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ABSTRACT

In order to assess the educational needs of residents in the Chemeketa Community College (Oregon) service area, a random sample of 1,322 residents in McMinnville, Woodburn, Stayton, and Dallas were interviewed by telephone. This sample represented 2.5 percent of the 1975 estimated population 16 years of age and older, or 10 percent of the households having telephones. Telephoning was conducted by trained volunteers. It was determined that residents would like to see a wide variety of special interest, vocational-technical classes made available rather than lower division transfer courses only. Residents would like to have college staff available to provide information about classes. Residents prefer to have classes available in the evening, feel the offerings should be increased, and feel that classes should be conducted in existing facilities. Residents prefer to have the option of completing courses at home, especially by way of correspondence. This document presents demographic information on the populations of the four communities, and tabulates responses to the seven planned survey questions. (Author/NHM)

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## ABSTRACT

### Objective:

- . to determine the educational classes and services desired by residents at existing or future educational centers.

### Procedure:

- . interviewed by telephone a random sample of 1,322 residents (10% of the total households) in the McMinnville, Woodburn, Stayton, and Dallas service areas.

### Results:

- . residents prefer wide variety of classes, especially in the special interest and vocational-technical areas.
- . residents would like to have college staff available to provide information about classes and programs.
- . offerings should be increased in the evenings and made available in existing facilities, with more options to complete courses at their homes.

### Implications:

- . make special interest, vocational-technical classes available on an experimental, cost/benefit basis.
- . review the college's policies/practices for articulation between the college and the communities.
- . determine by geographical service area the facilities which could be used for classes/services by the college.
- . explore the feasibility of extending certain educational courses by correspondence and television.

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Several people and community groups helped the members of the Task Force on the Assessment of Community Needs to accomplish this project. John Westine, Director of Research, Educational Coordinating Commission, and John Rude, Coordinator of Special Projects, Chemeketa, assisted in determining the survey approach. Ron Saxton, political science student, Willamette University, conducted the training sessions for the telephone interviewers, while Mark Trumbo (McMinnville), Leo Mellon (Woodburn), Carolyn Butters (Stayton), and Kay Friedemann, (Dallas), Chemeketa's area coordinators, guided the field testing and the actual survey. Gene Winstead (Criminal Justice), Philip Folz (Mechanical Drafting), Marjorie Purvine (Early Childhood Education), and Bill Ballard (Drafting), Chemeketa students, performed the tabulation of the data.

To these people and the various individuals and civic groups who did the telephoning, the Task Force members wish to express sincere appreciation.

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## INTRODUCTION

Today, community leaders are devoting, as compared to the decade of the sixties, much attention to the concept of "community-based" education (Yarrington, 1975; Wygal, 1975). This idea, while lacking consensus among the leaders as to the most optimum style of implementation, does enjoy widespread acceptance and endorsement. The concept implies for a community college, especially one in its formative years and one wishing to make an active, comprehensive thrust into the fiber of its community base, that there are several ways the community and the college can join hands. The benefits of such a "purposeful partnership" are multifarious, but there are at least three major outcomes (Harlacher, 1974). First, it creates an opportunity to define learning needs more effectively. Secondly, solutions to meeting these learning needs, many times not readily apparent, become identified and then mutually supported. Finally, the community-college interaction makes it feasible to facilitate the delivery of instruction to the various communities - - and in harmony with the communities' expressed preferences for educational services.

Why an Assessment of Community Needs: The process of assessing the needs of communities in Chemeketa's District enables the college to compare community concerns with present institutional goals, objectives, and policies, with large discrepancies indicating validated needs. In recognition of the value to convert needs into viable programs, the educational services' plan for the Chemeketa Community College District states:

"Service to, and constructive interaction with, all members of the surrounding communities are vital components of Chemeketa Community College's educational philosophy. The concepts of several satellite campuses as integral parts of the College's Long Range Plan and Master Plan have been developed to implement this philosophy, and to assure a more sensitive response to the needs and desires of the District residents." (Revised Campus Long Range Plan, 1973:37)

In order to determine what constitutes "Service to, and constructive interaction with . . . . the surrounding communities . . . ." it is appropriate and necessary to develop a systematic, analytical, and factual base of information which will assess the opinions, expectations, and preferences of the residents of the various communities. This information in turn will help the college to determine the places where educational centers should be located, the types of educational programs and administrative support services desired by the residents, how these activities should be housed, the preferred time of classes and services, and how the instruction and services may be delivered most effectively and efficiently.

In short, this systematic, representative information makes it possible to develop timely, realistic, and reasonable community-based education. By undertaking this inquiry and subsequent planning and implementation, Chemeketa Community College moves increasingly toward achieving the goals of equal opportunity and ready access for learners seeking a post-secondary education.

**Objectives of the Survey:** The general, overall purpose of the community needs assessment survey is to gather systematic information which will help Chemeketa Community College to determine the direction it should take in expanding and/or establishing educational centers in the District. More specifically, the objectives of the survey are:

(1) to determine how many people in the household above age 16 would be interested in taking classes in their geographical area;

(2) to determine what kinds of classes the residents think should be offered in their community area;

(3) to determine if residents in the various communities would be interested in having college staff available in their community to provide information about classes and programs;

(4) to determine when members of the communities would prefer to take classes;

(5) to determine if a need exists for Chemeketa Community College to increase its offerings in the community's area;

(6) to determine where residents of the various communities in the District think the classes should be held; and

(7) to determine, in addition to regularly scheduled classes, the need for the college to offer courses which could be completed in their homes.

The delineation and accomplishment of these seven objectives makes it possible for the college to have confidence and timely assurance that its planning, decision-making, and budget preparations are directed toward community-based expectations.

**Assumptions of the Survey:** Prior to conducting the survey of community needs, the members of the task force recognized several underlying assumptions. There was general agreement that a telephone interview would be the most practical method of obtaining the information; that it would be worthwhile to involve residents of the District in the survey process; that a careful design of the survey would yield a representative and unbiased sample of residents' needs; and that the beliefs, opinions, and expectations gained from the telephoning of the selected residents would constitute a reliable base of useful information.

**Limitations of the Survey:** Although not conceptually nor procedurally severe, there are three limitations of the survey which are indicated below:

(1) While the community needs assessment survey deals with the residents' opinions and expectations regarding future educational centers, the attitudes of the residents may not always be translated into action.

(2) Although telephone guidelines were created and used in the training sessions for the telephoners, they are always open to interpretation during the actual telephoning.

(3) This survey reflects the residents' opinions and expectations regarding future educational centers at the time the study was conducted.

**Organization of the Following Information:** The second part of this report describes the survey procedures while the third section analyzes the results of the telephone survey. The final section of this report summarizes the

information, draws some conclusions, and identifies implications of the information for future reference in planning and decision-making relating to the direction educational centers should be developing.

## PROCEDURES

Beginning in mid-July the planning group convened bi-weekly to determine the stages involved in designing and implementing the needs assessment survey. This section of the report describes the procedure used for determining the survey approach, the interview questions, the size of the sample, the field testing of the telephone instrument and guidelines, the training sessions for the telephoners, and the process for collecting and tabulating the survey data.

Selecting the Survey Approach: After a series of discussions by the planning group as to how other institutions and agencies accomplished this type of research, John Westline, Director of Research at the Educational Coordinating Commission, was invited to campus to share his experience and recommendations on the most practical approach to conducting a comprehensive survey. Based upon his experience and background in this area, plus the informal evaluation of how other institutions completed this type of project, a recommendation was made to the president that a telephone approach would be the most economical, practical, and representative in light of the survey objectives and time frame.

