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A PROGRAMMATIC AND SCHEDULING NEEDS ASSESSMENT FOR THE UNIVERSITY OF NEVADA, LAS VEGAS

University of Nevada, Las Vegas ED.D. 1986

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A PROGRAMMATIC AND SCHEDULING NEEDS ASSESSMENT FOR THE UNIVERSITY OF NEVADA, LAS VEGAS

By

Francis Xavier Brown

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Education

in

Educational Administration and Higher Education

Department of Educational Administration
and Higher Education
University of Nevada, Las Vegas
August 1986

The dissertation of Francis Xavier Brown for the Degree of Doctor of Education in Educational Administration and Higher Education is approved.

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June, 1986

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ABSTRACT

The purpose of this study was to examine the perceptions of external communities toward the programs and scheduling of the University of Nevada, Las Vegas. Clark County, Nevada was the metropolitan area studied. The county included only one full service university. The area was isolated from other full service institutions and was a nontraditional area that maintained a 24-hour work schedule. A county-wide school district operated many elementary schools on a 12-month schedule. A major Air Force base was present whose work hours conflicted with traditional university teaching hours.

Surveys were taken from three groups. They were the Clark County School District teachers; the Educational Service Officer representing the Nellis Air Force Base personnel; and a random selection of persons in the community with residential telephones.

The main finding was that the external communities did have perceived needs that differed from the programs and schedulings offered by the University of Nevada, Las Vegas. However, each of the groups had different perceived needs.

The findings, concerning programmatic needs, showed that 31 percent of community respondents recommended Law

be offered and 15 percent recommended Medicine. The teachers survey had 22 percent favoring the introduction of Library Science. The military respondent favored the expansion of existing engineering and computer science programs to masters and doctoral levels.

The findings, concerning scheduling needs, included the determination that morning classes were preferred by a scant 51 percent of the community respondents. Afternoon classes were preferred by only 18 percent and evening classes were preferred by only 41 percent. (Numbers did not round to 100 percent as separate questions were asked concerning morning, afternoon and evening classes.) The teachers and military personnel preferred evening and weekend courses.

A vast majority (94 percent) of community respondents preferred weekday to weekend classes. Several subpopulations, however, had substantially larger proportions favoring weekend classes. These subpopulations included black respondents, respondents with professional degrees, respondents seeking a community college degree and respondents with leisure and recreational goals.

Community respondents favored one-hour classes, while the teachers and military personnel preferred one class meeting per week regardless of the number of hours of that class.

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CHAPTER ONE

INTRODUCTION

This study focused on two questions of educational management at the University of Nevada, Las Vegas. The first question concerned the perceived scheduling needs of the external community. The second question concerned the perceived programmatic needs of the external community.

By addressing the above questions it was hoped the study added significant information concerning the evaluation of the current course scheduling system and the current course and program offerings of the University to needs of the community.

The chapter included the problem and its setting, the limitations and delimitations of the study, a definition of terms and a justification of the study.

Statement of the Problem

This study proposed to identify and evaluate the perceptions received from three discrete communities regarding programs and scheduling at the University of Nevada, Las Vegas. These three external forces were: (1) the public at large identified by a random selection of persons in the Clark County community who have telephones; (2) all 4,673 Clark County School District teachers; and

(3) the Chief of the Education Service Office at Nellis Air Force Base, North Las Vegas, Nevada.

The following questions served as a basis for the collection and analysis of data:

Did the perceptions, regarding class scheduling times of the community respondents differ from the current class scheduling times of the university?

Did the perceptions of the external respondents differ from the perception of university management as exemplified by its programmatic scheduling?

Delimitations

The delimitations identified in this study were:

1. The study was descriptive in nature and used survey instruments for collection of data.
2. The study area was Clark County, Nevada, whose principal city was Las Vegas and the area locally known as the Las Vegas Valley. The area contains one resident university and one resident community college. Additionally, there were two foreign-based universities; one offered a master's degree in business and the other offered a master's degree in education. There were three foreign-based colleges and

universities that offered both undergraduate and master's degrees at the Nellis Air Force Base Education Center.

3. It was not implied that the findings of this study can be generalized for other institutions of higher learning.
4. The instrument for the 4,673 Clark County School District teachers had not been validated but made inquiry of the teacher population of the school district as to demographic and educational items that are factual.
5. The Clark County School District questionnaire respondents were not a random sample of the district and were not necessarily representative of the Clark County School District teachers.
6. The instrument for the 378 selected community members contained 21 questions.
7. The study did not attempt to evaluate any of the current course offerings of the University of Nevada, Las Vegas concerning the community perception.
8. There was no attempt to evaluate any of the current time schedules of the University of Nevada, Las Vegas.

9. The study neither proposed nor evaluated time schedules for any programs or courses recommended by the respondents of the surveys.
10. High school seniors were not included in this study as research has shown that student populations change significantly from year to year and it would be essential to prepare surveys specifically for the student population rather than expect them to respond with cognition to general surveys.

Assumptions

The following assumptions were made in this study:

1. The respondents were knowledgeable.
2. There existed a need for other than traditional hours and days of class.
3. There was a need for other than the traditional class lengths.
4. There was a need for other than the programs and courses currently offered by the University of Nevada, Las Vegas.

Justification

Clark County, Nevada was a nontraditional urban community in which was located the University of Nevada, Las Vegas, an urban university.

At the Centennial Convocation, in 1946, of the University of Buffalo, New York, Samuel P. Capen, then Chancellor, stated:

> Those American universities which happen to be situated in large urban centers of population are now commonly classified as urban universities. The term, as used in educational circles, designates something beyond the mere accident of location. The term applies that the university accepts a specific obligation to respond to the immediate educational needs of the community in which it is set; that without compromising the standards appropriate to university instruction and investigation, it plans its offerings with direct reference to these needs; and that within the limits of its resources it is hospitable to all local requests for those intellectual services which a university may legitimately render. (Carnegie Commission, December 1972)

If the University of Nevada, Las Vegas was defined as an urban university; and, if the local requests were to be met, then a needs assessment should have been conducted to determine the satisfaction level of the community toward the university.

Further, in a community which proclaimed — if not prided itself — that it operated on a 24-hour basis, the programmatic and scheduling needs of this urban institution may have required needs divergent from the traditional university situated in a small town, rural or typical urban area.

The traditional urban university conducted classes from 8:00 a.m. to 1:00 p.m. Mondays through Fridays. An

insignificant number of classes were offered first degree students at other hours, usually in the evening. Virtually no class offerings existed on weekends. Almost all classes were semester length (being 15 or 16 weeks and meeting 2, 3 or 4 times a week for approximately 50 minutes each meeting) (Nahrgang, 1982).

The Spring 1985 Directory of Classes of the University of Nevada, Las Vegas course and section offerings were detailed at Table I by pre-4PM classes and post-4PM classes, by first and graduate degrees, by weekday and weekend classes by first and graduate degrees, and by semester length and short-cycle classes by first and graduate degrees.

Nahrgang's traditional urban university scheduling appeared to be replicated by the Spring 1985 course offerings of the University of Nevada, Las Vegas.

Friedman (1979) reported that there was a difference between the needs of full-time students and faculty and part-time students and faculty. His research demonstrated that the full-time students and full-time faculty preferred the traditional time-frame scheduling and meeting frequency. The part-time students and part-time faculty had not shared in the prior cited preferences. They indicated a preference for evening and weekend classes with

less meeting frequency, with more hours per class and a shorter class length.

Lucas (1975) stated that a serious problem for persons attending classes in the evening or on weekends was the reduced ancillary services available, including administrative services.

Was there a need for class scheduling other than during traditional hours at the University of Nevada, Las Vegas? Three major community groups were considered when evaluating a response to that question.

The Clark County School District Associate Superintendent for Personnel, Charles E. Silvestri, indicated that the School District had plans for approximately 2,000 of the 4,700 teachers (those in elementary schools) to be assigned to a new "45-15" work schedule by 1987. Currently about 500 teachers were on this schedule. The schedule meant that a teacher would work for nine weeks (45 days) and then take a vacation for three weeks (15 days) and then repeat the format throughout the calendar year which now would be the school year. This scheduling concept eliminated the traditional June, July and August vacation. This schedule also effectively eliminated the probability of these teachers taking the traditional 15 week semester classes (either for advanced degrees or for state mandated required courses) as the

semester course overlapped the three-week vacation. The need for short-cycle courses and intensive weekend courses appeared to be a consideration that might be a community perceived need.

The United States Air Force maintains a major Tactical Air Force Base in the community. The nature of the military work week mandated that extracurricular activities must occur either in the evening or on weekends. The Education Officer at Nellis Air Force Base indicated that there existed a need for the university to establish such special time-frame courses as evening and weekend courses.

Further, the Las Vegas Valley community was comprised of the principal cities of Las Vegas, North Las Vegas, Henderson and Boulder City, as well as urban, suburban and rural areas of Clark County of which the four cited cities were major components. The valley was dominated by the 24-hour casino-hotel industry. It appeared to be reasonable to survey the community to determine whether the current traditional university offerings met the need of the community.

Continued professional education for physicians, attorneys, accountants, engineers and other professionals was of importance to the university if the university was to meet the needs of these professional groups. As these

people traditionally worked during the traditional hours of university course offerings, it appeared reasonable to survey them to determine their perceived needs.

As 6,897 of the 11,085 students (62%) enrolled in the university received some type of financial assistance, it appeared reasonable to assume that they were required, by financial or other pressure, to work. They may not have been able to attend traditional course scheduled hours due to work schedules (Selected Institutional Characteristics, University of Nevada, Las Vegas, 1984-5).

Definitions

Afternoon Classes. Afternoon classes met from Noon to 5PM.

Evening Classes. Evening classes met from 5PM to 10PM.

Morning Classes. Morning classes met from 7AM to Noon.

Nontraditional Urban Environment. A nontraditional urban environment was the unique nature of a community that distinguished it from most other communities. In Clark County, Nevada, the combination of the 24-hour hotel-casino industry which was the major source of employment; the 45-15 schedule of the Clark County School District which was expected to involve

approximately 2,000 of the 4,700 teachers by 1987; the major Tactical Air Command base; the isolated nature of the community which was not within commuting distance (100 miles or 2 hours driving time) from any other university offering a broad range of program offerings, all combined to create a nontraditional urban environment.

Short-Cycle Courses. Short-cycle courses were those courses that were traditional in all respects other than time. The short-cycle course met for other than the traditional one hour of class per credit per week over the course of a semester of 15 or 16 weeks. Such courses also met for longer hours per class, with less class meetings per course but the traditional 15-16 week semester may have existed, or met for a time that is less than the traditional semester. In fact, the currently most popular short-cycle course was the Friday evening and all day Saturday and/or Sunday, or a combination of these days.

Traditional Hours. The traditional hours of the university were from 8AM to 1PM Monday through Friday.

Nontraditional Students. The more accepted definition included blacks, Hispanics and other emerging groups. For the purposes of this study, the definition also included adults who were not normally employed during

the traditional 8AM to 5PM time-frame and required special hours of class.

Urban University. An urban university was a postsecondary institution of several colleges or schools, which may or may not be doctoral granting, but was located within a city or urban area.

Theoretical Basis of the Study

Ralph Tyler's Curriculum Planning Model was the theoretical basis for this study. A discussion follows in the Review of the Literature chapter.

Chapter Summary

This introductory chapter was concerned with the statement of the problem which was the perception of various external communities toward the programmatic and scheduling of the University of Nevada, Las Vegas.

The limitations, delimitations and assumptions of the study were identified.

The justification for the study was developed and included the fact that the university operates on the traditional urban university hours and days, while the community, including the special external communities of the school district and the military base, operated during these traditional hours of class. The community, also, might have required special programs of study which were not currently available at the university.

