The two-fold purpose of this study is (1) to determine differences in perception of counseling and guidance needs between community college bound high school seniors, community college counselors, and chief student services administrators, and (2) to establish the nature and priority of counseling and guidance needs of community college bound high school seniors.

Three hundred ninety-nine subjects, representing three sample groups, participated in this study. The groups and the percentage of survey return are as follows: high school seniors (85%); community college counselors (82%); and chief student services administrators (95%).

The responses of this total population to the 70 items on the Student Needs Assessment Survey provided the data for this study.
An Analysis of Variance statistical design was used to determine the significance of the differences between the perceptions of the three groups.

Within the limitations of the study the following major conclusions were drawn:

1. There is a significant difference in the perception of counseling and guidance needs between community college bound high school seniors and community college counselors.

2. There is a significant difference in the perception of counseling and guidance needs between community college bound high school seniors and community college chief student services administrators.

3. There is no significant difference in the perception of counseling and guidance needs between community college counselors and chief student services administrators.

4. There is no significant difference in the perception of counseling and guidance needs between community college bound high school seniors from rural, suburban, city, and metropolitan areas of Western Washington.
Counseling and Guidance Needs As Perceived by Community College Bound Students and Community College Counselors and Administrators

by

John W. Higgins

A Thesis submitted to Oregon State University

in partial fulfillment of the requirements for the degree of Doctor of Education

May 29, 1981

Commencement June 1982
Date Thesis is presented __________ May 29, 1981

Typed by Sandra L. Dow for __________________________

John W. Higgins
ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to the many special people who helped to make this endeavor possible. I feel most fortunate to have had the opportunity to work with Roger Penn, major professor par excellence, who guided me throughout this project and provided a valued friendship as well. In addition, I would like to thank the remainder of my committee: Dr. Robert Chick, Dr. Charles Carpenter, Dr. Leonard Adolf, and Dr. Austin Walter, all of whom provided thoughtful advice and numerous contributions.

Also, I would like to extend a special thanks to my parents who have always encouraged and supported me in attaining my educational goals. I know this Doctorate almost means as much to them as it does to me.

And finally, I wish to thank my wife, Julie, for her patience, understanding, and loving support. I dedicate this dissertation to her and to my children, Michelle and Scot, who are probably more pleased than anyone that it is finally finished.
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Counseling and Guidance Needs As Perceived by Community College Bound Students and Community College Counselors and Administrators

Chapter 1

INTRODUCTION

There is a growing consciousness that students are the consumers of the product, higher education, and that students are becoming more and more assertive in demanding a fair return for their dollars (Franks 1977). If this be the case, it would logically follow that institutions of higher education should be soliciting the views of students, particularly in the area of student support needs. A review of the current literature reveals that this is not the case. More often, there is the unfortunate pattern of the administrator determining the need and offering the prescription, and the student seeing the need differently and not responding (McMahon 1970).

Certainly, the idea that times change and that educational programs must respond to this change is sound. However, it is the implementation of this concept that leaves much to be desired. A major reason for this lack of response has been the failure among educators to identify accurately the needs of learners, a failure which stems in large measure from too little attention to needs assessment (Moore 1974).
It was the early to mid-seventies before needs assessments were conducted in any significant numbers within post-secondary institutions (Roth 1978). Because of increasing financial pressures, student demands, and a strong interest and concern for accountability, administrators began to use needs assessment as a tool for planning. Today most concede that needs assessment is necessary, and this area is receiving more attention (Hoake 1975).

Assessing needs is a process of critical importance to educational organizations to help clarify their intent, determine their current status, and identify areas of strength and weakness. Bell (1974) stated that "Since we have so many problems and since our resources are limited, it is essential that we look at the performance of our educational institutions and establish a hierarchy of priorities" (p. 32). Through a needs assessment, the educational system as a whole, as well as each of its various parts, can do just that.

One part of the educational system that has resisted involvement in the needs assessment process has been student support services such as counseling and guidance. As Monroe (1973) points out, the one missing ingredient in maintaining quality programs in student personnel services is the universal neglect of evaluation. Often counselors, like many professional educators, are reluctant to face change.
Many believe that the activities required of a needs assessment are too time consuming and prevent them from doing their job (King 1975). Still others insist that it is neither functional nor possible to specify outcomes and still retain the flexibility and humanism which are such a necessary part of counseling and guidance (Hays and Linn 1977). On the contrary, establishing need should be a starting point for building a counseling and guidance program, because it gives decision makers something solid on which to base their offerings (Olson 1976).

Counselors who resist needs assessment as an integral part of program planning and accountability cannot escape the reality of other critical issues of concern facing their profession that may leave them little choice as to whether they join in the needs assessment process. Counselors do not produce FTE and are often the subject of administrative scrutiny in making budget cuts. More than at any other time, counselors are faced with diverse student populations with varying needs coupled with limited resources and high student counselor ratios (Talbot 1980). This dilemma makes it imperative that counselors adopt a systematic approach to identifying students' needs if they are to be more realistic in identifying areas of priority which are deserving of time and attention (Di Silvestro 1978). If counselors do not take the initiative to determine needed activities for the counseling and guidance programs, others will either impose
them or remove them from a program's activities to the point where a counseling and guidance program's potential for effectiveness is seriously diminished (Olson 1976).

Most recently, some attention to needs assessment has been paid by community college counseling and guidance programs, yet research at this level of education is neglected (Grabowski 1975).

STATEMENT OF THE PROBLEM

Counselors are trained in theories and techniques designed to enhance students' development. Selection and use of these techniques, methods, and procedures allow counselors a tremendous amount of flexibility in planning activities and programs to meet students' needs (Jones 1979).

As the literature suggests, the student populations of community colleges are diverse and their needs have not been assessed by the institutions that seek to serve them (Bell 1974, Hoake 1975, Di Silvestro 1978, and Roth 1978). Because of a lack of needs assessment, critical needs may go unmet. Clearly then, needs assessment research is worthy of attention.

It is this topic on which this study will focus its efforts by addressing the following: Do the perceptions of community college bound high school seniors, community
college counselors, and chief student services administrators significantly differ when it comes to identifying the counseling and guidance needs of students, and, if so, what are the implications for counseling students and establishing student services programs at the community college level?

PURPOSE OF THE STUDY

The two-fold purpose of this study is (1) to determine differences in perception of counseling and guidance needs between community college bound high school seniors, community college counselors, and chief student services administrators, and (2) to establish the nature and priority of counseling and guidance needs of community college bound high school seniors.

The Students Needs Assessment Survey (SNAS) will be the instrument used to identify the counseling and guidance needs of community college bound high school seniors and measure the differences in perceptions between the students, counselors, and chief student services administrators. The Student Needs Assessment Survey of The American College Testing Program was designed so that educators could identify which guidance needs receive priority from students as well as compare the perceptions of these needs among parents, faculty, administrators, and counselors. The five
scales of the Student Needs Assessment Survey are:

1. Career Development
2. Life Skills Development
3. Knowing Myself
4. Educational Planning
5. Getting Along With Others

The objectives of this study will be:

1. To determine if community college bound high school seniors and community college counselors are significantly different in their perceptions of the counseling and guidance needs of community college bound high school seniors.

2. To determine if community college bound high school seniors and chief student services administrators are significantly different in their perceptions of the counseling and guidance needs of community college bound high school seniors.

3. To determine if community college counselors and chief student services administrators are significantly different in their perceptions of the counseling and guidance needs of community college bound high school seniors.

4. To determine what priority is given to the counseling and guidance needs of community college bound high school seniors.
SIGNIFICANCE OF THE STUDY

Identification of need is the key to relevance in programming student support services (Skaggs and Menefee 1972). Certainly, some unmet needs are obvious, but the existence of apparent needs does not provide a justification for failing to discover other, and possibly more critical, needs which are not readily apparent (Ballast and Shoemaker 1978). This failing is most apparent in college counseling and guidance where program objectives are frequently determined subjectively and are often based solely on personal observations and experience among counselors. Such haphazard or subjective approaches are insufficient and do not take into consideration the valuable information from the forgotten student learner.

Unlike completely subjective evaluations, a comprehensive needs assessment provides counselors with a solid foundation for defining their base of operations, identifying the discrepancies that exist, and focusing their energies toward the reduction of those discrepancies (Kaufman 1976). Unfortunately, there is little research being done to support counselor efforts in conducting needs assessments. It was for this reason that the present investigation was initiated. The significance of this research is related to the following:
1. There is a need to determine the level of agreement on counseling and guidance needs between community college bound students and community college counselors so that appropriate program elements can be examined, maintained, and, if need be, adjusted.

2. Because of the diverse student populations entering community colleges, it is imperative that needs assessments be made to determine if counseling and guidance programs are serving the needs of these students adequately.

3. An identification of counseling and guidance needs from the viewpoint of student consumers and servicing counselors may result in new approaches and techniques to guide counseling and guidance services in the future.

4. A study on the assessment of counseling and guidance needs can enhance educator and community awareness of student needs and the functions of a guidance program.

As suggested by Ferris (1975), needs assessment studies are significant in that they have impacts on many levels of the educational organization. This research will have direct application to student services programs by providing data which will assist in:

1. Developing new student programs.
2. Making needed program adjustments.
3. Developing new skills through inservice training.

4. Gathering baseline data for future research.

Finally, the results of the study may raise new hypotheses in the area of student services programming. Only through continued questioning and research will the needs of students be identified and met.

