STUDENT NEEDS ASSESSMENT OF GUIDANCE SERVICES
FOR CHEATHAM COUNTY CENTRAL HIGH SCHOOL

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ANITA JO M. BRASHEARS

STUDENT NEEDS ASSESSMENT OF GUIDANCE SERVICES

FOR CHEATHAM COUNTY CENTRAL HIGH SCHOOL

A Research Paper

Presented to the

Graduate and Research Council of

Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science
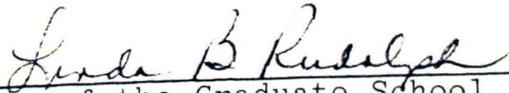
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by

Anita Jo M. Brashears

August, 1985

To the Graduate and Research Council:

I am submitting herewith a Research Paper written by Anita Jo M. Brashears entitled "Student Needs Assessment of Guidance Services for Cheatham County Central High School." I have examined the final copy of this paper for form and content, and I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Guidance and Counseling.

_____
Major Professor

Accepted for the Graduate and Research Council:

_____
Dean of the Graduate School

ACKNOWLEDGEMENTS

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The Relevancy of the Study to Public School Guidance Programs

A successful school guidance program should be designed to meet the needs of the student population it serves while also meeting the stated philosophy and objectives of the school (Tennessee State Department of Education, 1976). Guidance programs and the related student services should be based on the philosophy that it is the responsibility of the counseling staff to be aware of student needs and to aid in the enhancement of student competencies that will allow for adaptation in a complex rapidly changing society. An awareness of student needs will allow counselors to better assist students in self-understanding and enhance guidance services related to the academic, vocational, personal, and social aspects of student's lives. Guidance services which most meet the student population needs will aid the guidance program in functioning as an integral part of the total educational program (National Study of School Evaluation, 1978).

The Purpose of the Study

A needs assessment will help a guidance department provide appropriate and pertinent services to the student population. The purpose of this research is to study the

needs of students at Cheatham County Central High School in relation to the present guidance services offered. The needs assessment provides information which will facilitate a reorganization of the present services as well as indicate the need of additional guidance services.

CHAPTER 2
Review of the Literature

Definition of Terms

Collison (1982) defines need as "a condition among members of a specific group (students, teachers, parents, etc.) that reflects an actual lack of something or an awareness (perception) that something is lacking" (p. 115). A need may also be defined as "a lack of something which if present would tend to further the welfare of the organism or facilitate its usual behavior" (Tennessee State Department of Education, 1976, p. 20). Beatty, Sabino, and Tsui-Chan (1981a) define need as "the gap between a present condition and a desired future condition" (p. 4). The purpose of a needs assessment is to determine the difference or status between the existing situation and the desired situation.

Needs Assessment in Education

A needs assessment is one component of an overall total program designed to efficiently serve one's clientele. Although various agencies conduct needs assessment surveys to obtain information unique to their individual programs, the basic principles of needs assessment design and implementation remain the same. The end result is to determine the needs of the clients. It is important to emphasize that needs assessment results are not absolute solutions to

program development or program evaluation. However, it is necessary to realize the success of any program is directly related to client success. Clients are more likely to experience success in a program which has been designed to better meet their needs.

The use of needs assessments increased during the 1970's, especially in the realm of education. An increased emphasis on accountability in regard to student education was responsible for an increase in educator awareness of and commitment to student needs. Academic assessment of student needs was only one area of increased accountability. The education of the "whole student" as an individual became a reality. Educational institutions began to view the personal growth, social growth, career/vocational interests, and individuality of students as vital aspects of the total educational program. In order to provide appropriate education in these areas, educators had to determine where students presently were and where they (the students) needed to be (Hays, 1977).

Needs assessment studies were found to be instrumental in aiding educators to investigate the needs status of students. However, the use of needs assessment studies, as is found with most newly incorporated plans of research, were looked upon as overwhelming, confusing, and extremely complicated. According to Beatty et al. (1981a), "needs assessment has become a buzz word for the seventies. As

such, a mystique has begun to surround the entire process which tends to place all who approach it in a posture of paralyzed awe rather than in a posture of dynamic interaction" (p. 7). Beatty and associates designed instructional booklets to be used in assessing needs of clients in order to provide an adequate and comprehensive continuing adult education program.