Definitions were included to eliminate the problem of comprehension of terminology.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

> The year was 1933. The Great Depression, as the worst economic slump in history was called, had been eating away at the American economy for 48 long months. There were scores of good teachers out of work . . . and hundreds of young high school graduates idling their time away as they waited in vain for gainful employment. To lessen the threat of chaos in a fear ridden society, there was a need for somebody to do something constructive. (Lynch, 1970:3)

In the scenario described above, a clearly perceived need was discussed as it presented itself to political and educational leaders in the State of New Jersey. The State of New Jersey responded to that perceived need by beginning to develop a comprehensive community college system that would serve the broadly variant student population and communities throughout New Jersey.

Needs

The term "need" was used repeatedly throughout the literature covering the competing interests of college students, faculty, administrators, staff, trustees, and communities (Melchiori, 1982; Kriegbaum, 1981; Duchastel, 1981; Carnegie Foundation for the Advancement of Teaching, 1977). The state or local geographic area was not germane

to the broad issue; communities and those who attend or work in colleges and universities had variously identified specific institutional goals and objectives based on identified needs.

In Webster's New Collegiate Dictionary (1951) a "need" was defined as

1. a condition requiring supply or relief; urgent exigency; as, no need exists for haste.
2. The lack of something requisite, desired or useful; as, he felt the need of a better education.
3. Want, poverty; as, to live in need.
4. Anything needed or felt to be needed; as, our daily needs.

It was evident, then, that a need was intrinsically important to a particular individual or group of individuals, or to an institution. Although this seemed to be self-evident, the implications of the obvious were considerably more elusive and problematic. For example, a group of students on a college campus may have required special modification in the physical plant in order to enjoy free access to school resources (Black, 1982). On the other hand, there could have been an equal or greater number of students who fell into the category of the reentry student population, age 25 and over, who required special support services in order to adjust to the rigors of attending school, working full or part-time, and remaining functional in the family unit. In an era of plenty, a school of higher education would not have

necessarily been placed in the position of prioritizing such needs as had been presented by the school community. The needs would not even have been competing. The needs would have simply coexisted.

Unfortunately, the 1980's could hardly have been called an era of financial well-being for colleges and universities (Denemark, 1983). Declining resources, combined with dramatically lower enrollment (U.S. Bureau of Statistics, 1984), have forced colleges and universities, private and public, to focus increased and intensified efforts to refine resource allocation traditions and practices (Shattock, 1981).

From an organizational management perspective, the above-described process was straightforward and basic: a multi-various set of subpopulations competed for a finite quantity of funds must accept that some groups will have earned greater levels of relative satisfaction than others. However, it must be remembered that a need was intrinsically important to a given population: that group felt the need.

Felt need was a motivating factor behind political pressure, lobbying, public demands, and private complaints. If the college or university divided its time into a series of reactions to various pressured placed by competing groups desiring resource allocation in excess of institutional capacity, the school cannot thrive, because

it was reacting rather than acting to protect the institution, the school community, and the larger community, as well.

If a college or university were to remain in maximum control of its decision-making processes, it was necessary for the respective school to assess current and anticipated needs. This process of needs assessment began with the understanding that "human needs did exist, that they have been measured either directly or indirectly, and consequently formed a legitimate base from which to develop programs directed toward need satisfaction" (Beatty, 1976: 8).

It must also be understood that "need" was a relative condition that can be better quantified and examined if categorized as one of two types of needs: prescriptive and motivational (Beatty, 1976:9). Prescriptive need correlated with the foundation for Maslow's hierarchy of needs (1967). In other words, prescriptive needs included such basicas as food, cltohing, shelter and the opportunity to generate income in proportion to the need for those three types of commodities. Clearly, in this respect, perceived needs conformed more or less to normative conditions that included such variables as convention, culture, weather, and personal expectation, to name just a few factors. In addition to the prescriptive notion of

need, there was a motivational notion or perspective, where survival needs were met, and where the individual or collective identified a point of departure into arenas that offered other levels of gratification, ranging from monetary awards to outcomes that nurtured self-esteem. It was evident, then, that the separate or combined effort of these different facets of need affected the choices, goals, and objectives articulated implicitly or explicitly by individuals, groups, and institutions.

Needs Assessment

So, whether the need was to find a place for unemployed high school graduates during an economic depression, or the need was to adjust the physical plant to accommodate the special needs of the physically handicapped members of the school and community populations, the basic remained the same: needs assessment was the foundation for all viable planning, evaluation and modification of programs offered by any college or university (Kelley, 1983). This review of literature has treated the nature, impact and role of needs assessment for colleges and universities in the 1980's and in the future. In covering the function and nature of needs assessment on campuses throughout the nation, it was necessary to divide this review into the following sections: 1. Assessing community needs, and 2. Assessing needs presented by the

campus population. The portion of the review covering the need presented by specific campus populations was further divided as follows: assessing needs of the students; assessing needs of the faculty; assessing needs of the special populations, including but not limited to the physically handicapped students.

In advance of specific discussion covering the above categories of needs assessment for colleges and universities, it was important to examine the needs of the institution itself. The institution was a palatable entity, with a life and integrity of its own. It had leadership that enabled it to endure and compete for a viable market share of students, faculty and income (Schroeder, 1984; Wattenbarger et al., 1982). Volkwin (1984) reported extensively on the survival strategies employed by the State University of New York at Albany, which was an institution faced with the economic and institutional problems that developed when a school of higher education offered programs and curricula that did not match the preferences or interest of students and faculty. At SUNY Albany, the decision was made to eliminate a total of 26 degree programs, including 3 entire departments, as well as 3 schools and colleges (Volkwein, 1984;398-401). In this case, the school administration, faculty and other school community members

chose to compress or eliminate some features in order to protect the well-being of the total school community.

Volkwein (1984) reported that SUNY Albany acted to protect the fiscal health of the total organization by terminating specific programs identified as presenting relatively lesser degrees of need. He stated that the school leadership chose to eliminate those programs and coruses that the leadership found lacking in popularity or duplicated in some other branch of the overall educational system. However, if those departments and programs were presented as relative needs, then some populations involved experienced relative dissatisfaction with the outcome of the resource reallocation made to ensure the well-being of the institution.

In making such choices, Volkwein stated the institution conducted sound needs assessment studies in order to assure that degree program termination and department reduction are options exercised for the long-term health of the organization, not for some expedient set of imperatives that made it politically or socially advantageous to destroy certain programs that were important to the educational process for that particular community of students and faculty.

With this very general overview having defined needs assessment, and covering aspects of how needs assessment

impacted on the institution and surrounding communities, it was appropriate to cover specific aspects of the need assessment process, as it was conducted in the college and university setting found in the 1980's.

Colleges and Universities Assessing Needs in Local and Larger Communities

It has been argued that each university and college sought to mesh the overall social, economic, intellectual, and labor-related needs of the society at large by preparing high school graduates to be more productive contributing members of the society (Campbell, 1975). Therefore, it was understood that private and public schools of higher education aspired to fulfill a particular mission that can be described as a responsibility to the nation and beyond.

Given that understanding, this section focuses on the ways that colleges and universities sought to meet the needs of local communities.

When a college or university assessed the needs of the local community, it was stepping outside the conventional process of conducting educational needs assessment (Beatty, 1976) which was focused on curriculum, student personnel services, recruitment and other traditional considerations. It became intimately involved in the process of understanding three areas of interest:

community aspirations, community assets, and obstacles that block the community from realizing these aspirations. The plan to assess need, therefore, offered the community organized input regarding relative needs, and means of achieving community goals (Groff, 1983; Palmer, 1983; Morgan, 1975).

Fundamental to assessing community need was the concept of community.

> The concept of community is . . . the subject of a vast body of literature, and simple definition fails to describe its complexity . . . during the decades since 1948, reflections of the nature of community have continued to inundate the literature. Three critical dimensions have been identified upon which some degree of consensus has been achieved among community theorists and practitioners: (1) that it was able to be identified as a place; (2) that it was comprised of people, their institutions, and some collective goals; (3) that it was not only capable of, but frequently manifested the pursuit of common goals in concert (Beatty, 1976:14).

In other words, communities by definition shared certain common imperatives and interests seeking relatively consistent homeostasis by identifying and satisfying those needs that may be competing. Beatty (1976) further pointed out that members of the community identified with the local institution, and so it seemed reasonable that the community members would either identify positively or negatively with the college or university in their midst. Spurred by confidence or lack of same, community members

have followed a trend of increased visibility in local colleges and universities.

This increased contact between school and community was captured by Morgan (1975) who pointed out that

> perhaps the most compelling reason for local needs assessment was increased community involvement in local education, which was leading to a call for wider participation in the determination of local educational needs and priorities (Morgan, 1975:2).

The impact reached beyond the scope of educational programming and needs assessment. Toll (1982) and Ratcliff (1982) pointed out that communities have special needs and interests that can be cultivated by the university or college, and which in turn can generate both goodwill and increased income for the school in terms of revenues.

Kelley (1983) specifically covered the steps involved in the process of strategic management, as practiced in community colleges that have a special obligation to reflect community needs and interests. The five steps involved in the strategic management process are described as follows:

(1) strong accord and support between the president's office and the Board of Trustees regarding the importance of reaching out to identify and respond to the various needs presented by the community;

(2) the high ranking attached to meeting community needs;

(3) the relevance and variety of needs assessment strategies, all incorporating community involvement at each stage;

(4) role and performance of the change agent;

(5) general support reflected by the faculty, administration, and student population, where appropriate.

The thrust of community-college/university interaction was that both the community and the institution will benefit. No single participant could have approached this process of needs assessment with the idea that one side will bestow services or goods to the other, without receiving substantial input in return (Kelley, 1983; Ivey and Mack, 1982). The point was that a viable needs assessment strategy must be firmly grounded on the understanding that the interactive relationship is between community assets and needs and institution assets and needs.

Needs Assessment Strategies

Matthews (1985) stated that specific strategies for conducting needs assessment on the community level typically involved surveys. In order to assure that the institution and the community were appropriately

represented in the early needs assessment stages, it was recommended that a planning group be organized to attack the needs assessment as a group. The practical process of gathering and analyzing data was accomplished by a single unit that was agreeable to the members of the planning group, but the planning group should have decided, as a group, what information they wanted to gather, how they wanted to gather the data, and then how they wanted to use the results.

In order to best illustrate the process of community and school coalition around a given presenting problem or set of problems, it was valuable to consider the community school needs assessment strategies developed by Wheelock and Wellesley (Massachusetts) community leaders in their combined effort to develop a School-Age Child Care (SACC) Program that would meet faculty, student and community needs.

Specific individuals involved in institutional research combined talents with other people involved in program development and youth services in the community, to examine community needs for school age child care, as presented in the Massachusetts communities of Brookline and Wellesely (Baden et al., 1982). From their individual and collective experience studying and addressing the child care problem faced in contemporary American society,

the professional and nonprofessional members of the original planning group developed a strategy to determine local community child care needs within reasonable parameters of precision.

> One of the first tasks a planning group should undertake is to conduct a needs assessment. This (needs assessment) is a survey of your city or neighborhood that asks specific questions a group must have answered so that it can first substantiate to others the pressing need for SACC, and then design and plan a realistic program that will fill those needs (Baden et al., 1982).

There were a variety of community and college resource people involved in this effort to put the resources of the college to work to enhance the well-being of the total community, and vice versa. The community members included concerned parents, politicians, individuals representing funding sources, and youth service professionals. The school members included those faculty members who had developed and taught curriculum designed to prepare professional child care workers, as well as faculty members whose expertise included familiarity with public policy regarding child care in America.

