

Mission Accomplished?: An Analysis of Institutional

Missions through Virtual Campus Tours

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This research explored how the virtual campus tours of Indiana University-Bloomington (IUB) and Indiana University – Purdue University Indianapolis (IUPUI) were congruent or incongruent with their institutional missions and the Indiana University (IU) system mission. A rubric was created based on Labaree’s (1997) goals of education. Social mobility was most prevalent within both virtual tours in relation to the mission statements. The institutions should incorporate social efficiency and democratic equality within virtual tours.

When deciding to attend an institution of higher education, the first step is often to take an on-campus tour. Tours are an opportunity to express the institutional values through the highlighted traditions, locations, and “fun facts” presented to students and their families. Hartley and Morphew (2008) indicated that institutions may present a holistic image of their campus by incorporating the mission statement and values of the institution within the tours. In addition to on-campus tours, virtual campus tours also create constructed environments for students and their families. Virtual tours are “sophisticated multimedia presentations [that] recreate campuses, lecture halls, campus life and, in some cases, even visits to surrounding areas” (Schuetze, 2012). Focusing on assessing virtual tours and their relation to institutional missions demonstrates how environments are constructed and what messages are sent to prospective students.

This research took a nested approach as the Indiana University system mission was examined in relation to both the IUPUI and IUB virtual tours. The institutions of this study were selected because only the two core campuses, Indiana University-Purdue

University Indianapolis (IUPUI) and Indiana University Bloomington (IUB), had virtual campus tours at the time of our study. The virtual tours were then reviewed in relation to their respective institutional missions. To guide this study, we considered how the virtual campus tours of IUB and IUPUI were congruent or incongruent with their respective institutional missions and the Indiana University system mission.

Literature Review

In preparing to conduct our study, we sought out relevant literature about campus environments, campus tours, and institutional mission statements. We then analyzed and separated the selected literature into three sections: constructed and physical environments, evolution of campus tours, and enacted and espoused values of missions.

Constructed and Physical Environments

During a campus tour, tour guides and current students provide information that influence how prospective students perceive the campus. Therefore, the information given about the institution during a campus

tour helps construct the environment of a college campus. In regards to socially constructed environments, Strange and Banning (2015) indicated that, “[c]onsensual perceptions, in the form of environmental presses, social climates, and meanings attributed to various cultural artifacts, exert a directional influence on inhabitants’ behaviors” (p. 7). Environmental presses are defined as features of a given environment as understood by individuals within that environment (Strange & Banning, 2015). These presses may be present in how information is delivered by an individual giving a tour and in how prospective students on the tour perceive these messages.

The concept of culture is related to socially constructed environments. Kuh and Hall (1993) defined culture as “the collective, mutually shaping patterns of institutional history, mission, physical settings, norms, traditions, values, practices, beliefs and assumptions which guide the behavior of individuals and groups in an institution of higher education” (p. iv). This idea is related to socially constructed environments because culture is formed through interactions between the external and internal campus community, institutional characteristics (e.g. size, location, religious affiliation, etc.), academic programs, and student subcultures, among others (Kuh & Hall, 1993). Through campus tours, certain aspects of an institution’s culture may be reinforced or diminished depending on how individuals on the tour perceived the information. Magolda (2001) explored the relationship between culture and campus tours at Miami University and recognized the power of campus tours in normalizing students. Through the campus tour, a narrative is created about the community on campus. Magolda (2001) analyzed this narrative and recommended challenging the normalizing power of the

tour by incorporating political components of community into the tours, such as students’ roles in social action and creating connections between subcultures. Prospective students can then see how they fit into the community while also understanding different perspectives and the potential for the community to facilitate social change (Magolda, 2001).

Campus tours also focus heavily on the physical environments of a college campus. The physical environment is closely tied to how students feel and think about an institution. This is explained by “landscapes,” which are symbolic environments grounded in campus culture (Greider & Garkovich, 1994; Kuh, Kinzie, & Schuh, 2005). Because campus tours are inseparable from their physical environments, it is also important to consider the various physical settings demonstrated within the virtual tours.

