

1992

The Marketing Process Based on Needs Assessment for a Non-profit Adult Arts Program

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THE MARKETING PROCESS BASED ON NEEDS ASSESSMENT
FOR A NON-PROFIT ADULT ARTS PROGRAM

by

Deborah Dickerson

A research paper
submitted in partial fulfillment
of the requirements for the degree of
Masters of Science in Adult Education
Old Dominion University/Norfolk State University
August 1992

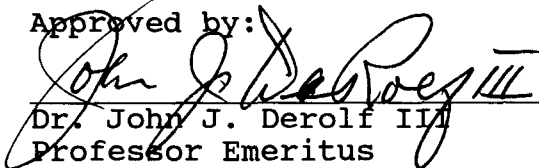
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APPROVAL SHEET


This research paper was prepared by Deborah Dickerson under the direction of Dr. John J. DeRolf III, Professor Emeritus in the OTS 636 Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Masters of Science Degree in Adult Education.

Approved by:

 8/20/92

Dr. John J. DeRolf III Date
Professor Emeritus

Advisor

 8-26-92

Dr. John M. Ritz Date
Department Chairman and
Graduate Program Director

CHAPTER I

THE PROBLEM SITUATION

The Norfolk Department of Parks and Recreation, Norfolk, Virginia offers, in addition to a general recreation program, a large cultural arts program in the Visual Arts, Dance, Music and Theater. All of the Arts are offered primarily through a system of fee-based classes and performances.

In the Spring of 1989, the Department, in response to requests from the Visual Arts division for more operational room, moved the Visual Arts division to a new location. The move involved a change of location from the North end of Norfolk, in the Bayview section, to the West end of Norfolk, in the Titustown section. For the overall organization, three objectives were achieved in this move:

- 1) The Arts facility had a location with more space
- 2) The Titustown Recreation Center was better utilized
- 3) The old Arts location became home to the Therapeutic Program

For the Arts staff the move presented some challenges that became immediately apparent.

- 1) The Titustown community had to be convinced that the move was a benefit to their neighborhood.
- 2) The Arts community had to be convinced that Titustown was a safe place to take classes.

The recreation facility in Titustown serves a small enclave of citizens in a 10 block area comprised of single family dwellings. The population in this community has been stable over many generations. This situation produced a tight-knit neighborhood of proud and protective residents. The imminent move of a large group of outsiders into the community was considered a disruption. The move would not only claim half of the space in the recreation center, but it would also bring in a considerable amount of traffic. The concern of the neighborhood leadership, in conjunction with the issue sensitive recreational leadership, resulted in a meeting whose agenda was to discuss the implications of the move. Benefits to the community and to the city were discussed. Among the benefits to the community was the placement of a community arts center in the neighborhood; it was a place for adults and youth to participate in art classes. Another more powerful benefit was the preservation of the existing facility. The economic time that prevailed, severe recession, was precipitating close scrutiny of area recreation centers. Facilities were analyzed to determine what size population was served, in relation to the cost of running the center. To preserve the operational status of Titustown Recreation Center, it needed to show a substantial increase in usage. Moving the Art facility to the center would automatically create a substantial increase in use, bringing the center into a positive cost/benefit ratio. The

operation of the center was an important part of the day-to-day life of the community, plus the center utilized an old school building and attached property (football field, basketball court, etc) that was located within the boundaries of the community. The benefits for the city were improved utilization of two facilities (a better cost/benefit ratio) and expanded programming for two units, Arts and Therapeutics, through the provision of more physical space for each programming area. To all concerned, the citizens of Titustown and the City of Norfolk, the move would clearly be a benefit.

The second challenge involved the Arts community. A major component of this move was the change from a predominantly white, middle class neighborhood to a predominantly black, lower middle class neighborhood. Although the neighborhoods were remarkably similar in that they were old, quiet, well-kept areas, there were some differences which presented major obstacles. Chief among these obstacles was the fact that at one time a housing project, called Carney Park, was located adjacent to Titustown in the North Titustown area. The housing project had a reputation as a high crime area. This reputation became interchangeably associated with the name of Titustown, even though North Titustown and Titustown proper were two distinct and different communities. The housing project torn down long ago was replaced with single family dwellings and

duplexes. The reputation, however, had enough power to linger on in the memories of the citizens of Norfolk and cling to its association, the name of Titustown. The reputation did not stand by itself in presenting a negative image, but the facility itself was in disrepair. The main entrance to the building, the first image citizens receive of the building, has a concrete and blacktop front walk that has big broken edges that are filled with glass shards. The front also has no landscaping, making it appear desolate. Every other part of the facility is in good to average condition. The first impression however, of the front of the building, would create a question about the reasonable safety and security in the area. Additionally, directly across the street is an abandoned school with boarded up windows and graffitied walls, which adds to the dubious image. Given these obstacles, it is not difficult to predict the outcome. The relocated Arts facility had a lot more room at the new location, but was suddenly and effectively without clientele. The Arts community had effectively vetoed the move by non-participation.

