more than 50 years old and 79 percent of the business respondents were more than 50 years old. The maturity of these respondents combined with their experience in senior leadership positions ensured informed opinions on the research questions with respect to whole person development in general and specifically, what should be learned relative to cognitive and affective outcomes.

Ninety-six percent of the college educators possessed the doctoral degree or equivalent. Although only 10 percent of the business professionals possessed the equivalent of the doctorate, 50 percent possessed the Bachelor's Degree and 31 percent possessed the Master's Degree. Not only did the respondents have the requisite experience to respond to the survey questionnaire, but they possessed the educational background to understand the undergraduate educational processes.

In summary, the input from 126 qualified and experienced respondents in higher education and business are combined in this chapter to identify the core affective dimensions of the whole person. Additionally, the data from these experts was analyzed

and the 14 affective dimensions were rank ordered in importance as goals or learning outcomes for four-year colleges and universities.

### Survey Results on Research Questions

This section reports the survey results of the College Educators Group and the Business Professionals Group on research questions a., b., and c. The results of the Multiple Rating List for each of the 14 whole person dimensions is reported by group in Tables 12 and 13. Respondents were asked to rate 14 affective dimensions that were frequently observed in an extensive review of the literature pertaining to the development of the whole person in colleges and universities. A 1-7 scale permitted the respondents to rate the most important dimensions of the whole person that should be goals and learning outcomes at four-year colleges and universities. Thus, the respondents were not only assessing the importance of each dimension but also evaluating each dimension on whether it should be a goal or learning outcome in colleges and universities. Mean differences of 0.5 were considered notable when comparing mean ratings between the two groups of participants.

Mean ratings by each group on the 1-7 scale were evaluated as follows:

7.0	Extremely Important
6.0-6.9	Very Important
5.0-5.9	Important
4.0-4.9	Mixed Views
3.0-3.9	Unimportant
2.0-2.9	Very Unimportant

1.0-1.9           Extremely Unimportant

Standard deviations were calculated on the ratings by each group. The following scale was used to classify the variability of the ratings of each dimension by each group.

0-0.5            Minimal Variability

0.51-0.99       Expected Variability

1.00-1.49       Notable Variability

1.50-1.99       High Variability

2.00-above      Very High Variability

Respondents were also asked to list and rate additional dimensions not among the 14 included in the survey. These additional dimensions are depicted in Tables 21 and 22. Finally, respondents provided a list of the three most important dimensions with explanatory comments to enrich the data and validate the ratings from the Multiple Rating List. A summary of the rankings of the three most important dimensions noted by each group is provided in Table 17 with narrative explanations from the respondents reported in Tables 18, 19, and 20.

#### *College Educators Group*

This section addresses research question a. and compares the mean scores and standard deviations of the 14 whole person dimensions that were evaluated by the College Educators Group in the Multiple Rating List. The dimensions are addressed here in the order of highest to lowest rating according to mean scores. The definitions are provided to reiterate the limitation that these ratings relate to each dimension only as

defined in the Multiple Rating List. Table 12 ranks the dimensions according to mean scores as rated by respondents from the College Educators Group.

Research Question a. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by college educators?

*Character* – Ethical behavior or decision-making; honesty; integrity

The character dimension ranked 1 of 14 ( $M=6.73$ ,  $SD=.48$ ) among the College Educators Group indicating that among 84 respondents, character was the most important affective whole person dimension and an appropriate goal or learning outcome at four-year college baccalaureate degree-seeking programs. The standard deviation of .48 indicated minimal variability among the scores. Ikenberg (1997, Summer/Fall) wrote that academia has a tendency to focus on the accumulation of knowledge and facts, career preparation, and competence in the discipline of choice at the expense of values, character, and citizenship. This research indicates that academicians sense the importance of character (ethical behavior or decision-making, honesty, and integrity) as a very important whole person dimension that should be taught and assessed at four-year colleges and universities.

*Moral Reasoning* – The manner and process people use to decide what is moral, immoral, ethical, unethical, right, or wrong.

Moral Reasoning was ranked 2 of 14 ( $M=6.44$ ,  $SD=.78$ ) in importance in this study by college educators. Boyer (1987) encouraged educators to seek to develop in their students the ability to decide relative to ethical and moral decisions. In their



combined work, Kohlberg (1981b, 1984) and Pascarella and Terenzini (2001) agreed that a positive association exists between the level of college attained and the level of principled moral reasoning accrued during college. Boyer (1987) was a strong proponent of colleges seeking to develop the abilities of students to make appropriate choices in the realm of conduct and matters of life. He cautioned against indoctrinating students but believed that education should free them to develop their own ideas so that moral and ethical convictions are formed for lifelong living. College educators in this study viewed moral reasoning as a very important whole person dimension that should be a goal or learning outcome in four-year colleges and universities.

*Judgment* – The capacity to make responsible decisions at home and in the workplace, especially those concerning the practical affairs of life; good sense; wisdom; the ability to combine hard data and questionable data with intuition to arrive at a conclusion that events prove to be correct.

The ranking of judgment as 3 of 14 ( $M=6.43$ ,  $SD=.87$ ) in importance as an affective dimension was a surprise to the researcher, because the literature has been somewhat silent on the dimension according to Tichy and Bennis (2007, October). Judgment is closely related to moral reasoning except that good judgment may not relate to moral factors but to the strategies, intuition, rational decisions, and the setting of priorities (Gardner, 1990). Tichy and Bennis may have expressed the importance of sound judgment best in the Harvard Business Review (2007, October). They reported that the judgment of leaders has exponential significance and consequences within the organization, because their judgment influences the lives of others and can determine

whether an organization succeeds or fails. College educators in this study viewed judgment as a very important whole person dimension that should be a goal or learning outcome at four-year colleges and universities.

*Lifelong Learning* – Motivation for continuous learning post-college.

Ranked 4 of 14 ( $M=6.18$ ,  $SD=1.34$ ) by college educators, lifelong learning was discovered less frequently in the literature review than the dimensions of character, judgment, and moral reasoning but may have taken on greater meaning among college educators in recent years. Most of the current research on the affective dimensions relates to the character, moral reasoning, and ethical dimensions, possibly as a result of corporate scandals in recent years. However, Bowen (1977) listed lifelong learning as one of 23 learning goals that, “appear as a compendium of all possible human virtues and hopes.” (1977, p.54) A college president participating in this research concluded that, lifelong learning “is critical to individual and societal survival...our citizens must recognize the rapid rate of change and production of knowledge.” The College Educators Group in this study viewed lifelong learning as a very important goal or learning outcome at four-year colleges and universities.

*Human Understanding* – compassion, empathy, and selflessness.

Rarely mentioned in the literature as an affective dimension worthy of inclusion in the curricular or co-curricular programs at colleges and universities, human understanding was nonetheless one of the affective dimensions listed in Bowen’s (1977) Taxonomy of Goals. Some may consider human understanding as part and parcel to the leadership dimension, but the mean score by college educators in this study rated human

understanding 5 of 14 ( $M=5.90$ ,  $SD=.88$ ), slightly higher than the dimension of leadership ( $M=5.77$ ,  $SD=.86$ ). One university provost participating in this study wrote, “Without compassion the individual is arid, selfish, oblivious to others’ needs – the opposite of what we hope education engenders.” It seems plausible that the perceived need for human understanding has been a cause for the emphasis on service learning that has been observed in higher education over the past decade. Human understanding appears to be an important dimension in the opinions of college educators that should be a goal or learning outcome in colleges and universities.

*Citizenship and Civic Responsibility* – allegiance to and support of one’s sovereign country; participation in local government and community activities; active and/or voting in local, state, and national elections.

Citizenship and civic responsibility was ranked 6 of 14 ( $M=5.80$ ,  $SD=1.12$ ) among whole person dimensions by college educators. Listed in Bowen’s (1977) *Taxonomy of Goals*, citizenship and civic responsibility received only token mention by The Conference Board Consortium (2006) in its study that defined 11 applied skills deemed critical by 431 employers. This work is consistent with the views of Stephens, Colby, Ehrlich, and Beaumont (2003) and Bok (2006) that citizenship and civic responsibility is an important dimension in a pluralistic society that cannot be assumed. One college educator participating in this study wrote that, “citizenship (as a goal or learning outcome) is a responsibility of state supported institutions.” College educators in this study viewed citizenship and civic responsibility as an important whole person

dimension that should be a goal or learning outcome at four-year colleges and universities.

*Leadership* – the ability to direct, influence, and motivate others to accomplish the mission and vision of an organization.

Listed in Bowen's (1977) Taxonomy of Goals and reported as one of the two most glowing deficiencies in college graduates by The College Board Consortium (2006), leadership was rated 7 of 14 ( $M=5.77$ ,  $SD=.86$ ) among the affective dimensions of the whole person by college educators. The rating indicates that educators attached importance to the dimension of leadership. However, Gardner (1990) wrote that educators "...are slow to accept the idea that leadership should be the subject of specific coursework." The rationale for this idea may relate to doubts relative to the rigor of such subject matter, and the fact that leadership material could cross several academic disciplines (Gardner, 1990). Notwithstanding the views of Gardner, the college educators in this study viewed leadership as an important whole person dimension that should be a goal or learning outcome at four-year colleges and universities.

*Identity* – sense of self in a social, historical, and cultural context; self-acceptance; self-esteem.

Identity was ranked 8 of 14 in importance ( $M=5.73$ ,  $SD=1.16$ ) by college educators as a goal or learning outcome at four-year colleges and universities. A critical dimension identified by Chickering (1969) as key to the maturation process, the dimension of identity is replete throughout the literature. Boyer (1987) endorsed Chickering's findings and explained that identity is the search for meaning in one's life,

and that the principle aims of education are understanding oneself and the acquisition of sound judgment. Moreover, Bowen (1977) reinforced the importance of identity and included it in his Taxonomy of Goals. One university president participating in this research study wrote, “(one) must believe in self and feel good about self to accomplish anything – self-actualization.” The college educators in this study viewed identity as an important whole person dimension that should be a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.16 indicated notable variability among the ratings.

*Wellness and Health* – The sense of being in good physical and mental condition; evidence of energetic activity.