Evolution of Campus Tours

It is important to note that campus tours have evolved into many different forms. Magolda (2001) examined a traditional campus tour with a tour guide, yet virtual tours and self-guided tours also exist at different institutions. Bartlett (2002) explored how the self-guided walking tour at Emory University fostered connections to the physical space and increased environmental consciousness. Advances in technology have opened the door to innovation in the delivery of campus tours. Researchers have created indoor tour guide robots to give tours of buildings while providing pertinent information to engage prospective students (Yelamarthi, Sherbrook, Beckwith, Williams, & Lefief, 2012). Likewise, Thrapp, Westbrook, and Subramanian (2001) developed a robot that provided outdoor campus tours at Rice University while interacting with its touring guests. Finally, others believe that virtual

tours could be beneficial for international students to get a sense of the campus and the university community before moving to an institution with a new or different culture (Namsong, 2009). These varied campus tours are media through which students are introduced to an institution's enacted values, whether congruent or incongruent to the espoused values of the institutional mission, and are therefore worthy of further investigation.

Enacted and Espoused Values of Missions

Every academic year, student populations change, along with their goals and needs. The way students interact amongst themselves, and with the faculty and staff, is bound to be different. Student populations change, evolve, and shape the university culture as much as the university shapes them. Using Kuh and Hall's (1993) definition of culture, this reciprocity of properties makes up four levels of culture—artifacts, perspectives, values, and assumptions. Values, in particular, are often key components of an institution's mission and vision.

When compared to the other levels of culture, values are more abstract. They tend to be ideals of an institution that both shape, and are shaped, by the culture. Espoused values of an institution have been explicitly articulated and often serve as guides or norms for the institution (Kuh & Whitt, 1988). These may include an institution's vision and mission statement, its philosophy, or even its assertions about its curriculum or faculty. However, what an institution may say (espoused values) and what it may actually do (enacted values) are not always congruent (Kuh & Whitt, 1988). Kuh and Hall (1993) described enacted values as those that “guide policy, decision-making, and other practices” (p. 7). Enacted values are often seen as *how things are* and, whether intended or not, we believe they are

a more accurate representation of an institution's ideals.

When comparing the enacted and espoused values of an institution, mission statements are valuable resources. Almost every university has a mission statement, and it is constantly rewritten or revised to serve two main purposes: first, to inform the general public of the institutional imperatives and secondly, “to motivate those within an institution and to communicate its characteristics, values, and history to key external constituents” (Morphew & Hartley, 2006, p. 457). Because mission statements communicate values and imperatives, one can use them to understand an institution's goals. Elements of an institution's goals are often represented within mission statements in a variety of ways, such as discussing the institution's specific approach to balancing the need for education to be both a private and public good. Nonetheless, one may question whether mission statements serve a real purpose or whether they remain consistent with an institution's practices and curriculum (Delucchi, 1997; Morphew & Hartley, 2006). Universities and their stakeholders should make an effort to connect their missions to their practices, customs, and actions; in other words, to make their espoused and enacted values congruent.

Research Design

Paradigm

A campus tour is an interactive experience between the tour medium and the participant in the tour. Therefore, we adopted a constructivist epistemology, as we wanted to experience the tour as a student might. Through a constructivist epistemology, we considered ourselves as the instruments of analysis and recognized the importance of discussing our positionalities within our research (Mertens,

2015). Four of the researchers in this study identify as White women with varying levels of knowledge of the IU system prior to this study. The fifth researcher identifies as White, Hispanic, and heterosexual. All researchers are graduate students at IU.

Theoretical Framework

The framework used to interpret the themes within virtual tours was Labaree's (1997) work in categorizing the broad goals for education. This work remains relevant today, as it is a seminal work cited in literature for both K-12 and higher education. This framework emerged while conducting the literature review, as Hartley and Morphew (2008) also used this framework to identify predominant themes related to how institutions convey their academic purposes. Labaree (1997) described three main goals of public education in the United States: democratic equality, social efficiency, and social mobility. The goal of democratic equality is to prepare students to be engaged civically in the larger society while striving for equality for all (Labaree, 1997). Social efficiency is a means to help students maneuver and progress within the hierarchical social structure and to adapt to the requirements of the occupational marketplace accomplished through vocationalism and educational stratification (Labaree, 1997). The final goal of education defined by Labaree (1997) is social mobility: "the purpose of which is to provide individual students with a competitive advantage in the struggle for desirable social positions" (p. 42). This study seeks to understand if the educational goals established by Labaree (1997) are evident in the IUB, IUPUI, and the IU system missions. The use of Labaree (1997) as a framework is appropriate for this study because of its saliency in higher education

and the need for this research to distill the broad goals of education.