Ultimately, the programs offering school-age child care were typically managed on or off-campus by volunteer or school-based groups; the point was that the needs assessment was to be conducted effectively, efficiently, and equitably with solid community and local college

cooperation. Baden and colleagues stressed that the first stage, noted as the "perceiving needs" stage (1982:21) usually preceded any formal needs assessment.

> Signals of need may come from many different places. As a parent, it may be painfully obvious to you that it is impossible to find reliable after-school care for your children. The community itself may have sent out signals that a need exists. Anyone whose eyes are open can see children hanging around with no place to go; accidents occur and acts of vandalism are increasing . . . elementary school teachers may notice more children . . . have not eaten breakfast, or have begun to carry keys . . . (Baden et al., 1982:21).

No matter how obvious the shared needs of community and college students and faculty may be in regard to child care, it was crucial to conduct a carefully constructed needs assessment. Such needs assessment provided information that goes beyond the raw symptoms evident to the ordinary person walking through the community or campus on any given day. Once again, for the purposes of illustration and continuity, the SACC program developed through Wellesely College and Wheelock College were successfully utilized as expressed by Baden et al. (1982: 35). Basically, needs assessment had the potential to accomplish the following tasks, Baden and his colleagues reported:

> to justify and establish the creditability of your goals by documenting the need; to gather community support and/or as a basis for calling a general meeting to address the problem; to help design a program that realistically meets

> community needs by obtaining information on the extent and type of need and a financial profile of prospective parent users (including college faculty, college students, community parents and parents who work but do not live in the community); to use as a powerful political tool for persuasion; to overcome opposition based on objections that the new program is not needed/ wanted or competes with existing services; to comprise part of the proposal you may have to present if you must request formal approval from the group (college, school district, or other group) empowered to provide it, to buttress requests for funding (Baden et al., 1982:35-6).

The above-described positive factors that can develop from a viable needs assessment process were variously relevant to specific instances. For example, if a college focused toward providing a forum for communication without necessarily becoming involved as a source of technical assistance or support in program development, then aspects of funding and program impact were not especially relevant. However, any needs assessment had the potential to serve all of the purposes described above.

Whether the goal was simply to facilitate communication between external community, or to work together to attack a single problem or issue, there was one single aspect of needs assessment that remains inviolable: the questions posed on the needs assessment instrument must have given the researchers the information they need (Ivey and Mack, 1982). Ivey and Mack advocated staff and community communication as a crucial aspect of resource management basic to college survival in the 1980's.

In the instance of Wellesley and Wheelock Colleges and their SACC studies, it was clear that certain questions had to be answered before any effort was made to advocate for community-college cooperation in developing viable SACC programs.

Needs Assessment Surveys

Whether the needs assessment instrument was a survey conducted over the telephone, a survey distributed by local school officials or a face-to-face survey, the foundation of the concept was understood: ask about every detail necessary, without making the survey formidable in length (Matthews, 1985:II-6 to 8).

Matthews reported that each type survey has advantages and disadvantages. The telephone survey produced quick implementation, quick results, ease of access, ease of control by administrators (who can monitor interviews on the spot) and was the cheapest of the three types. However, there was a restriction as to the number and complexity of questions, there were possible interviewer/ interviewee interaction (sex interaction, social desirability factor), and only persons with telephones were able to be interviewed.

The mail survey was broader in terms of the number of respondents and in terms of questions, almost everyone had a mailing address and was able to be mailed a survey

(versus the selectivity of telephone subscribers). However, there was a low response rate, it was expensive (postage, pringint and time), there were unknown characteristics of "non-respondents" and there was no possibility of follow through on confusing or misunderstood questions.

The face-to-face questionnaire allowed the greatest detail and depth of questioning and the highest cooperation rate (if it was possible to get through the door for the interview); accuracy might have been higher if probing follow-up questions were asked. However, this type survey was most expensive to undertake and required greater training of interviewers, may have required repeat visits to interview respondents and permitted greatest possibility of interviewer/interviewee interaction (Matthews, 1985: II-18).

Thus far, it has been established that needs assessment was a process that affords a specific planning group information crucial to meaningful community-school interaction to address a specific problem or set of problems. In the case of the SACC programs, there was little doubt that much of the initial groundwork was in place, as many community leaders had already identified a given need that could be met with cooperation between college and community. However, there were instances where

the college had a particular agenda, or set of goals, based on needs identified by the college but not felt by the community. The final portion of this section of the literature review focuses, then, on the steps that a college can take to convince a community to become part of a particular program or effort.

Unfelt Community Needs

Lucas (1983) pointed out that institutions suffering from lack of community response to outrach efforts did not despair: the college or university was free to stimulate community interest precisely the way a manufacturer or retail organization made the community feel a need for a product or service. Kreigbaum (1981) clearly stated that colleges can apply basic marketing concepts to stimulate a felt need within the community.

Private industry, as well as politicians, reached a potential market through media-mix campaigns. The local college or university enters the lives of the community members by reaching out through print, radio, and cable television programs to stimulate local interest in college/ university activities, courses, shows, events, products, museums, seminars, and so on.

Marketing strategies that were suggested involved knowing the demographic characteristics of the potential market, and gearing the appeals to meet the needs that are

typical of that demographic population (Kreigbaum, 1981; Business Week, 1984).

> An important part of strategic or long-range planning is assessing the environment external to the institution. Many statistics are already compiled by external agencies (Glover, 1938:7).

It was self-evident that the colleges of Wellesely and Wheelock understood that their surrounding communities included a significant number of latch-key children. Other communities may be largely comprised of elderly, retired people. Still other communities presented broad cross-sections of economic and social stratas and certain other communities may have been profoundly deprived in terms of economic and employment opportunities.

Kreigbaum (1981) and Lucas (1983) urged colleges to use their own institutional resource departments, or external sources, to assess community needs. Once information regarding community needs had been gathered, it was then important to match those needs against existing college programs, resources, and potential. Perhaps the local community needed another playing field for a softball league. The college could have offered its own playing fields, in order to draw the community closer to the school. If there was a large population of single people living in the community, the college could have focused the thrust of its social appeal at drawing the

interest of those single people who could feel increasingly part of the college, as social functions helped increase school revenues.

Created Needs

It was even possible for the school to deliberately go about creating needs where they simply did not exist (Lucas, 1983). For example, commuters on a train may not ever reach out to a college to ask that college to offer courses on the train. If the college, however, was resourceful, it understood that upwardly mobile people whose work lives involve extended commutation hours may well be interested in taking courses while they sit on the train, thus utilizing their otherwise idle time. (See Adelphi University, Garden City, New York; Hofstra University, Hempstead, New York; and the Long Island Railroad in Business Week, August 27, 1984.)

It would have been ill advised simply to arrive at a train station to ask for enrollment, of course. It would have been extremely useful to conduct a needs assessment, perhpas with a survey instrument designed to be filled out during the train ride, or to be offered over the telephone to a list of commuters. Just as toothpaste commercials are not targeted at audiences with dentures, colleges must learn to target their own products and services (Higginson, 1984).

The goal was not to conduct market research that will dilute the educational excellence of the institution for the sake of expediency. The point was simply that the college or university can atune itself to the external factors that impact on campus-community relations, and that also effects the capacity of the school to attract part-time and full-time students from the community. Marketing strategies were easily applied to matching community needs with school resources (Arman, 1984).

In fact, Arman (1983) argued that the needs assessment formed the foundation for the entire marketing strategy. His point was basically that the school is obligated to adjust curriculum and programming to community needs, rather than attempting to set agendas that may not match community interest, and that may contribute to such problems as flagging enrollment, difficulty in the recruitment of quality faculty, and general low morale on campus.

Colleges and universities pursued a better understanding of their communities through needs assessment without fearing that they would be required to cater to local whim at the cost of instructional excellence (Bailey, 1983). College and university leadership nationwide have agreed that the schools of higher education owe the nation and the students a solid, achievement-oriented educational format (Tyler, 1971).

However, as those colleges and universities continued to examine how they can best improve their curriculum and instruction, as well as their research; they must remember a key factor of becoming a functional part of the community: the local community was comprised of the institution's constituents. Whether the school was private or public, the community absorbed and responded to the presence of the college or university, in much the same fashion as it would respond to any central source of employment, entertainment, services or goods. The community was comprised of current and potential consumers, presenting negative, positive, or neutral reactions to the presence of the college or university.

If the school's research department or other planning organization reached out to the community to participate in a local needs assessment to determine how the college can better serve its constituency, the college, in this fashion, defined, prioritized, and started to meet the community needs as it met its own assessed needs. One of the last costly, maximally effective means of accomplishing the task of utilizing information gathered from needs assessment was suggested by Melchiori (1982) in her article covering university public relations.

Public relations simply involved ocntinuous self-promotion. All news of note related to the university

was sent to the local papers and radio stations on a regular basis. A faculty or staff member can be assigned the task of assuring that college faculty, administration, and even regents be perceived locally as experts in their fields, available for timely commentary on radio stations, cable networks, and local meetings. Fund raising was another component of public relations, with options ranging from celebrity auctions to a strong alumni effort to raise scholarships or building funds.

The point here was that colleges and universities sold a product and offered a service to a constituency. They existed to serve, and they required response to survive. Competing imperatives that increased almost geometrically in a climate of declining enrollment and limited funds made it even more important for the individual colleges and universities to learn from their own record of success: college sports programs in certain cases generated income, goodwill, and pleased the constituency. Every time Notre Dame aired a football game, the school had an opportunity to reinforce and create positive impressions to potential student and faculty recruitment, and even alumni interested in donations (O'Meara, 1984).

Resource Management

Ratcliff (1982) stressed that needs assessment was the link that can pull all of these factors together into a single, interactive dynamic. His essential argument was that colleges and universities no longer stayed aloof from the fray: they became more artful at resource management during a period such as the 1980's when "constraints on human and financial resources demand retrenchment decisions about college strategies for recruitment, retention, resource management, and program reallocation or discontinuance" (Ratcliff, 1982:21). Ratcliff (1982) went on to stress that needs assessment was the essential ingredient that cemented what he referred to as the interdependent relationship between campus and community.

In 1980 the University of Nevada, Las Vegas (UNLV) Committee on Enrollment Trends and Analysis conducted a study to assess the university's strengths and weaknesses so that recommendations could be given to appropriate administrators, faculty and staff. Three samples were used in the study — Clark County community residents, Clark County high school seniors, and UNLV undergraduate students. Resulting from the study were 56 recommendations intended to assist in improvements both in general impressions toward the university but also toward quality of services rendered by the university.

Commercial Aspects

In the literature regarding community-school relations, college obligation to its community constituency and the pressing imperative of declining resources and rapidly increasing costs, there has been a growing portion of literature that stands apart in its distinctly commercial aspect. Piland (1984) suggested that the only way for contemporary colleges and universities to survive a period of inflated prices and diminished resources was to attack the marketplace for its share of the total market, just as Coca-Cola and Pepsi-Cola continually reinforced their respective images to protect and expand their market share.

Specifically, Piland encouraged college and university leadership to understand and apply the "4 P's of marketing: promotion, price, place and product" (Piland, 1984:93-102). While that may have made certain leaders of higher education shudder with horror that an informed mind can be marketed like soft drinks or laundry soap, he believed it was necessary to consider the fact that style, taste and a firm grasp of constituency needs made a marketing strategy and fund raising effort successful for schools of higher education. Certainly, the United Negro College Fund's media mix for funds and for student/faculty recruitment offered the best of marketing/advertisement

talent and reverence for education in the slogan: "A Mind is a Terrible Thing to Waste." An institution need not have sacrificed excellence nor that special dignity attached to higher education in the process of utilizing marketing as a change agent (Piland, 1984) in order to combat the potentially mortal impact of declining resources and increasing costs (Mingle and Norris, 1983).