RESEARCH HYPOTHESES

This study was designed to determine differences in perception of counseling and guidance needs between students, community college counselors, and chief student services administrators, and to establish the nature and priority of counseling and guidance needs of community college bound high school seniors. The following null hypothesis was constructed for research purposes:

Null Hypothesis $H_0$: There is no significant difference in the perception of counseling and guidance needs (as measured by the Student Needs Assessment Survey) between community college bound high school seniors, community college counselors, and chief student services administrators. If the null hypothesis was rejected, the following alternate hypotheses were tested:

1. There is no significant difference in the perception of counseling and guidance needs
(as measured by the five scales of the Student Needs Assessment Survey) between community college bound high school seniors and community college counselors.

2. There is no significant difference in the perception of counseling and guidance needs (as measured by the SNAS) between community college bound high school seniors and community college chief student services administrators.

3. There is no significant difference in the perception of counseling and guidance needs (as measured by the SNAS) between community college counselors and chief student services administrators.

ASSUMPTIONS OF THE STUDY

The data are accurate insofar as the Students Needs Assessment Survey is a valid and reliable instrument in measuring priority counseling and guidance needs as perceived by community college bound high school seniors, community college counselors, and chief student services administrators. It is also assumed that community college bound high school seniors, community college counselors, and chief student services administrators will possess an
adequate knowledge base to react to the survey instrument. And, it is further assumed that the community college bound high school senior can be accurately identified.

LIMITATIONS OF THE STUDY

This study was confined to a sample of high school students, community college counselors, and chief student services administrators in Western Washington in the spring of 1981. To keep this research at a manageable level, the decision was made not to include community college faculty in the sample. This is in no way intended to minimize the valuable contribution of faculty in this area of research.

DEFINITION OF TERMS

Need A need is the gap between what is and what should be. It is nothing more or nothing less than the documented gap or difference between the results we are currently achieving and the results we wish to achieve (Kaufman 1976).

Needs Assessment A needs assessment is a formal collection of discrepancies, the placement of the discrepancies in priority
order and the selection of discrepancies of highest priority for action and resolution (Kaufman 1976).

Guidance

Guidance is a cluster of related services and functions, the most important of which is Counseling. Also included are information services, assessment and psychological inventory services, consultative services, and referral services (Washington State Student Services Commission 1971).

Counseling

Counseling is a process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plan, or adjustment which he/she needs to make. (Arbuckle 1968). The outcome is that the counselee do something, take some constructive action on his own behalf (Warnath 1973).

Guidance Program

A guidance program is a planned procedure for the delivery of guidance services for satisfying the needs and expectations of students (Ballast and
Community college is the designation given to the public two year colleges in Oregon and Washington. The community college is generally a comprehensive cultural center devoted to serving the needs of a particular community. It offers (1) two years of academic courses which are parallel to courses in four year colleges and universities and transferable to these institutions; (2) vocational and technical courses designed to develop occupational competence and to prepare for immediate employment; (3) adult and community service courses and continued education programs for persons who are not interested either in transferring to senior institutions or taking technical training and for persons who want to continue their educations on a part time basis (McClane 1980).
Chapter 2

REVIEW OF RELATED LITERATURE

This review of the literature provides an overview of needs assessment and post-secondary's response. The review is divided into four sections. The first section presents a historical perspective and rationale for needs assessment in higher education. The second part focuses on needs assessment and the role of student services in addressing current issues in community college counseling. The third section reviews the different approaches in the needs assessment process. The concluding section examines related studies in community college counseling.

HISTORY AND RATIONALE FOR NEEDS ASSESSMENT

The use of needs assessment first appeared with significant frequency in the mid 1960's when schools began to apply for federal funds under the Elementary and Secondary Act of 1965 (Witkin 1975). Since that time, many state agencies and federal organizations have required needs assessments for funding approval. It was the early seventies before needs assessments were conducted in any significant numbers within post-secondary institutions. Even today, the bulk of existing models is almost entirely
based on the elementary and secondary levels. Historically, institutions of higher education have been tradition bound (Gross 1975). Observers of this phenomenon have labeled it an evasion of responsibility, but regardless of the merits of that charge, management personnel within America's colleges, community colleges, and universities have remained primarily concerned with improving day to day functions (Roth 1978). Chickering (1974) claims that at most colleges, process has taken over leaving purpose to shift for itself. However, because of increased financial pressures, consumer demands, diversified student populations, and the call for accountability, administrators are now looking seriously at substantive planning (Clark 1976). Chow (1976) reports that in recent years the formal practice of instructional development in post-secondary institutions has grown. "Needs assessment can be considered as an important and useful step in the systematic approach to instructional development because it furnishes the required direction and clarifies the objectives of the development process" (p. 6).

Roth (1978) cites three general reasons why needs assessments are increasing in number:

1. There is a growing demand for educational institutions to develop master plans and to use needs assessments as a part of the overall planning process.
2. Needs assessments usually have a positive public relations value.

3. Needs assessments provide relevant information for planning decisions. Determination of areas of greatest need may be crucial to an institution's continued existence, since an organization's success or failure is often the result of how well the organization has anticipated and responded to the preferences and needs of its consumers.

Bain (1973) further substantiates Roth's contentions and additionally elaborates on the possible payoffs for conducting a needs assessment. For administrators, there is a comprehensive data base for decision making; for community members, community involvement in the review process and program implementation; for faculty, a realistic assessment of the need for staff development, means for input into institution's operation, an avenue for interaction with the community; and for students, an opportunity to present their views and participate in the assessment process.

Abbott (1975) points out that the world around educational institutions is not static but instead is filled with new social trends, changing economic and political conditions, and new technologies that require educational institutions to look inward to meet these varying conditions. By carefully examining the shifts in their
surroundings and making planned adjustments, institutions can deal with the needs of their students, particularly if they use needs assessment as a tool for rational planning (Jones 1979).

Even though the participation of institutions of higher education in needs assessment has been limited, an increasing number of institutions are now re-focusing their efforts to include such planning. By doing so, institutional resources can be redirected to address the identified needs in a less haphazard and more comprehensive and efficient manner.

IMPLICATIONS FOR STUDENT SERVICES

Community colleges are responding increasingly to the educational and student support needs of a troubled society (O'Banion and Thurston 1972). This effort becomes more difficult as financial strains impede efforts to accommodate the everchanging needs of student populations (Lombardi 1973). However, it is inherent in the philosophy of the community college to respond to this challenge. Monroe (1973) and Carpenter (1974) outline this philosophy as:

1. Creating a better educated populace.
2. Providing low cost education.
3. Guaranteeing open access.
4. Having proximity to the college.
5. Relieving universities of the burden.
6. Allowing underprivileged the right to attend college.
7. Providing a practical vocational curriculum.
8. Devising a curriculum to meet the needs of the individual.

These philosophical principles are the foundations of the public community college, and are the idealist goals for which those associated with the community college strive to meet. One very important division of the community college associated with this effort is student services. In the following discussion, we will examine needs assessment and the role of student services in addressing current issues.

In the process of implementing institutional goals and priorities in the community college, full attention must be given to student needs. This is predicated on the ever changing student populations with greater numbers of minority students, adult students, economically and educationally impoverished students, and foreign students with special needs seeking the benefits of further education and training (Clark 1976). Therefore, because of these divergent backgrounds, students attending community college have different motives and goals resulting in a wide range of social, psychological, and educational needs.

To assist students in the community college setting, a variety of student support services and programs have been
developed. Administered by a chief student services administrator, they are set up to enrich the students' out-of-class educational experiences as well as to support and contribute to the formal instructional program of the community college. These programs and services include such programs as admissions, student activities, financial aid, health services, career education, placement, handicapped services and a wide range of counseling services. According to Williams (1978), the counseling services can be categorized into five basic functions:

1. Applicant consulting (interpreting test results, introducing career planning, aiding the student in course selection, and explaining curricular requirements).

2. Student advising (scheduling students, explaining college requirements and appraising students of special supportive services.

3. Group orientation (teaching study skill courses, providing occupational information, and orienting students to all aspects of college life).

4. Student counseling (conducting interviews, making appropriate referrals, administering and interpreting tests, values clarification and health counseling).

5. Disseminating career information.

It is with counseling services that we find the
attention to student needs most critical. It is important to know, not only the student's past academic achievement, but also as much as possible about aptitudes, interests, goals, motivation, past experience, and financial background (Skaggs and Menefee 1972). Cosand (1977) further emphasizes this point by saying that there is a need to recognize different levels of preparation of students who enter community college so comprehensive counseling, testing, and guidance programs can be designed to fit the student's ambitions, needs, and background. Thus, the importance of conducting needs assessments among entering students is critical to planning, not only for the institution and student services as a whole, but for counseling and guidance because of its unique role in serving students. Such assessments will support the efforts of professional planners in addressing current issues facing counseling and guidance services today.

CURRENT ISSUES

Diverse Student Populations

One of the most important needs facing counseling and student services personnel is development of skills in counseling special populations. Student populations are increasing in diversity, requiring more effective counseling approaches. According to Walz and Len (1979), counselor inservice training programs should promote awareness of the
special needs of and sensitivity to racial and ethnic minorities, women, gays, returning students, older students, working students, foreign students, gifted students, and handicapped students. Competency based training modules need to be developed for training counselors to work with these special populations. Such training should include needs assessment so counselors can find ways to help these individuals find resources and to design learning plans to fit their needs (Needs Assessment 1979).

Program Development

One answer to the issue dilemma is systematic program development based on the needs of students. This is often overlooked as educators and administrators often use professional opinions, follow-up data, test results, state and local goals, and objectives of other institutions as their bases for establishing program directions (Ballast and Shoemaker 1978). A better approach would be to include an approach which directly identifies student needs. Once identified, these profiles of needs can be utilized to help determine the direction and content of counseling and guidance programs.

Creative thinking is essential in addressing the issue of program development. Focusing on increased financial support and reduced counselor student ratios is a thing of the past (Hays 1972). Innovative techniques will be needed
to provide adequate approaches to the delivery of services to students. Walz and Len (1979) suggest going out to meet students in the classroom; teaching classes such as career education, stress management, and study skills; and setting up outreach centers in surrounding communities.