The Arts staff felt that it could face the first challenge of becoming a good neighbor to the Titustown community, but the second challenge of developing a clientele, in a neighborhood greatly feared for its bad reputation, seemed to be a giant obstacle. The reality was that the Arts Program did experience many problems with

attracting clients. As soon as potential customers would call and identify the Arts facility as being in Titustown, they would react in several ways: first, the inquiry would involve discussion of the neighborhood; second the inquiry would involve the question of whether the class was given at another site; and third the inquirer would say that their family, friends, etc. would not allow them to travel in that neighborhood or advised them against traveling in that neighborhood. Not only did the Arts facility lose potential clientele, but it also lost potential teaching staff for the same reasons.

Facing this second challenge required the development of some problem-solving strategies to confront the problem. One of the first actions taken was to hire a marketing specialist to give the Art Unit a workshop on marketing with the hopes of stimulating some new thinking on the situation. Among the many suggestions offered by the specialist was the suggestion to pursue the population at the nearby Navy base as a source of students. We felt that this suggestion had merit although the Navy base has its own recreational facilities for its personnel and family members. Perhaps the greatest merit of that thought was the generation of a new way of looking at our "location" problem. Thinking of the Navy families as potential participants developed the idea that if the immediate location was a problem perhaps the larger surroundings could provide a solution. Norfolk and its

surrounding sister cities together have a population of well over one million people. A large portion of this population is transient, due to a large military presence. This writer considered that the transient population might respond to classes at Titustown in a way that the native population was unable, that is, without the ingrained prejudices of location. Using that idea as a core building block for change, the Art Staff developed additional strategies to assist in redeveloping a clientele. The second building block was the idea and subsequent decision to offer on an exclusive basis at Titustown what used to be the most popular classes at the old site. The Art Staff thought that offering classes on an exclusive basis would develop a new clientele. With a new clientele in place, the Arts Staff felt that former participants might be more willing to register if they observed that classes were held without incident and that large groups of people used the center for art classes. The third building block to the strategy was to develop some publicity in the local media that featured our teaching and site staff. The intention was to present a professional image to counteract the images of fear that the public held of this area. This strategy was undertaken; the Art Staff offered the exclusive courses as well as did some television spots on local cable channels. Registration for the next session of classes was small, but it represented enough participation (primarily new registrants) to encourage us to

develop subsequent strategies. The Art Staff thought that the next vital step was to understand our participants more fully, in order to attract more people of that same or similar profile. To develop a profile of our students the Staff decided to do research on problem-solving methods and needs assessments. The problem-solving would hopefully provide a structure for reviewing and testing needs assessments models and finally choosing appropriate assessment tools.

This situation, as described in the foregoing pages, provided the impetus for the following study. The primary purpose of this study is to find, test, and determine effective needs assessment procedures to identify the needs of adult learners, who participate in non-credit, public agency visual art classes. The desired outcome of this study is to find needs assessment results that will lead to the development of marketing strategies aimed at building & maintaining an arts clientele at Titustown.

CHAPTER II

Literature Review

Most experts in the field of Adult Education agree that needs assessment procedures are a necessary part of any educational program. Knox and Associates stated that:

It is necessary for practitioners to have a rich variety of procedures with which to assess needs, generate and refine program ideas, plan future strategies and administrative arrangements, explore likely and desirable alternative futures and influence the parent organizations priorities. Resulting commitments will then reflect resource allocations for the future and complementarity in relation to other agencies. As a part of this process, the practitioners can look to other agencies' planning procedures, but it is the adoption of regular methods of data collection, analysis, discussion and decision making that is significant. The use of systematic procedures to draw on multiple sources of program ideas contributes to the programs responsiveness and effectiveness.¹

Since experts agree that the most useful types of needs assessment designs are those that combine several types of techniques and information sources, it is necessary for the professional educator to become familiar with a variety of assessment techniques and procedures in order to customize a needs assessment strategy for their educational program.

One common method of assessment is the demographic study.

In demographic segmentation, the market is divided into different groups on the basis of demographic variables such as age, sex, family life cycle, income, occupation, education, family size, religion, race and nationality. Demographic variables have long been the most popular bases for distinguishing consumer groups.²

The reasons for its' popularity are that consumer wants and preferences are often highly associated with demographic variables and demographic variables are often easier to measure than other kind of variables.³ An example of this type of study, one that shows the relationship between demographic variables and consumers wants and needs, is a 1967 study done by Harry Miller. Miller was studying the relationship between social economic class and educational choices. He found that members of the lower social classes will be primarily interested in education that meets survival needs, mostly job training and adult basic education, while the upper social classes having met those needs will seek education that leads to achievement and self-realization.⁴

Questionnaires are another readily familiar form of assessment used in determining consumer needs and wants. In the mid-1970s', The National Endowment for the Arts used a questionnaire, as a part of a larger study, to help broaden their knowledge about cultural arts consumers. The

questionnaire sought to study the consumers attitudes, interests, and activities with respect to their leisure time. The results of the questionnaire confirmed previous knowledge about the cultural arts consumer and also uncovered some new information about the consumer that considerably altered their understanding of their market.