Gollattscheck (1982) contends that "needs assessment is not in and of itself a complicated, difficult, or expensive process. Needs assessing is simply one of the facets of good institutional management" (p. 1).

Hopson, Montgomery, Aspiazu, and Lagasse (1983) recommend a needs assessment as a "planning tool for the 1980's" to use in conducting self-evaluations and investigations of current or proposed programs. The needs assessment can be valuable in addressing such issues as "tighter budgets, changing programmatic needs, and accountability to boards, faculty, students, and the communities served" (Hopson et al., p. 3).

Guidance programs on the secondary school level should be based on the needs of pupils and the school. "If your guidance program is to effectively and efficiently meet the needs of your student population it must be designed to suit that population" (Hays, 1977, p. 11). In an effort to serve the different aspects of every student's life, there is the possibility of over-extending the guidance program to a

point of serving no student adequately in any area. "While keeping student needs in mind, it is necessary to develop and use a needs assessment instrument to collect data on which to base the guidance program goals and objectives" (Tennessee State Department of Education, 1976, p. 20).

Miller, Moore, Hartley, and Dagley (1977) developed a needs assessment instrument with accompaning manual to be used in planning or implementing a guidance program on a local school level. This type of guide is useful in establishing and maintaining formal and comprehensive guidance programs.

Gunderson and Moore (1981) developed a manual for guidance program assessment in elementary and secondary schools. The manual was designed to aid in determining how well organized and proficient current guidance programs were operating and how reorganization of the current programs would better meet student needs and school goals.

The Illinois State Board of Education's Division of Specialized Education Services developed a guide for educators to conduct needs assessment surveys within their schools. The guide would allow schools to determine if they were meeting the student needs, meeting the educational goals and objectives of the school, and the Illinois State Board of Education requirements in relation to pupil personnel services. They viewed needs assessment as the foundation of their pupil personnel services program as

well as an integral ingredient in the process of decision-making and program planning (Illinois State Board of Education, 1983).

Needs assessment instruments are used also in an evaluation capacity. Wentling and Piland (1982) developed a series of guides to evaluate student services. The use of the needs assessment allowed the user to determine if the needs of their clients were being met. Norris and Finley (1982) also used needs assessment to evaluate the effectiveness of guidance and counseling programs.

It is obvious that needs assessments serve more than the single function of extracting stated needs from individuals. They serve as integral parts of overall projects related to the planning and implementing of new planning programs, reorganization of existing programs, or evaluation of existing programs. The important issue is that the use of needs assessments can combine with the other resources of a given agency to assure that the agency is operating to optimum potential in service to clients.

Steps in Planning, Organizing and Conducting a Needs Assessment

Planning or developing a needs assessment requires several steps which should be approached in an organized manner. A planning or advisory committee should be established to formulate and organize the entire needs assessment project as illustrated by Hays (1977), Hopson et al. (1983), Illinois State Board of Education (1983), and Wentling and

piland (1982). There must be a purpose or goal around which the needs assessment is established (Beatty et al., 1981b). The purpose of the study may be to support an existing program, reorganize an existing program, evaluate an existing program, or as a proposal for a new program. When planning a needs assessment, manpower, time, and budget must be considered.

The second step is to select a representative sample for the needs assessment. This particular step will also aid in the determination of the scope of the study. The scope of investigation can be small as in conducting a student needs assessment of students within one school. The scope can be enlarged to include students within an entire school district. The scope can encompass seeking data from several different groups of respondents. Hopson et al. (1982) used a needs assessment as a "planning tool" for college programs by surveying young adults, senior citizens, business and industry representatives, eleventh grade students, and eighth grade students. Norris and Finley (1982) used a needs assessment instrument in the evaluation of a guidance and counseling program within a school district by surveying counselors and students for counseling effectiveness.