Determining the Size of the Sample: Based upon the socio-economic information described in the Community Profile (August 15, 1975), McMinnville, Woodburn, Stayton, and Dallas were identified as principal communities for future expansion or development of educational centers. A proportional number of residents in each principal community and neighboring communities within commuting distances, based upon 1975 population projections, was determined (please see Appendix B for more details). A sample totaling 1,374 residents of the communities was selected constituting 2½ percent of the 1975 estimated population 16 years of age and older or accounting for ten percent of the households having telephones. This number of participants assured that the size of the sample is sufficient to have an adequate representation of community attitudes (Sax, 1968).

Field Testing the Survey Instrument: The McMinnville, Woodburn, Stayton, and Dallas area coordinators conducted a total of 50 telephone calls, 10 telephone calls by each area coordinator, to determine the content validity of the interview questions and to gain more insight into the procedures for determining who to telephone and ways to increase telephone interviewing effectiveness. When the field testing was completed, a critique session was arranged with the area coordinators. Recommendations stemming from these area coordinators were incorporated into the final revision of the telephone interview questions, the guidelines for selecting the people to be telephoned, and the proper etiquette for telephoning (Appendix A contains a copy of the revised instrument used in the telephone survey and the instructions.)



Training the Interviewers: Each area coordinator of the principal communities (McMinnville, Woodburn, Stayton, and Dallas) was asked to identify residents or groups in their areas who would be willing to telephone on behalf of the college and to attend a one-hour training session in the community. Training sessions were organized, conducted, and evaluated in each of the principal communities over a two-day period for the telephoners.

Collection of the Survey Data: Telephoning was completed by the callers in three days, occurring primarily in the evening. The information was returned to the Coordinator of Institutional Development where four college work study students completed the initial tabulation of the data during four days.

In summary, the methodology of the survey, while taking considerable time and effort, was a critical component of the process, the insights of various people contributing greatly to the overall scope and development of the methodology.

### ANALYSIS OF THE DATA

This section of the report presents the results of the telephone interviews conducted in the McMinnville, Woodburn, Stayton, and Dallas service areas.

McMinnville Service Area: Of the 478 planned telephone interviews in McMinnville, Sheridan, Willamina, Carlton, Yamhill, Dayton, Lafayette, and Amity communities, 448 people participated. Their responses to the questions are stated below.

*Question #1: How many people in your household above age 16 would be interested in taking classes in the McMinnville area?*

<u>Community</u>	<u>No. of Responses</u>	<u>%</u>
McMinnville . . . . .	330 . . . . .	(68)
Sheridan . . . . .	74 . . . . .	(15)
Willamina . . . . .	21 . . . . .	(4)
Carlton-Yamhill . . . . .	11 . . . . .	(3)
Dayton-Lafayette . . . . .	24 . . . . .	(5)
Amity . . . . .	23 . . . . .	(5)
<u>Total . . . . .</u>	<u>483*</u> . . . . .	<u>100</u>

*Question #2: What kinds of classes do you think the college should offer?*

A wide variety of classes were suggested and most of them are special interest or vocational-technical classes. Classes mentioned quite frequently include: finance, business (especially bookkeeping, accounting, and typing), nursing (LPN), real estate, foreign languages (Spanish and French), arts and crafts, welding, English composition, history, landscape architecture, automotive (tune-up), law enforcement, ceramics, furniture repair, blueprint reading, first aid, golf, tennis, and exercise classes. However, of these classes arts and crafts, business and business management were requested most often (Appendix C shows a priority listing of the classes preferred by the participants.)

\* The number of responses is greater than the number of people telephoned because the head of the household was asked to speak for the total number of persons in the family who would be interested in taking classes.

Question #3: Would you be interested in having college staff available in your community to provide information about classes and programs?

(N = 440)

Community	Yes	%	No	%	No Opinion	%
McMinnville . . . . .	144	(57)	74	(72)	51	(61)
Sheridan . . . . .	34	(13)	16	(15)	5	(6)
Willamina . . . . .	17	(7)	1	(1)	9	(11)
Carlton-Yamhill . . . . .	13	(5)	2	(2)	9	(11)
Dayton-Lafayette . . . . .	30	(12)	5	(5)	2	(2)
Amity . . . . .	16	(6)	5	(5)	7	(8)
<b>Total:</b> . . . . .	<b>254</b>	<b>(58)</b>	<b>103</b>	<b>(23)</b>	<b>83</b>	<b>(19)</b>

Question #4: When would you prefer to take classes?

(N = 474)

Community	Morning	%	Afternoon	%	Evening	%	Weekends	%	No Opinion	%
McMinnville . . . . .	32	(47)	34	(48)	186	(73)	12	(55)	32	(54)
Sheridan . . . . .	12	(18)	10	(14)	24	(9)	0	(--)	9	(12)
Willamina . . . . .	2	(3)	3	(4)	17	(7)	2	(9)	9	(12)
Carlton-Yamhill . . . . .	2	(3)	7	(10)	13	(5)	3	(14)	5	(9)
Dayton-Lafayette . . . . .	14	(21)	12	(17)	18	(7)	4	(18)	0	(--)
Amity . . . . .	6	(9)	5	(7)	16	(6)	1	(5)	4	(7)
<b>Total:</b> . . . . .	<b>68</b>	<b>(14)</b>	<b>71</b>	<b>(15)</b>	<b>254</b>	<b>(54)</b>	<b>22</b>	<b>(5)</b>	<b>59</b>	<b>(12)</b>

Question #5: Do you think there is a need for Chemeketa Community College to increase its offerings in the McMinnville area?

(N = 421)

Community	Yes	%	No	%	No Opinion	%
McMinnville . . . . .	111	(57)	71	(76)	81	(61)
Sheridan . . . . .	26	(13)	11	(12)	18	(13)
Willamina . . . . .	17	(9)	5	(5)	4	(3)
Carlton-Yamhill . . . . .	9	(5)	1	(1)	12	(9)
Dayton-Lafayette . . . . .	18	(9)	1	(1)	9	(7)
Amity . . . . .	14	(7)	4	(4)	9	(7)
<b>Total:</b> . . . . .	<b>195</b>	<b>(46)</b>	<b>93</b>	<b>(22)</b>	<b>133</b>	<b>(32)</b>

Question #6: Where do you think the classes should be held?

(N = 322)

Community	New Facilities	%	Existing Facilities	%	No Opinion	%
McMinnville . . . . .	17	(71)	118	(44)	22	(67)
Sheridan . . . . .	2	(8)	47	(18)	6	(18)
Willamina . . . . .	1	(4)	23	(9)	4	(12)
Carlton-Yamhill . . . . .	0	(--)	23	(9)	0	(--)
Dayton-Lafayette . . . . .	2	(8)	33	(12)	1	(3)
Amity . . . . .	2	(8)	21	(8)	0	(--)
<b>Total:</b> . . . . .	<b>24</b>	<b>(8)</b>	<b>265</b>	<b>(82)</b>	<b>33</b>	<b>(10)</b>

Question #7: In addition to regularly scheduled classes, do you think there is a need for the college to offer courses which could be completed in your home?

(N = 436)

Community	Yes	%	No	%	No Opinion	%
McMinnville . . . . .	115	(50)	111	(78)	37	(57)
Sheridan . . . . .	32	(14)	14	(10)	9	(14)
Willamina . . . . .	18	(8)	6	(4)	4	(6)
Carlton-Yamhill . . . . .	15	(7)	1	(1)	6	(9)
Dayton-Lafayette . . . . .	32	(14)	3	(2)	5	(8)
Amity . . . . .	17	(7)	7	(5)	4	(6)
<b>Total:</b> . . . . .	<b>229</b>	<b>(53)</b>	<b>142</b>	<b>(33)</b>	<b>65</b>	<b>(14)</b>

As part of this question, residents were asked to indicate their preference for the mode of instruction.