Wellness and health was rated 9 of 14 ( $M=5.29$ ,  $SD=1.34$ ) by college educators in this study. Health and psychological well-being is an affective whole person dimension listed in Bowen’s (1977) Taxonomy of Goals. The College Board Consortium (2006) did not include health and wellness as an applied skill for college students, but their research categorized health and wellness as the number one skill in emerging content for future graduates. Health and wellness has been an integral part of secondary and post-secondary education for many years, but its inclusion in the curricular programs at both levels has subsided during the past decade as evidenced by the observed demise in physical education programs. Similar to the leadership dimension, college educators may be suspect of the rigor of wellness and health studies as part of the college or university curriculum. College educators viewed the dimension as an important goal or learning

outcome at four-year colleges and universities. The standard deviation of 1.34 indicated notable variability among the ratings.

*Esthetic Appreciation* – a sense of beauty in the arts, nature, etc.

College educators rated esthetic appreciation 10 of 14 ( $M=5.25$ ,  $SD=1.06$ ) among the affective dimensions of the whole person. Bowen (1977) listed esthetic appreciation as a cognitive dimension of the whole person in his Taxonomy of Goals. It was difficult to categorize esthetic appreciation, because there exists a cognitive and productive side to the arts, but there is also an affective side relating to the appreciation of beauty and the arts. In this study, the researcher chose to categorize the dimension as affective because the definition herein relates to appreciation and sensing as opposed to the history of art or the mechanics of the various fields of artistic production. In view of the above, some respondents may have not rated the dimension as high as others because of a feeling that the dimension was truly cognitive as opposed to affective. Educators viewed the dimension as an important goal or learning outcome at four-year colleges and universities. The standard deviation of 1.06 indicated notable variability among the scores.

*Social Skills, Etiquette, Propriety, and Decorum* – codes governing correct behavior; consist of the prescribed forms of conduct in polite society.

College educators ranked social skills, etiquette, propriety, and decorum 11 of 14 ( $M=5.07$ ,  $SD=1.44$ ) among the affective dimensions of the whole person. Although Bowen (1977) identified social skills, etiquette, propriety, and decorum and the refinement of taste, conduct, and manner in his Taxonomy of Goals, social skill

development is unmentioned in The College Board Consortium's (2006) research related to 20 job related skills. Rarely mentioned in the literature review for this work, these skills nonetheless received 38 ratings (N=84) of 6 or 7 demonstrating that 45 percent of the educators viewed these skills as very important to extremely important. Overall, college educators viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.44 indicated notable variability among the scores.

*Sound Family Life* – the attainment of good family values.

The development of skills that are important in home and family relationships was observed in the literature review only once. Bowen (1977) listed sound family life as a dimension of the whole person in his Taxonomy of Goals. The College Board Consortium (2006) made no mention of this affective dimension. However, The College Board Consortium did list teamwork and collaboration as necessary applied skills, which are fundamental to a sound family life. Similarly, Bowen also included human understanding, compassion, empathy, and fruitful leisure interests in his Taxonomy of Goals, all of which contribute to a sound family life. College educators ranked sound family life 12 of 14 (M=4.96, SD=1.56) thus, demonstrating mixed views as to whether the dimension should be a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.56 indicated high variability among the scores.

*Religion or Spiritual Interests* – belief in a system of Godly worship.

The development of student interest in religion or spiritual beliefs was rated 13 of 14 (M=4.39, SD=2.13) among the dimensions of the whole person by college educators.

This affective whole person dimension was rarely observed in the literature except in Bowen's Taxonomy of Goals. But unlike any other dimension, religion or spiritual interests had multiple ratings in each of the 7 blocks of the survey for this study. No other dimension had as many marks in the lowest importance ratings, 1-3 (N=30), but these ratings were somewhat offset by the high number of marks in the ratings of highest importance, 5-7 (N=42). Since employees of Bible colleges and church affiliated colleges were included in the sample, it is not surprising that religion or spiritual interests received some high ratings, but it appears that the high ratings exceeded the number of respondents in the sample representing Bible or church affiliated colleges. Due to the anonymity of the survey, it was impossible to analyze the responses of those from secular colleges and those with a religion connection or heritage. Overall, the college educators in this study viewed religion or spiritual interests with mixed views as to whether the dimension should be a goal or learning outcome at four-year colleges and universities. The standard deviation of 2.13 indicated very high variability with the means scattered along the 1-7 scale.

*Leisure Interests and Activities* – The nature and time allotted to out of work activities.

College educators rated leisure interests and activities 14 of 14 (M=4.13, SD=1.42). The development of student interest and participation in leisure activities was included in Bowen's (1977) Taxonomy of Goals. However, The College Board Consortium (2006) made no mention of leisure interests and activities as one of the 11 applied skills critical to the modern workforce. The college educators in this research study varied in their opinions relative to the importance and inclusion of leisure interests



and activities in the curriculum and co-curriculum of four-year colleges. The dimension received 59 ratings in the 4-6 range indicating a reasonable level of importance as a goal or learning outcome in four-year colleges and universities in the opinions of some college educators. Overall, the college educators in this study viewed leisure interests or activities with mixed views as to whether the dimension should be a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.42 indicated notable variability with mean scattered throughout the 1-7 scale.

#### *Business Professionals Group*

This section addresses research question b. and compares the mean scores and standard deviations of the 14 whole person dimensions that were evaluated by the Business Professionals Group in the Multiple Rating List. As expected, the number of surveys returned by business professionals (N=42) was considerably less than those returned by college educators (N=84). The dimensions are addressed here in the order of highest to lowest rating according to the mean scores. The definitions are provided to reinforce the limitation that these ratings relate to each dimension only as defined in the Multiple Rating List. Table 13 ranks the dimensions according to mean scores and includes standard deviations from the Business Professionals Group.

Research question b. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by business professionals?

*Character* – Ethical behavior or decision-making; honesty; integrity.

The character dimension ranked 1 of 14 ( $M=6.93$ ,  $SD=.26$ ) among business professionals indicating that among 42 respondents, character was the most important affective whole person dimension and an appropriate goal or learning outcome at four-year colleges and universities. Bok (2006) acknowledged that colleges and universities are hard pressed to ignore the dimension of ethics in view of the observed deterioration in human values in America. Evers, Rush, and Berdrow (1998) reported that honesty has become so critical in hiring that employers frequently use tests for honesty to screen prospective employees. The standard deviation of .26 on this survey was minimal and indicated that the ratings were clustered around the group mean. In this research, 40 of 42 business professionals rated character as a 7, the highest rating possible on the Multiple Rating List, indicating strong consensus that the character dimension is extremely important as a goal or learning outcome in four-year colleges and universities.

*Judgment* – The capacity to make reasonable decisions at home and in the workplace, especially those concerning the practical affairs of life; good sense; wisdom; the ability to combine hard data and questionable data with intuition to arrive at a conclusion that events prove to be correct.

The judgment dimension was rated 2 of 14 ( $M=6.67$ ,  $SD=.65$ ) among the affective dimensions of the whole person by business professionals. Business professionals participating in this study understood the importance of good judgment and its relationship to success or failure in the workplace. Tichy and Bennis (2007, October) reported that this dimension is murky causing researchers to avoid the topic to some

degree but concluded that judgment is an art that can be learned through proper preparation. The business professionals in this study viewed judgment as very important as a goal or learning outcome at four-year colleges and universities.

*Moral Reasoning* – The manner and process people use to decide what is moral, immoral, ethical, unethical, right, or wrong.

Moral reasoning was rated 3 of 14 ( $M=6.46$ ,  $SD=.75$ ) among the affective dimensions of the whole person by business professionals. Frequently addressed in the literature, moral reasoning deserves special attention because of its affect on efficiency in the workplace and home (Kohlberg, 1984 and Pascarella and Terenzini, 2001).

Borduin and Finger (1992, June) used the Defining Issues Test (Rest, 1979) to examine moral reasoning among college age students. Their research revealed that the strongest predictor of moral reasoning was college grade level. This research is consistent with that of Kohlberg (1984) and Pascarella and Terenzini (2001) and reinforces why business professionals view the dimension as very important as a goal or learning outcome at four-year colleges and universities.

*Leadership* – The ability to direct, influence, and motivate others to accomplish the mission and vision of an organization.

Business professionals rated leadership 4 of 14 ( $M=6.24$ ,  $SD=.85$ ) among the affective dimensions evaluated in this research. It is notable that only those dimensions that relate to ethical and moral decision-making and judgment ranked above the leadership dimension among business professionals. Business professionals in this study

viewed leadership as a very important whole person dimension that should be a goal or learning outcome at four-year colleges and universities.

*Citizenship, Civic Responsibility* – Allegiance to and support of one's sovereign country; participation in local government and community activities; active and/or voting in local, state, and national elections.

Business professionals rated citizenship and civic responsibility 5 of 14 ( $M=5.83$ ,  $SD=1.29$ ) among the affective dimensions of the whole person. In his *Taxonomy of 23 Goals for higher education*, Bowen (1977) categorized citizenship under the sub-topic of practical competence. He explained that it is often difficult to categorize or differentiate between cognitive, affective, and practical learning outcomes, but they work together to develop students in a wholistic way. In this research study, business professionals viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.29 indicated notable variability among the ratings.

*Lifelong Learning* – Motivation for continuous learning post-college through reading, study, and professional development.

The College Board Consortium (2006) surveyed 431 senior officers of businesses and assessed the importance of 20 job related skills. They concluded that applied skills at every educational level are more important than cognitive skills. Among these 11 critical applied skills was lifelong learning. Bowen (1977) included lifelong learning in his *Taxonomy of Goals*. Thus, it is reasonable to assume that The Conference Board

Consortium borrowed from Bowen's work as the members assembled important applied skills in their research.

The business professionals rated lifelong learning 6 of 14 ( $M=5.71$ ,  $SD=1.15$ ) among the affective whole person dimensions evaluated in this study. Lifelong learning may equate to professional development in the opinions of business professionals contributing to the high rating afforded this dimension. In this study, the ratings by business professionals indicate that lifelong learning is important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.15 indicated notable variability among the ratings.

*Identity* – Sense of self in a social, historical, and cultural context; self-acceptance; self-esteem.

The attainment of personal identity was the anchor point for Chickering's work (1969) and the end of adolescence in Erikson's (1959) eight development crises. Later, Chickering and Reisser (1993) concluded that discovering one's personal identity was critical to the selection of lifetime choices. Bowen (1977) viewed the realization of one's identity as a fundamental aspect of emotional and moral development. In this research study, business professionals ranked identity 7 of 14 ( $M=5.57$ ,  $SD=1.23$ ) among the affective whole person dimensions and viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.23 indicated notable variability among the ratings.

*Social Skills, Etiquette, Propriety, and Decorum* – Codes governing correct behavior; consist of the prescribed forms of conduct in polite society.