As expected, those exhibiting a culturally-oriented lifestyle were prime targets for the symphony and theater. The detailed profile of this group that emerged from the lifestyle analysis yielded a rich set of characteristics that advertisers and others could use to speak intimately and directly to this audience. Interestingly, the lifestyle analysis identified a second leisure lifestyle group that appeared to be an excellent target for the symphony. This group, labeled socially-oriented, indicated that, while the cultural group might attend the symphony because it is a cultural event, there are others who will attend if they see it as a major social event.⁵

Enrollment trend analysis is considered the most widespread needs assessment procedure in Adult Education. It consists of offering educational opportunities and noting how many and what types of adults enroll. An example of the use of the enrollment trend analysis method can be found in a 1988 research study by Whately. An in-depth study of enrollment trends led Whately to develop the Seasonality concept. Seasonality is essentially a statistical report on continuing enrollment: it is a process of analyzing

enrollment records for at least 5 terms; dividing the courses into large market segments; and finally analyzing enrollment by term.⁶ To illustrate:

The University of Alabama offers approximately 250 courses each term. These courses are found in the different market segments that have enrollments each term. So to determine how many courses from each market segment to offer, UAB determines the enrollment pattern of market segment and from this information determines the specific number of courses from each market segment to offer. A good example is the photography market segment. Photography as a market segment enrolls each term, but in the Fall the market for photography peaks, allowing UAB to offer more specific photography courses, usually around 14. By Summer term the demand for photography bottoms out so only 8 photography courses are offered. The specific courses offered in the summer are based on those specific courses that enroll approximately the same regardless of term and on the basis of whether it is a traditional or creative term.⁷

The second most widespread needs assessment technique in adult education is the interest inventory. In this assessment, participants are asked to complete a form that asks what topics or programs would interest them in the future. The outcome of this method is that it tends to generate more programs for current clientele but its

limitation is that it fails to attract a broader base of consumers.

Focus Group Interviewing. In this technique, as the name implies, a homogeneous group of eight to twelve people are interviewed by a leader trained to stimulate and focus discussion on a specific set of issues. These group interviews can provide rich insights into consumer needs and wants in regard to a product, service, or organization.⁸ These kind of studies are useful in generating lists of factors to consider in more elaborate research studies and so are often part of the development phase major research programs. An example of how more technical research studies use information gathered from other studies is the factor analysis of the Educational Participation Scale by Morstain and Smart(1974). Consumer responses are subjected to a technique, such as factor analysis or cluster analysis, that aim to reduce a large number of responses to meaningful clusters or smaller groups.⁹ Morstain and Smart sought reasons why adults participate and through factor analysis came up with six clusters.

1. Social Relationships
 - A. To fulfill a need for personal associations and friendships
 - B. To make new friends
 - C. To meet members of the opposite sex
2. External Expectations
 - A. To comply with instructions from others
 - B. To carry out the expectations of someone with formal authority

- C. To carry out the recommendations of some authority
- 3. Social Welfare
 - A. To improve my ability to serve mankind
 - B. To prepare for service to the community
 - C. To improve my ability to participate in community work
- 4. Professional Advancement
 - A. To give me a higher status in my job
 - B. To secure professional advancement
 - C. To keep up with competition
- 5. Escape/Stimulation
 - A. To get relief from boredom
 - B. To get a break in the routine of home or work
 - C. To provide a contrast to the rest of my life
- 6. Cognitive Interest
 - A. To learn just for the sake of learning
 - B. To seek knowledge for its own sake
 - C. To satisfy an inquiring mind ¹⁰

Convenience Sampling is a good technique for low budget organization. Useful data can be obtained from respondents who are current clientele. Although the data may not be projectable, it is a source of information about the target market at hand.

Snowball Sampling is a method that could piggyback with convenience sampling. The participants in the convenience sampling are asked to suggest names of others "like them" who could be contacted and interviewed. ¹¹

After reviewing the related literature on needs assessment techniques and studies it can be seen that there exists a diverse and accessible range of procedures for the educator to draw upon in order to answer the who, what, where, when, why and how of adult learners and their wants and needs. It can be seen that the information from these assessments can form the basis for effective marketing techniques and subsequently assist program growth. In the next chapter methods and procedures for choosing needs assessment techniques will be presented.