The third step is to determine what kinds of data are to be collected. Obtaining data directly from a target population is the most closely associated with needs

assessment. Another source of data can be obtained by
surveying people closely associated with the target popula-
tion (Wentling and Piland, 1982). Other sources of data
for possible use in conducting a student needs assessment
would be teachers, administrators, and parents. A third
source of data can be obtained from printed material.
Beatty et al. (1981c) cautions that printed material needs
to be valid and reliable while also being pertinent and
relevant to the needs study. Examples of written material
data that could possibly be used in conducting a student
needs assessment are test scores, attendance records, grades,
previous assessment results, and follow-up studies of
graduates.

The fourth step is to determine how the data are to be
collected. The strategies used to collect data are selected
according to feasibility, validity, and reliability. One
of the more widely used methods of collecting data is the
questionnaire or survey. Beatty (1981d), Tennessee State
Department of Education (1976), and Wentling and Piland
(1982) elaborate on numerous other methods of data collection
such as personal interviews, telephone interviews, small-
group meetings, public meetings, mailing questionnaires, and
media surveys. The scope of the needs assessment study
will be a determining factor in the methods of data collection
utilized. The important factor of data collection is to use
a data collection procedure designed to provide the results

being sought by the needs assessment study (Hays, 1977).

The fifth step is to summarize the data collected. This allows the collected data to be organized in order for the needs assessment results to be interpreted and prepared for presentation. Beatty et al.'s (1981e) system for summarization includes a three-step procedure of filtering out data not needed for the study, condensing data, and clustering the data for final use or interpretation. Here again the scope of the needs assessment study would be a determining factor in the amount of summarization required.

The sixth step is interpretation of the results. Specific needs have been identified through the summarization of data. Interpretation or determinations can be explored concerning those areas of a program which are lacking, those areas of a program which can be deleted, or if the level of importance placed on an area indicates a change in emphasis. As suggested by Beatty (1981f), Hays (1977), and Norris and Finley (1982), interpretation may also include determining the cause behind the need. Accurate reporting of the study is vitally important. Reporting the results in an organized format will be conducive to establishing credibility of the study. The method of reporting the results to the proper people in the proper manner can have a great bearing on acceptance of the findings (Hopson et al., 1983).

CHAPTER 3

Student Needs Assessment of Guidance Services

Purpose

The research project of conducting a student needs assessment of guidance services was undertaken for several reasons. The main or most important reason is that an organized student needs assessment of guidance services at Cheatham County Central High School had not been conducted for at least 10 years. It is difficult to substantiate and validate the departmental objective of meeting student needs if formal research is not documented. Since the objective of meeting expressed student needs is a guideline for the guidance department, it is necessary to survey student needs to determine if in fact the needs are being met. This research solicits information concerning the emphasis students indicate should be placed on various aspects of the guidance services. This type of information aids in the exploration of possible reorganization of guidance services.

Construction of Instrument

A single needs assessment survey was prepared for administration to a representative sample of students. The format consisted of an introduction, directions, sample questions, item or need statements, and open-end response items.

The introduction explained the purpose of the needs assessment. An effort was made to establish confidentiality and to clarify the fact that the instrument was not a test containing right or wrong answers. The directions were designed to be as explicit and nonconfusing as possible. Exact directions were written out with two examples. The examples were presented in the same format as the need statements and response choices.

The majority of the need statements were selected based on student, teacher, administrator, and counselor suggestions. Suggested item statements were also taken from Guidelines, Suggestions, and Standards for Approval of Guidance Programs (Tennessee State Department of Education, 1976). A total of 87 need statements were included in the needs assessment survey (see Table 1). The four areas of guidance services represented and the percentage of assessment statements per area are: Academic Counseling and Services, 29%; Career/ Vocational Counseling and Services, 16%; Guidance Policies and Procedures, 25%; and Social/Personal Counseling and Services, 30% (see Table 2).

The response choices were designed for the students to express their opinions as to the level of need or importance. Response choices and the corresponding numerical value are: Strong Need, 4; Average Need, 3; Small Need, 2; and No Need, 1 (see Table 1).