Section Summary

This section focused on how a college or university can secure and enhance its role as an institution by establishing strong, meaningful ties with the community. Those connections must, in every instance, be based on a clear grasp of community needs, and those needs can only be understood through a cooperative venture involving needs assessment.

Given the authenticity of the above summary, it was important to include a word of caution. Beatty observed that

> information is a necessary though insufficient condition for rational decision-making. Given that the decision-making process was coextensive with the program planning process, it follows that the entire process was dependent upon information input. Consequently, information at the outset of the planning process (i.e., the needs assessment stage) made a critical contribution to and constitutes an important determinant of the quality of the entire program planning process (1976:28).

The essential point here was that the information gathered is not necessarily information used to the best possible degree. Prejudice, conflict, apprehension, and differences in interpretation of the data have interfered with the program planning, service development, and even early needs assessment stages. Therefore, it was advised taht all data-gathering efforts in the needs assessment stage be spartan at best: collect only that information that was required to make the decision, and avoid gathering incidental or ancillary data simply because a survey was being done (Beaty, 1976). "The only information which is known to be relevant at the outset (needs assessment stage) is that which attempts to identify and measure human needs" (Beatty, 1976:30).

This section has covered how the college and university can work in cooperation with the community to identify and measure local human needs. The following section of this literature review covered publications treating the ways that colleges and universities can assess the needs of the internal school community. In advance of this section, it was important to add that programs designed to meet campus needs can also serve the community directly. Examples of such programs included psychological services, test anxiety reduction services, research studies on child development, including parenting workshops,

computer skills workshops or seminars, and so on. Specific emphasis has been placed on incorporating technology into the campus range of opportunities for students and faculty.

Colleges and Universities Assessing Needs within the Campus Community

The separate and interdependent needs of the subpopulations that form the campus community in commuter and resident hall colleges and universities can be divided in a wide variety of ways. For example, there was literature that divides the campus population according to age, sex, years of college completed, employment status, physical attributes, and occupational goals (Mayes and McConatha, 1982; Black, 1982; Canon, 1982; Knight et al., 1983).

Other divisions in the literature were made according to race (Crew, 1982), academic needs (Higginson, 1981), instructional expertise (Yaeger and Kahle, 1982), and financial need (Bannister and Phillips, 1984). The contours of the services, curriculum, and campus environment were subject to planned and unplanned change as the campus community struggled to embrace or avoid competing with the often pressing concerns expressed by one or more of the groups noted above, or expressed by a group not yet mentioned.

Even a cursory glance at the introductory paragraph to this section demonstrated that the boundaries of the groups were porous at best. Members of one group were, by definition or inclination, members of another group. It was folly to endeavor to meet needs without first assessing and ranking these needs, within the campus population.

Needs assessment was useful in this instance only if the college or university takes an ingredient from the previous section of this literature review, and involves the full campus community in the needs assessment process (Mortimer and McDonnell, 1979). The participatory component of the needs assessment process assured that the planning group will not gather mountains of irrelevant information that cloud issues and mask real and even felt needs.

> Advocates and analysts of shared authority have concentrated on the horizontal dimension of the distribution of authority. That is, when asked who participates (or, ought to participate) in decision-making, they virtually confine their search to individuals and groups on one level: the campus. For a holistic view of governance, we must also consider the vertical dimension. At what level does (should) participation occur? (Mortimer and McConnell, 1979:19).

Decision-making rested on a bedrock of information gathered during the needs assessment stage. Therefore, a hypothetical scenario was added here in order to illustrate the virtue of employing the horizontal/vertical holistic approach to needs assessment. Consider the possibility

that students living in residence halls were given the freedom to cook in their own rooms or suites. The students advocated strongly for this, the faculty was unconcerned but included in planning, the administration was vehemently against the notion, the regents were evenly divided, and the dormitory managers were in favor of the notion, as it might have facilitated increased life skills and socialization opportunities.

The planning group, comprised of administration, faculty, students, and one or more regents, suffered a handicap. There was virtually no representative of custodial staff or food service employees. The assumption was that the campus community was comprised exclusively of the professional and student populations. Given that this particular debate impacted directly on the job conditions, work loads, and potential job security of certain nonprofessional staff, it was pointless to conduct a true campus needs assessment of in-hall student cooking, unless all members of that community were involved.

The above scenario was included here in order to establish that viable needs assessment must include all parties concerned. No community-campus plan would be viable if it did not involve the community and the campus. The campus could not hope to succeed if it simply arrived in the community with its set of needs in place. The same

applies in this instance: no campus needs assessment process is complete without all constitutents and actors.

Given that background, one of the most frequently-assessed areas of need was the college curriculum. The Carnegie Foundation (1977) reminded the reader that needs assessment in the area of curriculum must start with the understanding that "external forces do shape the curriculum extensively" (1977:29). These forces were illustrated succintly in Figure 1.

However, the influences represented in Figure 1 did not constitute the limitations of any college or university group meeting to assess campus-based needs regarding curriculum. In fact, "although many external factors influence the undergraduate curriculum, it continues to be shaped by its specifics mostly by internal forces" (Carnegie Foundation, 1977:64). Figure 2, hereafter, presented a visual representation that was far briefer than the discussion of the interactive relationship between and among those relatively strong influences.

Assessing Students

In any treatment of curriculum or perceived student need, it was crucial that students be included, as was demonstrated by Higginson et al. (1984), who conducted a survey of college freshmen and professional orientation managers in order to determine relative perception of

Figure 1. External influences on the undergraduate curriculum

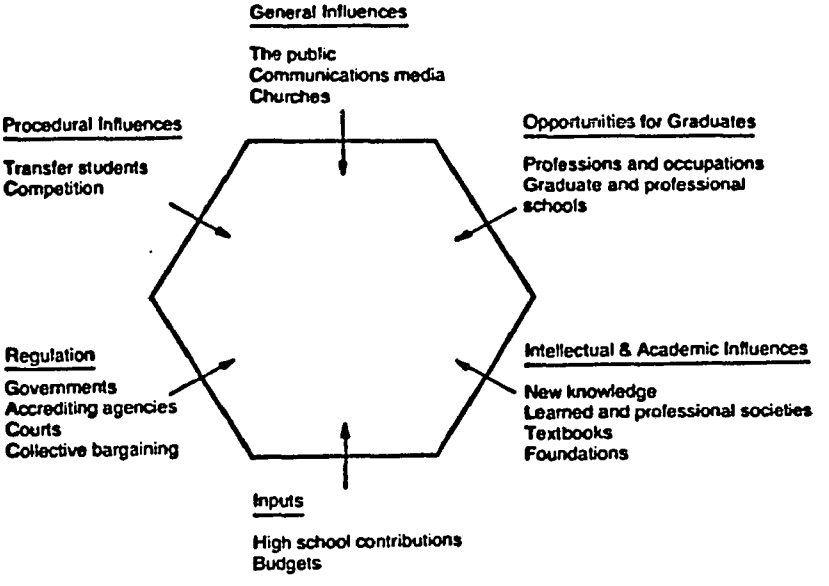
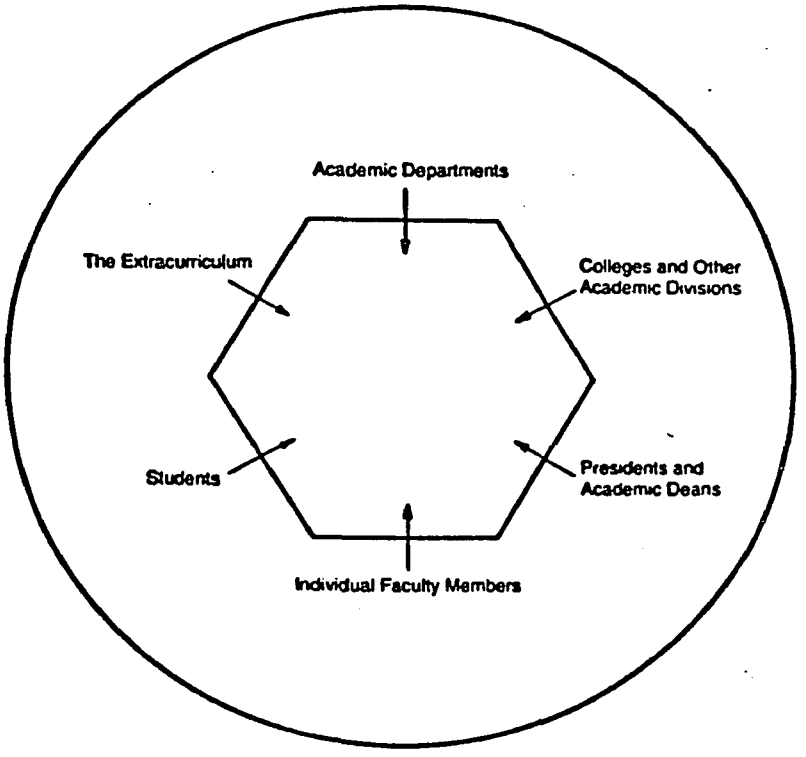


Figure 2. Internal influences on the undergraduate curriculum



student needs. The people responsible for the orientation of the students reported that they felt the students needed to know more about financial and housing needs, based on their interpretation of the types of questions that the individual students tended to ask the orientation leaders. This perception was erroneous, so far as the student reported needs were concerned. When asked to rank their primary needs for information and guidance, they consistently ranked academic concerns as the most important (*Higginson et al.*, 1981:26-28). At least one implication was evident: that the people who are supposed to benefit from any needs assessment must be included in the review of needs.

Curriculum was clearly an important issue for students, as further noted in Nixon and Bumbarger (1984) who assessed pre-service teacher education programs to determine what prospective teachers felt they should be offered in the curriculum to prepare them for their work in the classroom. Given that fewer than 50 percent of the students surveyed in this study reported that they felt reasonably confident about entering the classroom, it was evident that there was a gap between students sense of professional skills needed and professional skills acquired.

The link between curriculum and employability or success in the workplace was further explored in a needs

assessment that Weissberg et al. (1982) developed by means of a 65-item instrument to ascertain felt needs expressed by students in the areas of career development, academic program opportunities, and personal growth. As noted in the opening comments to this subsection, the subject populations divided variously, depending upon the variables utilized in the study. The survey included students with a divergent set of backgrounds, ranging widely in socioeconomic, racial, and cultural populations, and fairly evenly divided between male and female respondents. Relative neediness was found among female respondents. However, the greatest single variable that distinguished the overall neediness of students was race: black students reported higher levels of anxiety and need for services than did white students. Race, therefore, was a factor that dominated any other variable in this instance, particularly on the issue of career development.

The point here is that it was necessary to conduct a needs assessment directly involving the target population in order to assure maximum validity of the outcome. It was reasonable that the black population of undergraduates would be relatively more anxious than the white, because black unemployment was higher and discrimination in the workplace remained a constant feature of the labor market. However, to assume such a need would have been destructive.

It was necessary to isolate the need (Weissberg et al., 1982) in order to make reasonably certain that the students would possibly utilize services that could equip them to feel more secure in the job market, if possible, by covering strategies to overcome open, masked, or perceived prejudice.

Needs assessment studies to enhance the well-being of the campus community as a separate entity included very specific studies designed to ascertain student needs for personal support services. Westefeld and Winklepleck (1982) encouraged universities to pursue needs assessment in the traditional format, through surveying the student population and developing topics, pulling in presenters, and designing formats in keeping with student self-reported needs.

Knight (1983) examined the interactive relationship of sex and career development needs when she surveyed a total of 542 recent graduates of college who entered the workforce immediately following graduation. Women reported signficantly lower earnings than men, and significantly less job and career planning satisfaction than men. It was not possible to ascertain if the relatively low salaries impacted on satisfaction, or if job hoice was the significant variable. However, what did develop was that women who were earning undergraduate degrees may benefit

from listening to the experiences of women who had already left college and entered the workforce. Those involved could produce a needs assessment proposal to identify how best to prepare other women to negotiate for salary and to enter more financially rewarding careers.