The development of social skills, etiquette, propriety, and decorum was identified by Bowen (1977) in his Taxonomy of Goals but unmentioned in the College Board Consortium's (2006) research on job related skills as appropriate learning outcomes for colleges and universities. Similar to social skills, social harmony was included in a compilation of the 15 most important personal values gleaned from a survey of 650 participants conducted by the Institute for Global Ethics in 1996 (Marrella, 2005). In this study, business professionals ranked social skills, etiquette, propriety, and decorum 8 of 14 ( $M=5.55$ ,  $SD=.97$ ) among the affective dimensions of the whole person and viewed the dimension as important as a goal or learning outcome at four-year colleges and universities.

*Sound Family Life* – The attainment of good family values.

Business professionals rated sound family life 9 of 14 ( $M=5.52$ ,  $SD=1.33$ ) among the affective dimensions of the whole person. In a quote from the Institute of Global Ethics, "we will not survive the twenty-first century with the ethics of the twentieth century." Marrella (2005, p.265) related the importance of the transfer of a sense of morality and ethics to our children. The art of raising children is a complex process involving important concepts, and the family unit plays a fundamental role in that process according to Marrella. As Bowen (1977) concluded, human understanding, compassion, empathy, and fruitful leisure interests contribute to a sound family life. In this research study, business professionals viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.33 indicated notable variability among the ratings.

*Wellness, Health* – The sense of being in good physical and mental condition; evidence of energetic activity.

Business professionals rated health and wellness in a tie for 10 of 14 ( $M=5.48$ ,  $SD=1.07$ ) among the affective dimensions of the whole person. Bowen (1977) included health and wellness in his Taxonomy of Goals for higher education. He placed this affective dimension of the whole person under the category of practical competence. The College Board Consortium (2006) made no mention of health and wellness in its 20 job related skills. However, in a separate category entitled emerging content, the number one requirement for future graduates was instruction in health and wellness. In this research study, business professionals viewed the dimension as important as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.07 indicated notable variability among the ratings.

*Human Understanding* – Compassion, empathy, and selflessness.

Human understanding was reported by Bowen (1977) in his Taxonomy of Goals for higher education but rarely discovered in the literature review otherwise. Evidence of its perceived importance can be observed by the presence of service learning programs at many colleges and universities today. Anecdotally, one might conclude that the attributes of compassion, empathy, and selflessness are integral to effective leadership and Goleman's (2006) research on emotional intelligence has emphasized that connection. In this research study, business professionals ranked human understanding in a tie for 10 of 14 ( $M=5.48$ ,  $SD=1.13$ ) among the affective dimensions of the whole person and viewed the dimension as important as a goal or learning outcome at four-year colleges and

universities. The standard deviation of 1.13 indicated notable variability among the ratings.

*Religious or Spiritual Interests* – Belief in a system of Godly worship.

Business professionals rated religious and spiritual interests 11 of 14 ( $M=4.93$ ,  $SD=1.84$ ) among the affective dimensions of the whole person. Bowen (1977) included the exploration of the spiritual domain in his Taxonomy of Goals for higher education. Based on the percentage of respondents rating religious or spiritual interests 5-7 in the Multiple Rating List, this dimension was perceived as important by some respondents as a goal or learning outcome in four-year colleges and universities. However, 17 percent of respondents rated religious or spiritual interests 1-3 in importance as a goal or learning outcome at four-year colleges and universities indicating a perception of low importance. In this research study, business professionals considered the dimension with mixed views as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.84 indicated high variability among the scores.

*Esthetic Appreciation* – a sense of beauty in the arts, nature, etc.

Esthetic appreciation was rated 12 of 14 ( $M=4.71$ ,  $SD=1.20$ ) by business professionals in this study. As noted previously in this chapter, respondents may have considered esthetic appreciation as a cognitive dimension rather than as an affective dimension contributing to the development of the whole person. Bowen (1977) reported esthetic appreciation in his Taxonomy of Goals for higher education, however, the College Board Consortium (2006) did not mention esthetic appreciation as defined in this study. However, the Consortium did list creativity as an applied skill, which may relate



to the arts. In this research study, business professionals considered the dimension with mixed views as a goal or learning outcome at four-year colleges and universities. The standard deviation of 1.20 indicated notable variability among the ratings.

*Leisure Interests and Activities* – The nature and time allotted to out of work activities.

Leisure interests and activities was rated 13 of 14 ( $M=4.17$ ,  $SD=1.29$ ) by business professionals. The development of student interest and participation in leisure activities was reported in Bowen's (1977) Taxonomy of Goals for higher education but omitted as an applied or practical skill to be learned in colleges and universities by The College Board Consortium (2006). Business professionals varied in their opinions relative to the importance and inclusion of leisure interests and activities in the curriculum and co-curriculum of four-year colleges. The dimension received 29 ratings in the 4-6 range indicating a reasonable level of importance as a goal or learning outcome in four-year colleges and universities in the opinions of some business professionals. The standard deviation of 1.29 indicated notable variability among the ratings. Overall, business professionals considered the dimension with mixed views as a goal or learning outcome at four-year colleges and universities.

*Comparison and Contrast of Opinions of College Educators and Business Professionals*

This section addresses research question c. Here, the ratings of college educators and business professionals are compared and contrasted on 14 affective dimensions of the whole person in importance as goals and learning outcomes at four-year colleges and universities. Table 14 ranks the dimensions according to mean scores as rated by

respondents from the two groups. Table 15 provides Independent Samples t-test results comparing the means of the two groups on the 14 dimensions.

Research question c. What areas of agreement and disagreement exist between college educators and business professionals concerning the core affective dimensions of the whole person that should be learned at four-year college and universities?

### *Character*

The College Educators Group and Business Professionals Group each rated character 1 of 14 and the most important affective dimension of the whole person that should be a goal or learning outcome at four-year colleges and universities. See Table 14. One respondent wrote, “Without character, none of the other dimensions matter.”

The mean rating of the character dimension on the Multiple Rating Scale by college educators was 6.73 on a scale of 1-7 categorizing the dimension as very important in the opinions of this group. The standard deviation of .48 indicated minimal variability among the ratings and that the ratings were clustered around the mean. Seventy-four percent of college educators participating in this study gave character a rating of 7 (very important).

The mean rating of the character dimension on the Multiple Rating Scale by the business professionals was 6.93 on a scale of 1-7 indicating even greater importance in the opinions of this group. One business professional wrote that character, “overrides technical skills – the lack of ethical behavior will derail a person’s career quicker than skill-set shortfalls.” Ninety-five percent of business professionals participating in this study gave character a rating of 7 (very important). The standard deviation of .26

indicated minimal variability among the ratings of business professionals and that the ratings were clustered around the mean.

The ratings by both groups of respondents indicate a modest difference in the opinions that character development is the most important affective whole person dimension to be a goal or learning outcome at four-year colleges and universities. The Independent Samples t-test indicated the difference in the means is statistically significant at the  $p \leq .05$  level,  $t(124) = -3.086$ ,  $p = .003$ . See Table 15.

### *Judgment*

The College Educators Group and Business Professionals Group each rated judgment in the top three in importance as an affective dimension of the whole person that should be a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the judgment dimension on the Multiple Rating Scale by college educators was 6.43 on a scale of 1-7 indicating very high importance in the opinions of this group. One educator concluded that, "Real life success in a career or calling depends on the ability to think critically and make sound decisions." Sixty percent of the college educators participating in this study gave judgment a rating of 7 (very important).

The mean rating of the judgment dimension on the Multiple Rating Scale by business professionals was 6.67 on a scale of 1-7 indicating very high importance in the opinions of this group. One business professional noted that, "opportunities for students to practice decision-making before the choices are permanent and life-changing are

vital.” Seventy-four percent of the business professionals participating in the study gave judgment a rating of 7 (very important).

Using the Independent Samples t-test, a statistically significant difference in the mean ratings between the two groups was not discovered. See Table 15.

### *Moral Reasoning*

The College Educators Group and the Business Professionals Group each rated moral reasoning in the top 3 in importance as an affective dimension of the whole person that should be a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the moral reasoning dimension on the Multiple Rating Scale by college educators was 6.44 on a scale of 1-7 indicating very high importance in the opinions of the group. One college educator noted that, “Education that does not challenge the student to enhance these qualities is merely information transfer.” Fifty-seven percent of the college educators participating in this study gave moral reasoning a rating of 7 (very important).

The mean rating of the moral reasoning dimension on the Multiple Rating Scale by business professionals was 6.46 on a scale of 1-7 also indicating very high importance in the opinions of the group. A business professional respondent wrote, “...it (moral reasoning) will be the glue that holds a civil society together.” Fifty-seven percent of the business professionals participating in this study gave moral reasoning a rating of 7 (very important), which was the same percentage as that given by the college educators group.

Using the Independent Samples t-test, a statistically significant difference in the mean ratings between the two groups was not discovered. See Table 15.

### *Lifelong Learning*

Hersh's research (1997, March/April) reported that businesses seek employees with a practical education that promotes lifelong learning and other affective dimensions that contribute to a well-rounded graduate. In this work, the College Educators Group rated lifelong learning 4 of 14 and the Business Professionals Group rated the dimension 6 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the lifelong learning dimension on the Multiple Rating Scale by college educators was 6.18 on a scale of 1-7 indicating very high importance in the opinions of this group. The mean rating of the lifelong learning dimension on the Multiple Rating Scale by business professionals was 5.71 indicating importance in the opinion of this group. The standard deviation of 1.15 indicated notable variability as 11 business respondents (N=42) rated lifelong learning in the 3-5 range. It is possible that a variation in definition so that professional development was synonymous with lifelong learning would have elicited a higher rating from business professionals. The Independent Samples t-test indicated the difference in the means is statistically significant at the  $p \leq .05$  level,  $t(124) = 2.530$ ,  $p = .013$ . See Table 15.

*Human Understanding*

The College Educators Group rated human understanding 5 of 14 and the Business Professionals Group rated the dimension tied for 10 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the human understanding dimension on the Multiple Rating Scale by college educators was 5.90 on a scale of 1-7 indicating importance in the opinion of this group of respondents. One university provost participating in this study wrote, "The ability to see the world from another's perspective is extremely valuable when finding one's way in the world."

The mean rating of the human understanding dimension on the Multiple Rating Scale by business professionals was 5.48 indicating lesser importance in the opinion of this group of respondents. The standard deviation of 1.13 indicated notable variability as 6 respondents (N=42) rated human understanding in the 2-4 range.