1. Alan B. Knox et al., Developing, Administering and Evaluating Adult Education (San Francisco: Jossey-Bass, 1981), 4-5.
2. P. Kotler and A.R. Andreasen, Strategic Marketing for Non-Profits, (New Jersey: Prentice Hall, 1987), 127.
3. Kotler, 127.
4. H.L. Miller, Participation of Adults in Education: A Force Field Analysis (Boston: Boston University, 1987); rpt. in K. Patricia Cross, ed., Adults As Learners, (San Francisco: Jossey-Bass, 1981), 112-113.
5. Kotler, 67-68.
6. Philip Whately, Seasonality (Kansas: Learning Resources Network, 1988), 27-28.
7. Whately, 26-27.
8. Kotler, 226.
9. Kotler, 85.
10. B. R. Morstain and J. C. Smart, "Reasons for Participation in Adult Education Courses: A Multivariate Analysis of Group Differences." Adult Education Journal 24 (1974): 83-98. Rpt. in Adults as Learners. Ed. K. Patricia Cross. San Francisco: Jossey-Bass, 1981. 85-86.
11. Kotler, 228.

CHAPTER III

Methods and Procedures

The purpose of this chapter is to identify the method used by the researcher to initially choose needs assessment instruments pertinent to this researchers educational program; to identify the needs assessment instruments chosen for data collection; and to identify the population under study.

Problem Solving

In the initial stages of the research, the creative problem-solving method was used, as outlined by Roger von Oech in his publication A Kick In The Seat Of The Pants. This method was used to explore and identify varied needs assessment instruments. A select few were then chosen to develop program information for use in marketing strategies.

Von Oechs' creative problem-solving process centers on the main thesis that the problem-solving process involves adopting four roles, each embodying a different kind of thinking. These roles are: explorer, artist, judge and warrior.

The first role of explorer involves gathering raw materials from which new ideas can be created and these materials can come from sources as varied as: facts,

concepts, experiences, knowledge, feelings, etc.

You are much more likely to find something original, if you venture off the beaten path. So you become an explorer and look for materials you will use to build your idea. During the course of your searching, you'll poke around in unknown areas, pay attention to unusual patterns and seek out a variety of different kinds of information.¹²

Von Oech colorfully describes the transition into the next role as an artist.

The ideas you gather will be like so many pieces of colored glass at the end of a kaleidoscope. They may form a pattern, but if you want something new and different, you'll have to give them a twist or two. That is when you shift roles and let the artist in you come out.¹³

The artist, according to von Oech, experiments with a variety of approaches; rearranges things, looking at them upside down, backwards, etc; breaks and creates rules; uses intuition. In other words, the artist is looking for a new idea and looks everywhere, in both conventional and unconventional places. The third role, that of a judge, consists of taking these new ideas and evaluating them.

Is this idea any good? Is it worth pursuing? Will it give me the return I want? Do I have the resources to make it happen? At this point all of the information has to go through a weighing process, as the judge looks for drawbacks, questions assumptions, looks at timing. Critical weighing of evidence and a measure of intuition should lead the judge to the step of making a decision.¹⁴

The last and final role that von Oech proposes is that

of a warrior.

It is time, for the idea to be implemented and that this process is not always a smooth one. The warrior must be prepared with a strategy for obtaining the goal as well as be very committed to the objectives because there may be all kinds of hidden setbacks to overcome: excuses, idea killers, temporary setbacks, etc. It takes courage to stick it out and make your idea a final reality.¹⁵

This problem-solving process helped to identify seven needs assessment instruments that appeared pertinent to purpose of this study. From these seven instruments three were selected for the final data collection process.

The data was gathered by the following instruments: Survey Questionnaire, Enrollment Analysis, Program Profile Method.

Survey Questionnaire

The survey questionnaire instrument used was a revised edition of one already existing within the organization. Examination of the old existing customer satisfaction survey revealed that the design of the survey form could only generate a generic picture of customer satisfaction, needs assessment and sources of program information; it did not address demographic information in any manner. A professional research and marketing firm was contacted by the researcher and was consulted to design an updated customer satisfaction survey. The new survey would include specific questions about satisfaction, needs, information sources, as well as

demographic information. After several consultations, test runs and several revisions of the questions, the new survey was developed and ready for implementation.

The survey questionnaire instrument contained 26 items and was designed to ascertain:

1. Reasons for participation
2. Satisfaction with: class, class structure, instructor, location, materials, operational hours, site staff
3. Information sources
4. Future interests
5. Demographic information

The methods and procedures used for collecting the data for the survey questionnaire was as follows: the survey questionnaire distribution is a standardized method of data collection in the organizational structure. Twice a year in the Fall & Spring, the questionnaire is distributed to all fee-based class students by on site staff. The site staff is instructed to give a brief explanation of the questionnaire before distribution, including the information that the questionnaire is an anonymous instrument. Directions are given verbally and 10 minutes is allotted at the end of the class to fill out the survey.