The overall point was expressed cogently by Mayes and McConatha (1982) who distributed a personal problem inventory for students to check off their felt needs. The results demonstrated clearly that the one constant variable was that incoming student populations change significantly from year to year. Certain classes were more profoundly concerned with sexuality, others were more worried about curriculum issues, and so forth. The researchers' advice to the college or university, then, was to remain alert to the probability that the needs of the incoming freshmen are decidedly different from the special needs of previous incoming classes. It was crucial, therefore, to involve those new students in the needs assessment process immediately upon entering school, and then to continue to ascertain and update needs as those students adjust and alter their hierarchy of needs.

Although the majority of the student respondents reported on in this literature review were participants in surveys of specific and directly-involved populations, it was important to establish that this was not the only

process and that there were certain flaws in that research modality. Black (1982), for example, surveyed service providers to physically handicapped individuals in order to determine the needs of that particular population, to be able to identify what services and physical help handicapped people might need in the college setting.

One of the features of conducting a direct assessment of this type is that it was possible to gather information about program costs, in addition to records of demonstrated needs. In this fashion, Black (1982) was able to estimate costs for modifying various aspects of the campus to accommodate the needs of the handicapped student to enjoy free access to facilities around campus.

Another feature of this type of survey approach was that it eliminated the potential for information to be misrepresented by respondents who were profoundly out of touch with their needs, or who felt the need to mask dependencies and perceived liabilities was greater than their need to accurately report what they expected of their physical and social environment. Beatty (1976) specifically covered the fact that many survey populations misrepresented their interests. This problem was compounded by the fact that interviewer and interview conditions also impacted on the outcome of the study.

It was, however, dangerous to assume that indirect information was more valuable or accurate than direct information from the target population. For example, in the study by Higginson et al. (1981), the freshman orientation leaders had an entirely different point of view about what was troubling the freshman, as compared with what the freshman reported themselves.

Beatty's point (1976) was basically that target populations often failed to verbalize their concerns in a fashion that adequately represented their set of needs. It may be that freshman asked a great many questions about financial issues and housing matters because those were tangible matters that can be clearly expressed. For example, it was simply the quantification of a need for housing: a room was required, and the social conditions in the room should somewhat reflect the student's expectations for safety and comfort.

The students' needs in regard to academic pressures may have been infinitely more difficult for him or her to quantify. Lacking the capacity to express a problem, therefore, may have caused those responsible for solving problems to believe that no problem existed. Consequently, it was potentially valuable to construct a needs assessment process or framework that asked the client populations and those involved in servicing the client populations. The

combined input made for stronger program recommendations, which in turn enhanced the potential for the program to actually meet the needs of that particular client population.

Assessing Faculty

Thus far, this section has focused entirely on surveying the student population. Bradley (1983) extensively covered the topic of assessing faculty. The core issue that she treated was that dramatically changing student needs have not been matched with policy changes in faculty preparation. Therefore, faculty at colleges and universities present information that was based on certain assumptions, and packaged in a given fashion that had been useful and helpful to students in previous classes. However, Bradley's (1983) point was that needs assessment has been sadly neglected in the area of preparing teachers to instruct students with various needs and abilities. Furthermore, changes in curriculum were installed without benefit of faculty input, so needs assessments were lacking in the programming conducted by administration and regents when those parties make choices regarding curriculum. Once again, the research supported the contention that needs assessment in the form of direct survey of the target population was a crucial portion of preparing participants to be adequate and effective change agents, as charged.

Canon (1984) agreed with Bradley (1983) in his article pleading for colleges and universities to attend to the special adjustment needs of faculty facing curriculum changes, changing student demographics, shifts in instructional modalities, and the general need for ongoing in-service education as a source of professional stimulation. In a 25-year plan, Canon (1984) urged that colleges and universities trade avoidance and complaisance with action to control positively the process and outcome of higher education.

Canon's point (1984) was precisely the purpose of needs assessment: a viable needs assessment plan put the institution in a position of strength in its ongoing struggle to meet the needs of students, faculty members, administration, nonprofessional staff, and other members of the school community, including the board of regents.

Placing the school community in a position of strength as it acted, rather than reacted, to the competing and persistent needs reported by various on-campus and off-campus constituencies involved sharing horizontally and vertically, then directly including all those target populations that were possibly affected by a given proposed action (Mortimer and McConnell, 1979).

One area that has not yet been treated specifically was that of computer operations on campus. This was a

special entity because it is revolutionary. It was difficult to ascertain the presence of a need for a product or item that has previous simply not existed, particularly given the fact that financial constraints made it difficult for institutions of higher education to incorporate fully services that would maximize learning and enhance the well-being of the entire campus. The following subsection of this literature review focused briefly on that issue.

Computers, Technology, and Felt Need

Brown et al. (1984) demonstrated that academic libraries offering a full constellation of computer search and retrieval facilities were significantly more valuable to users than were the traditional library services without computer assistance. This could be anticipated, since the computer search and retrieval system was as basic and logical as a card catalog: it simply was not hand-held by the student.

Usefulness of the various technologies covered was affected significantly by the quality and suitability of the product. It was found that the highest level of satisfaction was achieved when the computer performed the desired services, rather than underperforming or falling into the opposite extreme, involving voluminous printouts for small requests (Brown et al., 1984).

Corse (1983) cautioned academic institutions to purchase only those products that are task-appropriate, and that include practical and useful training programs for those who must use the software. This, then, was one area where needs assessment must be generic, rather than situation-specific. Since problems associated with particular software were difficult to project, it was crucial that the institution and the individual departments follow a regimen that gave responsible individuals the opportunity to learn the equipment before they had to use the same equipment to serve patrons in the libraries or in other academic or administrative departments.

Duplass reiterated the point made above (1983), in his message that all colleges make certain that a

> college development officer learn all about the computer software program, control its development rather than let computer center staff take control, define the system needs and elements, study software contracts carefully before signing, reorganize the office to accommodate computer needs, and make necessary staff changes (Duplass, 1983:18).

Clearly, when the institution reported a collective felt need that computerized services would be an improvement, it became necessary for the institution to examine what needs will be addressed by the new technology, and what needs will be temporarily or permanently created. It was central that an administrative officer understand the software completely, and undergo training with or

before those in any computing center, so that a hierarchy of organizational management and authority was preserved (Duplass, 1983:18). In this fashion, there was a reduced opportunity for a breakdown in respect and sense of competence in the relationship between administration and computer center staff.

As demonstrated by Peel and Callas (1983), it was possible for the school of higher education to construct a viable needs assessment strategy to coordinate in-place computer systems while integrating new systems, or replacing outmoded hardware or software. As in previous instances, a plan of action, rather than reaction, became the basis for decision-making from a position of strength. The needs assessment gave the institution that organizational edge necessary to incorporate technological innovation without compromising service or educational standards.

One of the best resources for achieving maximum output from the installation of computer services in the college setting was to utilize all target user populations into a coordinated plan to problem-solve (Rose and Fowler, 1981). With the combined input of graduate students, faculty members, system users, and professionals attached to consulting companies, Texas A & M College of Medicine was able to master and profit from the installation of a

custom-designed automated fiscal reporting system (Rose and Fowler, 1981).

This brief subsection has focused on some difficulties involved with conducting a valid needs assessment of a projected computerization project. However, it has been demonstrated that the procedure of involving all target populations (Rose and Fowler, 1981) took over as a problem-solving mechanism in the absence of needed information regarding the impact of a particular software or hardware installation.

Section Summary

When a college or university has identified its mission and its goals, it must incorporate the neds of its constituencies as they appear on the campus. It would be absurd for a farm community to support a community college that refused to offer farm courses and chose to teach exclusively more esoteric topics. To a greater or lesser degree, that type of inappropriate allocation and distribution of resources, both human and fiscal, has taken place each and every day. As noted in The Carnegie Foundation Commentary for the Advancement of Teaching (1977), electives are abundant, but to what end? Were today's electives the choice of freshmen of the class of 1980? Was it essential to shape a specific core curriculum

that involves broad disciplines, or should students be encouraged to pursue a major at the expense of a more well-rounded education?

The questions cannot be answered here, because there were no right or wrong responses. The answers can only be right or wrong in relation to the demonstrated needs of the school's on-campus constituency.

Theoretical Basis for the Study

Ralph W. Tyler's Curriculum Planning Model served as the underpinning for this study. His model was concerned with four sequential stages in the development of the curriculum. They were:

1. Selection of Objectives
2. Selection of Useful Learning Experiences
3. Organization of Learning Experiences
4. Evaluation

Tyler postulated that "Education is the process of changing the behavior patterns of people." He advised that while there were intuitive people who operate well without goals, it was essential for the planning and the continued improvement of the educational purpose that some conception of the goals, that are aimed at, be necessary. He remarked that no single source of information is adequate to provide a basis for wise and comprehensive

decisions about the objectives of the school; rather each of the sources has values to commend it. He cited that the learners and the community were two prime sources of selection of objectives.

Literature Review Summary

When a college or university entered into the needs assessment process, it was necessary to assure that all potential target populations or populations on the periphery of the project be included in the needs assessment study. If the schools of higher education would have incorporated a cooperative, horizontal and vertical organization range of representatives in the needs assessment study, it would have been simpler for the school to anticipate and eliminate possible problems with a particular type of project.

For example, goals for the local college may have included the development of a soccer team. If students and physical education faculty were not approached as to the best possible avenues to explore to create such a program, then it was likely that the program could fail. If there was no one on staff who was properly equipped to coach, and no solid range of students who were recruited for the purpose of participating in soccer, it was likely that the team would barely achieve a single goal. Goal achievement was, and must be, the purpose of needs assessment.

The needs assessment process gave the institution a window into the community, and opened up the campus to ongoing dialogue conducted for the pruposes of enhancing the well-being of the campus community.

Colleges and universities conducting needs assessment studies should have conducted pilot or test studies to clean up the survey instrument, and make it the tool to achieve the all-important goals.

Institutions conducting needs assessments must be constantly aware that in addition to the perceived needs there may well exist unfelt community needs which can be marketed to benefit both the community and the institution.

Additionally, needs can be created by an institution that have not previously existed.

Finally, Dr. Ralph W. Tyler's studies were accepted as the theoretical basis for this study. His declaration that the learners and the community are two prime sources of selection of objectives caused this study to provide the surveys and interviews with members of these external communities.

CHAPTER THREE

DESIGN OF THE STUDY

The purpose of this study had been to identify and evaluate the perceptions received from three discrete communities regarding programs and scheduling at the University of Nevada, Las Vegas.

The following questions served as a basis for the collection and analysis of data:

1. Did the perceptions, regarding class scheduling times, of the community respondents differ from the current class scheduling times of the University of Nevada, Las Vegas?
2. Did the perceptions of the external respondents differ from the perceptions of the University as exemplified by its programmatic scheduling?

Two descriptive survey techniques were used to obtain data for this study. One was a questionnaire of the Clark County School District teachers. The other one was a telephone survey of persons within Clark County who had a resident telephone. These types of surveys were used to determine the facts of current situations. The literature review provided a theoretical basis on which other elements of the study could be supported. Collected data enabled an interpretation of the status quo in the population.

Research Design

Sampling Procedures

Those surveyed using the questionnaire technique were the 4,673 teachers in the Clark County (Nevada) School District; those in which the telephone survey was used included a random sample of 400 Clark County, Nevada, residents chosen from a random table of residence telephone numbers supplied by the Center for Survey Research of the University of Nevada, Las Vegas; and a series of interviews with the Education Services Officer at Nellis Air Force Base, North Las Vegas, Nevada.

The Clark County School District sample was not representative of teachers as respondents may or may not have had a bias for responding.