Content Analysis

We conducted a qualitative content analysis of the virtual tours to demonstrate the ways in which they are congruent or incongruent with the missions of IUB, IUPUI, and the IU system within Labaree's (1997) framework. Krippendorff (1969) pointed out that a quantitative approach is not always fitting for a content analysis, even though the method can contain quantitative elements. Krippendorff (1980) provided steps for a content analysis, including data making, data reduction, inference, and analysis.

Using Labaree (1997) as our framework, we developed the Campus Tour Emphasis Rubric (CTER), which was created as a means to collect data by identifying the goals that emerged from the research of virtual tours and institutional missions (See Appendices A through D). Using the three goals of education – democratic equality, social efficiency, and social mobility, as described by Labaree (1997) – the IU system mission and the institutional missions of IUPUI and IUB were each analyzed and categorized under one of the three goals of education within the CTER. The rationale for using the CTER was to understand how the missions of each institution were presented in virtual campus tours. This was used in order to better understand where each institution explicitly and implicitly placed emphasis on the mission within the virtual tour.

Virtual Campus Tours at IUB and IUPUI

IUB's virtual campus tour was provided through the YouVisit platform where two tour guides led the viewer to 24 locations around IUB's campus. The YouVisit platform provided several additional photos, panoramas, and videos that gave additional

information at each campus tour stop. IUPUI's virtual tour was a self-guided walking tour that provides 13 short videos led by two tour guides, who did not introduce themselves, and a Google map to give additional information about the 13 locations around campus. In addition to the videos, text was available to offer more details at each location.

Methods and Data Collection

To determine the extent to which a portion of the mission was demonstrated in the tours, we incorporated Labaree's (1997) three goals of education to categorize different parts of the mission and divided them into three levels of emphasis.

Level 1: Mentions topic or keywords from the mission statement, provides a single, static visual (photo).

Level 2: Mentions keywords, goes in depth about related topics or resources on campus from the mission statement, provides multiple static visuals and/or dynamic visual/video/panoramic click and drag imagery.

Level 3: Builds on levels 1 and 2 in mentioning keywords from the mission statement and goes in depth about related topics or resources on campus.

We marked tallies each time there was evidence of the mission statement within the tour. We placed these tallies in one of the three levels of emphasis depending on the depth of the information related to the respective mission. We each watched the IUPUI and IUB virtual campus tours two times for each of the corresponding CTERs. For example, the IUPUI virtual tour was viewed a minimum of four times: twice in relation to the IU system mission and twice in relation to the IUPUI mission. These multiple viewings gave us the ability to collect data that may not have been obvious after a single viewing. In addition to the CTER, we took detailed field notes

individually while observing the virtual campus tours. Through these field notes, we sought to identify examples of how the three main goals of education were evident in the tours and also identify anything noteworthy, such as specific statements, photos, or omissions.

Data Analysis

The researchers took a methodical approach to support our qualitative research through the use of the CTERs. Because each of us had different perspectives regarding the virtual tours, our individual rubrics differed. The data collected in each CTER was averaged to provide a numerical representation of the emphasis of the mission statements within the virtual tours. These averaged rubrics illustrated the areas of congruence and incongruence between the virtual tours and the mission statements. We then analyzed our field notes collectively for themes present in the virtual tours within the context of Labaree's (1997) framework. The field notes enabled us to monitor our CTER data to ensure consistency and provided context to the tallies we collected while viewing the virtual tours. We also used our field notes to generate examples for our findings.

Trustworthiness

As a result of viewing virtual tours separately and deducing themes collectively through discussion, we considered this research to be credible (Jones, Torres, & Arminio, 2013; Mertens, 2015). We watched the tours multiple times to ensure credibility and confirmability in the data collection. Additionally, we demonstrated confirmability by attempting to set aside our own identities and biases to consistently check how we made meaning of our findings throughout the research process (Mertens, 2015). Confirmability was ensured by providing information about the

tours and the rubrics used to analyze them (Mertens, 2015). We established dependability through careful reporting of our procedures (Mertens, 2015). Intercoder reliability was addressed within our rubrics by clearly defining the various levels of emphasis within the virtual tours prior to beginning data collection.