Enrollment Analysis

The enrollment analysis instrument consists of a listing of classes for a specified time period and a listing of their respective enrollment figures. The enrollment analysis instrument tracked 16 classes over a 5 term period (Fall, Winter, Spring, Summer, Fall) and was designed to ascertain: which classes showed consistent enrollment during the specified time periods.

Procedures for data collection for the enrollment analysis method was as follows: at the end of each term (Fall, Winter, Spring, Summer, Fall) the enrollment data was compiled from the finalized class registration sheets. The number of students in each class was tabulated and the number of terms that each cited class had sufficient enrollment was noted. Minimum enrollment figures per class (5) were already established by the organization (Norfolk Department of Parks & Recreation).

Program Profile

The Program Profile Method is a data processing instrument. The instrument consists of a series of questions designed to extract information from the data base. The instrument is also designed to produce a profile of program information to be used in developing marketing strategies.

The series of questions are intended as a general procedural guide for users. The instructions are for each user to customize the question format to their particular

needs and to choose questions that will produce meaningful information for the program under study.

Population Under Study

The population under study was all of the non-credit art students at the Titustown Art Center. In the survey portion of the study 35 students participated during the Spring 1992 Quarter and for the enrollment analysis portion all student enrollments over a 5 term period (Fall 1990, Winter 1991, Spring 1991, Summer 1991, Fall 1991) were used in the calculations.

12. Roger von Oech, A Kick In The Seat Of The Pants (New York: Harper & Row), 1986, 15.
13. von Oech, 15.
14. von Oech, 15.
15. von Oech, 15.

CHAPTER IV

Findings

The purpose of this chapter was to: first, present the results of the Creative Problem-Solving Method; second, present the results of the data collected from the thirty-five students of this study who responded to the questionnaire; third, to present the results of the enrollment analysis method; fourth, to present the results of the Program Profile System.

The problem of the first part of the study was to find needs assessment instruments that would produce information that was to be used for developing marketing strategies for the Titustown Art Center program. The plan was to use the creative problem-solving method to help the researcher choose a reference point from which to study the participants /program; the researcher thought that this method would create a customized approach to choosing needs assessment instruments for the Art Program at Titustown Center. A reference point is defined as a vantage point from which the participants/program is studied. The strategies, suggested by von Oechs method, became the reference points. As a result of using the strategies as reference points, this researcher found seven needs assessment methods. These seven methods

are: survey questionnaire, enrollment analysis, program profile, convenience sampling, comparative data analysis, demographic study and personal interviews. All of these needs assessment methods were tested; three methods produced information that the researcher thought would easily translate (quantitative data) into marketing strategies. These three methods (survey, enrollment analysis and program profile) were chosen to be focal points in this study.

The purpose of the second part of the study was to present the results of the data collected from the 35 students who responded to the questionnaire. The problem of this study was to determine students needs and wants in regard to their leisure time activities in the arts: additionally, it was to study the demographic profile of the students. The objective of the study was to analyze the needs, wants, and profiles of the students and use the information to develop marketing strategies.

To determine the students wants, needs and profiles, it was necessary to administer a survey questionnaire to the 35 students at the Titustown Art Center

Survey Results

Question number 1 asked:

WHAT WAS YOUR PRIMARY REASON FOR CHOOSING THIS PARTICULAR COURSE?

74% answered as a hobby

26% answered to develop a skill for profit

Question number 2 asked:

IN GENERAL WAS THIS CLASS: BETTER THAN YOU EXPECTED;
ABOUT WHAT YOU EXPECTED; NOT AS GOOD AS YOU
EXPECTED?

54% answered that it was better than expected

46% answered that it was about what they expected.

Question number 3 asked:

WAS THE COST OF THE COURSE: A VERY GOOD VALUE; A
GOOD VALUE; A BAD VALUE; A VERY BAD VALUE?

51 % answered that the course was a very good value

47 % answered that it was a good value

2% answered that it was a bad value

Question number 4 asked:

WAS THE STRUCTURE OF THE CLASS: TOO FORMAL; A GOOD
BLEND; TOO INFORMAL?

100% of the students answered that the structure was
a good blend.

Question number 5 asked:

HOW LIKELY IS IT THAT YOU WOULD TAKE ANOTHER CLASS
AT THIS LOCATION: EXTREMELY LIKELY; QUITE LIKELY;
SLIGHTLY LIKELY; NOT AT ALL LIKELY?

63% answered that it was extremely likely

34% of the students answered quite likely

3% answered slightly likely

HOW LIKELY IS IT THAT YOU WOULD TAKE ANOTHER CLASS
WITH THIS INSTRUCTOR: EXTREMELY LIKELY; QUITE
LIKELY; SLIGHTLY; NOT AT ALL LIKELY?

77% answered extremely likely

23% answered quite likely

Question number 6 asked:

HOW LIKELY IS IT THAT YOU WOULD RECOMMEND THIS
INSTRUCTOR TO A FRIEND: EXTREMELY LIKELY; QUITE
LIKELY; SLIGHTLY LIKELY; NOT AT ALL LIKELY?