The Independent Samples t-test indicated the difference in the means is statistically significant at the  $p \leq .05$  level,  $t(124) = 2.327$ ,  $p = .022$ . See Table 15. It is possible that as a group, college educators saw the compassion and empathy portion of the dimension definition as more important, whereas business professionals took a more pragmatic position relative to the dimension.

*Citizenship and Civic Responsibility*

The College Educators Group rated citizenship and civic responsibility 6 of 14 and the Business Professionals Group rated the dimension 5 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the citizenship and civic responsibility dimension on the Multiple Rating Scale by college educators was 5.80 on a scale of 1-7 indicating importance in the opinions of this group of respondents. The standard deviation of 1.12 indicated notable variability as 6 respondents (N=84) rated citizenship and civic responsibility in the 2-4 range. A college educator participating in this research study wrote, “the national future depends on educated citizens who are full participants in democratic processes.”

The mean rating of the citizenship and civic responsibility dimension on the Multiple Rating Scale by business professionals was 5.83 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.29 indicated notable variability as 7 respondents (N=42) rated citizenship and civic responsibility in the 3-4 range. Thus, there is no notable difference in the importance of this dimension as a goal or learning outcome between the two groups of respondents.

Using the Independent Samples t-test, a statistically significant difference in the mean ratings between the two groups was not discovered. See Table 15.

### *Leadership*

The College Educators Group rated leadership 7 of 14 and the Business Professionals Group rated the dimension 4 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the leadership dimension on the Multiple Rating Scale by college educators was 5.77 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The mean rating of the leadership dimension on the Multiple

Rating Scale by business professionals was 6.24 indicating very high importance in the opinions of this group of respondents. Twenty-one percent of presidents (N=19) of colleges or universities participating in this study gave leadership a rating of 7 (very important).

This difference in mean score and ranking between the two groups is worthy of mention as business professionals view the leadership dimension more important as a goal or learning outcome than college educators. Forty-five percent of business presidents participating in this study gave leadership a rating of 7 (very important). The Independent Samples t-test indicated the difference in the means is statistically significant at the  $p \leq .05$  level,  $t(124) = -2.879$ ,  $p = .005$ . See Table 15.

### *Identity*

Fellows (2003, February) wrote that no greater wisdom exists than that which permits an individual to know oneself. The College Educators Group rated identity 8 of 14 and the Business Professionals Group rated the dimension 7 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the identity dimension on the Multiple Rating Scale by college educators was 5.73 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.16 indicated notable variability as 10 respondents (N=84) rated identity in the 2-4 range. A college dean participating in this research study wrote, "sense of self in a social, historical, and cultural context is a grounding for knowledge."



The mean rating of the identity dimension on the Multiple Rating Scale by business professionals was 5.57 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.23 indicated notable variability as 7 respondents (N=42) rated identity in the 2-4 range.

Using the Independent Samples t-test, a statistically significant difference in the mean ratings between the two groups was not discovered. See Table 15.

### *Wellness and Health*

The College Educators Group rated wellness and health 9 of 14 and the Business Professionals Group rated the dimension tied for 10 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the wellness and health dimension on the Multiple Rating Scale by college educators was 5.29 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.34 indicated notable variability as 22 respondents (N=84) rated wellness and health in the 1-4 range.

Listed in Bowen's (1977) Taxonomy of Goals for higher education, the mean rating of the wellness and health dimension on the Multiple Rating Scale by business professionals was 5.48 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.07 indicated notable variability as 5 respondents (N=42) rated wellness and health in the 3-4 range.

Using the Independent Samples t-test, a statistically significant difference in the mean ratings between the two groups was not discovered.

*Esthetic Appreciation*

The College Educators Group rated esthetic appreciation 10 of 14 and the Business Professionals Group rated the dimension 12 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the esthetic appreciation dimension on the Multiple Rating Scale by college educators was 5.25 on a scale of 1-7 indicating importance in the opinions of this group of respondents. The standard deviation of 1.06 indicated notable variability as 20 respondents (N=84) rated esthetic appreciation in the 2-4 range.

The mean rating of the esthetic appreciation dimension on the Multiple Rating Scale by business professionals was 4.71 indicating mixed views in the opinions of this group of respondents. The standard deviation of 1.20 indicated notable variability as 4 respondents (N=42) rated esthetic appreciation in the 2-3 range and 23 rated the dimension in the 5-7 range.

A comparison of the mean ratings between the two groups revealed a notable difference (difference equal to or greater than 0.5) in the mean scores ( $5.25 - 4.71 = .54$ ). The higher rating by college educators (M=5.25) could be partially attributed to the input from those respondents from colleges with an artistic mission or from college educators who teach or formally taught in the art discipline. The Independent Samples t-test indicated the difference in the means is statistically significant at the  $p \leq .05$  level,  $t(124) = 2.574, p = .011$ . See Table 15.

*Social Skills, Etiquette, Propriety, and Decorum*

The College Educators Group rated social skills, et al., 11 of 14 and the Business Professionals Group rated the dimension 8 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the social skills, et al., dimension on the Multiple Rating Scale by college educators was 5.07 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.44 indicated notable variability as 12 respondents (N=84) rated social skills, et al., in the 1-3 range and 38 rated the dimension in the 6-7 range. The mean rating of the social skills, et al., dimension on the Multiple Rating Scale by business professionals was 5.55 on a scale of 1-7 indicating greater importance in the opinion of this group of respondents.

The observed difference in the ratings between the two groups of respondents may relate more to the appropriateness of the dimension as a college goal or learning outcome than its importance in the home and workplace. The Independent Samples t-test indicated the difference in the means is statistically significant at the  $p \leq .05$  level,  $t(124) = -2.199$ ,  $p = .030$ . See Table 15.

*Sound Family Life*

The College Educators Group rated sound family life 12 of 14 and the Business Professionals Group rated the dimension 9 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the sound family life dimension on the Multiple Rating Scale by college educators was 4.96 on a scale of 1-7 indicating mixed views in the opinion of

this group of respondents. The standard deviation of 1.56 indicated high variability as 15 respondents (N=84) rated sound family life in the 1-3 range and 32 rated the dimension in the 6-7 range.

The mean rating of the sound family life dimension on the Multiple Rating Scale by business professionals was 5.52 on a scale of 1-7 indicating importance in the opinion of this group of respondents. The standard deviation of 1.33 indicated notable variability as 9 respondents (N=42) rated sound family life in the 3-4 range and 23 rated the dimension in the 6-7 range.

Although the data does not explain why business professionals rated sound family life notably ( $5.52 - 4.96 = .56$ ) more important than college educators, the difference may relate to the college educators' indifference to the dimension as an appropriate goal or learning outcome in colleges and universities. The Independent Samples t-test indicated the difference in the means is statistically significant at the  $p \leq .05$  level,  $t(124) = -1.987$ ,  $p = .049$ . See Table 15.

#### *Religious or Spiritual Interest*

The College Educators Group rated religious or spiritual interest 13 of 14 and the Business Professionals Group rated the dimension 11 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the religious or spiritual interest dimension on the Multiple Rating Scale by college educators was 4.39 indicating mixed views relative to importance by this group of respondents. The standard deviation of 2.13 indicated very high variability as 30 respondents (N=84) rated religion or spiritual interest in the 1-3 range

and 42 rated the dimension in the 5-7 range. Twelve respondents rated the dimension 1 indicating extreme unimportance as a goal or learning outcome in four-year colleges and universities.

The mean rating of the religion or spiritual interest dimension on the Multiple Rating Scale by business professionals was 4.93 also indicating mixed views relative to importance by this group of respondents. The standard deviation of 1.84 indicated high variability as 7 respondents (N=42) rated the dimension in the 1-3 range and 25 rated the dimension in the 5-7 range. Three respondents rated the dimension 1 indicating extreme unimportance as a goal or learning outcome at four-year college and universities. It is difficult to compare the ratings of the two groups concerning this dimension due to the remarkable variance (SD=2.13 college educators and SD=1.84 business professionals) in both groups of respondents, however, business professionals rated the dimension notably higher ( $4.93 - 4.39 = .54$ ) than college educators.

Using the Independent Samples t-test, a statistically significant difference in the mean ratings between the two groups was not discovered. See Table 15.

#### *Leisure Interests and Activities*

The College Educators Group rated leisure interests and activities 14 of 14 and the Business Professionals Group rated the dimension 13 of 14 in importance as a goal or learning outcome at four-year colleges and universities. See Table 14.

The mean rating of the leisure interest and activities dimension on the Multiple Rating Scale by college educators was 4.13 indicating mixed views relative to importance in the opinion of this group of respondents. The standard deviation of 1.42 indicated

notable variability as 23 respondents (N=84) rated leisure interests and activities in the 1-3 range and 41 rated the dimension in the 5-7 range. Four respondents rated the dimension 1 indicating extreme unimportance as a goal or learning outcome in four-year colleges and universities.

The mean rating of the leisure interest and activities dimension on the Multiple Rating Scale by business professionals was 4.17. The standard deviation of 1.29 indicated notable variability as 11 respondents (N=42) rated leisure interests and activities in the 1-3 range and 20 rated the dimension in the 5-7 range.

Both groups of respondents had virtually identical opinions relative to leisure interests and activities importance as a goal or learning outcome at four-year colleges and universities. The mean ratings of both groups (M=4.13, college educators and M=4.17, business professionals) were close to being rated unimportant (3.9 or below) as a goal or learning outcome at four-year colleges and universities.

Using the Independent Samples t-test, a statistically significant difference in the mean ratings between the two groups was not discovered. See Table 15.

To summarize, notable differences (0.5 or greater) were discovered in the mean scores of the two groups on the dimensions of esthetic appreciation (.54), sound family life (.56), and religious or spiritual interests (.54). However, when the means were compared using the Independent Samples t-test, statistically significant differences were discovered in the mean ratings of the two groups on character, lifelong learning, human understanding, leadership, esthetic appreciation, social skills, and sound family life. Since the differences in the mean scores revealed in the t-test are significant ( $p \leq .05$ ), one

can infer that the difference exists in the population as a whole (Alreck & Settle, 2004). This data provides evidence that differences truly exist between the opinions of college educators and business professionals in the southeast region of the United States on 7 of the 14 dimensions of the whole person relative to the importance and inclusion of these 7 dimensions as goals or learning outcomes in four-year colleges and universities.