The Clark County residents telephone survey was a random sample of residents with telephones.

As Clark County was a relatively isolated academic community with only the University of Nevada, Las Vegas offering other than limited programs, it was determined that the population of Clark County had to be surveyed to determine their needs. In addition to the general sample of Clark County residents the two major groups of persons seeking higher education degrees needed to be surveyed for their input. The groups were the Clark County School District school teachers whose salary increases were

dependent on both the number of years in the district and the number of advanced credits earned, as well as the Air Force personnel at Nellis Air Force Base. A bachelor's degree was required for enlisted personnel who wished to become officers and a master's degree was required for officers to be eligible for consideration for promotion to the rank of Major and above. It was not considered in the interests of national security for the names and home addresses of the military personnel to be issued to this researcher. It was also considered not appropriate for military personnel to be issued questionnaires through the military mail system. However, the Educational Services Officer at Nellis Air Force Base, Mr. John White, was cooperative in explaining the needs of the United States Air Force regarding the utilization of local educational facilities by Air Force personnel.

Several professional groups who had a need for continuing professional education were considered for inclusion in the groups surveyed. It was determined that these groups would be covered in the residential random sample of Clark County residents. These professional groups included attorneys, certified public accountants, engineers and physicians.

The University of Nevada, Las Vegas sought senior citizen attendance by offering free tuition to persons

62 years of age and over in both graduate and undergraduate courses. It was determined that this subpopulation would not be surveyed separately but would be included in the Clark County residents survey and analyzed by the age question on the survey if appropriate.

Distribution of the School District Questionnaire

The questionnaire proposed for the Clark County School District was presented to the Associate Superintendent for Personnel, Mr. Charles Silvestri, for comment and approval. After minor modifications the questionnaire was approved for distribution to the individual teachers through the district mailroom system. A copy of the questionnaire was enclosed as Appendix A.

The questionnaire was prepared and distributed prior to the University regulations requiring approval by the University of Nevada, Las Vegas Human Subjects Committee. However, as the questionnaire sought anonymous responses to questions relating to classroom management methods, it appeared to be exempt under category 1 (ii) of the Department of Health and Human Services Statement of Exemption.

The questionnaires were coded by color:

Elementary Schools	Green
Sixth Grade Centers	Beige

Miscellaneous Units	Blue
Junior High Schools	Pink
Senior High Schools	Gold

The questionnaires were sent to each Elementary School, Sixth Grade Center and Miscellaneous Unit, and to each Junior and Senior High School. A cover letter addressed to the principal requested cooperation and appreciation for having the questionnaire placed in each teacher's mailbox and for having the school secretary place the completed questionnaires in the mail back to the district mailroom.

The forms were returned to the district mailroom over the next sixty days. As one quad of the four quads of eachers is always on vacation, it was essential to await their return and the completion by them of the questionnaires. Thus, the need for the period of sixty days.

The instruments were picked up from the district mailroom weekly by this researcher. When it was determined that the incoming supply of completed questionnaires was virtually over, they were broken into color-coded groupings and assigned to assistants for physical tabulation. Two additional weekly visits to Clark County School District mailroom did not produce any additional questionnaires from the schools.

Treatment of the data. The results of each type of survey were tabulated separately by two assistants so that the accuracy of the count could be assured.

Tabulations of the following demographic groups were made.

Degree:	No degree
	Bachelor's Degree
	Master's Degree
	Specialist's Degree
	Doctorate
Gender:	Female
	Male
	No gender checked
Age:	20 to 29
	30 to 39
	40 to 49
	50 to 59
	60 and Over
	No age checked
Division:	Elementary Schools
	Sixth Grade Centers
	Miscellaneous Units
	Junior High Schools
	Senior High Schools

There were 1,284 questionnaires returned from the mailing of 4,673. This was a 27.5 percent return. Included in this group of respondents were 63 who did not indicate gender and 34 who did not indicate degree.

Following the suggestion of Matthews (1985), who stated that mail questionnaire responses were less than telephone responses, the list of 1,284 was cleaned of those persons who did not indicate gender or degree earned. The balance of the list was compared with a listing obtained from Timothy Harney, Director of Certified Personnel of the Clark County School District, showing the 4,673 teachers analyzed by division (elementary division included the Sixth Grade Centers and Miscellaneous Units; secondary division included both Junior and Senior High Schools), gender and degree attained. Dr. Harney stated that the district did not have available an analysis of teachers by age.

The items were then weighed so that the sample reflected the population within a range of 3.1 percent. This brought the subcategories to the level that the totals of the survey respondents and the total of the Clark County School District teacher population were within the 3.1 percent range.

As the respondents were not identifiable it was not possible to interview them individually.

Distribution of the Clark County Questionnaire

The questionnaire proposed for the Clark County residents was presented to the Director of the Center for

Survey Research, Dr. Donald Carns, at the University of Nevada, Las Vegas for comment and approval. After minor modifications the questionnaire was approved for preliminary sampling.

The Center for Survey Research made available to this researcher a random listing of 4,000 residential telephone numbers in Clark County, Nevada that had been formulated by the Center for Survey Research and the Central Telephone Company of Nevada. The listings were segregated by the first three digits of the standard seven-digit telephone number, known as the central office prefix.

The telephone listings were a portion of the main frame computer information of the University of Nevada, Las Vegas. The computer advised the number of each central office prefix telephone numbers to be called to effect a random sample. For this study the computer determined that 10 percent of the numbers in each central office prefix grouping were to be called in order that the sample would be representative of the population of Clark County, Nevada, with a plus/minus error factor of 3 percent.

The instrument was presented to, and approved by, the Human Subjects Committee of the University of Nevada, Las Vegas. A copy of the approval was attached as Appendix C herein.

A pilot testing of 18 persons was made by this researcher without major problems developing. A copy of the form was attached herein as Appendix B.

Five student volunteers telephoned the respondents between 6:00 p.m. and 10:00 p.m. weekday evenings so that the gender distribution would not be skewed in favor of female homemakers who traditionally are home during the day hours. This caution resulted in 49.2 percent male respondents and 50.8 female respondents.

The questionnaire forms were turned over to this researcher and were checked for completeness. It was determined that about 20 percent (76) did not respond beyond the demographic questions. Inquiry was made of the telephone interviewers who responded that the non-answering respondents appeared to be due to: 1) no opinion about the university, 2) no knowledge about the university, or 3) no interest in the university.

Treatment of the data. Each questionnaire was then entered onto a code sheet for each of the possible 46 responses. The code sheets were checked by this researcher upon completion.

The 378 completed code sheets were then turned over to a keypunch operator who prepared a separate IBM punch card for each questionnaire. The punch cards were checked by this researcher upon completion.

The punch cards were then loaded onto computer file using systems appropriate to the CYBER 172 computer. Data analysis was organized around single and multiple cross-classification sub-routines within the Statistical Package for the Social Sciences (SPSS) including attendant and appropriate tests of correlation and statistical significance.

Analysis of Research Questions and Questionnaires

The results of this research study were stated in descriptive terms since most of the data was classified as nominal and non-quantitative. The quantitative data dealt with discrete variables and was presented with the mean as the measure of central tendency.

The Clark County School District questionnaire contained three demographic questions (age, gender, and educational level) and three research questions. The Clark County residents questionnaire contained seven demographic questions (age, gender, educational level, ethnicity, income, educational goals, and employment) and thirteen research questions.

For ease of survey purposes several questions were presented with simple "Yes or No" answers. The research questions in both surveys were reduced to twelve for purposes of analysis.

CHAPTER FOUR

DESCRIPTIVE ANALYSIS OF THE FINDINGS

Thirteen principal questions plus seven demographic questions were asked in the Las Vegas community telephone questionnaire sample of 378. A copy of the questionnaire may be found as Appendix A. Three principal questions plus four demographic questions were asked in the Clark County School District (CCSD) teachers written questionnaire population of 4,673 of whom 1,221 teachers (26.1%) responded. A copy of the questionnaire may be found as Appendix B. The CCSD questionnaire excluded questions about morning or weekday classes, as the teachers would be precluded from attending those classes due to the hours of the school system. The questions asked of the Nellis Air Force representative also excluded questions about morning or weekday classes, as military personnel would be precluded from attending due to military hours of work.

Question #1: Are morning classes preferred?

This question was asked of the Las Vegas sample only, as the teachers would not be able to attend morning classes due to their morning class work hours.

The responses were:

Preferred Morning Classes	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Yes	153	40.5%	51.2%
No	146	38.6	48.8
No Response	79	20.9	--

Analysis of the respondents by age, ethnicity and length of residency showed a concurrence with the overall findings. A deviance was found in gender where 41 percent of males preferred morning classes, while 62 percent of females did not. Employment also showed altered responses. Those persons who were employed full or part time showed only a 39 percent preference for morning classes, while a larger majority of homemakers, retired persons and students preferred morning classes. Persons who were college graduates or who possessed professional degrees did not prefer morning classes, while all other groups with less education preferred morning classes.

Question #2: Are afternoon classes preferred?

This question was included in the Las Vegas survey only and was not in the teachers survey.

The responses were:

Preferred Afternoon Classes	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Yes	56	14.8%	18.8%
No	242	64.0	81.2
No Response	80	21.1	--

All respondent groupings (age, ethnicity, length of residence in Las Vegas, gender, income level, employment status, schooling level, and educational goals) concurred.

Question #3: Are evening classes preferred?

The question was included in the Las Vegas survey and was not included in the teachers survey.

The responses were:

Preferred Evening Classes	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Yes	119	31.5%	38.6%
No	189	50.0	61.4
No Response	70	18.5	--

Respondents in age, ethnicity, length of resident in Las Vegas and gender groups concurred with the overall findings. Those persons in income levels below $30,000 yearly concurred, while those in higher income levels preferred evening classes. Those persons who were employed preferred evening classes. All others registered

no preference for evening classes. Persons with trade school experience, college graduates and those with professional degrees favored evening classes, while college students and persons with a high school degree or less had not preferred evening classes. Persons who desired to obtain a degree from a community college or who wished to improve job skills also preferred evening classes.

The Air Force representative stated that classes for military personnel had to be held evenings or on weekends.

Question #4: Are weekday classes preferred?

This question was included in the Las Vegas survey only and was not included in the teachers or Air Force surveys.

The responses were:

Preferred Weekday Classes	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Yes	284	75.1%	94.0%
No	18	4.8	6.0
No Response	76	20.1	--

All respondent groupings concurred.

Question #5: Are weekend classes preferred?

This question was asked of the Las Vegas survey participants, the CCSD teacher participants, and the Air Force representative.

The responses from the Las Vegas survey were:

Preferred Weekend Classes	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Yes	30	7.9%	10.3%
No	262	69.3	89.7
No Response	86	22.8	--

Those subgroupings which deviated at least 50 percent from the overall results were:

20 percent of blacks

13 percent of females

14 percent of those with income under $10,000

13 percent of those with income between $20,000 - $29,999

18 percent of those with income between $30,000 - $39,999

13 percent of employed persons

13 percent of those with "some college" credits

24 percent of those with postgraduate/professional degree

25 percent of those desiring to obtain an Associate degree

16 percent of those desire to acquire new skills

33 percent of those with leisure and recreation goals

17 percent of those with personal growth goals

The responses from the CCSD teachers survey were 30 percent in favor of weekend courses. Female teachers from 20 to 49 years of age (269 of 292) and male teachers from 20 to 39 years of age (58 of 83) responded affirmatively to a greater degree than did older teachers.

The Air Force representative stated that evening and weekend classes were mandatory for military personnel due to the military work week being Monday through Friday from 7:30 a.m. to 4:30 p.m.

Question #6: What should be the length of a course?