(N = 179)

Community	Television	%	Correspondence	%	Newspapers	%
McMinnville . . . . .	17	(33)	36	(35)	11	(46)
Sheridan . . . . .	8	(15)	18	(18)	5	(21)
Willamina . . . . .	4	(8)	10	(10)	4	(17)
Carlton-Yamhill . . . . .	6	(12)	9	(9)	0	(--)
Dayton-Lafayette . . . . .	12	(23)	22	(21)	3	(13)
Amity . . . . .	5	(10)	8	(8)	1	(4)
<b>Total:</b> . . . . .	<b>52</b>	<b>(29)</b>	<b>103</b>	<b>(58)</b>	<b>24</b>	<b>(13)</b>

Supplemental to the seven questions asked of the residents, the interviewers were requested to obtain, when possible, descriptive socio-economic data from the residents.

**Age Group:**

(N = 441)

Community	16-20	%	21-35	%	36-50	%	51-62	%	63 & Up	%
McMinnville . . . . .	26	(67)	100	(67)	79	(64)	39	(55)	27	(47)
Sheridan . . . . .	1	(3)	20	(13)	13	(11)	13	(18)	8	(14)
Willamina . . . . .	2	(5)	4	(3)	10	(8)	7	(10)	5	(9)
Carlton-Yamhill . . . . .	5	(13)	4	(3)	4	(3)	5	(7)	4	(7)
Dayton-Lafayette . . . . .	4	(10)	10	(7)	10	(8)	5	(7)	9	(16)
Amity . . . . .	1	(3)	12	(8)	7	(6)	2	(3)	5	(9)
<b>Total:</b> . . . . .	<b>39</b>	<b>(9)</b>	<b>150</b>	<b>(34)</b>	<b>123</b>	<b>(28)</b>	<b>71</b>	<b>(16)</b>	<b>58</b>	<b>(13)</b>

**Highest Level of Education Completed:**

(N = 445)

Community	Less than 8 yrs	X	Some High Sch.	X	HS Grad or GED	X	Post HS Prog. Inst.	X	2 yrs or less of Col.	X	2 yrs deg.	X	4 yrs deg.	X	Grad Work	X
McMinnville . . . . .	10	(37)	32	(44)	87	(57)	19	(58)	38	(59)	14	(74)	42	(82)	20	(77)
Sheridan . . . . .	1	(4)	12	(17)	23	(15)	3	(9)	8	(12)	1	(5)	4	(8)	2	(8)
Willamina . . . . .	4	(15)	10	(14)	9	(6)	2	(6)	3	(5)	1	(5)	0	(-)	1	(4)
Carlton-Yamhill . . . . .	1	(4)	3	(4)	11	(7)	4	(12)	11	(17)	1	(5)	0	(-)	0	(-)
Dayton-Lafayette . . . . .	9	(33)	10	(14)	10	(7)	0	(-)	3	(5)	1	(5)	3	(6)	3	(12)
Amity . . . . .	2	(7)	5	(7)	12	(8)	5	(15)	2	(3)	1	(5)	2	(4)	0	(-)
<b>Total:</b> . . . . .	<b>27</b>	<b>(6)</b>	<b>72</b>	<b>(16)</b>	<b>152</b>	<b>(34)</b>	<b>33</b>	<b>(7)</b>	<b>65</b>	<b>(15)</b>	<b>19</b>	<b>(4)</b>	<b>51</b>	<b>(12)</b>	<b>26</b>	<b>(6)</b>

**Current Occupation:** Of the 478 residents telephoned in the McMinnville service area, a wide cross-section of occupations was represented. Housewives, retirees, and people employed in some phase of farming represented the greatest numbers, but several professional people (dentist, biologist) also participated. In general, the larger the community the more varied and heterogeneous were the occupations of the residents.

**Sex:**

(N = 384)

Community	Male	%	Female	%
McMinnville . . . . .	90 . . .	(66) . . .	118 . . .	(48)
Sheridan . . . . .	17 . . .	(13) . . .	38 . . .	(15)
Willamina . . . . .	6 . . .	(4) . . .	21 . . .	(8)
Carlton-Yamhill . . . . .	3 . . .	(2) . . .	22 . . .	(9)
Dayton-Lefayette . . . . .	12 . . .	(9) . . .	29 . . .	(12)
Amity . . . . .	6 . . .	(6) . . .	20 . . .	(8)
<b>Total:</b> . . . . .	<b>136 . . .</b>	<b>(35) . . .</b>	<b>248 . . .</b>	<b>(65)</b>

**Woodburn Service Area:** Of the three hundred thirty-six people planned to be telephoned, 314 people of the Woodburn, Gervais, Hubbard, St. Paul, Donald, and Aurora communities participated.

*Question #1: How many people in your household above age 16 would be interested in taking classes in the Woodburn area?*

Community	No. of Responses	%
Woodburn . . . . .	205 . . . . .	(67)
Gervais . . . . .	28 . . . . .	(9)
Hubbard . . . . .	30 . . . . .	(10)
St. Paul . . . . .	17 . . . . .	(6)
Donald-Aurora . . . . .	25 . . . . .	(8)
<b>Total:</b> . . . . .	<b>305*</b> . . . . .	<b>(100)</b>

*Question #2: What kinds of classes do you think the college should offer?*

The majority of the people who answered this question expressed a desire for business courses (secretarial, bookkeeping, computer) oriented toward farm management. Several people expressed an interest in having agriculture (horticulture), real estate, exercise, welding, automotive repair, G.E.D., and lower division courses (psychology, Spanish, history) made available at the Woodburn Educational Center. Of these classes indicated above, crafts were requested most frequently. (Appendix C lists by frequency the classes indicated by the survey participants.)

*Question #3: Would you be interested in having college staff available in your community to provide information about classes and programs?*

\* 305 is less than 314, the number of people participating, because not all 314 people indicated someone in the household would be willing to take classes.

(N = 310)

Community	Yes	%	No	%	No Opinion	%
Woodburn	134	(66)	55	(73)	14	(44)
Gervais	17	(8)	11	(14)	1	(3)
Hubbard	30	(14)	4	(5)	6	(19)
St. Paul	10	(5)	2	(3)	2	(6)
Donald-Aurora	12	(6)	3	(4)	9	(28)
Total:	203	(66)	75	(24)	32	(10)

Question #4: When would you prefer to take classes?

(N = 340)

Community	Morning	%	Afternoon	%	Evening	%	Weekends	%	No Opinion	%
Woodburn	36	(67)	35	(71)	102	(64)	10	(91)	41	(62)
Gervais	2	(4)	4	(8)	20	(13)	0	(—)	5	(8)
Hubbard	12	(22)	8	(16)	16	(10)	1	(9)	7	(11)
St. Paul	2	(4)	2	(4)	10	(6)	0	(—)	3	(5)
Donald-Aurora	2	(4)	0	(—)	12	(8)	0	(—)	10	(15)
Total:	54	(16)	49	(14)	160	(47)	11	(3)	66	(20)

Question #5: Do you think there is a need for Chemeketa Community College to increase its offerings in the Woodburn area?

(N = 302)

Community	Yes	%	No	%	No Opinion	%
Woodburn	124	(69)	25	(60)	48	(60)
Gervais	17	(9)	1	(2)	10	(13)
Hubbard	29	(16)	5	(12)	5	(6)
St. Paul	5	(3)	7	(17)	2	(3)
Donald-Aurora	5	(3)	4	(10)	15	(19)
Total:	180	(60)	42	(14)	80	(26)

Question #6: Where do you think the classes should be held?