#### Qualitative Rating of the Three Most Important Affective Dimensions

In order to enrich the data and validate the ratings of the three most important affective whole person dimensions on the Multiple Rating Scale, Part II of the survey asked the respondents, “to list the three most important dimensions and briefly explain the rationale for the selection of each.” Referring to his Taxonomy of Goals, Bowen (1977) suggested that all goals and learning outcomes are not achievable with available resources so educators should seek to prioritize the goals. In rating the 14 affective dimensions of the whole person, this research study in essence, prioritizes the goals or dimensions. This section of the work reaffirms the three most important affective dimensions that should be goals or learning outcomes at four-year colleges and universities and uses quotes from the respondents to enrich the findings. Table 17 compares the qualitative ratings of the top three whole person dimensions by college educators and business professionals.

It may be the most important result of this study that college educators and business professionals alike found character, judgment, and moral reasoning, quantitatively and qualitatively, as the three most important affective dimensions of the whole person that should be goals or learning outcomes at four-year colleges and

universities. Some respondents redefined the whole person dimensions in their explanations as to why character, judgment, and moral reasoning are the three most important affective dimensions that should be goals or learning outcomes at four-year colleges and universities. Table 18 provides narrative responses by college educators. The number of respondents reporting the three most important whole person dimensions in Part II was less than the total number of respondents as some did not list their top three selections, ostensibly because they sensed that the Multiple Rating List would yield the top three.

One college president concluded that, “character, judgment, and moral reasoning are important as goals or learning outcomes, because they form the basis for all life decisions individuals will make in both their professional and personal lives. They determine how knowledge will be used – for both good and bad.” Another related the development of character, judgment, and moral reasoning to the liberal arts by writing, “A relevant college curriculum grounded in a liberal arts foundation provides a unique context for exposing, prodding, fostering, and nurturing concepts and values that enable sustained growth, perspective, and understanding in the broadest human terms as well as personal, professional, and civic circumstances.” This perspective relative to the liberal arts contribution to the development of the whole person is consistent with the research reported by Fellows (2003, February), Hersh (1999, Winter), Strange and Benning (2001), and Chickering and Gamson (1987).

Table 19 provides the narrative explanations by the business professionals of why character, judgment, and moral reasoning were considered the three most important



affective dimensions of the whole person that should be goals or learning outcomes at four-year colleges and universities. These respondents offered other narrative explanations of character, judgment, and moral reasoning that were grouped precluding inclusion in Table 19, however, the rationale provided is rich in meaning and is included in Table 20. One respondent concluded that, “Without character, judgment, and moral reasoning, there will be no true success in business or otherwise in life. To the extent that parents may have failed to instill these dimensions, higher institutions of learning must make a valiant attempt to do so.”

The demographics of the respondents for this research study revealed a notable difference in the educational level of the college educators and the business professionals. A review of the educational level of the college educators revealed that 96 percent had attained the doctoral or equivalent degree. However, only 10 percent of the business professionals had attained the doctoral or equivalent degree. A careful comparison and analysis of the narrative responses revealed a more academic rationale from the college educators. Although equally as thoughtful and pertinent, the business professionals’ narrative responses revealed a more pragmatic purpose.

The purpose of this qualitative section was to validate the three most important affective whole person dimensions from the Multiple Rating List and to enrich the data by providing narrative opinions and attitudes affecting the ratings by each group. The validation was achieved with both groups reaffirming character, judgment, and moral reasoning as the three most important affective whole person dimensions that should be goals or learning outcomes at four-year colleges and universities. Further, the narrative

explanations reinforced the importance of these three dimensions and provided valuable insights justifying the selection of each by both groups of respondents.

#### Additional Dimensions and Ratings

To ensure that the literature review and subsequent selection of 14 affective whole person dimensions to be rated did not omit dimensions of importance, respondents were given the opportunity to list and rate on a 1-7 scale other dimensions that they felt should have been included in the Multiple Rating List. Tables 21 and 22 report additional dimensions, frequency of inclusion, and ratings provided by the respondents.

This section satisfied its purpose by eliciting dimensions that were rarely observed in the literature review for this study or included in the works of Chickering and Reisser (1993) and Bowen (1977), and hence, not among the 14 affective dimensions included in the Multiple Rating List. Seven respondents (four college educators and three business professionals) added cross culture awareness and appreciation or intercultural awareness as a goal or learning outcome that should be learned at four-year colleges and universities. Some may have assumed that cross cultural awareness was part and parcel to the dimension of human understanding, but the definition of human understanding in the survey did not mention cross cultural awareness or diversity studies. The College Board Consortium (2006) included diversity as an applied skill in its compilation of the 20 most important job related skills. Moreover, Bok (2006) reported that cross cultural appreciation can be learned through the residential and co-curricular programs. Cross cultural appreciation may have significance as an emerging issue where global awareness and participation is an expectation of 21<sup>st</sup> century graduates of baccalaureate-granting

institutions. These observations should have prompted this researcher to include a cultural appreciation or a diversity dimension in the Multiple Rating List. Although insufficient ratings exist in this study to conclude that cross culture awareness and appreciation, intercultural awareness, or diversity is an important affective dimension of the whole person that should be a goal or learning outcome at four-year colleges and universities, its inclusion by seven respondents is a strong indicator that it should be given serious consideration as a goal or learning outcome in baccalaureate degree-seeking programs.

#### The Core Affective Dimensions of the Whole Person

The fundamental research question for this study was, “What are the core affective dimensions of the whole person that should be learned during the four-year baccalaureate degree-seeking program?” To answer this question, the research design needed to determine which affective dimensions of the whole person are fundamental and should be goals and learning outcomes at four-year colleges and universities as perceived by college educators and business professionals. Further, this research sought areas of agreement and disagreement between educators and business professionals relative to 14 affective whole person dimensions that were elicited from the conceptual framework (Chickering and Reisser, 1992 and Bowen, 1977) for this study and other research examined during the literature review. Quantitative and qualitative data was collected from 126 respondents (college educators and business professionals), tallied, scored, compared, and contrasted. Table 14 is a comparison of the means and standard deviations on each dimension for both groups of respondents. Table 15 depicts t-test

results denoting significance in the difference in the mean ratings between the two groups at the  $p \leq .05$  level.

This section combines the means and standard deviations of both groups to determine the core affective dimensions of the whole person that should be learned during the four-year baccalaureate degree-seeking program. Table 16 depicts the combined ranking, means, and standard deviations of 14 affective dimensions of the whole person. In computing the mean rankings and standard deviations of the combined groups, data was included from 84 college educator respondents and 42 business professional respondents. No attempt was made to weight the business professionals' data even though this number of respondents was less than those from the college educators group, because every response was considered of equal value in the evaluation of each dimension.

In determining the core affective dimensions of the whole person that should be learned during the baccalaureate degree-seeking program, it was decided that the core dimensions would be those that were deemed by both groups of respondents to be the three most important whole person dimensions. The combined mean scores on each dimension from the Multiple Rating List were used to rank the dimensions in importance.

Bowen (1977, p.54) acknowledged that his Taxonomy "appears as a compendium of all possible human virtues and hopes" and all of the goals are not achievable. Previously, The Carnegie Commission on Higher Education (1973, p. 16-17) published that, "the campus cannot and should not try to take direct responsibility for the 'total' development of the student."

Further, Bowen (1977) suggested that educators seek to prioritize the goals to determine which ones are achievable with available resources. With that guidance as a backdrop, a conservative approach was taken in concluding and recommending the whole person dimensions that should be core affective dimensions of the whole person that should be learned during the four-year baccalaureate degree-seeking program.

The core dimensions, as determined quantitatively and qualitatively, are those that the data reflected as the three most important whole person dimensions as goals or learning outcomes at four-year colleges and universities. The three affective dimensions that were viewed as most important by the mean scores of each group of respondents, the combined mean scores of both groups, and the qualitative ranking of the three most important dimensions were character, judgment, and moral reasoning. These dimensions should be considered imperatives to be learned during the four-year baccalaureate degree-seeking program. One business professional respondent wrote, “Without character, judgment, and moral reasoning there will be no true success in business or otherwise in life....” A college president concluded that, “these three dimensions are important as goals or learning outcomes because they form the basis for all life decisions individuals will make in both their professional and personal lives. They determine how knowledge will be used – for both good and bad.”

### *Character*

Fellows (2003, February) reported that business tests one’s character by placing the individual in situations that require one to be truthful, empathetic, control one’s disposition towards selfish behavior, and resist personal biases. The character dimension

is dramatically enhanced by, “exposure to interdisciplinary courses, ethnic studies and women’s studies, participation in religious services and activities, socializing with students from a variety of racial ethnic backgrounds and participation in leadership education and training.” (Aston & Antonio, 2004, p. 61) As defined in this study, character had an aggregate (N=126) mean score of 6.79 and was viewed as the most important affective whole person dimension. A college educator in this study described character as “...the foundation of a life well lived.” Therefore, character with its components of ethical behavior, honesty, and integrity was deemed a core dimension of the whole person and should be considered an imperative to be learned during the four-year baccalaureate degree-seeking program.

### *Judgment*

As educators and business professionals consider the purpose of higher education, it is useful to consider the counsel of Cardinal Newman (1960) that without judgment acquired through liberal studies, the student is not educated for society. Newman concluded that the student who studies only one subject area will not even be a good judge in that subject. Tichy and Bennis (2007, October), writing for the Harvard Business Review, reported that good judgment is an art rather than a science and can be learned through proper education. They highlighted the importance of the judgment dimension by concluding that wise decisions emanating from good judgment are the most critical role of a leader in any organization. A business professional in this study concluded that good judgment is “critical to all professional and personal success and can be taught.”

The judgment dimension, as defined in this study, had an aggregate (N=126) mean score of 6.51 and was viewed as the second most important affective whole person dimension. Therefore, the judgment to make rational decisions and to combine hard data with questionable data and intuition to arrive at correct decisions was deemed a core dimension of the whole person and should be considered an imperative to be learned during the four-year baccalaureate degree-seeking program.

### *Moral Reasoning*

Closely related to judgment, “moral reasoning refers to the process leaders use to make decisions about ethical and unethical behaviors.” (Hughes, Ginnett, & Curphy, 1999, p. 168) Kohlberg’s (1981b, 1984) seminal work on principled moral reasoning concluded that students learned to make decisions from a conventional or principled perspective over six stages. Pascarella and Terenzini (2005), in synthesizing Kohlberg’s research agreed, concluding that a positive association exists between the level of college attained and the level of principled moral reasoning acquired during college. The work of Borduin and Finger (1992) discovered that college grade level was the strongest predictor of good moral judgment. One college educator in this study concluded that moral reasoning is “Essential to continuation of a ‘civil’ society.” Another wrote that the dimension is “Essential to achieving (the) goals of global peace and social justice.”