**Program Evaluation**

One of the most important aspects of program development is the evaluation component to enhance accountability. Mamarchev (1979) defines such program evaluation as the process of identifying, collecting, analyzing, and interpreting information to aid in the development, implementation, and improvement of any program in order to meet the demands of accountability and fiscal responsibility. Given the tenuous position of counseling and guidance in a time of tight budgets, programs must have explicit goals and objectives and a built in evaluation that makes clear the accomplishments of the programs and the effectiveness of the counselor (Riggs 1978). As this is done, it should become easier to identify effective programs and to disseminate information about them.

Certainly, there are other issues confronting the community college counselor that may be unique to a particular college or counseling staff. However, the overriding issue is how do support programs meet the needs of the students they seek to serve? Certainly, needs
assessment can be an effective tool in carrying out this effort. As has always been the case, the major responsibility of a counseling service is to be aware of the shifting needs of its student population (Packwood 1979). And, the overall objective is to help students receive the maximum benefits from the instructional program. (Kirk et al. 1971).

THE NEEDS ASSESSMENT PROCESS

Society consists of people with a variety of different needs and values. As a result, an educational planner or decision maker is faced with the difficulty of responding to various demands of interest groups within educational institutions and in communities and the society in general. One effective way of addressing this diversity lies in the development of systematic means for identification of needs. Before this can be accomplished, educators must understand the system approach to planning and then determine which needs assessment process to follow.

System Approach to Planning

The most comprehensive approach is that taken in the context of system analysis applied to educational planning (Kaufman 1972, Sweigert 1971, and Eastmond 1974). A system approach is a type of problem solving process which is
applied to identifying and resolving important educational problems. Witkin (1975) lists four characteristics of needs assessment in the system approach: (1) it is systematic, (2) it considers events and information in interaction, not in isolation, (3) it is cyclical and iterative and (4) feedback from any phase of the process gives information for other phases.

Inherent in any system approach is planning, but like anything else it is only as good as the people who design it and use it. As L. E. Shuck (1968) states it, "Planning is just a substitute for good luck!"

Different Approaches in the Needs Assessment Process

There are numerous views of the needs assessment process, all of which reflect a high degree of similarity. However, differences are apparent in terminology, emphasis, and comprehensiveness.

Matlock (1972) discussed the use of the needs assessment process as an accountability model. He listed the major components as: program planning (clearly delineated goals and objectives); implementation evaluation (objectively gathering information about the elements of operation); process evaluation (objectively determining at various points of progression whether goals and objectives are being met and making changes where necessary); and outcome evaluation (describing and exhibiting the evidence
which may include discrepancies and information to authorities about what was accomplished and what needs to be accomplished) (Ferris 1975).

Browder (1973) differed somewhat from Matlock in the concept of the needs assessment approach. He proposed three basic steps:

1. Specifying or defining the problem observable in the product.
2. Hypothesizing trouble spots in the elements and operation of the system leading to the product.
3. Establishing priorities among these trouble spots so that the most important ones can be checked first.

Kaufman (1976) writes that a needs assessment identifies and documents the discrepancies between "what is" and "what should be" and provides a valid starting point for education. He advocates the following process model:

1. Identify problem (based upon documented needs).
2. Determine solution requirements and solution alternatives.
3. Select solution strategies (from among the alternatives).
4. Implement selected strategies (to achieve the required outcomes).
5. Determine performance effectiveness.
6. Revise as required at any step in the process.
Anderson (1975) favors a stronger emphasis on setting priorities and describes needs assessment as the process by which one identifies needs and decides upon priorities among them. According to Anderson, in the context of education and training programs, a need may be defined as a condition in which there is a discrepancy between an acceptable state of affairs and an observed state of affairs.

Olson (1976) speaks to conducting a community college needs assessment by listing three important processes:

1. Identifying the target group.
2. Determining potential program activities. (Identifying goals)
3. Determining the desired activities. (Ranking goals)

According to Olson the result of these processes is the first important step in developing a program. In addition, the target group should be asked to help determine and prioritize goals as an essential part of a comprehensive needs assessment process.

Witkin (1975) recommends a general system process model that is adaptable to many educational environments. This model contains the following elements:

1. Identify needs
2. Define problems
3. Determine courses of action
4. Design programs
5. Monitor

There are detailed communication links at all levels of the process to assure the validity of the data.

Hays and Linn (1977) further support the concept of needs assessment as a part of a systematic approach to planning. Ultimately, the product of the needs assessment process is a needs statement with the following general characteristics:

1. A listing of desirable guidance/counseling goals. It is essential that these goals be stated in terms of student outcomes.

2. A list of statements describing the present level of attainment of these goals.

3. A listing of statements describing the differences between what is and what is desired.

Roth (1978) looks at the needs assessment process as a procedure for discovering, measuring, and addressing the discrepancy between the actual and target states of an individual, program, or product. As an essential step in planning, it can be used to set direction, establish priorities, allocate resources, guide choices among alternative actions, and identify which programs should be cancelled and which should be expanded.

American College Testing (1980) proposes a conceptual model that includes the following basic elements:

1. Assessing student needs.
2. Setting priorities.
3. Establishing objectives.
4. Planning activities or programs.
5. Evaluating outcomes.

Each step follows a logical sequence with the writing of the objectives being the key element. From each priority identified, an objective is written, and then the objective is translated directly into a program activity.

Although there is considerable variation in content and procedures among needs assessment models, there is substantial agreement that at least four components must be present in a complete model: assessing needs, considering goals and objectives, determining programs, and evaluating outcomes. In addition, such a process should be continuous to meet the requirements of proper educational planning. Above all, systematic planning requires educators to be committed to planning before taking action.

RELATED STUDIES IN COMMUNITY COLLEGE COUNSELING

A review of the literature has disclosed only a limited number of studies where needs have been assessed. As Hays and Linn (1977) point out, needs assessment is an integral part of a systematic evaluation process. The studies that have been done do include two important ingredients in this evaluation process:
1. The target groups (students, administrators, and faculty) are asked to offer their perceptions of needs.

2. The perception of needs are given priority rankings.

As early as 1973, Johnson's study on evaluating counselor effectiveness revealed that individual counseling programs can be studied from the student's point of view, and student priorities concerning counseling services can be readily identified. Such priorities have been identified in a limited number of studies at the community college level.

Craig and Wetzel (1979) in their "Counseling and Advisement Needs Assessment" found that the three highest areas of expressed needs were college transfer information, job information, and course selection. The three lowest areas of need were drug and alcohol information and family counseling.

"A Survey of Student and Counselor Perceptions of the Emphasis Placed on Specific Counselor Functions in Michigan Community Colleges" (1974) showed that counselors were more concerned with promoting coordination among faculty, students, and administration. Students felt that a greater emphasis was needed on recommendations regarding scholastic programs and on consultation concerning career plans and educational goals.

DeVolder (1969) studied community college students by
administering the Community College Counselor Function Inventory to students and counselors. The findings showed a discrepancy between student and counselor perceptions of what counselor functions are important. Students tended to see the counselor as primarily educational-occupational, while the counselors saw the need to deal in the personal area. Registering and scheduling of students and checking credits for graduation or transfer were perceived as important counselor functions by students, but the counselors did not perceive these as important.

Similar findings were reported by Selgas (1977) in "Student Services: An Evaluation Over Time." This was a survey administered to students, faculty, student services staff, and administrators of Harrisburg Area Community College. Students rated low counseling and guidance performance functions, but gave high ratings to other student services. In the functions area of counseling and guidance, academic and career counseling ranked first and personal adjustment counseling ranked last. Counselors rated personal adjustment counseling higher than did the other participants in the study.

Tallon (1973) also found a high emphasis on educational concerns in a survey of student groups at Niagara Community College. One group consisted of students who had not been exposed to counseling as well as students who had received counseling at the college. Both groups supported using
counseling services primarily for educational matters. Most respondents would consult a close friend in case of personal difficulties before going to a counselor. The majority also perceived counselors as a source of assistance with career planning.

A comprehensive study by Elterich, Gable, and Kerr (1979) details satisfaction with counseling services. Students, faculty, and counselors in the twelve Connecticut community colleges were surveyed on satisfaction with counseling services in the areas of assessment, referral, student and group counseling, educational information, and career exploration. The counselors gave higher ratings to providing educational information and lower ratings to career exploration and student counseling than did the other two groups.

The studies reviewed here underline the important need of educational and occupational planning in counselor programming. The high ratings given by counselors to the area of personal counseling in contrast to student, faculty, and administrators certainly poses an interesting dilemma. But, that is a matter for another time. For the purposes of this study, the focus is on the needs of students as they are related to counseling and guidance services. To respond to these needs counselors must accept the dual role of counselor-researcher (Ripstra and Highlen 1974). Even, if there is an inherent difficulty of doing research in
counseling and guidance, the solution is not to relax the rigor but to show greater concern for sound research (Mehrens 1978).

SUMMARY

The need to ascertain the counseling and guidance needs of students entering the community colleges is becoming more apparent to educators. The primary cause of this awareness is the rapid growth of students attending the community colleges with diverse backgrounds. This, along with increased financial pressures, consumer demands, and the consequent call for accountability has encouraged educators to develop systematic methods for planning and evaluation. One critical ingredient of such planning is needs assessment. Needs assessment as a tool is being utilized at all educational levels, because it meets planning requirements for more effective delivery of educational and related support services. In the area of student services and community college counseling and guidance, needs assessment not only has implications for planning but also for addressing important issues. To incorporate needs assessment in planning and dealing with issues, there is a need to understand the system approach to planning--following that one can choose which needs assessment process to follow from among the many available
models.