68% answered extremely likely
32% answered quite likely

Question number 7 asked:

HOW LIKELY IS IT THAT YOU WOULD RECOMMEND THIS CLASS
TO A FRIEND: EXTREMELY LIKELY; QUITE LIKELY;
SLIGHTLY LIKELY; NOT AT ALL LIKELY?

57% answered extremely likely
37% answered quite likely
6% answered slightly likely

Question number 8 asked:

IN YOUR OPINION, WAS THE INSTRUCTOR: EXCEPTIONALLY
GOOD; GOOD; BAD; EXCEPTIONALLY BAD?

63% answered exceptionally good
37% answered good

Question number 9 asked:

DID YOUR INSTRUCTOR KNOW THE MATERIAL WELL: ALWAYS;
USUALLY; SOMETIMES; NEVER?

80% answered always
20% answered usually

Question number 10 asked:

DID YOUR INSTRUCTOR EXPLAIN TECHNIQUES WELL: ALWAYS;
USUALLY; SOMETIMES; NEVER?

74% answered always
26% answered usually

Question number 11 asked:

DID YOUR INSTRUCTOR ANSWER YOUR QUESTIONS: ALWAYS;
USUALLY; SOMETIMES; NEVER?

86% answered always
14% answered usually

Question number 12 asked:

DID YOUR INSTRUCTOR GIVE YOU ENOUGH INDIVIDUAL
ATTENTION: ALWAYS; USUALLY; SOMETIMES; NEVER?

83 % answered always
17 % answered usually

Question number 13 asked:

OVERALL, HOW WOULD YOU RATE THIS CENTER: EXCELLENT;
GOOD; FAIR; POOR?

46 % answered excellent
55% answered good

Question number 14 asked:

OVERALL, HOW WOULD YOU RATE THE STAFF AT THIS
LOCATION: EXCELLENT; GOOD; FAIR; POOR?

51% answered excellent
49% answered good

Question number 15 asked:

IS THE CONDITION OF THE MATERIAL/EQUIPMENT:
EXCELLENT; GOOD; FAIR; POOR?

26% excellent
68% good
6% fair

Question number 16 asked:

ARE THE HOURS THE CENTER IS OPEN: VERY CONVENIENT;
SOMEWHAT CONVENIENT; NOT CONVENIENT?

61% answered very convenient
39% answered somewhat convenient

Question number 17 asked:

ARE YOU COMPLETING THIS SURVEY FOR A CHILD: YES; NO?

100% answered no

Question number 18 asked:

HOW LONG HAVE YOU LIVED IN NORFOLK?

20 years was the average

Question number 19 asked:

WHAT IS YOUR ZIP CODE?

28% answered 23505

24% answered 23508

20% answered 23503

16% answered 23504

8% answered 23509

4% answered 23502

Question number 20 asked:

HOW MANY PEOPLE LIVE IN YOUR HOUSEHOLD?

2.33 average

Question number 21 asked:

ARE YOU: SINGLE; MARRIED; DIVORCED?

60% answered married

33% answered single

7% answered divorced

Question number 22 asked:

IS YOUR AGE: UNDER 20; 20-29; 30-39; 40-49; 50-59;
60-69; 70 OR OLDER?

3% answered under 20

17% answered 20-29

38% answered 30-39

17% answered 40-49

8% answered 50-59

14% answered 60-69

3% answered 70 or older

Question number 23 asked:

WHAT IS YOUR GENDER: MALE; FEMALE?

15% answered male

85% answered female

Question number 24 asked:

WHAT IS YOUR ETHNIC BACKGROUND: WHITE; ORIENTAL;
BLACK; OTHER?

91% answered White
3% answered Black
6% answered Other

Question number 25 asked:

WHAT IS YOUR ANNUAL HOUSEHOLD INCOME: UNDER \$10,000;
\$10,000-19,999; \$20,000-29,999; \$30,000-39,999;
\$40,000-49,999; \$40,000 OR MORE?

11% answered under \$10,000
18% answered \$10,000-19,999
15% answered \$20,000-29,999
38% answered \$30,000-39,999
18% answered \$40,000 or more

Question number 26 asked:

WHAT DID YOU LIKE THE BEST?

36% answered the teacher
26% answered the freedom allowed in learning
9% answered the informal atmosphere
9% answered learning a new skill
4% answered class members
4% answered everything
2% answered a new experience
2% answered the challenge
2% answered small class size
2% answered the entertainment
2% answered instructor attention
2% answered art/craft item made

Question number 27 asked:

WHAT NEEDS IMPROVEMENT?

43% answered more class time
18% answered open the center on weekends
18% answered more equipment

10% answered nothing
6% answered less people
6% answered better location
6% answered larger room

Question number 28 asked:

WHAT NEW CLASSES WOULD YOU BE INTERESTED IN TAKING?