The whole person dimension of moral reasoning, as defined in this study, had an aggregate (N=126) mean score of 6.45 and was viewed as the third most important affective whole person dimension. Therefore, the manner and process individuals use to decide what is moral, immoral, ethical, and unethical (moral reasoning) was deemed a

core dimension of the whole person and should be considered an imperative to be learned during the four-year baccalaureate-seeking program.

In summary, the sentiment of respondents (N=126) in this study was strong for the dimensions of character, judgment, and moral reasoning as core dimensions of the whole person that should be goals or learning outcomes in four-year baccalaureate degree-seeking programs. In keeping with the caution offered by the Carnegie Commission on Higher Education (1973, p. 16-17) that, “the campus cannot and should not try to take direct responsibility for the ‘total’ development of the student,” only three affective whole person dimensions were classified as core learnings that should be goals or learning outcomes at four-year baccalaureate degree-seeking programs. Although not categorized as core learnings, the dimensions in the next section were viewed as important by the respondents (N=126) and should be examined by educational planners to decide which ones are consistent with the mission of the specific institution or academic program and should be included as goals or learning outcomes.

### Important Dimensions of the Whole Person

#### *Overview*

Four dimensions (character, judgment, moral reasoning, and lifelong learning) were rated as very important (mean equal to 6.0-6.9) on the Multiple Rating List. In this study, three of these four dimensions (character, M=6.79; judgment, M=6.51; and moral reasoning M=6.45) were classified as core dimensions of the whole person that should receive the highest priority as goals or learning outcomes at four-year baccalaureate



degree-seeking programs and should be considered as imperatives by educational planners.

Eight dimensions were rated as important (Mean equal to 5.0-5.9) on the Multiple Rating Scale. These eight dimensions included leadership; citizenship and civic responsibility; human understanding; identity; wellness and health; social skills, etiquette, propriety, and decorum; sound family life; and esthetic appreciation. Lifelong learning was added making nine dimensions in this category, because the aggregate mean score of 6.02 was considerably lower than the scores of the three core dimensions. Moreover, lifelong learning was rarely included as one of the three most important dimensions in the qualitative portion of this research. Although these nine dimensions are not classified as core dimensions, the data in this study leads to the conclusion that educational planners should examine each to decide which ones are consistent with the mission of the specific institution or academic program. For example, educational planners in a management program might conclude that leadership development is a necessary goal or learning outcome for their program, however, educational planners in a pre-med program, might conclude that human understanding is more important than leadership skills in their program.

The affective dimensions of religion or spiritual interests and leisure interests and activities were rated less than 5.0 on the Multiple Rating List indicating mixed views as goals or learning outcomes at four-year colleges and universities. Standard deviations of 2.05 and 1.37 respectively, indicated very high and notable variability in the ratings on both dimensions among the two groups.

As educational planners contemplate which goals or learning outcomes to pursue, they must exercise restraint and remember Bowen's (1977) caution that some of the goals are not achievable. Bowen also concluded that some of the goals are complexly interrelated, difficult to substantiate, and often judged differently by different observers. Moreover, although some affective learning outcomes are achieved unintentionally (Bowen, 1977), planners must realize that time is an issue so internal prioritization and selection of the affective goals and learning outcomes is important.

### *Lifelong Learning*

Bowen (1977) defined lifelong learning as motivation for continuous learning post-college. One college dean participating in this study wrote, "Continual pursuit of knowledge keeps one's mind stimulated, keeps one humble, and keeps one culturally relevant." This dimension was rated higher by college educators ( $M=6.18$ ) than business professionals ( $M=5.71$ ), but the difference may relate to how the dimension was defined. It is possible that business professionals would have rated lifelong learning higher if it had been defined as "motivation for lifelong learning and continuous professional development." However, as defined in this study, lifelong learning had an aggregate ( $N=126$ ) mean score of 6.02. Notwithstanding the 6.02 mean score, this score was considerably lower than the mean scores of character (6.79), judgment (6.51) and moral reasoning (6.45). Moreover, in the qualitative portion of this study, lifelong learning was rarely mentioned as one of the three most important affective dimensions of the whole person that should be goals or learning outcomes at four-year colleges and universities. Therefore, although not an imperative, lifelong learning was viewed as very important by

the respondents and should be given careful consideration as a goal or learning outcome in four-year baccalaureate degree-seeking programs.

### *Leadership*

Gardner (1990) generalized that faculty are slow to accept the idea that leadership should be the subject of specific coursework. This research achieves a different conclusion. In this study, college educators (N=84) rated leadership 7 of 14 (M=5.77) in importance as a goal or learning outcome at four-year colleges and universities. As defined in this study, leadership had an aggregate (N=126) mean score of 5.93 and was viewed as an important affective whole person dimension that should receive careful consideration for inclusion in the four-year baccalaureate degree-seeking program.

### *Citizenship and Civic Responsibility*

Myers-Lipton (1998, October) and Sullivan (1999) described a movement away from citizenship and work for the public interest to one focused on self-interest, career-first, and compensation. Bok (2006) reported that civic apathy is the norm among college students, and faculties have paid little attention to the subject. A college president participating in this study concluded, "When those who are 'educated' ignore their responsibility to participate in political affairs with informed judgments, they transfer power to those least able to make sound decisions and who are most susceptible to demagoguery." Thus, it may be debatable what faculties have done about civic apathy, but this research validates the value college educators and business professionals place on citizenship and civic learning outcomes. Citizenship and civic responsibility received an aggregate (N=126) mean score of 5.81 and was viewed as an important affective whole

person dimension that should receive careful consideration for inclusion in the four-year baccalaureate degree-seeking program.

### *Human Understanding*

Rarely observed in the literature review for this study, except in Bowen's (1977) *Taxonomy of Goals*, this affective dimension was viewed as an important goal or learning outcome by college educators and business professionals. One vice president for human resources participating in this study wrote, "The ability to get along with others, ie., co-workers, clients, etc., is absolutely critical and outweighs skills to perform (specific) tasks because relations with other people will make success more likely while the absence of good relations with others will hinder success." As defined in this research study, human understanding achieved an aggregate (N=126) mean score of 5.76 and was viewed as an important affective whole person dimension that should be given careful consideration for inclusion in the four-year baccalaureate degree-seeking program.

### *Identity*

Identity was the anchor point in Chickering's (1969 and 1993) work and was reinforced by Bowen (1977, p. 433) when he recorded that, "on the average, a college education helps students in discovering their personal identity and in making lifetime choices congruent with this identity." Fellows (2003, February) reminded the reader that there is no greater wisdom and no more useful knowledge than to know oneself. In this research study, identity received an aggregate (N=126) mean score of 5.67 and was

viewed as an important affective whole person dimension that should be given careful consideration for inclusion in the four-year baccalaureate degree-seeking program.

#### *Wellness and Health*

Listed as one of Bowen's (1977) Taxonomy of Goals for higher education and reported by the College Board Consortium (2006) as the number one emerging subject for study, wellness and health received an aggregate (N=126) mean score of 5.35. Thus, this dimension was viewed as an important affective whole person dimension that should be considered for inclusion in the four-year baccalaureate degree-seeking program.

#### *Social Skills, Etiquette, Propriety, and Decorum*

Rated notably higher by business professionals than college educators, social skills, et al., was reported in Bowen's (1977) Taxonomy of Goals for higher education. This dimension was unmentioned in the work of the College Board Consortium (2006). Notwithstanding the above, this whole person dimension received an aggregate (N=126) mean score of 5.23 and was viewed as an important whole person dimension that should be considered for inclusion in the four-year baccalaureate degree-seeking program.

#### *Sound Family Life*

Sound family life was defined as the attainment of good family values, and Marrella (2005) emphasized the importance of this dimension in the raising of children in an ethical and moral environment. A business professional participating in this study reported that, "sound family life and good values go hand-in-hand and are essential in helping establish the 'whole person' as a student progresses through the education cycle on to a valued citizen." The dimension was rated notably higher by business

professionals (M=5.52) than college educators (M=4.96). Nonetheless, the dimension received an aggregate (N=126) mean score of 5.15 and was viewed as an important whole person dimension that should be considered for inclusion in the four-year baccalaureate degree-seeking program.

#### *Esthetic Appreciation*

Bowen (1977) reported esthetic appreciation in his Taxonomy of Goals, but the dimension was not mentioned in the work of the College Board Consortium (2006). College educators rated the dimension higher (M=5.25) than business professionals (M=4.71). Defined as a sense of beauty in the arts and nature, the definition may have lacked specificity relative to whether it related to art appreciation, art history, or the visual arts, thus affecting the rating by both groups of respondents. However, this dimension received an aggregate (N=126) mean score of 5.07 indicating importance in the opinions of the respondents leading to the conclusion that it should be considered for inclusion in four-year baccalaureate degree-seeking programs.

#### *Religion or Spiritual Interests*

Bowen (1977) included the exploration of the spiritual domain in his Taxonomy of Goals for higher education. However, in this work, college educators (M=4.39) and business professionals (M=4.93) both perceived this dimension with mixed views as a goal or learning outcome at four-year colleges and universities. Notwithstanding the above, the dimension remains appropriate for non-secular institutions with a religious or spiritual mission. It may also have value as an elective course of study at secular

institutions. The standard deviation of 2.05 indicated very high variability and a lack of consensus as to its importance as a goal or learning outcome among the respondents.

#### *Leisure Interests and Activities*

Defined as the time allotted to out of work activities, this dimension was reported in Bowen's (1977) Taxonomy of Goals for higher education but omitted by the College Board Consortium as an applied or practical skill for the 21<sup>st</sup> century. Rated low by both groups of respondents (college educators M=4.13, business professionals M=4.17), the aggregate mean score of 4.14 indicated mixed opinions as a goal or learning outcome at four-year colleges and universities. Nonetheless, educational planners may choose to examine the dimension as an elective course of study.

To summarize, this section reiterates the core affective dimensions of the whole person (character, judgment, and moral reasoning) that should be considered imperatives by educational planners at four-year baccalaureate degree-seeking programs. Moreover, the section concludes that nine other dimensions (lifelong learning, leadership, citizenship and civic responsibility, human understanding, identity, wellness and health, social skills, et al., sound family life, and esthetic appreciation) are important and should be considered as goals or learning outcomes in four-year colleges and universities. The dimensions of religious or spiritual interests and leisure interests and activities received mixed reviews by the respondents. However, religious studies may be appropriate learnings at non-secular colleges as required studies and at secular colleges as electives. Similarly, golf, tennis, or sailing (leisure interests and activities) could be appropriate electives at appropriate colleges and universities.