The review of the literature also suggests apparent priority needs in educational and career planning, and that counselors are not in agreement with students, faculty, and administrators on which counselor functions should receive the most attention. However, what the literature does not tell us is how specific populations of students see their counseling and guidance needs in comparison to counselors, administrators and faculty. This research project was designed to deal with a specific population, namely, the community college bound high school senior, and to determine differences in perceptions of counseling and guidance needs between these students, community college counselors, and chief student services administrators.
Chapter 3

METHODOLOGY AND PROCEDURE

This chapter will discuss the instrument, the design of the study, sample selection, and procedures used in collecting and analyzing the data.

THE INSTRUMENT

The Student Needs Assessment Survey (SNAS) is published and distributed by the American College Testing Program (ACT) of Iowa City, Iowa. This instrument contains 70 items and is used in identifying the counseling and guidance needs of student populations. The Student Needs Assessment Survey (SNAS) is also used, with modified instructions, to measure how counselors, faculty, administrators, parents, and other community groups perceive the guidance needs of students.

The SNAS was designed in 1978 by the Educational Services Division of the American College Testing Program, with the assistance of staff in the ACT Research and Development Division. The original instrument was titled Needs Assessment Survey and consisted of 60 items which called for responses of: No Need, A Weak Need, A Moderate Need, and A Strong Need. An additional response category included: The Need Being Met, The Need Is Partially Being
All 60 need items were grouped together without any attempt at scaling. Approximately 50,000 students were tested nationally on this first edition.

The Needs Assessment Survey was revised in 1979 and re-titled to the Student Needs Assessment Survey (SNAS). As a part of the revision, the SNAS was reviewed by panels of experts, including guidance counselors and educational researchers. Modifications included a change in response categories to: This Item Is Not Important To Me, This Item Is Important But I Need No Further Assistance, I Would Like A Little Assistance, I Would Like A Medium Amount Of Assistance, and I Would Like A Lot Of Assistance. Additionally, items were inspected for content validity and categorized under the following headings: Career Development, Life Skills Development, Knowing Myself, Educational Planning, and Getting Along With Others. The instrument was then field tested using groups of students in Ankeny, Iowa; Portland, Oregon; Brookings, South Dakota; and Las Cruces, New Mexico.

Test reliabilities were obtained by using the Analysis of Variance described by Hoyt and Stunkard (1952). This reliability coefficient was reported at .952.
Definition of the Five Scales of the Student Needs Assessment Survey

**Scale 1. Career Development.** The 17 items that contribute to the score for this scale describe student needs that relate to exploring, planning, and working in career interest areas.

**Scale 2. Life Skills Development.** The 18 items in this scale focus on the development of skills that are important for successfully competing in life as well as skills for attaining personal goals.

**Scale 3. Knowing Myself.** These items deal with student needs in the interpersonal area. Such things as one's personal values, problems, strengths, and abilities are included in this section.

**Scale 4. Educational Planning.** This scale is defined as needs that relate to student concerns in identifying their potentialities, obtaining a realistic picture of their intellectual abilities and motivations, acquiring information about educational opportunities and making suitable educational plans (Hopke 1968).

**Scale 5. Getting Along With Others.** The 12 items in this section describe student concerns that result from their interaction with people and social institutions (Hopke 1968). Understanding other people and getting along with others are the two need areas in this scale.
DESIGN OF THE STUDY

The intent of this study was to determine differences in perception of counseling and guidance needs between community college bound high school seniors, community college counselors, and chief student services administrators in Western Washington. The design of the study included high school seniors who represented (1) all geographical locations in Western Washington, (2) small and large high schools; and (3) urban, suburban, metropolitan, and rural areas. Also included are counselors and administrators from the 20 community colleges in Western Washington. This design provided a broad sampling and assured that there is no logical connection between the method of sampling and the characteristic being sampled (Mouly 1970).

SELECTION OF SUBJECTS

Individuals within three groups were selected to participate in this study. They consisted of (1) community college bound high school seniors; (2) community college counselors; and (3) chief student services administrators.

Community College Bound High School Seniors

Two hundred ninety-two senior students from 15 selected
high schools in Western Washington made up this sample. Only those students who had submitted applications to a community college were included. The 15 selected high schools in representative geographical locations of Western Washington were as follows:

Southwestern Washington

Hudson's Bay
Fort Vancouver
Columbia River

Tacoma Area

Foss
Lincoln
Mt. Tahoma
Stadium
Wilson

Seattle Area

Lake Washington
Redmond
Juanita

Northwest Washington

Anacortes
Burlington
Mt. Vernon
Sedro Woolley

Community College Counselors

All certified community college counselors employed in the 20 community colleges of Western Washington were included in the sample.

Chief Student Services Administrators

All chief student services administrators in the 20
community colleges of Western Washington made up this sample.

The community colleges included in this study were as follows:

Bellevue
Centralia
Clark
Edmonds
Everett
Fort Steilacoom
Grays Harbor
Highline
Green River
Lower Columbia
North Seattle
Olympia Technical
Olympic
Peninsula
Seattle Central
Shoreline
Skagit
South Seattle
Tacoma
Whatcom

The study population consisted of 472 participants. Three hundred forty-five seniors were selected to participate and 292 responded for a return percentage of 85%. One hundred five community college counselors were asked to participate and 86 returned surveys. The highest response came from the chief student services administrators who had a return rate of 95%. Overall, the returned surveys from all three groups totaled 87%. Table 1 summarizes these results.
Table 1

Summary of return of data: Seniors, Counselors, and Administrators.

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Population</th>
<th>Actual Sample</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>345</td>
<td>292</td>
<td>85%</td>
</tr>
<tr>
<td>Counselors</td>
<td>105</td>
<td>86</td>
<td>82%</td>
</tr>
<tr>
<td>Administrators</td>
<td>22</td>
<td>21</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>472</td>
<td>399</td>
<td>87%</td>
</tr>
</tbody>
</table>

COLLECTION OF DATA

The data in this study consisted wholly of the results of the Student Needs Assessment Survey (SNAS). Three groups completed the survey: (1) community college bound high school seniors, (2) community college counselors, and (3) chief student services administrators. To draw a comparison of perceptions of counseling and guidance needs with the students, it was necessary for the counselors and administrators to respond to the items in the survey with the following in mind: What are the Counseling and Guidance Needs of Community College Bound High School Seniors?

The SNAS was administered in the following manner: All three groups were sent a packet that included the SNAS instrument, an answer sheet, a cover letter and a self-addressed, stamped, return envelope. The Directors of Counseling in the community colleges and high schools were
asked to coordinate the collection of the data from all participants in the study. The data were computer scored and then analyzed according to statistical methods.

**ANALYSIS OF DATA**

The following null hypothesis was tested:

Null Hypothesis $H_0$: There is no significant difference in the perception of counseling and guidance needs between community college bound high school seniors, community college counselors, and chief student services administrators. If the null hypothesis was rejected, the following alternate hypotheses were tested:

1. There is no significant difference in the perception of counseling and guidance needs (as measured by the five scales of the Student Needs Assessment Survey) between community college bound high school seniors and community college counselors.

2. There is no significant difference in the perception of counseling and guidance needs (as measured by SNAS) between community college bound high school seniors and community college chief student services administrators.
3. There is no significant difference in the perception of counseling and guidance needs (as measured by SNAS) between community college counselors and chief student services administrators.

This study employed a One-Way Analysis of Variance (ANOVA) which is called the F-test or F-ratio. This analysis is used when there are three or more independent groups and one dependent variable.* It determines if the significance of the difference among the means of these groups is a function of chance alone (Sharp 1979).

The following explanation illustrates the application of this statistical procedure. The null hypothesis was analyzed by the One-Way Analysis of Variance in order to test for significant differences in perception of counseling and guidance needs between students, counselors, and administrators. This method is appropriate for testing for significant differences between the means of the three groups. The variance of each group was tested for mean differences. The scores of all subjects in the subgroups were then combined into one total group, and then the variance of the total group was computed. If the variance of the combined total group was approximately the same as

* A total of five dependent variables were included in this study. Hence, five ANOVA's were completed.
the average variance of the separate groups, then there existed no significant difference between the means of the separate groups. If, however, the variance of the combined total group was considerably larger than the average variance of the separate groups, then a significant mean difference existed between two or more of the subgroups and the null hypothesis was rejected.

If the null hypothesis was rejected, then a multiple comparisons test was conducted to ascertain where specific differences existed between means for the three groups. For this purpose, the Scheffe' Test was used to analyze the three alternate hypotheses.

The computational procedures for the One-Way Analysis of Variance and the Scheffe' Test are as follows:

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Sum of squares (SS)</th>
<th>Degrees of freedom (df)</th>
<th>Mean square (MS)</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>( \frac{(\Sigma X_1)^2}{n_1} + \frac{(\Sigma X_2)^2}{n_2} + \ldots + \frac{(\Sigma X_k)^2}{n_k} - \frac{\Sigma X^2}{N} )</td>
<td>( k - 1 )</td>
<td>Between SS</td>
<td>Between df</td>
</tr>
<tr>
<td>Within groups</td>
<td>Total SS minus between SS</td>
<td>Total df minus between df</td>
<td>Within SS</td>
<td>Within df</td>
</tr>
<tr>
<td>Total</td>
<td>( \Sigma X^2 - \frac{(\Sigma X)^2}{N} )</td>
<td>( N - 1 )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scheffe' Test**

\[
F = \frac{MS_w}{n_1 + n_2} \left( \frac{n_1 n_2}{(K-1)} \right)
\]
Chapter 4

ANALYSIS OF DATA

This chapter presents the results of the data analysis relative to this investigation.