53% answered silver jewelry
15% answered glaze mixing
4% answered bead stringing
4% answered acrylic painting
4% answered kite making
4% answered wood crafts
4% answered Xmas ornaments

Question number 27 asked:

HOW CAN WE MAKE THE INFORMATION MORE ACCESSIBLE TO YOU?

53% answered through the local newspaper
26% answered through direct mail
11% answered through flyers
5 % answered through television
5 % answered through more locations for our brochure

Overall, the findings show a high level of student satisfaction (excellent to good) with instructors performance, and class variables (structure, cost, location, hours, equipment). The questions used to ascertain this information comprised approximately 52% of all questions in the survey (28% questions were about instructors and 24% questions were about classes). Students also reported their most highly rated satisfactions with the overall experience as: 36% derived the most satisfaction from the instructor; 24% derived

the most satisfaction from experiencing freedom in learning style. The least satisfactory situation, according to student response, was the amount of class time allotted; 43% of the students requested longer class hours. This accounted for 7% of total survey questions. Combined, satisfaction questions accounted for 59% of all questions asked in the survey. Demographic questions accounted for 31% of all questions asked and as a total they revealed that our primary population was comprised of white females, between the ages of 30-39, married with an annual income between \$30,000-\$39,999. The zip code distribution revealed that students came from 6 zip code areas (23502, 23503, 23504, 23505, 23508 and 23509). The remaining 10% of the questions in the survey were divided between marketing questions (7%) and interest inventory questions (3%). Marketing responses indicated that most students received class information from the local newspaper, followed by word-of-mouth advertising from friends. Most students requested more advertisement in the local paper; the second most popular request was direct mail. Interest inventory questions about new class interests were overwhelmingly (52%) in favor of Silver Jewelry classes; the second most popular request (15%) were in favor of classes in Clay Glazing Techniques.

Enrollment Analysis Results

A total of sixteen classes were tracked over a five term period (Fall, Winter, Spring, Summer, Fall) beginning in the Winter of 1991 and ending with the Winter of 1992. The tracking consisted of listing each class and its respective enrollment for each of the 5 terms; minimum enrollment being 5. This procedure was done to identify which classes had consistent enrollment.

A chart was devised as follows:

Class Name	Season/Term				
	Win 91	Spr91	Sum91	Fall91	Win92
Acrylics	-	-	-	8 yes	1 no
Basket Class	4	0	9	6	7
Calligraphy	2	2	1	13	6
Ceramics	15	12	12	17	17
Clay Sculpture	-	-	1	11	3
Calligraphy	-	0	-	-	-
Smocking	-	-	-	5	-
Drawing	-	-	-	2	5
Pen & Ink	3	5	2	3	0
Potters Wheel	12	10	21	20	18
Porcelain	-	9	15	22	12
Quilting	7	5	-	18	13
Sewing	0	11	-	17	4
Silver Jewelry	11	20	18	30	30
Stained Glass	11	8	-	22	14

Watercolors	6	2	-	11	6
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* the dash denotes that the class was not offered in that term

Overall, about one-third of the classes showed consistent enrollment. Consistent enrollment for a class is defined as the class having sufficient enrollment for every term that it is offered. Of the six classes that showed consistent enrollment, fifty percent of them were Clay classes (Ceramics, Pottery, Porcelain); thirty-three percent were in metalsmithing; and seventeen percent were painting classes.

Program Profile Results

The problem of the fourth part of the study was to develop a systematic way of organizing the data information gathered by: the survey questionnaire, enrollment analysis and class catalog analysis. The program profile system is a series of questions that guides the user to extract information from the data base to be used for marketing. The questions and elicited data are presented in the next section.

1. What % of classes in each catalog are devoted to seasonal classes?

The seasonal classes that have consistent enrollment only at certain times of the year comprise between 15-20% of each catalog. This data was derived from enrollment analysis and class catalog analysis information.

2. What % of classes are new in each catalog?

New classes account for about 10-15% of all classes offered.

3. Which categories of classes are always successful?

Registration figures computed from the enrollment analysis showed that Craft classes were preferred (showed higher, more consistent enrollment patterns) over Fine Arts classes in a ratio of 4:1. Within the Crafts category, two subcategories of classes were identified as having consistent enrollment: clay classes and metalsmithing. Within the Fine Arts category, one subcategory was identified as having consistent enrollment: Watercolors.

4. What categories of classes are always sluggish?

It has already been established that Craft classes are more successful than Fine Arts classes in a 4:1 ratio as computed from the enrollment analysis figures. However, there are subcategories of classes within each major category (Craft & Fine Arts) that are deemed sluggish by their inconsistent, not Seasonal, enrollment patterns. For Crafts: Basketweaving & Sewing were identified as having no distinct pattern of enrollment and for Fine Arts: Acrylics, Drawing and Calligraphy were defined as having no distinct pattern of enrollment.