(N = 296)

Community	New Facilities	%	Existing Facilities	%	No Opinion	%
Woodburn	15	(75)	155	(62)	20	(74)
Gervais	2	(10)	24	(10)	2	(7)
Hubbard	1	(5)	37	(15)	2	(7)
St. Paul	1	(5)	11	(8)	2	(7)
Donald-Aurora	1	(5)	22	(9)	1	(4)
Total:	20	(7)	249	(84)	27	(9)

Question #7: In addition to regularly scheduled classes, do you think there is a need for the college to offer courses which could be completed in your home?

(N = 301)

Community	Yes	%	No	%	No Opinion	%
Woodburn	105	(64)	61	(71)	28	(54)
Gervais	14	(9)	9	(11)	6	(12)
Hubbard	27	(17)	9	(11)	4	(8)
St. Paul	7	(4)	4	(5)	3	(6)
Donald-Aurora	10	(6)	3	(8)	11	(21)
Total:	163	(54)	86	(29)	52	(17)

As part of Question 7, residents were polled about their preferences on how courses might best be made available in their homes.

(N = 127)

Community	Television	%	Correspondence	%	Newspapers	%
Woodburn . . . . .	41	(84)	56	(88)	11	(79)
Gervais . . . . .	1	(2)	0	(--)	1	(7)
Hubbard . . . . .	0	(--)	1	(2)	1	(7)
St. Paul . . . . .	1	(2)	5	(8)	1	(7)
Donald-Aurora . . . . .	6	(12)	2	(3)	0	(--)
<b>Total:</b> . . . . .	<b>49</b>	<b>(39)</b>	<b>64</b>	<b>(50)</b>	<b>14</b>	<b>(11)</b>

The following demographic data were collected from the residents telephoned in the Woodburn service area.

**Age Group:**

(N = 304)

Community	16-20	%	21-35	%	36-50	%	51-62	%	63 & Up	%
Woodburn . . . . .	17	(71)	53	(60)	46	(61)	29	(66)	54	(76)
Gervais . . . . .	1	(4)	7	(8)	6	(8)	7	(16)	7	(10)
Hubbard . . . . .	4	(17)	15	(17)	12	(16)	2	(5)	7	(10)
St. Paul . . . . .	1	(4)	5	(6)	3	(4)	4	(9)	0	(--)
Donald-Aurora . . . . .	1	(4)	9	(10)	9	(12)	2	(5)	3	(4)
<b>Total:</b> . . . . .	<b>24</b>	<b>(8)</b>	<b>89</b>	<b>(29)</b>	<b>76</b>	<b>(25)</b>	<b>44</b>	<b>(15)</b>	<b>71</b>	<b>(23)</b>

**Current Occupation:** Of the 314 residents surveyed in the Woodburn Service Area, most of the respondents were housewives, followed by retirees, and several business and agriculture people. A minority of the respondents' current occupations was in the professional area (physician, teachers, registered nurse, mechanical engineer, and pharmacist.)

**Sex:**

(N = 308)

Community	Male	%	Female	%
Woodburn . . . . .	63	(64)	139	(67)
Gervais . . . . .	11	(11)	17	(8)
Hubbard . . . . .	7	(7)	33	(16)
St. Paul . . . . .	7	(7)	7	(3)
Donald-Aurora . . . . .	11	(11)	13	(6)
<b>Total:</b> . . . . .	<b>99</b>	<b>(32)</b>	<b>209</b>	<b>(68)</b>

**Highest Level of Education Completed:**

(N = 289)

Community	Less than 8 yrs	%	Some High Sch.	%	HS Cred or GED	%	Post HS Trng. Inst.	%	2 yrs or less Col.	%	2 yrs deg.	%	4 yrs deg.	%	Grad Work	%
Woodburn . . . . .	8	(53)	24	(56)	70	(67)	13	(62)	44	(70)	3	(43)	15	(68)	10	(77)
Gervais . . . . .	3	(20)	7	(16)	6	(6)	3	(14)	4	(6)	1	(14)	2	(9)	1	(8)
Hubbard . . . . .	4	(27)	9	(21)	20	(19)	0	(-)	5	(8)	1	(14)	1	(5)	0	(-)
St. Paul . . . . .	0	(-)	1	(2)	5	(5)	2	(10)	3	(3)	1	(14)	2	(9)	0	(-)
Donald-Aurora . . . . .	0	(-)	2	(3)	4	(4)	3	(14)	7	(11)	1	(14)	2	(9)	2	(15)
<b>Total:</b> . . . . .	<b>15</b>	<b>(5)</b>	<b>43</b>	<b>(15)</b>	<b>105</b>	<b>(36)</b>	<b>21</b>	<b>(7)</b>	<b>62</b>	<b>(22)</b>	<b>7</b>	<b>(2)</b>	<b>22</b>	<b>(8)</b>	<b>13</b>	<b>(5)</b>

**Stayton Service Area:** For purposes of this survey, 216 residents in the communities of Stayton, Sublimity, Aumsville, Turner, Mill City, Detroit, and Idanha planned to be telephoned did participate.

**Question #1:** *How many people in your household above age 16 would be interested in taking classes in the Stayton area?*

Community	No. of Responses	%
Stayton . . . . .	82 . . . . .	(40)
Sublimity . . . . .	36 . . . . .	(17)
Aumsville . . . . .	40 . . . . .	(19)
Turner . . . . .	19 . . . . .	( 9)
Mill City . . . . .	9 . . . . .	( 4)
Detroit . . . . .	14 . . . . .	( 8)
Idanha . . . . .	7 . . . . .	( 3)
<b>Total:</b> . . . . .	<b>207*</b> . . . . .	<b>(100)</b>

**Question #2:** *What kinds of classes do you think the college should offer?*

Residents of these communities listed most often arts and crafts, sewing, and lower division transfer courses (mathematics, English, history, and psychology) as their preference. Several residents expressed an interest in having automotive tune-up, small engine repair, law enforcement, and woodworking classes available.

**Question #3:** *Would you be interested in having college staff available in your community to provide information about classes and programs?*

(N = 210)

Community	Yes	%	No	%	No Opinion	%
Stayton . . . . .	65 . . . . .	(45)	18 . . . . .	(50)	6 . . . . .	(21)
Sublimity . . . . .	17 . . . . .	(12)	4 . . . . .	(11)	6 . . . . .	(21)
Aumsville . . . . .	23 . . . . .	(16)	0 . . . . .	(--)	5 . . . . .	(18)
Turner . . . . .	14 . . . . .	(10)	4 . . . . .	(11)	5 . . . . .	(18)
Mill City . . . . .	5 . . . . .	( 3)	7 . . . . .	(19)	2 . . . . .	( 7)
Detroit . . . . .	12 . . . . .	( 8)	2 . . . . .	( 6)	1 . . . . .	( 4)
Idanha . . . . .	10 . . . . .	( 7)	1 . . . . .	( 3)	3 . . . . .	(11)
<b>Total:</b> . . . . .	<b>146</b> . . . . .	<b>(70)</b>	<b>36</b> . . . . .	<b>(17)</b>	<b>28</b> . . . . .	<b>(13)</b>

**Question #4:** *When would you prefer to take classes?*

(N = 225)