Findings

Our analysis indicated that each of the goals of education were discussed within the virtual tours, although democratic equality and social efficiency were discussed less frequently than social mobility and often without much emphasis. In contrast, within both the IUB virtual tour and the IUPUI virtual tour, social mobility was discussed with the highest frequency and most emphasis (see completed rubrics in Appendices A through D).

Democratic Equality: Education for Social Diversity and Civic Engagement

Democratic equality is the notion that education must instill a sense of responsibility to future generations to carry on the democratic tradition of the United States (Labaree, 1997). Due to education being a public good, Labaree argued that social equality of citizens is a necessity for democratic equality to be an outcome of public education. The three mission statements focused on these ideas of social equality through phrases such as “culturally diverse and international educational programs and communities,” (The Trustees of Indiana University, 2016c) and ideas of education about democracy where communicated through phrases such as “civic engagement” (The Trustees of Indiana University, 2016d). These phrases communicated that the IU system prepares students to be civically engaged and to

understand the importance of supporting a diverse community.

IU System Mission. The IU system mission stated, “Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom” (The Trustees of Indiana University, 2016c). Within the IUB virtual tour, these concepts were discussed with high frequency and with moderate levels of emphasis (see Appendix A). The tour highlighted academic freedom when discussing the contributions made by former IU President Herman B. Wells (The Trustees of Indiana University, 2016b). The components of the mission that point to social diversity were also evident within the IUB virtual tour during stops at Beck Chapel and the Neal Marshall Black Culture Center. At Beck Chapel, the tour discussed the chapel’s non-denominational status and its inclusion of the Bible, Koran, and Torah (The Trustees of Indiana University, 2016b). Finally, the Neal Marshall Black Culture Center was mentioned as “a bridge connecting Indiana University to Black culture” (The Trustees of Indiana University, 2016b). The lack of emphasis on democratic equality was seen at both Beck Chapel and the Neal Marshall Black Culture Center because there were no additional videos or photos discussing IUB’s commitment to religious or racial and ethnic diversity.

Within the IUPUI tour, mission components such as “Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom” were discussed with low frequency and with little emphasis (see Appendix B; The Trustees of Indiana University, 2016c). The IUPUI tour highlighted Taylor Hall as a center for resources and programs for first-year

students to help transition from high school to college. The tour only mentioned the IUPUI Multicultural Center in the additional text below the video, and it did not provide any additional information about the programs and services offered (The Trustees of Indiana University, 2016c).

IUB Mission. The IUB mission statement discussed democratic equality through phrases such as “culturally diverse and international educational programs and communities” and “committed to full diversity, academic freedom” (The Trustees of Indiana University, 2016a). These ideas were again seen with frequency throughout the IUB tour but without emphasis. The ideas of international education were evident during the stop at the School of Global and International Studies, where the tour highlighted that IUB is “preparing students to become global leaders” (The Trustees of Indiana University, 2016b). The tour did not provide additional videos that described specific programs that support international education.

IUPUI Mission. The IUPUI mission discussed “civic engagement” and “a strong commitment to diversity” which was considered related to the ideals of democratic equality (The Trustees of Indiana University, 2016d). Though discussed, it was infrequent and lacked detailed information (see Appendix D). For example, the commitment to diversity could be seen at the Office of International Affairs. The tour stated that “more than 140 countries are represented in the IUPUI student body and international students receive services here” (The Trustees of Indiana University, 2016e). It did not emphasize the services offered, nor did it include an international student’s perspective about IUPUI. Civic engagement was evident through discussion of the impact that the School of Public and Environmental Affairs and its alumni have

on fostering change and engagement within communities. A lack of emphasis during the tour on topics of “civic engagement” and “a strong commitment to diversity” resulted in the lowest congruence between the IUPUI mission statement and IUPUI virtual tour in regards to the ideas of democratic equality (The Trustees of Indiana University, 2016d).