## Conclusions

1. The quantitative and qualitative findings of this study make a compelling argument that the core affective dimensions of the whole person that should be learned during the four-year baccalaureate degree-seeking program are character, judgment, and moral reasoning.
2. The respondents' (N=126) data revealed that the core affective dimensions of the whole person were character, judgment, and moral reasoning indicating that these dimensions should be considered imperatives to be learned during the baccalaureate degree-seeking program. These learnings may be formally taught or learned informally in a residential or co-curricular setting, but they should be purposeful and assessed.
3. The affective whole person dimensions of lifelong learning, leadership, citizenship and civic responsibility, human understanding, identity, wellness and health, social skills, sound family life, and esthetic appreciation were rated important dimensions by the respondents (N=126) and should be considered by college educators as goals or learning outcomes in four-year colleges and universities.
4. The data from 126 respondents revealed mixed views on the importance of religious or spiritual interests and leisure interests and activities as goals or learning outcomes at four-year colleges and universities. Notwithstanding the above, religious or spiritual interests remains appropriate for private, non-secular colleges and universities and leisure interests and activities may have value as an optional elective at any college or university.



5. Cross cultural awareness and appreciation was viewed as an important affective whole person dimension by seven respondents (N=126) in the qualitative section of the survey, even though it was not included in the 14 affective dimensions to be rated. Cross cultural awareness appears as an emerging issue that relates to global awareness and deserves serious consideration as a goal or learning outcome at four-year colleges and universities.
6. In his analysis of the applicable literature, commission reports, speeches by educators, journal articles, and institutional histories, Bowen (1977) discovered notable consensus among the experts on the educational goals and learning outcomes deemed most important in colleges. The data from the experts in this research study revealed similarities and differences in the goals or learning outcomes viewed as most important by college educators and business professionals. The findings in this research revealed statistically significant differences in the opinions of college educators and business professionals in the southeast region of the United States on 7 of the 14 dimensions of the whole person relative to the importance and inclusion of these 7 dimensions (character, lifelong learning, human understanding, leadership, esthetic appreciation, social skills, and sound family life) as goals or learning outcomes in four-year colleges and universities. Moreover, this research appears to be the first attempt to rank or prioritize the goals for inclusion in curricular or co-curricular programs at four-year colleges or universities.
7. The affective dimensions of the whole person are learned in the college experience through a combination of curricular experience, co-curricular activities, and

residential life. Deliberate planning and cooperation between academicians and student affairs professionals will enrich this experience and enhance the achievement and retention of these learning outcomes. Nonetheless, educational planners face notable challenges in determining who will teach the affective dimensions when required. Faculty members may not be comfortable teaching character development, leadership skills, moral reasoning, and other affective learning outcomes as these subjects may be foreign to their teaching disciplines. Thus, planners should consider the feasibility of using college administrators, student affairs professionals, and adjuncts from the business or medical fields to teach these dimensions. Imbedding the affective dimensions into other courses is another option where appropriate.

#### Recommendations for Implementation

1. Colleges and universities should seek deliberate and purposeful opportunities to engage faculty and student affairs professionals in the examination of ways to include the core affective dimensions of the whole person and other important whole person dimensions from this study into the curricular, co-curricular, and residential life programs at colleges and universities. Where faculty members and student affairs professionals rarely interact in the planning of the curriculum and co-curriculum, task forces or other ad hoc committees should be formed to determine the goals and learning outcomes for their institutions. These groups should first examine the institutional mission statement to see if it requires or articulates a whole person purpose. If not, a modification to the institutional

purpose statement or mission statement in the strategic plan may be in order. In deciding which affective dimensions to include as goals or learning outcomes, educational planners should heed the counsel of Bowen (1977) that these goals and learning outcomes may not all be achievable as time and resources will be a limitation.

2. Using the findings from this research, faculty and student affairs planning committees should examine the pedagogy to formally or informally teach the core affective dimensions and other important affective dimensions while seeking ways to imbed these goals and learning outcomes into the curriculum, co-curriculum, and residential life programs. Some liberal arts colleges have developed portfolio programs where students document whole person learnings through participation on councils and committees, leadership experience in clubs and athletics, attendance at lectures and cultural events, service learning activities, and more. Imbedding the core affective dimensions and other important whole person dimensions into the curriculum, co-curriculum, and residential life programs has significant potential but requires extensive planning and follow-up through the assessment process.
3. Faculty and student affairs professionals, working in partnership, should examine the methods of assessment to evaluate the achievement of these affective goals and learning outcomes. The first step in the examination of the assessment methodology is the selection of the affective goals and learning outcomes. This research study ranked the affective goals and outcomes in importance and rated

them as core learning outcomes or important learnings for consideration, thus, simplifying the first step. Freshman year pre-testing and senior year post-testing may be the best process for assessing affective goals and learning outcomes, because these learnings are acquired over time and progress may not be discernable in annual assessments. Moreover, assessment planners realize that evidence of affective learnings may not be as quantifiable as desired, so it may be necessary to accept evidence acquired through careful analysis and good judgment (Bowen, 1977).

4. The Southern Association of Colleges and Schools (SACS) requires the submission of a Quality Enhancement Plan (QEP) in some area of student learning at institutions seeking reaffirmation of accreditation. Other regional accrediting agencies may have similar requirements. The development of a QEP for whole person development that selects the affective outcomes to be learned, documents the methodology for delivering the outcomes, and ascertains the frequency and techniques for assessing the learning outcomes may be a good way to meet the SACS' QEP requirement while facilitating the achievement of the whole person goals and outcomes recommended in this study.

#### Recommendations for Future Research

1. This research study sought to identify the core affective dimensions of the whole person that should be learned during the four-year baccalaureate degree-seeking program, but it made no effort to discover how these dimensions are to be taught

or assessed. The “how to teach and assess” the affective dimensions revealed in this work are ripe subject matter for future research.

2. This research study examined the core affective dimensions of the whole person that should be goals or learning outcomes at four-year colleges and universities. One might conclude that two-year colleges also have a role to play in wholistic development. In view of the non-residential nature of most community colleges and their two-year limitation, research defining the core affective dimensions appropriate for these institutions would be helpful in integrating these outcomes into the two-year curriculum and co-curriculum.
3. Light (2001) and Bok (2006) concluded that on-campus, out-of-classroom learnings (residential life) are more memorable and intense than in-classroom learnings. If accurate, this finding has profound implications on distance and commuter learning. Thus, future research on what affective elements of wholistic development are lost in distance and commuter education and what affective dimensions can be learned by non-residential students would be valuable in validating distance and commuter programs vis-à-vis the residential model.

### Summary

A central theme of the literature review for this research study was that business professionals desire more than specific knowledge and intellect as they seek employees for the future (Collins, 2001; Hersh, 1999, Winter; and Evers, Rush, and Berdrow, 1998). Ample evidence exists that employers seek well-rounded graduates with personal values, good judgment, leadership and social skills, an appreciation for lifelong learning, and

more. This work sought to identify the core affective dimensions of the whole person that should be learned during the four-year baccalaureate degree-seeking program. In other words, this research sought to define those affective dimensions that, combined with knowledge and intellect, defined the well-rounded graduate of four-year colleges and universities.

Using a mixed method (quantitative and qualitative) approach, character, judgment, and moral reasoning were identified as the core dimensions of the whole person. These core dimensions are considered imperatives that should be learned at four-year baccalaureate degree-seeking programs. Other affective dimensions that are seen as important to the development of the well-rounded graduate and deserve consideration as goals or learning outcomes at four-year colleges and universities include lifelong learning; leadership; citizenship and civic responsibility; human understanding; identity; wellness and health; social skills, etiquette, propriety, and decorum; sound family life; and esthetic appreciation. The affective dimensions of religious or spiritual interests and leisure interests and activities received mixed reviews from the 126 respondents but were not rated as unimportant, so deserve consideration as goals or learning outcomes depending on the nature and mission of a specific college or university. Cross cultural awareness and appreciation was not included in the quantitative section of the survey for this work but was introduced by respondents in the open-end qualitative section to the extent that it appears to be an important emerging issue relating to the whole person especially in view of the globalized economy observed in today's market place.

In addition to the conclusions, this chapter offers recommendations for implementation that caution educational planners concerning the inclusion of all of the core and important dimensions defined in this work as goals or learning outcomes due to time and resource limitations. Counsel was also offered relative to faculty and student affairs professionals working in partnership to develop better pedagogies for teaching affective dimensions and better techniques for assessing the learning outcomes.

Chapter 5 also offered recommendations for future research acknowledging that this work did not address two-year colleges that have even greater time and resource limitations with respect to the affective dimensions of the whole person. Future research may find that only the core affective dimensions (character, judgment, and moral reasoning) are feasible as goals or learning outcomes at two-year colleges due to these limitations.

Finally, this Chapter raised the question of the profound implications relative to development of the whole person dimensions in distance and commuter education. Since much of the affective learning occurs on-campus but out of the classroom (Light, 2001 and Bok, 2006), further research is necessary to discover what affective elements of the whole person are lost in distance and commuter education and what actions could be taken to mediate the loss.

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Appendix A

Invitation to Participate in the Pilot Study

Date

Name  
Address  
Address

Dear \_\_\_\_\_:

Some in business and higher education have concluded that the goals of higher education have moved away from the whole person focus of the 1700s-1800s towards a curriculum that is focused on specialized knowledge and first job. Others have written that, "A skills gulf exists between higher education and employment." Recent scandals in some businesses have drawn attention to the possible need for a shift in focus in American higher education towards greater emphasis on affective learnings (e.g., character, citizenship, leadership, social skills, ethics, and moral reasoning).

The purpose of this dissertation research study is to determine the core affective dimensions of the whole person as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges (college educators) and those responsible for hiring the graduates of America's colleges and universities (business professionals). To acquire these perceptions and opinions of the two groups (more than 350 surveys will be mailed to members of each group throughout the southeast United States), a survey has been developed and requires testing for clarity and validity before it is mailed.

The attached survey is designed to permit me to compare and contrast the attitudes and opinions of these two groups of experts (college educators and business professionals) on the core affective dimensions of the whole person that should be included in the curriculum and co-curriculum at America's colleges and universities.