Community	Morning	%	Afternoon	%	Evening	%	Weekends	%	No Opinion	%
Stayton . . . . .	12 . . . . .	(39)	15 . . . . .	(52)	43 . . . . .	(41)	6 . . . . .	(37)	12 . . . . .	(28)
Sublimity . . . . .	2 . . . . .	( 7)	6 . . . . .	(21)	18 . . . . .	(17)	3 . . . . .	(19)	3 . . . . .	( 7)
Aumsville . . . . .	5 . . . . .	(16)	2 . . . . .	( 7)	10 . . . . .	( 9)	3 . . . . .	(19)	11 . . . . .	(26)
Turner . . . . .	5 . . . . .	(16)	1 . . . . .	( 4)	9 . . . . .	( 8)	1 . . . . .	( 1)	7 . . . . .	(16)
Mill City . . . . .	3 . . . . .	(10)	2 . . . . .	( 7)	9 . . . . .	( 8)	1 . . . . .	( 1)	1 . . . . .	( 2)
Detroit . . . . .	1 . . . . .	( 3)	2 . . . . .	( 7)	11 . . . . .	(10)	1 . . . . .	( 1)	3 . . . . .	( 7)
Idanha . . . . .	3 . . . . .	(10)	1 . . . . .	( 4)	6 . . . . .	( 6)	1 . . . . .	( 1)	6 . . . . .	(14)
<b>Total:</b> . . . . .	<b>31</b> . . . . .	<b>(14)</b>	<b>29</b> . . . . .	<b>(13)</b>	<b>106</b> . . . . .	<b>(47)</b>	<b>16</b> . . . . .	<b>( 7)</b>	<b>43</b> . . . . .	<b>(19)</b>

\* 207 is less than 216, the number of people participating, because not all 216 participants indicated someone in the household would be willing to take classes.



Question #5: Do you think there is a need for Chemeketa Community College to increase its offerings in the Stayton Area?

(N = 191)

Community	Yes	%	No	%	No Opinion	%
Stayton	50	(44)	13	(39)	22	(49)
Sublimity	14	(12)	9	(27)	6	(13)
Aumsville	12	(11)	11	(33)	2	(4)
Turner	8	(7)	3	(9)	8	(18)
Mill City	10	(9)	2	(6)	2	(4)
Detroit	10	(9)	3	(9)	2	(4)
Idanha	9	(8)	2	(6)	3	(4)
Total:	113	(59)	33	(17)	45	(24)

Question #6: Where do you think the classes should be held?

(N = 196)

Community	New Facilities	%	Existing Facilities	%	No Opinion	%
Stayton	4	(40)	84	(45)	-	(--)
Sublimity	-	(--)	26	(14)	-	(--)
Aumsville	3	(30)	20	(11)	-	(--)
Turner	3	(30)	20	(11)	-	(--)
Mill City	-	(--)	13	(7)	1	(1)
Detroit	-	(--)	12	(6)	-	(--)
Idanha	-	(--)	10	(5)	-	(--)
Total:	10	(5)	185	(94)	1	(1)

Question #7: In addition to regularly scheduled classes, do you think there is a need for the college to offer courses which could be completed in your home?

(N = 203)

Community	Yes	%	No	%	No Opinion	%
Stayton	33	(32)	30	(51)	15	(36)
Sublimity	11	(11)	11	(19)	9	(21)
Aumsville	19	(19)	6	(10)	-	(--)
Turner	14	(14)	5	(9)	6	(14)
Mill City	6	(6)	3	(5)	5	(12)
Detroit	11	(11)	1	(2)	4	(9)
Idanha	8	(8)	3	(5)	3	(7)
Total:	102	(50)	59	(29)	42	(21)

As part of Question 7, residents were polled about their preferences on how courses might best be made available in their homes.

(N = 78)

Community	Television	%	Correspondence	%	Newspapers	%
Stayton	14	(64)	17	(39)	-	(--)
Sublimity	3	(14)	4	(9)	2	(17)
Aumsville	1	(5)	7	(16)	7	(58)
Turner	1	(5)	10	(23)	1	(8)
Mill City	1	(5)	4	(9)	1	(8)
Detroit	1	(5)	1	(2)	1	(8)
Idanha	1	(5)	1	(2)	-	(--)
Total:	22	(28)	44	(56)	12	(16)



The following demographic data were collected from the residents telephoned in the Stayton area.

**Age Group:**

(N = 216)

Community	16-20	%	21-35	%	36-50	%	51-62	%	63 & Up	%
Stayton . . . . .	3	(10)	25	(41)	27	(41)	17	(53)	17	(59)
Sublimity . . . . .	7	(24)	11	(18)	8	(12)	2	(6)	3	(10)
Aumsville . . . . .	10	(34)	6	(10)	3	(5)	4	(13)	2	(7)
Turner . . . . .	14	(48)	15	(25)	8	(12)	5	(16)	1	(4)
Mill City . . . . .	1	(4)	2	(3)	10	(15)	0	(--)	1	(4)
Detroit . . . . .	0	(--)	7	(11)	3	(5)	1	(3)	3	(10)
Idanha . . . . .	0	(--)	2	(3)	6	(9)	3	(9)	2	(7)
<b>Total:</b> . . . . .	<b>29</b>	<b>(13)</b>	<b>61</b>	<b>(28)</b>	<b>65</b>	<b>(30)</b>	<b>32</b>	<b>(15)</b>	<b>29</b>	<b>(14)</b>

**Highest Level of Education Completed:**

(N = 208)

Community	Less than 8 yrs	%	Some High Sch.	%	HS Grad or GED	%	Post HS Prog. Instr.	%	2 yrs or less Col.	%	2 yrs deg.	%	4 yrs deg.	%	Grad Work	%
Stayton . . . . .	4	(36)	17	(51)	31	(38)	7	(41)	13	(52)	6	(40)	6	(67)	4	(23)
Sublimity . . . . .	2	(18)	3	(9)	12	(15)	0	(-)	4	(16)	4	(27)	1	(11)	4	(23)
Aumsville . . . . .	1	(9)	6	(18)	9	(11)	3	(18)	6	(24)	0	(-)	0	(-)	0	(-)
Turner . . . . .	1	(9)	3	(9)	12	(15)	0	(-)	1	(4)	3	(33)	3	(33)	3	(29)
Mill City . . . . .	0	(-)	2	(6)	6	(7)	4	(23)	0	(-)	0	(-)	0	(-)	2	(12)
Detroit . . . . .	1	(9)	1	(3)	3	(6)	1	(6)	1	(4)	0	(-)	3	(35)	2	(12)
Idanha . . . . .	2	(18)	1	(3)	6	(7)	2	(12)	0	(-)	0	(-)	2	(22)	0	(-)
<b>Total:</b> . . . . .	<b>11</b>	<b>(5)</b>	<b>33</b>	<b>(16)</b>	<b>91</b>	<b>(39)</b>	<b>17</b>	<b>(8)</b>	<b>23</b>	<b>(12)</b>	<b>13</b>	<b>(7)</b>	<b>9</b>	<b>(4)</b>	<b>17</b>	<b>(8)</b>

**Current Occupation:** Although a broad variety of occupations were represented in the telephone interviews, especially in the larger community of Stayton, the most frequent occupation was housewife, followed by retired persons.