Objective 1

The primary objective was to determine differences in perception of counseling and guidance needs between community college bound high school seniors, community college counselors, and chief student services administrators.

The following hypothesis was tested as related to objective number one. A One Way Analysis of Variance and Scheffe' Test were used in data analysis.

Null Hypothesis $H_0$: There is no significant difference in the perception of counseling and guidance needs between community college bound high school seniors, community college counselors, and chief student services administrators. If the null hypothesis was rejected, the Scheffe' Test was used to ascertain where specific differences existed between means for the three groups by analyzing the following alternate hypothesis:
1. There is no significant difference in the perception of counseling and guidance needs between community college bound high school seniors and community college counselors.

2. There is no significant difference in the perception of counseling and guidance needs between community college bound high school seniors and community college chief student services administrators.

3. There is no significant difference in the perception of counseling and guidance needs between community college counselors and chief student services administrators.

The data are tabulated and analyzed in the following six categories:

1. Difference between the three groups on the Career Development Scale of the SNAS.

2. Difference between the three groups on the Life Skills Development Scale of the SNAS.

3. Difference between the three groups on the Knowing Myself Scale of the SNAS.

4. Difference between the three groups on the Educational Planning Scale of the SNAS.

5. Difference between the three groups on the Getting Along With Others Scale of the SNAS.

6. Grand differences between the three groups on the
total results of the SNAS.

A total of 399 subjects participated in the study. By groups these were (1) 292 seniors, (2) 86 counselors, and (3) 21 administrators.

As reported in the Analysis of Variance Tables, the null hypothesis was rejected for each of the six comparisons. Since there was a significant difference between groups, the Scheffe' Test was used to determine which group was significantly different. This determination is illustrated in the Scheffe' Test Tables where the means of the three groups are compared.

Differences Between the Three Groups on the Career Development Scale of the SNAS

Table 2 indicates that there is a significant difference between the three groups on the Career Development Scale at both the .05 and .01 levels of significance. The Career Development Scale is one that is characterized by student needs that relate to exploring, planning, and working in career interest areas.
Table 2

Analysis of Variance for the Career Development Scale of the SNAS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>3195.0202</td>
<td>1597.5101</td>
<td>15.384**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>396</td>
<td>41121.8720</td>
<td>103.8431</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>398</td>
<td>44316.8922</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*F = 3.07 at .05 level
**F = 4.66 at .01 level

*Significant at .05 level
**Significant at .01 level

Table 3 illustrates the differences in means between the three groups. Counselors and administrators rated Career Development needs much higher than did the senior group. The senior group was significantly different from the others at both the .05 and .01 levels of significance.

Table 3

Comparison of Differences in Mean Scores on the Career Development Scale of the SNAS using the Scheffe' Test

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Seniors</th>
<th>Group 2</th>
<th>Counselors</th>
<th>Group 3</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Mean</td>
<td>59.5034**</td>
<td>Group Mean</td>
<td>65.7093</td>
<td>Group Mean</td>
<td>66.5714</td>
</tr>
</tbody>
</table>

\[
\bar{x}_1 < \bar{x}_2
\]

*Significant at .05 level

\[
\bar{x}_1 < \bar{x}_3
\]

**Significant at .01 level

\[
\bar{x}_2 = \bar{x}_3
\]
Differences between the three groups on the Life Skills Development scale of the SNAS

Table 4 shows the results of the comparison of scores on the Life Skills Development Scale of the SNAS. Significant difference was observed between the three groups at both the .05 and .01 levels of significance. The items in this scale focus on the development of skills that are important for successfully competing in life as well as skills for attaining personal goals.

Table 4
Analysis of Variance for the Life Skills Development Scale of the SNAS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>2525.9609</td>
<td>1262.9805</td>
<td>7.612**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>296</td>
<td>65707.7734</td>
<td>165.9287</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>398</td>
<td>68233.7343</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F = 3.07 at .05 level  
F = 4.66 at .01 level  
*Significant at .05 level  
**Significant at .01 level

In discriminating differences between the three groups in Table 5, the analysis showed the senior group significantly different from the counselors and administrators. This difference is significant at both the .05 and .01 levels of significance. The counselors and administrators scored the highest with nearly identical mean
scores. The significantly different mean score of the senior group shows that this group gave an overall lower rating to Life Skills Development needs.

Table 5
Comparison of Differences in Mean Scores on the Life Skills Development Scale of the SNAS using the Scheffe' Test

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Seniors</th>
<th>Group Mean</th>
<th>59.6849**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2</td>
<td>Counselors</td>
<td>Group Mean</td>
<td>65.3721</td>
</tr>
<tr>
<td>Group 3</td>
<td>Administrators</td>
<td>Group Mean</td>
<td>65.3333</td>
</tr>
</tbody>
</table>

\[ X_1 < X_2 \]
\[ X_1 < X_3 \]
\[ X_2 = X_3 \]

Differences Between the Three Groups on the Knowing Myself Scale of the SNAS

Table 6 reports the results of the comparison on the Knowing Myself Scale of the SNAS. Significant difference was observed between the three groups at both the .05 and .01 levels of significance. The Knowing Myself Scale is characterized by need statements in the areas of personal values, understanding of self, and assessment of strengths and abilities.
Table 6

Analysis of Variance for the Knowing Myself Scale of the SNAS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>1345.2221</td>
<td>672.6110</td>
<td>24.024**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>39</td>
<td>11087.0486</td>
<td>27.9976</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>398</td>
<td>12432.2707</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F = 3.07 at .05 level
F = 4.66 at .01 level

*Significant at .05 level
**Significant at .01 level

Table 7 reveals the differences in means between the three groups. The need items on this scale of the SNAS were given lower ratings by the senior group as compared to counselors and administrators. Thus, the senior group was significantly different from the others at both the .05 and .01 levels of significance.

Table 7

Comparison of Differences in Mean Scores on the Knowing Myself Scale of the SNAS using the Scheffe' Test

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Seniors</th>
<th>Group Mean</th>
<th>20.8151**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2</td>
<td>Counselors</td>
<td>Group Mean</td>
<td>25.1512</td>
</tr>
<tr>
<td>Group 3</td>
<td>Administrators</td>
<td>Group Mean</td>
<td>24.0000</td>
</tr>
</tbody>
</table>

$X_1 < X_2$
$X_1 < X_3$
$X_2 = X_3$

*Significant at .05 level
**Significant at .01 level
Differences Between the Three Groups on the Educational Planning Scale of the SNAS

Table 8 presents the results between the three groups on the Educational Planning Scale of the SNAS. A significant difference was observed between the three groups at both the .05 and .01 levels of significance. The Educational Planning Scale is defined as needs that relate to student concerns in identifying educational options and acquiring information about educational opportunities.

Table 8
Analysis of Variance for the Educational Planning Scale of the SNAS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>1080.9305</td>
<td>540.4652</td>
<td>10.826**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>396</td>
<td>19770.0670</td>
<td>49.9244</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>398</td>
<td>20850.9975</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level  **Significant at .01 level

F = 3.07 at .05 level  F = 4.66 at .01 level

Table 9 analyzes the comparison of means between the three groups. Administrators gave the highest rating to educational needs, closely followed by counselors, with seniors third. In this scale the senior group was significantly different only at the .05 level of significance.
Table 9

Comparison of Differences in Mean Scores on the Educational Planning Scale of the SNAS using the Scheffe' Test

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group Mean</th>
<th>Group 2</th>
<th>Group Mean</th>
<th>Group 3</th>
<th>Group Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>33.9692*</td>
<td>Counselors</td>
<td>37.3488</td>
<td>Administrators</td>
<td>38.7619</td>
</tr>
</tbody>
</table>

\[
\bar{x}_1 < \bar{x}_2 \\
\bar{x}_1 < \bar{x}_3 \\
\bar{x}_2 = \bar{x}_3
\]

*Significant at .05 level

**Significant at .01 level

Differences Between the Three Groups on the Getting Along With Others Scale of the SNAS

Table 10 indicates a large significant difference between the three groups on the Getting Along With Others Scale at both the .05 and .01 levels of significance. The items in this scale deal with understanding other people and getting along with others.
Table 10

Analysis of Variance for the *Getting Along With Others* Scale of the SNAS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>11434.2730</td>
<td>5717.1354</td>
<td>42.276**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>396</td>
<td>53552.9501</td>
<td>135.2347</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>64987.2231</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F = 3.07 at .05 level
F = 4.66 at .01 level

*Significant at .05 level
**Significant at .01 level

Table 11 points out the differences in means between the three groups. As with previous scales, the senior group gave a lower rating to needs in the *Getting Along With Others Scale* compared to administrators and counselors. This significant difference was at the .05 level of significance. At the .01 level of significance, there was a significant difference between seniors and counselors only. As the table shows, counselors gave higher ratings to needs in the *Getting Along With Others Scale* than did administrators.
Table 11

Comparison of Differences in Mean Scores on the Getting Along With Others Scale of the SNAS using the Scheffe' Test

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group Mean</th>
<th>Group 2</th>
<th>Group Mean</th>
<th>Group 3</th>
<th>Group Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Seniors</td>
<td>45.3014*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>Counselors</td>
<td>58.2093</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>Administrators</td>
<td>52.5238</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\bar{x}_1 < \bar{x}_2 \quad \text{(at .05 level of significance)}
\]

\[
\bar{x}_1 < \bar{x}_3 \quad \text{(at .01 level of significance)}
\]

\[
\bar{x} = \bar{x}_3
\]

Grand Differences Between the Three Groups on the Total Results of the SNAS

Table 12 illustrates that there is a significant difference between the three groups for the total results of the SNAS at both the .05 and .01 levels of significance. The difference is considerable with the F Value being reported at 26.257 when only 3.07 was necessary for significance at .05.
Table 12