Three open-end response opportunities were provided for

additional student comment. The open-end response items were included to elicit any additional needs or need areas not included within the prepared list of statements. The responses were evaluated and placed in one of the four areas of guidance services represented in the statement section of the assessment.

Groups Used

The respondents were a representative sample of Cheatham County Central High School students. The groups selected were homogeneously grouped English classes from the 10th, 11th, and 12th grades. The five homogenous groups surveyed for each grade level are: Advanced/Honors Curriculum, Regular Curriculum, Remedial Curriculum, Vocational Improvement Program Curriculum, and Special Education Curriculum. A total of 258 students participated in the study. Approximately one-third of the students in each grade level participated in the survey.

CHAPTER 4

Assessment Results

Individual Statement Statistics

The number of students selecting each response choice was tallied for each statement. Percentages were then computed for each response choice. However, no percentages were computed for the number of "no responses" due to the small numbers within this particular category. The largest number found in the "no response" category for any statement was seven.

A special coding was assigned to each assessment statement in order to better evaluate each statement. The coding system is designed to denote one of the four areas of guidance services and to also provide information concerning the current presence of the guidance service or the lack of current guidance service to the need statement (see Table 1). The following is a list of the coding system used:

"A" represents academic area

"C" represents career/vocational area

"P" represents guidance department policies and procedures

"S" represents social/personal area

"Y" represents services provided

"N" represents services not provided

The following examples are provided to illustrate the type of data received from individual statements. Statement number 13 concerning college information and statement number 14 concerning career day both show a strong need. Statement number 26 concerning birth control information received an indication of need but at this time is not given attention by the guidance department.

Statement number 38 concerning small group discussions to improve communication skills with parents, peers, and teachers indicates lack of need. The same information is indicated for statement number 40 concerning small group discussions about social issues.

Statement number 42 concerning "appointment only policy" for meeting with counselors received a strong indication of no need. Statement number 67 concerning counselors providing information to students concerning school rules and policies is currently a function of the guidance department. The student response to this statement indicated low need.

Results by the Guidance Areas

Table 2 summarizes the relative need within each of the general areas. The table also provides information concerning the number of services being offered and the number not being offered in each area. The table indicates that of 25 statements regarding the area of academic counseling and services, 21 were considered to be needed by the students.

The guidance department is currently providing services for 13 of the 25 statements regarding the area of academic counseling and services. The career area indicates another high need from students. Twelve of fourteen statements were selected as needed by students.

The areas of guidance policies and procedures and social/personal counseling and services do not indicate a high level of need. Both of these areas show a corresponding number of statements currently being provided by the guidance department. The same is true for the number of statements indicated as not needed and the number of statements not currently being provided by the guidance department.

Open-End Response Results

The first open-end response item requested student opinion concerning services the guidance department should provide to meet specific student needs. The second open-end response allowed students to list particular needs of students that seemed to go unnoticed by school staff or guidance counselors. An additional open-end response was provided for students to list any suggestions or comments.

The open-end response results provided 91 responses related to the area of academics, 50 responses in the area of career/vocational guidance, 37 responses regarding guidance department policies and procedures, and 99 responses in the social/personal area of counseling and services. Many comments were made concerning school rules and policies

which are not related to the guidance department. Thirty-one comments were also made concerning school facilities or school maintenance. The following six comments are those most listed by students in the open-end response section:

1. More counseling concerning social or personal problems.

2. More counseling concerning family/home problems.

3. More scholarship, financial aid, and college requirement information.

4. More career/vocational counseling and information.

5. More counselor accessibility.

6. More time during the school day for students to seek guidance services.

CHAPTER 5

Conclusion

This research project has provided evidence to substantiate the importance of using student needs assessment surveys in the organization of school guidance and counseling services. Data obtained through the use of a needs assessment survey can be used by counselors to establish and maintain a well planned guidance and counseling program. Examples of specific item information with assessment data are provided to illustrate the decision making process which can be used based on needs assessment results.