I would be grateful if you would take 20 minutes or so to complete the survey and provide written comments and observations relative to clarity, possible omissions, redundancies, and overall value in the solicitation of attitudes and opinions concerning the affective dimensions of the whole person that should be taught during the four-year college baccalaureate degree-seeking programs. Your comments will help me refine the survey and complete the mail-out during August 2008.

Thank you for your support in the completion of this research study.

Sincerely,

James H. Benson



## Appendix B

## Cover Letter to Respondents

Date:

Addressee:

Subj: **Whole Person Development in Colleges and Universities**

Dear \_\_\_\_\_:

Some researchers have concluded that the goals of higher education have moved away from the whole person focus of the 1700s-1800s towards a curriculum that is focused on specialized knowledge and first job. Others have stated, “*A skills gulf exists between higher education and employment.*” Recent scandals in some businesses have drawn attention to the possible need for a shift in focus in American higher education towards greater emphasis on the affective learnings (e.g., character, citizenship, leadership, social skills, ethics, and moral reasoning) of the whole person. Some have suggested that whole person development involves a transformation in student thinking, emotional competence, and appropriate behavior achieved by intentional intervention of caring and demanding adults.

*The purpose of this study is to identify the **core affective dimensions of the whole person** that should be goals and learning outcomes at colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in colleges (college and university educators) and the end users of the graduates of America’s colleges and universities (business professionals). In order to complete this study, the attitudes and opinions of experienced experts in higher education and business are required. This letter asks for your voluntary participation in this study. **This is not a random sample. You were purposefully selected to participate because of your position, experience, and expertise in the subject of this research.** It would be impossible to complete this survey questionnaire without sharpening one’s own views and opinions relative to what should be learned at America’s colleges and universities. Completion of this survey questionnaire will be greatly appreciated and your input may affect how some colleges and universities educate in future years.*

The research questions that satisfy the purpose of this study include:

Research question

What are the core affective dimensions (e.g., character, citizenship, leadership, social skills, ethics, and moral reasoning) of the whole person that should be learned during the four-year college baccalaureate degree-seeking program?

Supporting research questions

1. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by college educators?
2. What are the core affective dimensions of the whole person that should be goals and learning outcomes at colleges and universities as perceived by business professionals?
3. What areas of agreement and disagreement exist between college educators and business professionals concerning the core affective dimensions of the whole person that should be learned at four-year colleges and universities?

The attached survey questionnaire is designed to permit me to compare and contrast the attitudes and opinions of two groups of experts (college and university educators and business professionals) on the core affective dimensions of the whole person that should be learned at American colleges and universities. The survey questionnaire asks you to rate 14 dimensions of the whole person that could be goals and learning outcomes in colleges and universities.

Upon completion of this study, Executive Summary findings will be forwarded to you if you so request (you would need to include contact data such as email or mailing address, since your survey will be anonymous). Should you have further questions or comments concerning this research, please contact me at 334-683-2301 (w), 334-683-6032 (h), or electronically at [jbenson@marionmilitary.edu](mailto:jbenson@marionmilitary.edu).

I thank you in advance for your help in this important endeavor.

Sincerely,

James H. Benson

Enclosure

## Appendix C

## Informed Consent

Research Study. Wholistic Development: A Survey of the Core Affective Dimensions of the Whole Person as Defined by College Educators and Business Professionals

Principal Investigator: Dr. Michael S. Castleberry

Telephone: 202-994-1510

Research Coordinator: James H. Benson

Telephone: 334-683-2301/6032

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I hope you will participate in this research study. Like any research study, participants incur some benefits as well as risks. To that end:

- Your participation is voluntary and there is no penalty if you choose not to participate.
- If new information arises that might change your inclination to participate, you will be promptly advised.

As a doctorate student in the Department of Higher Education Administration at The George Washington University, I am conducting this research to identify the core affective dimensions of the whole person that should be goals and learning outcomes in colleges and universities as perceived by those who are responsible for the identification of the whole person goals and learning outcomes in college (educators) and the end users (business professionals) of the graduates of America's colleges and universities. The faculty person in charge of this research is Dr. Michael S. Castleberry.

You are asked to complete this survey, which will take approximately 20 minutes. A self-addressed return envelope is provided. Although we see virtually no risk to you in completing this survey not normally encountered in daily life, you may feel some frustration in determining the best response. Moreover, you may feel gratified that you were able to help college planners decide what affective dimensions of the whole person should be included in college curricula and co-curricula. There is no cost to you to participate nor will we be able to provide compensation for your participation. However, we are grateful for your assistance.

Your responses will remain confidential and your name will not appear in any reports of this study. Representatives of the University or regulatory agencies may review your responses, but there will be no way to associate your name with your response.

Please contact Jim Benson or Dr. Michael Castleberry if you have questions concerning the procedures for this research or survey. If you have questions about the informal consent process or any other rights as a research subject, you may contact the Office of Human Research at George Washington University at (202) 994-2715. To ensure anonymity, your signature is not required on this document.











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### PART III: Demographics

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Please provide the following information:

1. Gender             Female     Male
  
2. Please indicate your level of education.
 

<input type="checkbox"/> Bachelor's Degree	<input type="checkbox"/> Master's Degree	<input type="checkbox"/> Law Degree
<input type="checkbox"/> Doctoral Degree or equivalent	<input type="checkbox"/> Other	
  
3. Age Range         Less than 35     36-50     51-70     More than 70
  
4. Race               White     African-American     Hispanic     Asian  
                           Multi-Race     Other
  
5. Are you currently a college or university educator or current business professional?  
 If yes, check the correct response below and then check the appropriate box that best describes your actual position. If no, leave blank.
 

<input type="checkbox"/> College or University Educator	<input type="checkbox"/> Dean or Vice President
<input type="checkbox"/> President	<input type="checkbox"/> Academic Department Chair
<input type="checkbox"/> College or University Provost	<input type="checkbox"/> Other
 <input type="checkbox"/> Business Professional	
<input type="checkbox"/> President	<input type="checkbox"/> Vice President
<input type="checkbox"/> Chief Operating Officer	<input type="checkbox"/> Human Resources Manager
<input type="checkbox"/> Chief Financial Officer	<input type="checkbox"/> Other
  
6. Please indicate the number of years you have served in higher education (college and university educators). \_\_\_\_\_
  
7. Indicate the number of years you have served in the business community (business professionals). \_\_\_\_\_
  
8. Indicate whether you would like to receive an Executive Summary of the findings of this study.  
 Yes \_\_\_ No \_\_\_

Note: If an Executive Summary is desired, please add your name and address to the back of this survey since the survey is anonymous.

Thank you for your participation in this research study. I hope that your participation has sharpened your focus relative to the core dimensions of the whole person that should be learned at colleges and universities.

APPENDIX E

WHOLE PERSON DEVELOPMENT IN COLLEGES AND UNIVERSITIES

SPSS CODING FOR SURVEY QUESTIONNAIRE

Part I: The Multiple-Rating List

Dimensions

1. Esthetic Appreciation

- a. 1 = Extremely Unimportant
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 = Extremely Important
- h. 99 = No response

2. Character

- a. 1 = Extremely Unimportant
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 = Extremely Important

h. 99 = No response

3. Citizenship, Civic Responsibility

a. 1 = Extremely Unimportant

b. 2

c. 3

d. 4

e. 5

f. 6

g. 7 = Extremely Important

h. 99 = No response

4. Identity

a. 1 = Extremely Unimportant

b. 2

c. 3

d. 4

e. 5

f. 6

g. 7 = Extremely Important

h. 99 = No response

5. Judgment

a. 1 = Extremely Unimportant

b. 2

- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 = Extremely Important
- h. 99 = No response

6. Leadership

- a. 1 = Extremely Unimportant
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 = Extremely Important
- h. 99 = No response

7. Moral Reasoning

- a. 1 = Extremely Unimportant
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6

g. 7 = Extremely Important

h. 99 = No response

8. Social Skills, Etiquette, Propriety, and Decorum

a. 1 = Extremely Unimportant

b. 2

c. 3

d. 4

e. 5

f. 6

g. 7 = Extremely Important

h. 99 = No response

9. Wellness, Health

a. 1 = Extremely Unimportant

b. 2

c. 3

d. 4

e. 5

f. 6

g. 7 = Extremely Important

h. 99 = No response

10. Human Understanding

a. 1 = Extremely Unimportant

- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 = Extremely Important
- h. 99 = No response

11. Leisure Interests and Activities

- a. 1 = Extremely Unimportant
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 = Extremely Important
- h. 99 = No response

12. Sound Family Life

- a. 1 = Extremely Unimportant
- b. 2
- c. 3
- d. 4
- e. 5

- f. 6
- g. 7 = Extremely Important
- h. 99 = No response

13. Lifelong Learning

- a. 1 = Extremely Unimportant
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 = Extremely Important
- h. 99 = No response

14. Religious or Spiritual Interests

- a. 1 = Extremely Unimportant
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7 = Extremely Important
- h. 99 = No response

Part II: Narrative Explanation of Ratings

No Codes

Part III: Demographics

1. Gender

- a. 0 = Female
- 1 = Male
- 99 = No Response

2. Level of Education

- a. 1 = Bachelor's Degree
- b. 2 = Master's Degree
- c. 3 = Law Degree
- d. 4 = Doctoral Degree or Equivalent
- e. 5 = Other
- f. 99 = No Response

3. Age Level

- a. 1 = Less than 35
- b. 2 = 36-50
- c. 3 = 51-70
- d. 4 = More than 70
- e. 99 = No Response



## 4. Race

- a. 1 = White
- b. 2 = African-American
- c. 3 = Hispanic
- d. 4 = Asian
- e. 5 = Multi-Race
- f. 6 = Other
- g. 99 = No Response

## 5. Position Held in Higher Education

- a. 1 = College or University President
- 2 = College or University Provost
- 3 = College or University Dean or Vice President
- 4 = College or University Academic Chair
- 5 = College or University Other
- 99 = No Response

## 6. Position Held in Business

- 1 = Business President
- 2 = Business Chief Operating Officer
- 3 = Business Chief Financial Officer
- 4 = Business Vice President
- 5 = Business Human Resources Manager
- 6 = Business Other

99 = No Response

7. Number of Years Working in Higher Education

- a. 1 = 1-10 years
- b. 2 = 11-20 years
- c. 3 = 21-30 years
- d. 4 = more than 30 years
- e. 99 = no response

8. Number of Years Working as a Business Professional

- f. 1 = 1-10 years
- g. 2 = 11-20 years
- h. 3 = 21-30 years
- i. 4 = more than 30 years
- j. 99 = no response