Social Efficiency: Education for the Common Good

Social efficiency is concerned with the idea of human capital and its power to move society forward by having a trained workforce (Labaree, 1997). Labaree (1997) specified that education “is a public good in service to the private sector” (p. 43). Statements in the IU system mission, such as “dynamic partnerships with the state and local communities in economic, social, and cultural development” and “public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education” capture the idea that an IU education is a collaborative process with the community and prepares students to move the world forward (The Trustees of Indiana University, 2016c). For IUB, social efficiency was demonstrated in statements such as “create, disseminate, preserve, and apply knowledge,” and “economic development in the state and region” (The Trustees of Indiana University, 2016a). Likewise, the IUPUI mission statement espoused that the institution “promotes the educational, cultural, and economic development of central Indiana” (The Trustees of Indiana University, 2016d). Social efficiency was espoused in the mission statements through a commitment to the community and advancing society through knowledge.

IU System Mission. Within the IUB tour, social efficiency was demonstrated with moderate frequency in regards to the IU system mission. At the Chemistry

building, the tour guide discussed opportunities for research and future IUB scientists' potential contributions to the periodic table. However, the least frequent category was the idea of local partnerships for economic, social, and cultural development (see Appendix A). The focus within the social efficiency context was on the idea that IUB is a "public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education" (The Trustees of Indiana University, 2016c).

This was also a point of congruence in the IUPUI tour due to the educational opportunities and research that set the institution apart (see Appendix A). Various sections of the tour mentioned top-ranked programs and pursuing graduate education, such as medical school. Specifically, the School of Engineering and Technology video focused on their Motorsports Engineering degree because it is the only program in North America (The Trustees of Indiana University, 2016e). There was congruence with the IU system mission in regards to partnerships, such as internships with GenCon for informatics students and opportunities for motorsports engineering students at the Indianapolis Motor Speedway (The Trustees of Indiana University, 2016e; see Appendix B).

IUB Mission. The IUB mission discussed statewide and regional economic development, but this appeared in the virtual tour the least frequently (see Appendix C; The Trustees of Indiana University, 2016a). The mission also discussed "meeting the changing educational and research needs of the state, the nation, and the world," yet this idea was mentioned more frequently than regional economic development (see Appendix C; The Trustees of Indiana University, 2016a). The virtual tour highlighted the global education opportunities at IUB by making a stop at the

School of Global and International Studies, yet there was little mention of local partnerships.

IUPUI Mission. In regards to the IUPUI mission, the virtual tour discussed research and connections to the local community, which is congruent with "Indiana's urban research and academic health sciences campus" and how it "promotes the educational, cultural, and economic development of central Indiana" (The Trustees of Indiana University, 2016d). The focus on economics and the urban location was evident through comments regarding the opportunities for learning in Indianapolis – the economic core of the state (see Appendix D). Generally, the focus was on opportunities because of both the location and connections to the community (through internships, externships, etc.); however, the idea that this drives the development of the state is implied. For example, the tour guide mentioned that the IUPUI Energy Engineering program is one of only a few in North America and that students could gain experiences within the green technology movement (The Trustees of Indiana University, 2016e). This information might imply that students in the Energy Engineering program have the potential to impact the world's environment in a positive way and could create economic growth for Indiana.

Social Mobility: Finding Meaningful Experiences Inside and Outside the Classroom

While social efficiency seeks to benefit the entire social system, social mobility is concerned with individual citizens' needs (Labaree, 1997). The goal of social mobility was present within the missions through statements such as "meaningful experiences outside the classroom" (The Trustees of Indiana University, 2016a) and "outstanding cultural and academic programs and student

services” (The Trustees of Indiana University, 2016c). Phrases such as these convey the competitiveness of IU. Labaree (1997) indicated that individuals are consumers of schools and that individual institutions need to convey “qualitative differences” to demonstrate their competitiveness against other schools.

IU System Mission. The IU system mission discussed the following in regards to social mobility: “outstanding academic and cultural programs and student services” and “undergraduate and graduate education for students throughout Indiana, the United States, and the world” (The Trustees of Indiana University, 2016c). “Outstanding academic and cultural programs and student services” were discussed most frequently throughout the tour (see Appendix A; The Trustees of Indiana University, 2016c). One example of social mobility was the prestige of the Kelley School of Business which was often mentioned in the IUB tour.