The students participating in this research project expressed a strong need for college information and career day activities. Both of these needs are currently receiving guidance service and the services should be continued based on the assessment results.

Information concerning birth control is another item receiving a substantial need rating. The guidance department is not giving attention to this particular need at this time. This would indicate that some thought and planning to incorporate meeting this need should be considered.

Students indicated low need for small group discussions to improve communication skills and for small group discussions concerning social issues. These counseling areas

are not currently being addressed by the guidance program
and no plan should be made to incorporate this particular
guidance service into the guidance program at this time.

The guidance department does not use "appointment only
policy" for students to see a counselor. The assessment
survey provides strong evidence against "appointment only
policy." This would indicate that the present "open-door
policy" is preferred by students and that the present policy
should remain the same.

The guidance department responsibility of providing
information to students concerning school rules and policies
can be examined for possible deletion from the guidance
program. Students indicated a low need for this service
being offered by the guidance department. The time being
spent by guidance personnel on this particular duty should
be redistributed to another area of greater need.

Comparison of statements provided information concerning
the opinions of students. Individual student registration
was preferred over group registration. Students prefer
having the same counselor assigned to them for a three
year period. Students classified parent notification of
grades as a low need. Students expressed a relatively
high need for an "on the job training" program.

There is also an indication for the guidance staff to
further explore the individual assessment statements to
determine the exact needs stated by students regarding the

area of academic counseling and services. This area had the strongest need expressed overall and the guidance department is providing services for only half of the need statements included on the survey. Only one-half of the statements representing the career/vocational area are presently being addressed by the guidance department. The same investigation and exploration of individual assessment statements would apply to this area as in the academic area. Social/personal counseling and services area indicates some amount of need according to the need statement data. The policies and procedures category indicated the least amount of need based on the need statement data. It is interesting to note that the results of the needs statement data indicated higher need rating in the area of academics while students responded to the open-end response section with more comments concerning the social/personal counseling area.

Student needs assessment surveys provide an organized method of systematically receiving input from students in the form of expressed needs. It is beneficial for students to have the opportunity to express their needs. It is also beneficial for students to feel they have become involved in a process that will influence decisions made concerning the various aspects of their school environment. A guidance program's success is dependent on student utilization of guidance and counseling services. Student utilization of

guidance and counseling services is only accomplished when
guidance programs are based on student and school needs.

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TABLES

Table 1

Individual Assessment Statements with Statistics, Guidance Area Relationships, and Current Guidance
Service Availability

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
The guidance department/counselors should provide or help students . . .							
1. take tests and/or inventories which enable them to find out more about themselves	17%	48%	27%	7%	2	S	N
2. take tests which enable them to learn about their educational interests and abilities	39%	44%	13%	4%	1	A	Y
3. deciding which courses are appropriate for them	48%	36%	10%	5%	2	A	Y
4. in deciding their educational plans after high school	46%	34%	10%	9%	4	A	Y
5. in the selection of a college or vocational school to attend	41%	36%	13%	8%	3	A	Y
6. information about the training requirements and needed skills for various kinds of occupations	47%	37%	12%	3%	2	C	Y

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
7. information about salary ranges and trends in the job market	29%	43%	21%	6%	1	C	N
8. knowledge to students, concerning their occupational abilities, interests and possibilities	31%	48%	17%	3%	1	C	N
9. make a tentative occupational choice suited to the individual student	19%	43%	24%	13%	5	C	N
10. outside speaker, representing various occupations, to come into school and talk with students about career opportunities after high school	43%	37%	13%	6%	1	C	N
11. a career resource laboratory	32%	31%	26%	10%	2	C	Y
12. help to students in finding jobs after graduation	39%	29%	21%	10%	3	C	N
13. information concerning college (general information, application, scholarships and financial aid)	55%	27%	10%	6%	3	A	Y
14. an adequate career day	55%	28%	9%	7%	2	C	Y