**Sex:**

(N = 213)

Community	Male	%	Female	%
Stayton . . . . .	26	(34)	63	(46)
Sublimity . . . . .	9	(12)	22	(16)
Aumsville . . . . .	12	(16)	14	(10)
Turner . . . . .	11	(14)	15	(11)
Mill City . . . . .	11	(14)	2	(2)
Detroit . . . . .	3	(4)	12	(9)
Idanha . . . . .	5	(7)	8	(6)
<b>Total:</b> . . . . .	<b>77</b>	<b>(36)</b>	<b>136</b>	<b>(64)</b>

**Dallas Service Area:** For the communities of Dallas, Independence, Falls City, and Monmouth it was planned that 344 people would be telephoned and asked to participate. Three hundred and forty-four people did participate, giving the following responses to the questions:

**Question #1:** *How many people in your household above age 16 would be interested in taking classes in the Dallas area?*

Community	No. of Responses	%
Dallas . . . . .	189 . . . . .	(57)
Independence . . . . .	73 . . . . .	(22)
Falls City . . . . .	8 . . . . .	( 2)
Monmouth . . . . .	64 . . . . .	(19)
<b>Total:</b> . . . . .	<b>334*</b> . . . . .	<b>(100)</b>

**Question #2:** *What kinds of classes do you think the college should offer?*

A wide variety of classes was requested, especially in the vocational-technical and special interest areas. Frequent requests included: exercise classes, business management, accounting, bookkeeping, welding, plumbing, automobile mechanics, sewing, and tailoring. Lower division was deemphasized while adult education and vocational-technical courses, stated above, were mentioned very often. Of these classes indicated above, crafts, such as macrame, pottery, ceramics, tole painting, and decoupage, were requested most often (Appendix C lists by frequency the kinds of classes requested by the Dallas participants.)

**Question #3:** *Would you be interested in having college staff available in your community to provide information about classes and programs?*

(N = 344)

Community	Yes	%	No	%	No Opinion	%
Dallas . . . . .	115 . . . . .	(50)	41 . . . . .	(47)	13 . . . . .	(46)
Independence . . . . .	55 . . . . .	(24)	14 . . . . .	(16)	8 . . . . .	(29)
Falls City . . . . .	12 . . . . .	( 5)	4 . . . . .	( 5)	1 . . . . .	( 4)
Monmouth . . . . .	47 . . . . .	(21)	28 . . . . .	(32)	6 . . . . .	(21)
<b>Total:</b> . . . . .	<b>229 . . . . .</b>	<b>(67)</b>	<b>87 . . . . .</b>	<b>(25)</b>	<b>28 . . . . .</b>	<b>( 8)</b>

**Question #4:** *When would you prefer to take classes?*

(N = 390)

Community	Morning	%	Afternoon	%	Evening	%	Weekends	%	No Opinion	%
Dallas . . . . .	.37 . . . . .	(51)	.25 . . . . .	(48)	.95 . . . . .	(49)	.10 . . . . .	(50)	.29 . . . . .	(55)
Independence . . . . .	.14 . . . . .	(19)	.06 . . . . .	(11)	.45 . . . . .	(23)	.05 . . . . .	(25)	.14 . . . . .	(26)
Falls City . . . . .	.03 . . . . .	( 4)	.02 . . . . .	( 4)	.12 . . . . .	( 6)	.00 . . . . .	(—)	.02 . . . . .	( 4)
Monmouth . . . . .	.18 . . . . .	(25)	.19 . . . . .	(36)	.41 . . . . .	(21)	.05 . . . . .	(25)	.08 . . . . .	(15)
<b>Total:</b> . . . . .	<b>.72 . . . . .</b>	<b>(19)</b>	<b>.52 . . . . .</b>	<b>(13)</b>	<b>.193 . . . . .</b>	<b>(50)</b>	<b>.20 . . . . .</b>	<b>( 5)</b>	<b>.53 . . . . .</b>	<b>(13)</b>

\* 334 is less than 344, the number of people participating, because not all 344 participants indicated someone in the household would be willing to take classes.

Question #5: Do you think there is a need for Chemeketa Community College to increase its offerings in the Dallas area?

(N = 343)

Community	Yes	%	No	%	No Opinion	%
Dallas	85	(47)	25	(38)	60	(63)
Independence	44	(24)	16	(24)	17	(18)
Falls City	9	(5)	2	(3)	5	(5)
Monmouth	44	(24)	23	(35)	13	(14)
Total:	182	(53)	66	(19)	95	(28)

Question #6: Where do you think the classes should be held?

(N = 340)

Community	New Facilities	%	Existing Facilities	%	No Opinion	%
Dallas	6	(40)	130	(48)	14	(26)
Independence	8	(53)	54	(20)	4	(8)
Falls City	0	(--)	14	(5)	1	(2)
Monmouth	1	(7)	74	(27)	34	(64)
Total:	15	(4)	272	(80)	53	(16)

Question #7: In addition to regularly scheduled classes, do you think there is a need for the college to offer classes which could be completed in your home?

(N = 344)

Community	Yes	%	No	%	No Opinion	%
Dallas	110	(50)	30	(36)	21	(54)
Independence	52	(23)	21	(25)	5	(13)
Falls City	9	(4)	4	(5)	3	(8)
Monmouth	51	(23)	28	(34)	10	(26)
Total:	222	(65)	83	(24)	39	(11)

As part of Question 7, residents were polled about their preferences on how courses might best be made available in their homes.

(N = 124)

Community	Television	%	Correspondence	%	Newspapers	%
Dallas	35	(55)	34	(67)	5	(56)
Independence	28	(44)	16	(31)	4	(44)
Falls City	0	(--)	0	(--)	0	(--)
Monmouth	1	(2)	1	(2)	0	(--)
Total:	64	(52)	51	(41)	9	(7)

The following demographic data were collected from the residents telephoned in the Dallas area.

Age Group:

(N = 344)

Community	16-20	%	21-35	%	36-50	%	51-62	%	63 & Up	%
Dallas	8	(38)	47	(40)	42	(55)	34	(52)	36	(55)
Independence	7	(33)	34	(29)	14	(18)	13	(20)	11	(17)
Falls City	2	(9)	4	(3)	2	(3)	1	(2)	7	(11)
Monmouth	4	(19)	31	(27)	18	(24)	17	(26)	12	(18)
Total:	21	(6)	116	(34)	76	(22)	65	(19)	66	(19)

**Highest Level of Education Completed:**

(N = 342)

Community	Less than 8 yrs	%	Some High Sch.	%	HS Cred or GED	%	Post HS Trng. Inat.	%	2 yrs or less	%	2 yrs or more	%	4 yrs or more	%	Grad Work	%
Dallas	.14	(64)	.26	(52)	.69	(55)	.10	(50)	.33	(61)	.1	(7)	.12	(36)	.7	(32)
Independence	.4	(18)	.13	(26)	.29	(23)	.7	(35)	.9	(17)	.6	(40)	.5	(15)	.3	(14)
Falls City	.1	(5)	.4	(8)	.5	(4)	.0	(-)	.2	(4)	.0	(-)	.3	(9)	.1	(5)
Monmouth	.3	(14)	.7	(14)	.23	(18)	.3	(19)	.10	(18)	.8	(32)	.13	(32)	.11	(50)
<b>Total:</b>	.22	(6)	.50	(15)	.126	(37)	.20	(6)	.54	(16)	.15	(4)	.33	(10)	.22	(8)

**Current Occupation:** Most of the 344 people who participated in the survey were housewives, retired persons, or students, but many diverse occupations were represented also. Generally, the more people telephoned per community, the wider the range of occupations in the group.

**Sex:**

(N = 342)

Community	Male	%	Female	%
Dallas	43	(47)	127	(51)
Independence	19	(21)	60	(24)
Falls City	5	(5)	11	(4)
Monmouth	25	(27)	52	(21)
<b>Total:</b>	92	(27)	250	(73)

**Reliability of the Data:** Of the 1,374 residents planned to participate in the needs assessment survey, 1,322 actually were interviewed. This sample of 1,322 personal telephone interviews has a maximum standard error of 2.7 percent which means that it is very probable (95 chances out of 100) than any percentage found for the sample is within plus or minus 2.7 percent of the percentage that would be found if everyone in the District were interviewed.