Three options were suggested in the Las Vegas questionnaire: first, a course length of 3 to 5 weeks; second, a course length of 5 to 10 weeks; and third, a course length of 15 weeks.

The responses were:

Preferred 3-5 Week Courses	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Yes	53	14.0%	19.9%
No	213	56.3	80.1
No Response	112	29.7	--

the 3-week length. Female teachers favored the 3-week course length over the 5-week course length by 40 percent (510) to 16 percent (201). Male teachers favored the 3-week course length over the 5-week course length by 49 percent (139) to 26 percent (74). An absolute majority of teachers under the age of 40, regardless of gender, favored the 3-week course length over the 5-week course length. An absolute majority of teachers in all school divisions excluding only Senior High schools favored the 3-week summer course length over the 5-week course length. An absolute majority of Bachelor's degree and Master's degree recipients favored the 3-week summer course length over the 5-week course length.

Question #9: What was the desirable class length in hours?

The options and the responses from the Las Vegas survey were:

Class Length	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
1 hour	157	41.5%	50.8%
1 1/2 hours	96	25.4	31.1
2 hours	48	12.7	15.5
3 hours	8	2.1	2.6
No Answer	69	18.3	--

Question #7: Should summer courses be held in the day or in the evening?

(Asked on CCSD questionnaire only)

Fifty-seven percent responded affirmatively to day classes and 42 percent to evening classes. Elementary teachers voted 47 percent in favor of day classes and 45 percent in favor of evening classes, while all other school divisions (Junior High Schools, Senior High Schools, Sixth Grade Centers, and Miscellaneous Units) voted 60 percent in favor of day classes and 49 percent in favor of evening classes. Female teachers voted 41 percent (532) in favor of day classes and 30 percent (389) in favor of evening classes. Male teachers voted 57 percent (161) in favor of day classes and 40 percent (127) in favor of evening classes. Bachelor's degree recipients voted 61 percent in favor of day classes and 45 percent in favor of evening classes. Master's degree recipients voted 54 percent in favor of day classes and 40 percent in favor of evening classes.

Question #8: Should summer courses be for a 3 or 5-week length?

(Asked on CCSD questionnaire only)

Twenty-three percent (292) of the respondents favored the 5-week course length, while 53 percent (683) favored

Preferred 5-10 Week Courses	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Yes	138	36.5%	50.9%
No	133	35.2	49.1
No Response	107	28.3	--

Preferred 15-Week Courses	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Yes	93	24.6%	35.2%
No	171	45.2	64.8
No Response	114	30.2	--

The CCSD questionnaire also offered three options: first, a 3-week course of 5 evenings per week; second, a 5-week course of 3 evenings per week; third, a 15-week course of 1 evening per week.

The first CCSD option (3 weeks) found 15 percent responded affirmatively, the second CCSD option (5 weeks) found 31 percent responded affirmatively, and the third CCSD option (15 weeks) found 53 percent responded affirmatively. All CCSD variables (age, gender, degree level, and school division) concurred.

The Air Force representative was concerned with the number of contact hours and not with the length of a course.

The options and responses from the CCSD survey were:

Class Length	Absolute Frequency	Adjusted Frequency (Percent)
Summer Classes of 1 1/2 hours	292	22.7%
Summer Classes of 2 1/2 hours	683	53.2%

The Air Force representative was concerned with the number of contact hours and not with the length of a course.

Question #10: What course of study would you like to see offered at UNLV?

The courses recommended by more than one survey participant were as follows.

CCSD Survey:

Course Name	Absolute Frequency	Relative Frequency (Percent)
Library Science	26	2.0%
Language Pathology	2	.02

Las Vegas Survey:

Course Name	Absolute Frequency	Relative Frequency (Percent)
Law	36	9.5%
Library Science	1	.3
Medicine	18	4.7
Veterinary Medicine	3	.8
Positive Motivation	2	.5
Interior Decoration	2	.5
Journalism	2	.5
Financial Planning	2	.5

Total of Both Surveys:

Course Name	Absolute Frequency	Relative Frequency (Percent)
Law	36	31%
Library Science	27	23
Medicine	18	15
Veterinary Medicine	3	3
Language Pathology	2	2
Positive Motivation	2	2
Interior Decoration	2	2
Journalism	2	2
Financial Planning	2	2

The Air Force representative was concerned with the range of both undergraduate and graduate courses and programs. He did not offer suggestions for new courses or programs but indicated enthusiasm for courses in business, computer science, and engineering which are either offered or are in final planning stages.

Question #11: How would you rate the service UNLV performs for the community?

(Asked on the Clark County residents survey only)

The responses were:

	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Highly Satisfactory	99	26.2%	32.1%
Somewhat Satisfactory	177	46.8	57.5
Not Satisfactory	32	8.5	10.4
No Response	69	18.3	--

The highest areas of not satisfactory service were found in Caucasians; in homemakers; in the 35 to 64 age brackets; persons with incomes above $40,000; and those who resided in Las Vegas more than 4 years.

Question #12: What advice would you give to the President of UNLV?

(Asked on the Clark County residents survey only)

The responses cited by more than one survey participant were:

Item	Absolute Frequency	Relative Frequency (Percent)	Adjusted Frequency (Percent)
Increase community involvement	35	9.3%	18.2%
Good sports program	25	6.6	13.0
Increase academic standards	16	4.2	8.3
Good theatre	11	2.9	5.7
Good senior citizen program	6	1.6	3.1
Good hotel program	6	1.6	3.1
Deemphasize hotel and sports	4	1.1	2.1
Too much like Clark County CC	3	.8	1.6
Will not accept transfer credits	2	.5	1.0
Offer more free services	2	.5	1.0
All Other Individual Responses	43	11.4	42.9
No Response/Cannot Say	221	59.5	--

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify and evaluate the perceptions received from three discrete communities regarding programs and scheduling at the University of Nevada, Las Vegas. The three communities were: (1) Clark County residents, (2) Clark County School District teachers, and (3) Nellis Air Force Base personnel who were represented by the Educational Services Officer.

The following questions served as a basis for the collection and analysis of data:

1. Did the perceptions, regarding class scheduling times, of the community differ from the current class scheduling times of the University?
2. Did the preceptions of the external respondents differ from the perceptions of the University management as exemplified by the programmatic scheduling of the University?

Summary of the Findings

The review of literature and the seminars attended provided the following summary information:

1. The term "need" was used repeatedly througout the literature covering the competing interests of

college students, faculty, administrators, staff, trustees and communities.

2. A prime need to assess was the need of the institution itself. It was found that survival was conditioned upon the matching of programs and curricula with the needs of the students and faculty.
3. Community/university interaction involved mutual benefit.
4. Needs assessment was designed to atune the institution to those external factors that impacted on institution/community relations.
5. The needs assessment process focused on the entire campus programs.
6. The Clark County community telephone survey produced results of morning classes preferred by 51 percent to 49 percent; afternoon classes preferred by 18 to 81 percent; and evening classes preferred by 41 percent to 59 percent.

    Homemakers, retired persons and students preferred the morning classes, while employed persons, college graduates and persons with a professional degree did not prefer morning classes.

    All groups were opposed to afternoon classes.

Persons who preferred evening classes were those with incomes below $30,000; persons with trade school experience; persons desiring to obtain a community college degree; persons who wished to improve job skills; college graduates; and those with professional degrees. Those groups opposed to evening classes were those with incomes above $30,000; college students; and persons with a high school degree or less.

7. Ninety-four percent of the respondents preferred weekday classes. Ninety percent indicated an unwillingness to attend weekend classes. The data from several specific groups was not in agreement with the percentile results: 20 percent of black respondents; 25 percent of those with professional degrees; 25 percent of those desiring to obtain a community college degree; and 33 percent of those with leisure and recreational goals preferred weekend courses.
8. Class lengths of 3 to 5 weeks were preferred by 20 percent of respondents, while 51 percent favored 5 to 10-week programs and 36 percent favored a 15-week program. As the Clark County resident questionnaire considered this problem in three separate questions, the answers did not

round to 100 percent as some persons may have preferred more than one choice.

The CCSD teachers questionnaire found 51 percent preferred the 15-week semester course with all groups concurring.

9. The CCSD teachers questionnaire found 57 percent preferred summer day classes and 43 percent preferred evening classes.
10. Of those who answered this question, 70 percent preferred summer courses of 3-week duration, while 30 percent preferred the 5-week length.
11. A majority (51%) of those responding to the question preferred a class length of one hour.

The CCSD teachers questionnaire indicated a 69 percent favorable ratio for summer class lengths of 2 1/2 hours, with 31 percent favoring a 1 1/2 hour summer class length.

12. The surveys found the following programs or courses as being highly recommended:

Law — 31 percent;

Library Science — 23 percent (with 22 percent of the respondents from the CCSD teachers and 1 percent from the residents survey);

Medicine — 15 percent;

Minor additional choices were suggested, with 3 or less persons recommending the other options.

13. Of the respondents who answered this question 90 percent found UNLV service to the community to be highly satisfactory or somewhat satisfactory.

14. Recommendations to the President of UNLV were divided into two types: The first type requested changes and the second type reaffirmed existing university programs.

    The changes were: Increased community involvement (18.2%); increased academic standards (13%); deemphasize hotel and sports (3.1%); too much like Clark County Community College (1.6%); will not accept transfer credits (1%); and offer more free services (1%).

    Those who reaffirmed existing programs stated that UNLV had a good sports program, good theatre, good senior citizen program, and a good hotel program.

Conclusions

The two questions that were originally formulated to collect and evaluate the data were finally answered. The first question asked whether class scheduling times of the university differed from the class scheduling times recommended by the community.

The responses based on data from the Clark County residents survey, the Clark County teachers questionnaire, and the responses of the Nellis Air Force Base Educational Services Officer were that there was a need for more evening classes and weekend classes. The Clark County teachers questionnaire indicated, additionally, that there was a strong need perceived by that segment of the community for more 3-week summer courses with longer individual class hours. The Educational Services Officer at Nellis Air Force Base indicated a need for classes to be held one evening per week and a need for weekend classes for the military personnel at that base.

Recapitulating, the following client needs were affirmed:

1. Traditional 15-week semester course lengths were favored by community respondents. Teacher respondents favored shorter course lengths to fit within the Clark County School District 45-day (9-week) teaching quad.
2. Traditional 1-hour class lengths were favored by community respondents. Teacher and military respondents favored classes meeting one evening per week regardless of the class length.
3. Summer sessions of 3 weeks were favored by teacher respondents over the 5-week summer term.

4. Weekday sessions were generally favored by all three groups over weekend sessions. Particular subpopulations within the Clark County community group favored weekend classes.

The second question asked whether the perceptions of the external respondents differed from the perceptions of university management as exemplified by the programmatic scheduling of the university.

The response was affirmative. Each of the three study groups, however, recommended different programs or levels of programs. The community survey, reiterating a 1980 survey, recommended that Law and Medical courses be introduced. The teachers questionnaire recommended that Library Science be offered. The Air Force representative recommended that Engineering and Computer graduate programs be available for military personnel.

Recommendations of the Study

1. There should be greater input from the community, possibly through the utilization of Advisory Groups.
2. Although the communities were generally satisfied with the efforts of UNLV, there should be efforts made to establish more regular semester, shorter-cycle courses.

3. The summer courses should be coordinated to fit within the 45-day work period of the CCSD quads.
4. Summer short-cycle courses should be available within the 3-week vacation period of a quad.
5. Weekend courses and evening courses should be considered for military personnel who cannot take day courses due to the military work schedule.
6. Consideration should be given to the introduction of programs and courses suggested by the respondents.