Additionally, there were numerous images and panoramas in the Wells Library portion, outlining all of the services located within the library. Finally, the tour provided a detailed discussion of the IUB Arts Plaza and Musical Arts Center and noted such resources as a copy of the Gutenberg Bible, a performance hall as fine as Carnegie Hall, and the numerous performances at the IUB Auditorium. “Undergraduate and graduate education for students throughout Indiana, the United States, and the world” was also discussed in areas such as Alumni Hall and the Kelley School of Business, in which the tour guides discussed the various IUB alumni throughout the world (The Trustees of Indiana University, 2016c).

Within the IUPUI virtual tour, “outstanding academic and cultural programs and student services” and “undergraduate and graduate education for students throughout Indiana, the United States, and the world” were discussed often

(see Appendix B; The Trustees of Indiana University, 2016c). Likewise, notions related to “outstanding academic and cultural programs and student services” often occurred (The Trustees of Indiana University, 2016c). The Campus Center, where Student Health Services, Starbucks, the IUPUI bookstore, the Financial Aid office and more are located, was one example referencing student services. Additionally, academic programs and resources were discussed at each location within the IUPUI tour. For example, during the Office of International Affairs video, the tour guide mentioned there are students from over 140 countries at IUPUI, which is congruent with the idea that IU provides “undergraduate and graduate education for students throughout Indiana, the United States, and the world” (The Trustees of Indiana University, 2016c).

IUB Mission. The IUB mission statement discussed “meaningful experiences outside the classroom,” which we regarded as the only portion of this mission statement related to social mobility (The Trustees of Indiana University, 2016a). Though it was the only phrase for social mobility, it was most recurring within the IUB virtual tour (see Appendix C). Examples included the consistent discussion of the IUB family, that students felt at home at IUB, and the IUB network. Additionally, students featured in videos discussed their ability to attend numerous shows and concerts and the learning opportunities available in living learning communities.

IUPUI Mission. The IUPUI mission discussed the following in regards to social mobility: “creative teaching and learning,” “research,” and “advance the state of Indiana and the individual growth of its citizens” (The Trustees of Indiana University, 2016d). Though each of these aspects were discussed, we found that they were generally discussed with little detail

(see Appendix D). For example, “research” is discussed during the School of Science stop and noted that students could participate in research with professors. However, there were no photos of students conducting research or videos of students in labs. Most discussed in the virtual tour was “creative activity, teaching, and learning.” The tour guides frequently mentioned opportunities for internships in downtown Indianapolis, that instructors often allowed students to work with them on special projects and in the community, and that students outside of liberal arts majors could gain important language and communication skills through the School of Liberal Arts at IUPUI.

Limitations

This project discussed only two institutions within the IU system, IUB and IUPUI. The findings may not be transferable to other institutions or studies. Additionally, each of us are students within the IU system, so our interpretations and perspectives may be considered a limitation because there could be additional interpretations of the virtual tours. Additionally, it is important to note that the IUB virtual tour changed during our viewings. We acknowledged the deletions and additions and decided to continue with our data collection; however, we recognize that these modifications likely changed how the tours are congruent or incongruent with the respective mission statements.

Finally, limitations existed when thinking about espoused and enacted values only in the virtual space. It was difficult to gather information about the enacted values of an institution through a virtual tour because the tour is a filtered, official institutional communication to students. Though this served as a limitation, it did not reduce the relevance of this research. It was

important to critically examine the messages students receive from institutions through virtual spaces because these messages might influence their decision to attend or not attend an institution.

Discussion

In this study, social mobility was the most congruent goal between the mission statements and virtual tours, which was understandable because campus tours are used as a marketing tool and space to make the values of the institution known. Labaree (1997) discussed the difference between social mobility and the other two goals by describing that social mobility is less about society as a whole and more about the individual’s opportunities, or lack thereof, within society. This was consistent with the literature, as many students look to information provided within guidebooks in order to determine the prestige of school before selecting where they will attend (Hossler & Foley, 1995). As society embraces new technology, virtual tours would be used in a similar fashion. Institutions of higher education now must market how they are different or better than other institutions online in order to perpetuate their prestige and recruit the best students.