## SUMMARY, CONCLUSIONS AND IMPLICATIONS

This part of the report summarizes the purposes and procedures of the community needs assessment survey, identifies the major conclusions, and states implications for future college philosophy and policies regarding community-based education.

Summary of the Survey: Seven major objectives were established for the survey. These are:

- (1) to determine how many people in the household above age 16 would be interested in taking classes in their geographical area;
- (2) to determine what kinds of classes the residents think should be offered in their community area;
- (3) to determine if residents in the various communities would be interested in having college staff available in their community to provide information about classes and programs;
- (4) to determine when members of the communities would prefer to take classes;
- (5) to determine if a need exists for Chemeketa Community College to increase its offerings in the community's area;
- (6) to determine where residents of the various communities in the District think the classes should be held; and
- (7) to determine, in addition to regularly scheduled classes, the need for the college to offer courses which could be completed in their homes.

In addition, each telephone interviewer was asked to determine the age group, educational level, occupation, and sex of respondents. Of the 1,322 residents participating in the needs assessment survey, the following results for the service areas were obtained:

(1) There is more than one person per household who would be interested in taking classes in the McMinnville area; approximately one person per household in the Woodburn, Stayton, and Dallas service areas.

(2) The respondents favored a wide variety of courses to be made available, primarily in the areas of special interest and vocational-technical courses in the McMinnville area; the same for the other service areas, except Dallas residents did request lower division courses more often.

(3) Fifty-eight percent of the telephoned residents would be interested in having college staff available in their community to provide information about classes and programs in the McMinnville area; sixty-six percent in the Woodburn area, with seventy percent for Stayton and sixty-seven percent for the Dallas service area.

(4) Fifty-four percent of those interviewed in the McMinnville service area would prefer evening classes; forty-seven percent in the Woodburn service area prefer weekend classes, while forty-seven percent prefer evening classes in the Stayton area, and fifty percent desire evening classes in the Dallas area.

(5) Of all four service areas, 46 to 60 percent would like to see Chemeketa Community College increase its offerings in their communities, and 82 to 94 percent think classes should be held in facilities already existing.

(6) Fifty to sixty-five percent of the respondents expressed a need for classes which could be completed in their homes, with more than one-half of the respondents in the McMinnville, Woodburn, and Stayton areas favoring correspondence, while fifty-two percent of the Dallas respondents expressed an interest in courses through television.

(7) Thirty-four percent of the McMinnville respondents were in the 21-35 age group; twenty-nine percent of the Woodburn respondents in the 21-35 age group; thirty percent of the Stayton group in the 36-50 age group; with thirty-four percent of the Dallas participants in the 36-50 age range.

(8) Thirty-four to thirty-nine percent of the 1,322 participants indicated high school completion as their highest level of education.

(9) Occupations were more represented in the larger communities, but housewives, retired, and students were cited most often, with 64 to 73 percent of the total respondents being female.

#### Conclusions of the Survey:

(1) Residents of the communities surveyed would like to see a wide variety of special interest, vocational-technical classes made available rather than lower division transfer courses only.

(2) Residents would like to have college staff available to provide information about classes.

(3) Residents prefer to have classes available in the evening, feel the offerings should be increased, and conducted in existing facilities.

(4) Residents prefer to have the option to complete courses at home, especially by way of correspondence.

#### Implications of the Survey:

(1) A variety of special interest, vocational-technical courses should be made available on an experimental, cost/benefit basis in each area.

(2) Support services (i.e., human development) should review its policies and practices for increasing the articulation between the college and its constituencies regarding services and programs available.

(3) The college should determine what existing facilities are currently available in the evenings in each major educational center for the use of college classes and services.

(4) Attention should be given to the kinds of courses which can be made available by correspondence or offered through an educational television mode.

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**Appendix A: NEEDS ASSESSMENT  
SURVEY INSTRUMENT AND  
INSTRUCTIONS.**



TELEPHONE INTERVIEW FORM

1. How many people in your household above age 16 would be interested in taking classes in your area? (Please specify the particular area: either McMinnville, Woodburn, Stayton, or Dallas) \_\_\_\_\_
2. What kinds of classes do you think the college should offer?  
\_\_\_\_\_  
\_\_\_\_\_
3. Would you be interested in having college staff available in your community to provide information about classes and programs? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion
4. When would you prefer to take classes?  
\_\_\_\_\_ morning \_\_\_\_\_ afternoon \_\_\_\_\_ evening \_\_\_\_\_ weekends \_\_\_\_\_ No opinion
5. Do you think there is a need for Chemeketa Community College to increase its offerings in the \_\_\_\_\_ area? (Please specify the particular area: either McMinnville, Woodburn, Stayton, or Dallas.) \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion
6. Where do you think the classes should be held?  
\_\_\_\_\_ in new facilities to be constructed  
\_\_\_\_\_ in existing facilities  
\_\_\_\_\_ no opinion
7. In addition to regularly scheduled classes, do you think there is a need for the college to offer courses which could be completed in your home? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion  
Examples would be through \_\_\_\_\_ television \_\_\_\_\_ correspondence \_\_\_\_\_ newspapers.

\*\*\*\*\*

In addition, please indicate for each respondent:

Age Group:

- |                |                       |
|----------------|-----------------------|
| _____ A. 16-20 | _____ D. 51-62        |
| _____ B. 21-35 | _____ E. 63 and older |
| _____ C. 36-50 |                       |

Highest level of education you have completed:

- |   |  |
|---|--|
| _____ A. less than 8 years                        | _____ E. 2 years or less of college    |
| _____ B. some high school                         | _____ F. 2-year degree                 |
| _____ C. high school graduate or equivalent (GED) | _____ G. 4-year degree                 |
| _____ D. post high school training institute      | _____ H. graduate work (specify level) |

What is your current occupation? \_\_\_\_\_

Sex: \_\_\_\_\_ male \_\_\_\_\_ female

Name of Interviewer: \_\_\_\_\_

Comments by Interviewer: (Please indicate any impressions, suggestions, or ideas which you feel would benefit the college.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SUGGESTIONS - - TELEPHONE INTERVIEWING

Getting off to a good start is the most critical step of the telephone interview. All else depends on the initial part of the conversation. To help you step off on the "right foot," I suggest you say:

"Good (morning, afternoon, or evening). I'm calling on behalf of Chemeketa Community College. Your phone number was selected at random from the \_\_\_\_\_ telephone directory. May I have a few minutes of your time to ask you some questions about the college's future programs?"

If the individual says "no," then say: "thank you."

If the individual indicates it's "o.k.," then go to the first question on the telephone interview.

For the second question, it would be advisable to tell the person something about the college (i.e., Chemeketa became a community college in 1970. The college presently offers 39 different types of programs to the people of Marion, Polk, Yamhill and Linn Counties. Classes are offered in 26 communities throughout the district.

October 24, 1975

**FIELD TESTING: COMMUNITY NEEDS ASSESSMENT SURVEY  
INSTRUMENT AND PROCEDURES**

**General Information:**

Preliminary to conducting a comprehensive telephone survey of residents in the college district during the middle of November, the planning team for the community survey would like to have the interview instrument and procedures "field tested". The information gained from this pilot effort will help us to determine what changes may be needed to improve or modify the instrument or procedures before implementation of the "full" survey. Each area coordinator participating in the field testing will be reimbursed fifty cents per completed call. And, to assist you in conducting the field testing, some procedures are outlined below.