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
15. adequate time for representatives from colleges, junior colleges, trade schools and technical schools to visit with students during school time	46%	36%	12%	3%	7	A	Y
16. invite former graduates, presently attending college, back to C.C.C.H.S. to talk with students regarding what college is really like	41%	35%	17%	5%	3	A	N
17. opportunities for students to take part in small group discussions/workshops concerning college plans and financial aid	29%	44%	22%	5%	1	A	N
18. concerning attendance and/or tardiness problems and how to solve them	42%	33%	18%	6%	2	S	Y
19. become less frustrated with school	40%	40%	14%	5%	2	S	Y
20. understand about their ability to do school work	36%	39%	20%	4%	3	A	Y

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
21. encourage students to develop habits at C.C.C.H.S. which will eventually become desirable work habits	40%	40%	15%	5%	2	S	Y
22. in learning to make decisions and setting values and goals for themselves	36%	41%	17%	5%	1	S	Y
23. in handling home responsibilities and keeping positive relationships between themselves and their parents	29%	39%	19%	13%	1	S	Y
24. in following school rules	28%	39%	22%	11%	0	S	Y
25. information to students concerning drugs and alcohol	48%	21%	19%	9%	7	S	N
26. information to students concerning birth control	50%	26%	13%	11%	2	S	N
27. information to students about venereal disease	41%	32%	16%	10%	3	S	N
28. counseling services for students concerning their social problems (getting along with people, making friends, etc.)	34%	34%	22%	9%	1	S	Y

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
29. counseling services to students concerning personal problems and/or situations	37%	38%	18%	5%	4	S	Y
30. counseling service for students concerning educational adjustments (choosing classes, test scores, failure, etc.)	43%	41%	14%	2%	2	A	Y
31. work closely with students in student-teacher, student-parent or student-administrator situations	26%	48%	22%	3%	1	S	Y
32. be able to refer students to various helping agencies and resources in the community. (Human Services, Mental Health Center, Health Department, Job Service, Family Planning, etc.)	36%	34%	21%	7%	3	S	Y
33. time for representatives from various helping agencies and resources within the community to meet with students during the school day	24%	41%	29%	5%	2	S	Y
34. an orientation program for students and parents concerning curriculum programs	19%	43%	26%	10%	3	A	N

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
35. adjust to problems at school, at home, or in their social relationships	31%	39%	21%	9%	2	S	Y
36. opportunities for students and parents to meet in small groups to discuss personal feelings and concerns	17%	32%	28%	22%	2	S	N
37. opportunities for students to take part in small group discussions to discuss improving grades and interest in school	29%	35%	24%	10%	1	A	N
38. opportunities for students to take part in small group discussions to discuss improving communication skills with parents, peers and teachers	22%	31%	32%	14%	1	S	N
39. opportunities for students to take part in small group discussions to discuss personal problems and feelings	28%	35%	25%	12%	1	S	N
40. opportunities for students to take part in small group discussions about social issues	14%	34%	34%	17%	2	S	N

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
41. opportunities for small-group workshops concerning remedial help in academic subjects or basic skills	21%	39%	32%	8%	0	A	Y
42. have an "appointment only policy" (scheduling appointments with the guidance secretary) for meeting with counselors	13%	26%	17%	43%	1	P	N
43. use classroom teachers as counselors/advisors to students	22%	31%	27%	20%	0	P	N
44. a publication for students, parents and community explaining services of the department	11%	36%	38%	12%	5	P	N
45. small group discussions, workshops or classroom presentations concerning job interviews and applying for jobs	38%	33%	18%	9%	4	C	N
46. help to students seeking part-time employment	43%	33%	19%	5%	0	C	Y
47. an "on the job" training program for students	50%	31%	13%	5%	2	C	N

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
48. "conference time" after school hours for students and/or parents at least one day per week	19%	28%	30%	23%	0	P	N
49. survey students yearly for class offering suggestions	47%	32%	16%	5%	1	P	N
50. help to those students wanting to develop better study skills	45%	37%	14%	3%	1	A	N
51. help to those students wanting to improve reading skills	48%	37%	12%	3%	0	A	N
52. help to those students wanting to better understand the meaning of life and death	35%	28%	20%	17%	1	S	Y
53. help to those students wanting to overcome fear of giving oral reports	28%	33%	25%	12%	4	A	N
54. help to those students wanting to learn more about how to trust and understand other people	28%	36%	26%	9%	3	S	Y
55. help to those students wanting to develop positive habits, attitudes and values	36%	35%	21%	6%	4	S	Y