Analysis of Variance for the Total Results of the SNAS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>78618.8832</td>
<td>39309.4416</td>
<td>26.257**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>396</td>
<td>592863.5528</td>
<td>1497.1302</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>398</td>
<td>671482.4361</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F = 3.07 at .05 level  
F = 4.66 at .01 level  
*Significant at .05 level  
**Significant at .01 level

Table 13 reflects the same pattern of previous scale results with the difference in means being significant for the senior group at both the .05 and .01 levels of significance. Overall, counselors and administrators rated counseling and guidance needs much higher than did the senior group. In looking at counselors and administrators separately, counselors gave higher ratings to counseling and guidance needs than did the administrators. This difference was not statistically significant.
Table 13
Comparison of Differences in Mean Scores on the Total Results of the SNAS

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Mean</td>
<td>Seniors</td>
<td>Administrators</td>
</tr>
<tr>
<td></td>
<td>219.2740**</td>
<td>247.1905</td>
</tr>
<tr>
<td></td>
<td>Counselors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>251.7907</td>
<td></td>
</tr>
</tbody>
</table>

\[
\begin{align*}
\overline{x}_1 & < \overline{x}_2 \\
\overline{x}_1 & < \overline{x}_3 \\
\overline{x}_2 & = \overline{x}_3
\end{align*}
\]

*Significant at .05 level
**Significant at .01 level

SUMMARY

Significant difference in perception of counseling and guidance needs was found between community college bound high school seniors, community college counselors, and chief student services administrators. Therefore, the null hypothesis was rejected in each of the SNAS scales as well as on the total SNAS.

A comparison of mean scores between the three groups showed the senior group significantly different from the other two groups in all of the six comparisons at the .05 level and in five out of six comparisons at the .01 level of significance. This difference was characterized by a lower rating being given by seniors to the need items on the Student Needs Assessment Survey. The largest mean score difference occurred in the Knowing Myself and Getting Along With Others Scales.
The highest ratings of need statements on the total SNAS came from counselors followed by the administrative group. However, in a scale by scale comparison counselor and administrative responses were very similar except for the Getting Along With Others Scale.

Even though there were no significant differences in mean comparisons recorded for counselors or administrators, there are some interesting patterns shown by these participants in the item analysis discussed in the next section.
Objective 2

The second objective of this investigation was to establish the nature and priority of counseling and guidance needs of community college bound high school seniors.

The data are tabulated and analyzed in the following six categories:

1. Item analysis of high and low need ratings recorded by the three groups on the Career Development Scale of the SNAS.

2. Item analysis of high and low need ratings recorded by the three groups on the Life Skills Development Scale of the SNAS.

3. Item analysis of high and low need ratings recorded by the three groups on the Knowing Myself Scale of the SNAS.

4. Item analysis of high and low need ratings recorded by the three groups on the Educational Planning Scale of the SNAS.

5. Item analysis of high and low need ratings recorded by the three groups on the Getting Along With Others Scale of the SNAS.

6. Item analysis of high need ratings recorded by the senior group on the total results of the SNAS.

For each of the six categories, the Chi Square Test was
used to provide an item analysis for each question. This analysis recorded the answers and the percent responding for each of the three groups.

In each category to be discussed, two tables are provided for added clarification. The first table presents a summary of the high and low ratings for the questions in each scale. The second gives a total item analysis for all the questions in each scale. Final summaries of high need ratings for all three groups on the total SNAS concluded this item analysis.

**Item Analysis of High and Low Need Ratings Recorded by the Three Groups on Career Development Scale of the SNAS**

Table 14 presents the results of high and low need ratings on the Career Development Scale. The item receiving the highest rating from all three groups was number three: "To know more about job opportunities in my career interest areas." "To know more about training requirements for jobs I might like" also received high ratings. There was no agreement from the three groups on the low need item; however, seniors and counselors did agree on two low need responses: "To get my parents interested in my career planning" and "To know how to apply for a job."

Table 15 provides a total item analysis for all the questions in the Career Development Scale.
Table 14

Item Analysis: Ratings of Needs for the Career Development Scale of the SNAS

Response "R"

Seniors: High need ratings
5 To get some job experience in my career interest areas
5 To know more about job opportunities in my career interest areas
5 To know more about training requirements for jobs I might like
5 To know what jobs are available locally

Low need ratings
2 To get my parents interested in my career planning
2 To know how to apply for a job
2 To know how to interview for a job

Counselors: High need ratings
5 To know more about training requirements for jobs I might like
5 To know more about job opportunities in my career interest areas
5 To become more aware of my career interest areas
5 To become aware of training offered in my career interest areas

Low need ratings
3 To know how to apply for a job
3 To know what jobs are available locally
3 To get my parents interested in my career planning

Administrators: High need ratings
5 To know more about job opportunities in my career interest areas
5 To know more about training requirements for jobs I might like
5 To become more aware of my career interest areas
5 To become aware of training offered in my career interest areas
Table 14 (continued)

Administrators: Low need ratings

3 To understand the changing patterns of careers for both men and women
Table 15

Item Analysis: **Career Development Scale** of the SNAS

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Seniors</th>
<th>Counselors</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore how various jobs could affect my life style</td>
<td>4 33.6</td>
<td>5 36</td>
<td>5 47.6</td>
</tr>
<tr>
<td>2. To become more aware of my career interest areas</td>
<td>4 32.9</td>
<td>5 47.7</td>
<td>5 52.4</td>
</tr>
<tr>
<td>3. To know more about job opportunities in my career interest areas</td>
<td>5 45.5</td>
<td>5 47.7</td>
<td>5 61.9</td>
</tr>
<tr>
<td>4. To know more about training requirements for jobs I might like</td>
<td>5 40.1</td>
<td>5 50</td>
<td>5 52.4</td>
</tr>
<tr>
<td>5. To become aware of training offered in my career interest areas</td>
<td>4 39.4</td>
<td>5 46.5</td>
<td>5 52.4</td>
</tr>
<tr>
<td>6. To talk with people employed in my career interest areas</td>
<td>4 29.5</td>
<td>5 34.9</td>
<td>5 33.3</td>
</tr>
<tr>
<td>7. To get some job experience in my career interest areas</td>
<td>5 50</td>
<td>4 46.5</td>
<td>4 38.1</td>
</tr>
<tr>
<td>8. To know how the courses I am taking relate to jobs in my career interest areas</td>
<td>4 33.6</td>
<td>4 38.4</td>
<td>5 47.6</td>
</tr>
<tr>
<td>9. To understand the changing patterns of careers for both men and women</td>
<td>3 30.5</td>
<td>4 40.7</td>
<td>3 28.6</td>
</tr>
<tr>
<td>10. To explore in detail careers I might like</td>
<td>4 31.2</td>
<td>5 36</td>
<td>4 33.3</td>
</tr>
<tr>
<td>11. To understand how my values relate to my career plans</td>
<td>4 28.8</td>
<td>4 32.6</td>
<td>5 42.9</td>
</tr>
</tbody>
</table>
Table 15 (continued)

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Seniors</th>
<th>Counselors</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. To have counseling about my career plans</td>
<td>4</td>
<td>34.2</td>
<td>4</td>
</tr>
<tr>
<td>13. To have help to obtain part-time and/or summer work</td>
<td>5</td>
<td>30.8</td>
<td>3</td>
</tr>
<tr>
<td>14. To know what jobs are available locally</td>
<td>5</td>
<td>40.1</td>
<td>4</td>
</tr>
<tr>
<td>15. To know how to apply for a job</td>
<td>2</td>
<td>36.3</td>
<td>3</td>
</tr>
<tr>
<td>16. To know how to interview for a job</td>
<td>2</td>
<td>30.1</td>
<td>5</td>
</tr>
<tr>
<td>17. To get my parents interested in my career planning</td>
<td>2</td>
<td>45.2</td>
<td>3</td>
</tr>
</tbody>
</table>

Responses:  
1. This item is not important to me.  
2. This item is important but I need no further assistance.  
3. I would like a Little assistance.  
4. I would like a Medium amount of assistance.  
5. I would like a Lot of assistance.

Percent: The percent of the total number of respondents in a group.
Item Analysis of High and Low Need Ratings Recorded by the Three Groups on the Life Skills Development Scale of the SNAS

Table 16 indicates that counselors did not rate educational needs as highly as did seniors and administrators. "To improve my study skills and habits" was ranked at the top by the senior group and also received high ratings from the other two groups. Administrators gave high marks to two items that did not gain any attention from seniors and counselors. They were: "To learn how to make decisions and solve problems", and "To improve my writing skills". In the low need category, seniors and administrators recorded "To learn how to participate in government" as a weak need. "To understand better the effects of alcohol, drugs, and medicine" was also given a two rating by 49% of the senior group.