5. What is your cancellation rate?

Cancellation figures were computed from the enrollment analysis data and showed that Craft classes categories had a 20% overall rate of cancellation, while Fine Arts had a cancellation rate of 50%.

6. Who enrolls in your classes?

As the survey questionnaire previously presented, the main population for the classes is: white, female, 30-39 years of age, marries, annual income of \$30-39,999, residing in Norfolk within a circumference around the Art Center. The

individual demographic categories show just how predominant this population is: 91% white, 88% female, 37% 30-39 years of age, 33% annual income of \$30,000-39,999, 52% married.

Summary

In this chapter, the results of the creative problem-solving method, the survey method, the enrollment analysis and the program profile system were presented. The diversity of the results clarified that the use of multiple needs assessment methods can contribute to a programs responsiveness in that each needs assessment instrument had as its inquiry a different but major aspect of the program.

CHAPTER 5

Summary, Conclusions and Recommendations

Summary

This study sought to find the needs assessment instruments that could reveal the needs, wants, and demographic profiles of students enrolled in non-credit art courses at Titustown ART Center. It also sought to develop a marketing strategy from the assessment information.

The population under study were participants in a non-credit art program sponsored by the Norfolk Department of Parks and Recreation, based at the Titustown Art Facility.

The study was based on four needs assessment procedures: the creative-problem-solving method, survey questionnaire method, enrollment analysis and the program profile method. The first method, creative problem solving sought to find multiple needs assessment procedures that would work within the framework of the specific situation at the Art Center. Seven methods were tested and three were chosen to become the basis for the data. The second method, the survey questionnaire, primarily sought participant satisfaction information and secondarily sought participant demographic information. The third method, enrollment analysis, sought to determine what classes at the Art Center consistently had sufficient enrollment over a five term period in order to

assess what patterns existed in student course selections. The fourth and last method, the program profile, sought to use the data information about participants by subjecting the data to a system of questions. The end result of this was to develop a information profile to use for marketing purposes.

Conclusions

The purpose of this study was to find needs assessment instruments to measure participants needs, wants, profiles; to administer the instruments to the population under study where applicable; and to develop data from these instruments that would be usable in forming marketing strategies.

The data that was accumulated has provided in ample measure information that can be used in developing marketing strategies. Examples of such marketing strategies were developed during the initial testing of the instruments (in the creative problem-solving-method) can be used as positive examples.

From the survey questionnaire, a demographic profile on participating students identified a very strong profile of white, female, married, 30-39 years of age, \$30-39,999 annual income as comprising the Art Center audience. This influenced the researcher to offer a course that would be specifically designed to appeal to this group. In the next class catalog, the Art Center offered a five week course in Flower Arranging. Registration for the class was limited to 12 students. At registration time, the Art Center had to

create a second session for Flower Arranging to accommodate the 30+ registrations that were received for the class.

The survey questionnaire also showed that participants were interested in a class for 3-5 year olds. This was a population that had never previously been considered in class development plans. In the next catalog, the Art Center offered two Pre-School Art Classes. Registration for these two classes both reached maximum capacity.

The program profile system is another good example of how the data was used in marketing strategies. The profile question, "Which categories of classes are always successful?" is followed up with a suggested marketing strategy from the profile system. The strategy suggested is to offer more of the same classes by opening more sections (day & time) and to offer classes that are closely related. The outcome of this strategy maneuver was that classes doubled. The Art Center increased Clay classes from three (two ceramics, one porcelain) to seven classes (two ceramics, two porcelain, two pottery, one clay sculpture).

This study clearly indicates the major role that the use of multiple needs assessment strategies can play in determining both an educational programs responsiveness and effectiveness to its publics.

Recommendations

The needs assessments results suggest that educators can make a significant impact in increasing enrollments,

decreasing cancellations and building an educational program by understanding participants and what they need and want, who they are, how, where and when they want services delivered and why they participate, and by developing a programmatic data base to assess trends and changing program profiles.

The writer recommends continuing to use present needs assessment techniques (survey, enrollment analysis, program profiles) on a regular schedule to assess customers needs.

Also, recommended is the permanent incorporation of the use of needs assessment instruments as part of any large range strategic plans for customer satisfaction marketing. The development of various data bases provides multiple perspectives from which to view the programmatic area which can, as seen, increase the programs overall effectiveness and responsiveness.

Although overall participation was significantly affected by this analysis and implementation of marketing strategies, participation from the minority community has only shown a slight increase since the beginning of this study. This writer recommends a study of the minority participation to develop a student profile and a profile of the classes chosen by these students. Such a study would hopefully produce information to serve as a guide to the development of classes that will allow the Art Center to better serve the minority community. Further research and

studies by Harry Miller and others that explore the relationship of socio-economic class and educational choices could provide a richer background of information and aid in understanding existing barriers. As a final recommendation, the writer encourages the development and implementation of a community survey to determine the interests and needs of the community.

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