**Procedure(s):**

1. Each area coordinator completes 10 separate telephone calls, beginning Wednesday, October 29, and finishing by noon on Friday, October 31.
2. Using your area telephone directory, select every third listing, excluding businesses, government, industry or other listings not residential.

Dallas area coordinator begins on Page 27  
Stayton area coordinator begins on page 9  
Silverton area coordinator begins on page 9  
McMinnville area coordinator begins on page 18  
Woodburn area coordinator begins on page 11

3. Continue to select every third listing beginning with the first listing on the page; telephone five listings in the day; another five in the evening.
4. Indicate on the form attached to the telephone interview instrument  
a) the name of the person telephoned, b) the telephone number,  
c) the date telephoned, and d) the length of time to complete the interview.
5. Please return the ten completed interview forms to George Moore, Building 40, main campus, by Monday, November 3. If you have any questions, please telephone George Moore, 399-5125.

**Appendix B: STATISTICAL SUMMARY  
FOR THE NEEDS ASSESSMENT SURVEY**

STATISTICAL SUMMARY

A. AREAS

	<u>Actual No. of Households Telephoned</u>	<u>Planned No. of Households to be Telephoned</u>
<b>1. <u>McMinnville Service Area</u></b>		
McMinnville	270	270
Carlton	13	27
Dayton	20	28
Lafayette	20	28
Amity	28	28
Sheridan	55	55
Willamina	28	28
Yamhill	<u>14</u>	<u>14</u>
	448	478
<b>2. <u>Woodburn Service Area</u></b>		
Woodburn	208	230
Aurora	14	14
Gervais	28	28
Hubbard	40	40
St. Paul	14	14
Donald	<u>10</u>	<u>10</u>
	314	336
<b>3. <u>Stayton Service Area</u></b>		
Stayton	90	90
Aumsville	28	28
Sublimity	28	28
Turner	28	28
Detroit	14	14
Idanha	14	14
Mill City	<u>14</u>	<u>14</u>
	216	216
<b>4. <u>Dallas Service Area</u></b>		
Dallas	170	170
Falls City	14	14
Independence	80	80
Monmouth	<u>80</u>	<u>80</u>
	344	344
<b>Grand Total</b>	<b>1,322</b>	<b>1,374</b>

Note: 1,374 is 2.5% of 54,969, the 1975 estimated number of people 16 years of age and older in these areas. However, 1,374 is 9.5% of the estimated number of households in these communities having telephones.

**B. RELIABILITY:**

**1. Formula**

Standard error of the proportion for a proportional stratified random sample. (Cochran, 1963)

$$\text{Variance (V)} = \frac{1-f}{n} \sum W_h P_h Q_h$$

$$\text{Where } W_h = \frac{N_h}{N} \text{ and } f = \frac{n}{N}$$

**2. Notation**

N = total number of households in the population (18,319).

n = total number of households in the sample (1,374).

$N_h$  = total number of households in the stratum (6,292; 4,510; 2,757; 4,760).

$P_h$  = proportion in the stratum.

$$Q_h = 1 - P_h$$

Note:  $p_1 = 448/478$  or .94;  $p_2 = 314/336$  or .93;  $p_3 = 216/216 = 1.0$ ;

$p_4 = 344/344$  or 1.00.

**3. Calculation**

$$v = 1 - \frac{1,374}{18,319} \sum \frac{6,292 (.94)(.06) + 4,510 (.93)(.07)}{18,319}$$

$$+ \frac{2,757 (1.0)(0) + 4,760 (1.0)(0)}{18,319}$$

$$v = .0007 \sum .0194 + .0160$$

$$v = .0006$$

Standard error (S.E.) =  $\sqrt{\text{Variance}}$

$$\text{S.E.} = \sqrt{.0006}$$

$$\text{S.E.} = .027 \text{ or } 2.73\%$$

**Appendix C: KINDS OF CLASSES PREFERRED  
BY GEOGRAPHICAL SERVICE AREAS**

Geographical Service Areas

Kinds of Classes Preferred	McMinnville	Woodburn	Stayton	Dallas	Total
Adult Education . . . . .	-	3	2	2	7
Antique glass . . . . .	-	1	-	-	1
Antique clock repair . . . . .	-	1	-	-	1
Architecture . . . . .	1	-	-	-	1
Art (Painting, drawing, pen & ink, oil). . . . .	29	18	.18	.11	76
Astrology . . . . .	1	-	-	-	1
Automotive (engine tune- up, small engine repair, auto. for women) . . . . .	18	14	.14	7	53
Basic Education . . . . .	-	7	3	4	14
Biology . . . . .	-	2	-	-	2
Bookkeeping, accounting (related to tax, farm, & business) . . . . .	21	17	.16	9	63
Business Management . . . . .	21	13	.17	9	60
Child care . . . . .	-	-	7	2	9
Computer Programming . . . . .	1	-	3	1	5
Crafts (macrame, pottery, ceramics, tole painting, decoupage) . . . . .	36	60	.30	.21	.147
Dancing . . . . .	2	5	2	1	10
Drafting (blueprint reading) . . . . .	5	4	2	1	12
Electronics . . . . .	8	1	1	2	12
Farm Management . . . . .	1	1	4	5	11
Fire fighting . . . . .	-	-	2	-	2
Forestry . . . . .	2	-	1	1	4
G.E.D. . . . .	3	2	1	2	8
Hair Care . . . . .	1	-	1	1	3
History . . . . .	6	8	2	1	17
Home economics (baking, cooking, cake decorat- ing) . . . . .	15	12	.10	.11	48
Home maintenance . . . . .	1	2	2	1	6
Interior Decorating . . . . .	-	4	3	-	7
Jewelry . . . . .	1	5	2	1	9
Knitting . . . . .	2	3	2	1	8
Landscaping . . . . .	12	-	-	-	12
Language (Spanish, English) . . . . .	13	10	.12	.12	47
Law Enforcement . . . . .	4	-	1	3	8
Literature . . . . .	5	-	1	1	7
Livestock care . . . . .	1	-	3	1	5



Kinds of Classes	Geographical Service Areas					Total
	Preferred	McMinnville	Woodburn	Stayton	Dallas	
Lower division courses (anthropology, economics, geogra- phy, philosophy) . . . .	4	5	3	.15	27	
Medical courses (Physical therapy, emergency medical, dental, nursing, first aid) . . . . .	.10	8	16	8	42	
Money management . . . . .	2	1	1	1	5	
Music (guitar, organ) . . . .	7	3	1	-	11	
Nature (wildlife) . . . . .	-	2	2	-	4	
Physical education (exercise, gymnastics, tennis, golf) . . . . .	.10	.12	8	9	39	
Reading . . . . .	3	1	1	1	6	
Real estate . . . . .	3	3	2	-	8	
Rock polishing . . . . .	1	1	1	-	3	
Salesmanship . . . . .	-	-	1	1	2	
Secretarial (typing, shorthand) . . . . .	9	2	16	.14	41	
Self-improvement . . . . .	-	1	3	2	6	
Sewing & tailoring . . . . .	7	.18	19	8	52	
Sign language . . . . .	-	-	1	1	2	
Spelling . . . . .	-	3	-	-	3	
Photography . . . . .	2	3	1	3	9	
Plumbing . . . . .	-	-	-	3	3	
Psychology . . . . .	2	4	5	1	12	
Trades (building) . . . . .	-	-	8	8	16	
Upholstery . . . . .	4	3	1	-	8	
Vocational . . . . .	-	.18	7	4	29	
Welding . . . . .	.11	.14	6	.10	41	
Woodworking (cabinetry) . . .	8	.12	18	2	40	
Writing (short story, creative) . . . . .	8	2	4	2	16	

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MAY 7 1976

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