Table 17 provides a total item analysis for all the questions on the Life Skills Development Scale.
Table 16

Item Analysis: Ratings of Needs for the Life Skills Development Scale of the SNAS

<table>
<thead>
<tr>
<th>Response</th>
<th>Seniors: High need ratings</th>
<th>Counselors: High need ratings</th>
<th>Administrators: High need ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;R&quot;</td>
<td>5 To improve my study skills and habits</td>
<td>4 To learn how to read faster</td>
<td>5 To learn how to make decisions and solve problems</td>
</tr>
<tr>
<td></td>
<td>5 To learn how to read faster</td>
<td>4 To improve my writing skills</td>
<td>5 To improve my reading comprehension</td>
</tr>
<tr>
<td></td>
<td>5 To develop my test taking skills</td>
<td>4 To improve my study skills and habits</td>
<td>5 To improve my study skills and habits</td>
</tr>
<tr>
<td></td>
<td>Low need ratings</td>
<td>Low need ratings</td>
<td>Low need ratings</td>
</tr>
<tr>
<td></td>
<td>1 To learn how to participate in government</td>
<td>3 To become more self-sufficient (cooking, sewing, fixing things, etc.)</td>
<td>2 To understand my rights and responsibilities as a consumer</td>
</tr>
<tr>
<td></td>
<td>2 To understand better the effects of alcohol, drugs, and medicines</td>
<td>3 To understand my rights and responsibilities as a consumer</td>
<td>2 To understand my rights and responsibilities as a consumer</td>
</tr>
<tr>
<td></td>
<td>2 To learn how to get more out of life through leisure time activities</td>
<td>3 To learn how to spend money more wisely</td>
<td>2 To learn how to participate in government</td>
</tr>
<tr>
<td></td>
<td>2 To learn how to stay healthy, both mentally and physically</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 17

Item Analysis: Life Skills Development Scale of the SNAS

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Seniors</th>
<th>Counselors</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. To increase my skills in mathematics</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>28.1</td>
<td>43</td>
<td>33.3</td>
</tr>
<tr>
<td>19. To improve my writing skills</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>26.7</td>
<td>43</td>
<td>42.9</td>
</tr>
<tr>
<td>20. To develop my speaking skills</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>27.7</td>
<td>46.5</td>
<td>42.9</td>
</tr>
<tr>
<td>21. To improve my reading comprehension</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>27.4</td>
<td>46.5</td>
<td>42.9</td>
</tr>
<tr>
<td>22. To learn how to read faster</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>30.5</td>
<td>54.7</td>
<td>38.1</td>
</tr>
<tr>
<td>23. To improve my study skills and habits</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>38.4</td>
<td>48.8</td>
<td>42.9</td>
</tr>
<tr>
<td>24. To develop my test taking skills</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>34.2</td>
<td>47.7</td>
<td>52.4</td>
</tr>
<tr>
<td>25. To learn how to handle pressure from friends, teachers, family, or myself</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>35.3</td>
<td>36</td>
<td>42.9</td>
</tr>
<tr>
<td>26. To learn how to make decisions and solve problems</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>34.2</td>
<td>38.4</td>
<td>47.6</td>
</tr>
<tr>
<td>27. To learn how to set goals in my life</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>32.9</td>
<td>39.5</td>
<td>42.9</td>
</tr>
<tr>
<td>28. To learn how to manage my time better</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>28.1</td>
<td>43</td>
<td>52.4</td>
</tr>
<tr>
<td>29. To learn how to spend money more wisely</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>33.2</td>
<td>33.7</td>
<td>38.1</td>
</tr>
<tr>
<td>30. To learn how to stay healthy, both mentally and physically</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>40.1</td>
<td>33.7</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Table 17 (continued)

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Seniors</th>
<th>Counselors</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. To understand better the effects of alcohol, drugs, and medicines</td>
<td>R 2</td>
<td>3 49</td>
<td>4 38.1</td>
</tr>
<tr>
<td>32. To learn how to deal with community problems</td>
<td>R 2</td>
<td>3 32.9</td>
<td>4 33.3</td>
</tr>
<tr>
<td>33. To learn how to participate in government</td>
<td>R 1</td>
<td>3 30.5</td>
<td>2 38.1</td>
</tr>
<tr>
<td>34. To learn how to get more out of life through leisure time activities</td>
<td>R 2</td>
<td>3 31.4</td>
<td>3 38.1</td>
</tr>
<tr>
<td>35. To become more self-sufficient (cooking, sewing, fixing things, etc.)</td>
<td>R 2</td>
<td>3 31.8</td>
<td>3 47.6</td>
</tr>
<tr>
<td>36. To understand my rights and responsibilities as a consumer</td>
<td>R 3</td>
<td>3 36.3</td>
<td>2 42.9</td>
</tr>
</tbody>
</table>

Responses: 1. This item is not important to me.
(R) 2. This item is important but I need no further assistance.
3. I would like a Little assistance.
4. I would like a Medium amount of assistance.
5. I would like a Lot of assistance.

Percent: The percent of the total number of respondents in a group.
Item Analysis of High and Low Need Ratings Recorded by the Three Groups on the Knowing Myself Scale of the SNAS

Table 18 reveals that the counselor group was the only group recording a five rating to any item in this scale. The highest rating given by seniors to any statement was a three. As a result, lower ratings were reflected throughout this scale. There was agreement by the three groups on the lowest rated item which was: "To learn more about grooming and personal care."

Table 19 records a total item analysis for all the questions in the Knowing Myself Scale of the SNAS.
### Table 18

**Item Analysis: Ratings of Needs for the Knowing Myself Scale of the SNAS**

<table>
<thead>
<tr>
<th>Response &quot;R&quot;</th>
<th>Seniors: High need ratings</th>
<th>Counselors: High need ratings</th>
<th>Administrators: High need ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To understand my achievement and ability test scores better</td>
<td>5 To develop more confidence in myself</td>
<td>4 To develop more confidence in myself</td>
</tr>
<tr>
<td>3</td>
<td>To know how to handle things that worry me</td>
<td>5 To understand my personal values</td>
<td>4 To identify my strengths and abilities</td>
</tr>
<tr>
<td>2</td>
<td>To learn more about grooming and personal care</td>
<td>4 To identify my strengths and abilities</td>
<td>4 To understand my personal values</td>
</tr>
<tr>
<td>2</td>
<td>To know how to stay in shape</td>
<td>2 To develop more confidence in myself</td>
<td>Low need ratings:</td>
</tr>
<tr>
<td>2</td>
<td>To know how to handle things that worry me</td>
<td></td>
<td>2 To learn more about grooming and personal care</td>
</tr>
</tbody>
</table>

**Administrators: Low need ratings**

| 2            | To learn more about grooming and personal care        | 2 To learn more about grooming and personal care |
Table 19

Item Analysis: **Knowing Myself Scale** of the SNAS

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Seniors</th>
<th>Counselors</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R  %</td>
<td>R  %</td>
<td>R  %</td>
</tr>
<tr>
<td>37. To identify my strengths and abilities</td>
<td>2  29.1</td>
<td>4  50</td>
<td>4  47.6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. To develop more confidence in myself</td>
<td>2  30.8</td>
<td>5  41.9</td>
<td>4  52.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. To understand my personal values</td>
<td>2  44.2</td>
<td>5  37.2</td>
<td>4  38.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. To know how to stay in shape</td>
<td>2  36</td>
<td>3  38.4</td>
<td>3  33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. To understand my achievement and ability test scores better</td>
<td>3  35.6</td>
<td>4  37.2</td>
<td>3  47.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. To know how to handle things that worry me</td>
<td>3  31.5</td>
<td>4  45.3</td>
<td>3  33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. To learn more about grooming and personal care</td>
<td>2  57.5</td>
<td>2  38.4</td>
<td>2  38.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responses:
1. This item is not important to me.
2. This item is important but I need no further assistance.
3. I would like a Little assistance.
4. I would like a Medium amount of assistance.
5. I would like a Lot of assistance.

Percent:
The percent of the total number of respondents in a group.
Item Analysis of High and Low Need Ratings Recorded by the Three Groups on the Educational Planning Scale of the SNAS

Table 20 illustrates the results of the Educational Planning Scale. Administrators and seniors gave a high rating to the following item: "To know more about financial aid available for continuing my education after high school." An equally important item for the counselor and administrative group was: "To learn how to evaluate and choose an educational or training program that will be right for me." All three groups were in agreement on a low need item dealing with the importance of graduating from high school.

Table 21 shows a total item analysis for all the questions in the Educational Planning Scale.
Table 20

Item Analysis: Ratings of Needs for the **Educational Planning Scale** of the SNAS

<table>
<thead>
<tr>
<th>Response</th>
<th>High need ratings</th>
<th>Low need ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seniors:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 To know how to earn college credit without taking a particular course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 To know how and when to select a college major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 To know more about financial aid available for continuing my education after high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counselors:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 To learn how to evaluate and choose an educational or training program that will be right for me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 To have counseling about my educational planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 To know more about financial aid available for continuing my education after high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 To learn more about college entrance requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Administrators:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 To know more about financial aid available for continuing my education after high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 To learn how to evaluate and choose an educational or training program that will be right for me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 To have counseling about my educational planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>Low need ratings</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>3. To understand the importance of graduating from high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To know how to earn college credit without taking a particular course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 21

Item Analysis: **Educational Planning Scale** of the SNAS

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Seniors</th>
<th>Counselors</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. To understand the importance of graduating from high school</td>
<td>2 71.9</td>
<td>2 43</td>
<td>3 38.1</td>
</tr>
<tr>
<td>45. To know more about high school graduation requirements</td>
<td>2 58.9</td>
<td>2 25.6</td>
<td>4 38.1</td>
</tr>
<tr>
<td>46. To get help in selecting the right courses for me</td>
<td>2 29.1</td>
<td>4 46.5</td>
<td>4 57.1</td>
</tr>
<tr>
<td>47. To become more aware of my educational options after high school (college, voc-tech, military, etc.)</td>
<td>3 29.1</td>
<td>4 43</td>
<td>4 42.9</td>
</tr>
<tr>
<td>48. To know more about financial aid available for continuing my education after high school</td>
<td>5 37.7</td>
<td>4 47.7</td>
<td>5 57.1</td>
</tr>
<tr>
<td>49. To learn how to evaluate and choose an educational or training program that will be right for me</td>
<td>4 33.6</td>
<td>5 48.8</td>
<td>5 52.4</td>
</tr>
<tr>
<td>50. To learn more about college entrance requirements</td>
<td>3 29.1</td>
<td>4 46.5</td>
<td>4 61.9</td>
</tr>
<tr>
<td>51. To know how and when to select a college major</td>
<td>5 40.1</td>
<td>4 45.3</td>
<td>4 47.6</td>
</tr>
<tr>
<td>52. To know how to earn a college credit without taking a particular course</td>
<td>5 40.4</td>
<td>3 40.7</td>
<td>3 38.1</td>
</tr>
<tr>
<td>53. To have counseling about my educational planning</td>
<td>4 31.5</td>
<td>4 47.7</td>
<td>5 42.9</td>
</tr>
</tbody>
</table>
In Table 22 there is a notable pattern of low responses to the items in this scale. With the senior group, the list of low responses were too numerous to record on the rating table. Agreement was noted with the counselors and administrators on two items in the very limited high need ratings category. They are: "To have someone listen to me when I have problems" and "To be able to tell others how I feel."