We saw less congruence in the areas of the mission statements relating to social efficiency and democratic equality. This finding was interesting because these domains of the mission statements reflect the idea that education is a public good, while social mobility implies that education is a private good (Labaree, 1997). The mission statements incorporated both the intrinsic public and private value of an education; thus, greater congruence is achieved if institutions work to involve more of the public value within their tours. Virtual tours inevitably are marketing tools.

However, institutions can simultaneously present their mission as a part of their marketing strategy.

Virtual tours can begin to include all aspects of their mission statements by framing it in such a way that allows the viewer to see how an institution benefits both the student and the public. Often, the social efficiency is demonstrated through educational partnerships with the surrounding community. Both the site of an internship and a student intern benefit from an internship. Partnerships between schools and businesses within the private sector provide opportunities for students to learn in the “real world” but also allow the private sector to influence the type of education students receive.

Recommendations

Based on our study, we recommend that both IUPUI and IUB make revisions to their current virtual tours to achieve greater congruence with the mission statements. IUPUI should incorporate more details related to civic engagement and diversity of its students. As stated in their mission statement, it is clear that civic engagement and diversity are strong values; therefore, this should be further enacted within the virtual tour to give students an accurate representation of the institution. Including more about civic engagement could mean a stop at the Center for Service and Learning for a discussion about scholarship opportunities or Democracy Plaza, a space where students engage in conversations with peers about social issues. Furthermore, it is important that the IUPUI tour incorporate the Multicultural Center verbally and in text. To emphasize this center, IUPUI could include student experiences in this space. Magolda (2001) encouraged the inclusion of democratic equality in tours because it “alters students’ roles—becoming activists

for the public good, scholars of multiple perspectives, and alliance builders in imperfect systems” (p. 8).

Similarly, IUB’s virtual tour should include more information about diversity with greater emphasis, such as discussing other cultural centers on campus. Additionally, IUB could discuss various protests that have occurred at Dunn Meadow. IUB should consider incorporating more information about their academics, as their virtual tour focuses heavily on experiences outside the classroom. However, given the focus on academics and education within the IUB and IU system missions, this aspect could be emphasized more in their virtual tour and can demonstrate how IUB has contributed to the growth of both the state and region, particularly in regards to research. As discussed in Kuh and Whitt (1988), colleges and universities are influenced by their external environment. Due to external influences on a campus, such as outside grants provided to support research, it is beneficial for virtual tours to discuss how students could contribute to these external environments. IUB should include more information about its commitment to the state and region.

Conclusion and Implications

Understanding how espoused and enacted values of the IUB, IUPUI and IU system missions are represented in virtual tours is necessary in understanding the messages sent to students and their families. This is important because the information presented in virtual tours begins to create a constructed campus environment via physical campus environments in an online setting. Therefore, our study evaluated the extent to which the IUB and IUPUI virtual

tours were congruent or incongruent with their respective institutional missions and the IU system mission. Since very few studies have examined virtual tours, we recommend future research surrounding virtual tours to determine how students in online environments engage with physical spaces that are showcased, and how students interact with the virtual tour. We recommend that campus tours reflect the

institutional values espoused within their mission statement and should incorporate all of the goals of education established by Labaree (1997). Through this study, we provided a means to evaluate both on-campus and virtual tours. We hope that IUB and IUPUI will further consider how to incorporate the goals of democratic equality and social efficiency into their tours.

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Appendix A: IU Mission – IUB Tour

	Democratic Equality	Social Efficiency		Social Mobility	
Mission Content	“full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.”	“dynamic partnerships with the state and local communities in economic, social, and cultural development”	“Public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education.”	“as well as outstanding academic and cultural programs and student services.”	“undergraduate and graduate education for students throughout Indiana, the United States, and the world.”
Level 1: single static visual (photo) provided, mentions topic or keywords	3.1	1.4	2.0	3.8	2.0
Level 2: provides multiple static visuals and/or dynamic visual/video/pan oramic click & drag image, elaborates with supporting details.	6.7	1.8	1.9	5.1	2.7
Level 3: Builds on 1 and 2. Goes in depth and includes additional information/services related to specific locations.	3.6	1.6	2.3	6.0	1.8