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
56. a plan that would allow parents and teachers to meet and communicate more frequently	17%	37%	26%	19%	2	P	N
57. a yearly survey which would allow students to suggest changes to make the school better	64%	24%	7%	3%	4	P	N
58. help to those students wanting to learn how to deal with stress and stressful situations	42%	36%	14%	7%	4	S	N
59. a tutorial service to aid all students who have a desire to improve academic deficiencies	39%	38%	16%	5%	3	A	N
60. organized peer-counseling and support-groups such as Ala-Teen as an addition to services for students	30%	33%	25%	10%	6	S	N
61. more information and coordination of college credit courses offered to academically advanced students	38%	38%	17%	5%	4	A	N
62. incorporate Advanced Placement courses for academically advanced students which would enable them to receive college credit while still in high school	47%	31%	13%	7%	4	A	N

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
63. assist those students who would like to attend college before completion of high school	41%	33%	19%	6%	4	A	N
64. survey students yearly in order for students to express their educational-vocational interests and plans	33%	41%	19%	6%	3	P	N
65. information to parents concerning their child's progress	24%	40%	19%	17%	1	P	Y
66. small group workshops for those students wanting to improve their "test-taking" skills	34%	42%	15%	8%	4	A	N
67. information to students concerning school rules and policies	21%	38%	27%	12%	2	P	Y
68. maintain student records concerning achievement, ability, aptitudes, grades and number of credits earned	50%	34%	10%	5%	2	P	Y
69. notify parents of student failures by letter or phone call	31%	28%	22%	18%	1	P	Y
70. opportunities for representatives from the Armed Services to meet with students on a regular basis	19%	38%	26%	17%	1	C	Y

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
71. register each student individually for classes to be taken	50%	18%	12%	9%	2	P	Y
72. register students in groups for classes	19%	26%	24%	31%	1	P	N
73. counsel with students concerning class failures	44%	34%	14%	7%	2	A	Y
74. conference with each student at least once a year	44%	28%	14%	13%	2	P	Y
75. conference with each student at least 2 or 3 times a year	22%	32%	23%	23%	2	P	Y
76. conference with each student at least 4 or 5 times a year	13%	18%	32%	36%	4	P	N
77. assign the same counselor to a class for a 3 year time period	42%	24%	16%	17%	4	P	Y
78. help students with personal adjustments	33%	35%	20%	11%	2	S	Y
79. help students with social problems	31%	35%	24%	10%	3	S	Y
80. help students with vocational/ career education	36%	45%	16%	3%	2	C	Y

Assessment Statement	Need Response					Guidance Area	Service Available
	Strong Need	Average Need	Small Need	No Need	No Response		
81. help students with college assistance	48%	38%	10%	3%	1	A	Y
82. help students with trade/ technical school assistance	39%	41%	17%	3%	1	C	Y
83. make class presentations	24%	41%	23%	11%	2	P	Y
84. provide financial aid workshops for students and parents after school hours	28%	32%	29%	10%	2	A	Y
85. provide the ACT test to be given at C.C.C.H.S.	53%	23%	12%	11%	2	A	Y
86. parent-teacher conferences each six weeks grading period	24%	26%	29%	20%	1	P	N
87. provide positive written and spoken compliments to students and positive reporting to parents concerning students	36%	34%	17%	11%	1	P	Y

Table 2

Expressed Student Needs within Guidance Areas and Current Availability of Services to each Guidance Area

Guidance Area	Number of Statements	Need	No Need	Service Provided	Service Not Provided
Academic	25	21	4	13	12
Career/Vocational	14	12	2	7	7
Policies/Procedures	21	10	11	10	11
Social/Personal	27	17	10	17	10