Recommendations for Future Research

1. A study should be made to determine the type programs and courses that should be offered evenings and weekends at Nellis Air Force Base to military personnel who cannot take traditional weekday courses.
2. A study should be made to determine what courses are required by CCSD teachers which can be offered in short-cycle courses to meet their felt needs.
3. A study should be made to determine the feasibility of summer courses for CCSD personnel being longer in individual class time and shorter in overall course length.
4. A study should be made to determine the ability of the university and the real need of the

respondents to the new programs and courses recommended by the survey respondents.

5. A study should be made to determine the manner of reducing the unsatisfactory rating among those groups with that perception of UNLV.
6. A study should be made to determine the best manner of increasing community involvement consistent with the need cited in the survey.
7. A study should be made to determine the logistical needs of students attending evening and weekend courses of study.

Ralph Tyler's belief that multi-information sources were superior to any one source in determining the curricula needs of an organization was demonstrated by this study. The needs, whether real or perceived, had varied between and among the three external communities studied. For example, the Clark County residents survey indicated a general acceptance with weekday classes, although several categories differed in their needs. The CCSD teachers survey indicated a need for shorter-cycle courses with longer individual class time as well as courses that met within the framework of the CCSD quad time frames. The military needs, as explained by the Educational Services Officer of Nellis Air Force Base, were for evening and weekend courses. Therefore, the needs of any one group

skew the needs of the other groups. Tyler was accurate in his assessment of the need for multi-information sources being superior to any one individual source of information.

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APPENDIX A

CLARK COUNTY RESIDENTS QUESTIONNAIRE

"NEEDS ASSESSMENT" TELEPHONE SURVEY QUESTIONNAIRE

ID#_____ 1-3

Hello, my name is _____. We are conducting a telephone survey about classes and schedules at the University of Nevada, Las Vegas. I would like to ask you a few questions and will take about 10 minutes. We are not interested in your name or address in any way. Will you help us? (If yes) Are you 18 years of age or older? If not, is anyone home who is 18 years or older?

1. Are you now attending UNLV, or have you attended in the past? |___| yes |___| no 4

2. Has any member of your family ever attended UNLV? |___| yes |___| no 5

3. Have any of your friends ever attended UNLV? |___| yes |___| no 6

4. If you had your preference in terms of attending UNLV, what times of the day would you prefer? (READ CATEGORIES AND CHECK BOXES AS MENTIONED. IF NO INTEREST IN ATTENDING, GO TO Q8)
   |___| mornings (7:30AM to Noon) 7
   |___| afternoons (Noon to 5PM) 8
   |___| evenings (5PM to 10PM) 9

5. Would you prefer to attend classes on (READ)
   |___| weekdays 10
   |___| weekends 11

6. Would you like them to run (READ)
   |___| 3 - 5 weeks 12
   |___| 5 - 10 weeks 13
   |___| 15 weeks 14

7. Would you prefer classes to be (READ)
   |___| 1 hour 15
   |___| 1 1/2 hours 16
   |___| 2 hours 17
   |___| 3 hours 18
   |___| 4 or more hours 19

8. Have you ever taken classes at another university or college?
   |___| yes
   |___| no

   If yes, At what university or college did you attend recently? _____20

   _____21

   _____22

   _____23

9. Is there a particular course or program of study which you like to see offered at UNLV? |___| yes |___| no 24

If yes, please describe it._____

_____ 25

_____ 26

10. How would you rate the service UNLV performs for the Las Vegas community? Is it |___| highly satisfactory. |___| somewhat satisfactory, or |___| not satisfactory 27

11. What did you have in mind when you answered the last question?_____

_____ 28

_____. 29

12. I am going to read to you a list of features of UNLV, In you opinion, which are strong points and which are weak? (READ THE FEATURES)

Strong	Weak	Cannot Say	N/A	Features
___	___	___	___	Cultural Programs such dance, music, etc
___	___	___	___	Engineering and high-tech programs
___	___	___	___	Other programs
___	___	___	___	Where UNLV is located
___	___	___	___	Athletic programs
___	___	___	___	Personal recreation facilities for towns people
___	___	___	___	Cost of courses offered
___	___	___	___	Academic standards
___	___	___	___	Requirements for entry
___	___	___	___	Information Available for students
___	___	___	___	Reputation as a university
___	___	___	___	Parking facilities

13. If UNLV's President called you for advice on how to improve the university, what would you tell him? [Record Verbatim]

_____ 42

_____ 43

And finally, just a few questions for statistical purposes.

14. How long have you lived in Las Vegas? [READ FIRST TWO]

___	less than 1 year	44
___	1 to 3 years	
___	4 to 6 years	
___	7 to 10 years	
___	11 or more years	

15. What is your age?

___	under 18 years	
___	18 to 24 years	
___	25 to 34 years	
___	35 to 44 years	45
___	45 to 54 years	
___	55 to 64 years	
___	65 years or better	

16. To what ethnic or racial group do you belong? [READ THE FIRST THREE.]

___	Black	
___	Caucasian (white)	
___	Hispanic	
___	Oriental	46
___	American Indian	
___	Other_____ (specify)	

17. [code by voice, if possible.] What is your sex?

___	Male	
___	Female	47

18. What is your total household income before Federal Income Taxes? [READ FIRST THREE]

___	under $10,000	48
___	11,000 to 14,999	
___	15,000 to 19,999	
___	20,000 to 29,999	
___	30,000 to 39,999	
___	40,000 to 49,999	
___	50,000 or over	

19. Are you [READ]

___	employed fulltime, parttime or looking for work	49
___	retired	
___	homemaker	
___	student	

20. How much formal education have you completed?

[READ] Is It.....

___	less than a high school graduate	
___	high school graduate	50
___	trade school	
___	some college	
___	college graduate	
___	post-graduate or professional degree	

21. And now the last question.
Please answer yes or no to best describe your educational goals.

[READ] Are they...

___	to get a high school diploma	51
___	to obtain an Associate or 2 year degree	52
___	to obtain credits to transfer to a 4 year college	53
___	to acquire skills for a new job	54
___	to improve present job skills	55
___	for leisure and recreation	56
___	for personal growth & interests	57
___	undecided	58
___	other _____(specify)	59

Thank you taking the time to help us by answering these questions. Your answers will be valuable to help us to learn community needs.

interviewer ID _____

APPENDIX B

CLARK COUNTY SCHOOL DISTRICT TEACHERS QUESTIONNAIRE

PLEASE TAKE 4 MINUTES TO HELP YOU . . . AND UNLV

The University of Nevada Las Vegas asks your assistance in helping us determine whether special class hours are needed to meet our mission to the community.

As you know, the University of Nevada Las Vegas is the only nationally accredited university in southern Nevada (accredited by NCATE) as well as being regionally accredited.

Please help us help you - - - and your colleagues - - - by completing this short questionnaire and returning it to your school secretary. Even if your answer is "No" please return the questionnaire so marked as it will help the validity of our sample...and our ability to serve you. If you have suggestions please send them to Extended Programs Review, Office of Summer Sessions, 706 Humanities Building, Las Vegas, NV 89154 or call us at (702) 739-3711. Thank you for your cooperation and assistance. Frank Brown

I AM A(N): ____ Year-Round School Teacher

____ Sept. - June School Teacher

____ Other: _____ (Aide, Librarian, Dean, etc.)
(Please specify)

I HAVE A: ____ Bachelor's Degree

____ Master's Degree

____ desire to obtain a BAchelor's Degree

I AM: ____ Female

____ Male

MY AGE GROUP IS: ____ 20 to 29 ____ 40 to 49 ____ 60 or older

____ 30 to 39 ____ 50 to 59

I WOULD BE INTERESTED IN ATTENDING:	YES	NO
Evening classes during Fall/Spring	____	____
Weekend classes during Fall/Spring	____	____
Day Classes during the summer	____	____
Evening classes during the summer	____	____
Other _____ (Please specify)	____	____

If you answered "No" to all parts of the prior question, you are finished. Please return this questionnaire to your school secretary. Thank you for your cooperation.
If you answered "YES" to any part of the prior question, please continue to the reverse side of this sheet.

Please check as many boxes on these next two questions as may apply to you.

I WOULD PREFER THREE CREDIT CLASSES TO BE HELD DURING:

Fall Semester (Sep/Dec) for 15 weeks, one night per week, for 2½ hours. . . _____

Spring Semester (Feb/May) for 15 weeks, one night per week, for 2½ hours. . _____

Summer Sessions for five weeks, five days/nights per week, for 1½ hours . . _____

Summer Sessions for three weeks, five days/nights per week, for 2½ hours. . _____

Fall/Spring on Saturday morning or afternoon for 15 weeks, for 2½ hours . . _____

Fall/Spring on Sunday morning or afternoon for 15 weeks, for 2½ hours . . . _____

Three evenings per week (TWTh or MTW) for five weeks for 2½ hours . . . . . _____

Five evenings per week (MTWThF) for three weeks for 2½ hours. . . . . _____

Other: _____ _____
(Please specify)

I WOULD PREFER COURSES IN THE DEPARTMENT(S) OF:

__ Accounting
__ Anthropology
__ Architecture
__ Art
__ Biological Sciences
__ Chemistry
__ Communication Studies
__ Counseling & Educational Psychology & Foundations
__ Criminal Justice
__ Curriculum & Instruction
__ Economics
__ Educational Administration and Higher Education
__ Engineering
__ English
__ Environmental Science
__ Ethnic Studies
__ Finance
__ Foreign Language
__ Geoscience
__ Gerontology
__ Health, Physical Education, Recreation & Dance
__ History
__ Hotel Administration
__ Management
__ Marketing
__ Mathematical Sciences
__ Military Science
__ Music
__ Nursing
__ Philosophy
__ Physics
__ Political Science
__ Psychology
__ Public Administration
__ Radiological Sciences
__ Secondary, Postsecondary and Vocational Education
__ Social Work
__ Sociology
__ Special Education
__ Theatre Arts

Thank you for completing this questionnaire. Please return it to your school secretary who will forward it to the District Mailroom.

APPENDIX C

HUMAN SUBJECTS COMMITTEE, UNLV APPROVAL

THE GRADUATE COLLEGE

November 19, 1985

TO: Frank Brown
College of Hotel Administration

FROM: Ronald W. Smith
Interim Dean

RE: Human Subject Committee

The Chair of the Social and Behavioral Science Committee (Human Subjects Committee) has approved your project entitled "A Programatic and Scheduling Needs Assessment."

APPENDIX D

UNLV SPRING 1985 COURSE ANALYSIS

TABLE 1

University of Nevada, Las Vegas Spring Semester 1985 Courses excluding Independent Study, Thesis and Dissertation Courses

Pre 4 P.M. or Post 4 P.M. classes by first of graduate degree

College	Undergraduate Pre 4PM	Undergraduate Post 4PM	Undergraduate Post 4 P.M. Percent	Graduate Pre 4PM	Graduate Post 4PM	Graduate Post 4 P.M. Percent
Arts and Letters	508	93	15%	8	18	69%
Business and Economics	133	47	26	0	17	100
Education	134	29	18	3	46	94
Health Sciences	83	26	16	2	0	0
Hotel Administration	77	4	5	2	2	50
Science, Math, And Engineering	177	31	15	16	87	80
U N L V Total	1111	220	17%	16	87	84%

Weekday and Weekend Distribution

Weekday Course Sections	1,428	
Saturday Course Sections	6	(ANT 453, ANT 485, POS 406F, PED 112, ESP 512 AND BIO 149)
UNLV Total.	1,434	

Semester and Short-Cycle Course Time-Frame

Semester Length Course Sections	1,398	
Short Cycle 3 Credit Course Sections	2	(Esl 121 and CIE 547)
Short Cycle 1 Credit Course Sections	34	(PSY 401-12 sections, PED 118-2 sections, NUR 460A to F-6 Sections, HOA 103B, HOA 165-2 sections, BIO 105, GEY 100-7 sections and AST 100-3 sections)
U N L V Total.	1,434	