The Trustees of Indiana University (2016). Indiana University Mission. Retrieved from <https://www.iu.edu/about/mission-vision.html>

Appendix B: IU Mission – IUPUI Tour

	Democratic Equality	Social Efficiency		Social Mobility	
Mission Content	“full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.”	“dynamic partnerships with the state and local communities in economic, social, and cultural development”	“Public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education.”	“as well as outstanding academic and cultural programs and student services.”	“undergraduate and graduate education for students throughout Indiana, the United States, and the world.”
Level 1: single static visual (photo) provided, mentions topic or keywords	1.9	2.3	1.3	4.2	1.7
Level 2: provides multiple static visuals and/or dynamic visual/video/pan oramic click & drag image, elaborates with supporting details.	3.4	3.1	1.8	2.9	2.5
Level 3: Builds on 1 and 2. Goes in depth and includes additional information/services related to specific locations.	0.8	3.4	3.2	4.0	1.6

The Trustees of Indiana University (2016). Indiana University Mission. Retrieved from <https://www.iu.edu/about/mission-vision.html>

Appendix C: IUB Mission – IUB Tour

Mission Content	Democratic Equality		Social Efficiency			Social Mobility
	“committed to full diversity, academic freedom”	“to culturally diverse and international educational programs and communities”	“create, disseminate, preserve, and apply knowledge.”	“to economic development in the state and region”	“meeting the changing educational and research needs of the state, the nation, and the world.”	“to meaningful experiences outside the classroom.”
Level 1: single static visual (photo) provided, mentions topic or keywords	2.5	4.1	3.2	1.0	1.2	5.9
Level 2: provides multiple static visuals and/or dynamic visual/video/panoramic click & drag image, elaborates with supporting details.	2.6	3.2	3.2	0.7	3.3	6.1
Level 3: Builds on 1 and 2. Goes in depth and includes additional information/services related to specific locations.	1.4	2.7	2.7	0.7	2.1	6.6

The Trustees of Indiana University (2016). IUB Mission. Retrieved from <http://trustees.iu.edu/resources/mission-statements/iu-bloomington-mission-statement.shtml>

Appendix D: IUPUI Mission – IUPUI Tour

Mission Content	Democratic Equality		Social Efficiency		Social Mobility		
	“Civic Engagement”	“A strong commitment to diversity.”	“Promotes the educational, cultural, and economic development of central Indiana”	“Indiana’s urban research and academic health sciences campus.”	“Creative activity, teaching and learning.”	“Research”	“Advance the state of Indiana and the intellectual growth of its citizens”
Level 1: single static visual (photo) provided, mentions topic or keywords	2.1	1.1	0.2	1.0	2.5	1.4	1.3
Level 2: provides multiple static visuals and/or dynamic visual/video/panoramic click & drag image, elaborates with supporting details.	1.7	1.0	4.2	2.6	5.2	1.3	2.7
Level 3: Builds on 1 and 2. Goes in depth and includes additional information/services related to specific locations.	0.6	0.2	1.4	0.9	2.1	0.2	1.8

The Trustees of Indiana University (2016). IUPUI Mission. Retrieved from <https://www.iupui.edu/about/vision-mission.html>

Appendix E: Mission Statements

Indiana University

Indiana University is a major multicampus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education. Indiana University's mission is to provide broad access to undergraduate and graduate education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services.

Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for 21st-century problems.

Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom (The Trustees of Indiana University, 2016)

Indiana University Bloomington

Bloomington is the flagship residential, doctoral-extensive campus of Indiana University. Its mission is to create, disseminate, preserve, and apply knowledge. It does so through its commitments to cutting-edge research, scholarship, arts, and creative activity; to challenging and inspired undergraduate, graduate, professional, and lifelong education; to culturally diverse and international educational programs and communities; to first-rate library and museum collections; to economic development in the state and region; and to meaningful experiences outside the classroom. The Bloomington campus is committed to full diversity, academic freedom, and meeting the changing educational and research needs of the state, the nation, and the world.

Indiana University - Purdue University Indianapolis

Indiana University–Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue universities, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the state of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement.

By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.