Table 23 presents a total item analysis for all the questions in the Getting Along With Others Scale.
Table 22

Item Analysis: Ratings of Needs for the *Getting Along With Others* Scale of the SNAS

Response
"R"

**Seniors:** High need ratings

3 To know about places in my school and community where I can get help with my problems

Low need ratings

2 All survey questions (54-70), with the exception of number 65 listed above, were given a low rating of 2.

**Counselors:** High need ratings

5 To have someone listen to me when I have problems
4 To be able to tell others how I feel
4 To learn to get along better with my job supervisor

Low need ratings

2 To understand the needs of elderly people

**Administrators:** High need ratings

4 To have someone listen to me when I have problems
4 To be able to tell others how I feel

Low need ratings

2 To be able to get along better with my brothers and sisters
2 To learn how to make more friends of my own sex
2 To learn how to make more friends of the other sex
2 To accept people who feel or think differently from me
Table 23

Item Analysis:  Getting Along With Others Scale of the SNAS

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Seniors</th>
<th>Counselors</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R %</td>
<td>R %</td>
<td>R %</td>
</tr>
<tr>
<td>54. To be able to get along better with teachers</td>
<td>2 57.5</td>
<td>3 41.9</td>
<td>2 33.3</td>
</tr>
<tr>
<td>55. To be able to get along better with students</td>
<td>2 58.9</td>
<td>3 34.9</td>
<td>2 38.1</td>
</tr>
<tr>
<td>56. To know how to work with my counselor/advisor</td>
<td>2 38</td>
<td>3 37.2</td>
<td>4 33.3</td>
</tr>
<tr>
<td>57. To be able to get along better with my parents</td>
<td>2 55.5</td>
<td>4 32.6</td>
<td>4 38.1</td>
</tr>
<tr>
<td>58. To be able to get along better with my brothers and sisters</td>
<td>2 57.9</td>
<td>4 32.6</td>
<td>2 47.6</td>
</tr>
<tr>
<td>59. To learn how to make more friends of my own sex</td>
<td>2 62.7</td>
<td>4 34.9</td>
<td>2 47.6</td>
</tr>
<tr>
<td>60. To learn how to make more friends of the other sex</td>
<td>2 53.3</td>
<td>4 36</td>
<td>2 52.4</td>
</tr>
<tr>
<td>61. To understand more about love and sex</td>
<td>2 52.7</td>
<td>4 30.2</td>
<td>3 42.9</td>
</tr>
<tr>
<td>62. To learn more about marriage and family living</td>
<td>2 33.6</td>
<td>3 34.9</td>
<td>3 33.3</td>
</tr>
<tr>
<td>63. To understand the changing roles of men and women in today's society</td>
<td>2 36</td>
<td>4 29.1</td>
<td>3 28.6</td>
</tr>
<tr>
<td>64. To gain a better understanding of people of different races and cultural backgrounds</td>
<td>2 34.2</td>
<td>3 31.4</td>
<td>4 38.1</td>
</tr>
<tr>
<td>65. To know about places in my school and community where I can get help with my problems</td>
<td>3 33.6</td>
<td>3 33.7</td>
<td>3 33.3</td>
</tr>
</tbody>
</table>
Table 23 (continued)

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Seniors</th>
<th>Counselors</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R  %</td>
<td>R  %</td>
<td>R  %</td>
</tr>
<tr>
<td>66. To understand the needs of elderly people</td>
<td>2 37</td>
<td>2 30.2</td>
<td>2 33.3</td>
</tr>
<tr>
<td>67. To accept people who feel or think differently from me</td>
<td>2 47.9</td>
<td>3 26.7</td>
<td>2 42.9</td>
</tr>
<tr>
<td>68. To have someone listen to me when I have problems</td>
<td>2 41.4</td>
<td>5 38.4</td>
<td>4 52.4</td>
</tr>
<tr>
<td>69. To be able to tell others how I feel</td>
<td>2 40.8</td>
<td>4 39.5</td>
<td>4 42.9</td>
</tr>
<tr>
<td>70. To learn to get along better with my job supervisor</td>
<td>2 51.4</td>
<td>4 39.5</td>
<td>4 38.1</td>
</tr>
</tbody>
</table>

Responses: 1. This item is not important to me.  
            (R) 2. This item is important but I need no further assistance.  
            3. I would like a Little assistance.  
            4. I would like a Medium amount of assistance.  
            5. I would like a Lot of assistance.  

Percent: The percent of the total number of respondents in a group.
A Summary of High Need Ratings Recorded by the Senior Group on the Total Results of the SNAS

Table 24 summarizes the high need ratings for the senior group on the SNAS. Only those items receiving a five rating, "I would like a Lot of assistance", will be included. This data provides an identification of the priority counseling and guidance needs of community college bound high school seniors. Tables 25 and 26 summarize the high need ratings for counselors and administrators.
Table 24

A Summary of High need Ratings Recorded by the Senior Group on the Total Results of the SNAS

All responses are five (I would like a Lot of assistance). Each item is listed in priority order and is numbered as it would be on the SNAS.

7. To get some job experience in my career interest areas

3. To know more about job opportunities in my career interest areas

52. To know how to earn college credit without taking a particular course

51. To know how and when to select a college major*

4. To know more about training requirements for jobs I might like*

14. To know what jobs are available locally*

23. To improve my study skills and habits

48. To know more about financial aid available for continuing my education after high school

13. To have help to obtain part-time and/or summer work

22. To learn how to read faster

*Items 51, 4, and 14 had the same rankings.
Table 25

A Summary of High Need Ratings Recorded by the Counselor Group on the Total Results of the SNAS

All responses are five (I would like a Lot of assistance). Each Item is listed in priority order and is numbered as it would be on the SNAS.

4. To know more about training requirements for jobs I might like

49. To learn how to evaluate and choose an educational or training program that will be right for me

5. To become aware of training offered in my career interest areas

2. To become more aware of my career interest areas*

3. To know more about job opportunities in my career interest areas*

38. To develop more confidence in myself

68. To have someone listen to me when I have problems

39. To understand my personal values

10. To explore in detail careers I might like

6. To talk with people employed in my career interest areas

*Items 2 and 3 had the same ranking
Table 26

A Summary of High Need Ratings Recorded by the Administrative Group on the Total Results of the SNAS

<table>
<thead>
<tr>
<th>All responses are five (I would like a Lot of assistance). Each item is listed in priority order and is numbered as it would be on the SNAS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. To know more about job opportunities in my career interest areas</td>
</tr>
<tr>
<td>48. To know more about financial aid available for continuing my education after high school</td>
</tr>
<tr>
<td>2. To become more aware of my career interest areas*</td>
</tr>
<tr>
<td>4. To know more about training requirements for jobs I might like*</td>
</tr>
<tr>
<td>5. To become aware of training offered in my career interest areas*</td>
</tr>
<tr>
<td>49. To learn how to evaluate and choose an educational or training program that will be right for me*</td>
</tr>
<tr>
<td>1. To explore how various jobs could affect my life style*</td>
</tr>
<tr>
<td>8. To know how the courses I am taking relate to jobs in my career interest areas*</td>
</tr>
<tr>
<td>12. To have counseling about my career plans*</td>
</tr>
<tr>
<td>26. To learn how to make decisions and solve problems*</td>
</tr>
<tr>
<td>19. To improve my writing skills*</td>
</tr>
<tr>
<td>21. To improve my reading comprehension*</td>
</tr>
<tr>
<td>23. To improve my study skills and habits*</td>
</tr>
<tr>
<td>53. To have counseling about my educational planning*</td>
</tr>
<tr>
<td>11. To understand how my values relate to my career plans*</td>
</tr>
<tr>
<td>6. To talk with people employed in my career interest areas</td>
</tr>
</tbody>
</table>

* 2, 4, 5, and 49 had the same ranking
* 1, 8, 12, and 26 had the same ranking
* 19, 21, 23, 53, and 11 had the same ranking
SUMMARY

Similarities and differences were evident in the item analysis for the five scales of the Student Needs Assessment Survey. Counselors, for example, rated need items higher overall followed by administrators with the senior group being a distant third. Only on four occasions did counselors as a group answer with a two response in the item analysis. Their most highly rated items were scored in the two scales characterized by interpersonal need statements. They are:

1. **Knowing Myself Scale**: Need statements here are in the area of personal values, understanding of self, and assessment of strengths and abilities.

2. **Getting Along With Others Scale**: Items in this scale deal with understanding other people and getting along with others.

Administrative responses to the SNAS were more closely aligned with counselors. However, there was a pattern of responses that was very different from the other two groups. On the **Life Skills Development Scale**, administrators were alone in giving high ratings to the following:

1. To learn how to make decisions and solve problems
2. To improve my writing skills
Another pattern followed by the administrative group was very high ratings recorded throughout the **Career Development Scale**. Eleven of the 17 items in the scale received a five rating.

The senior group did not rate need items as highly as the other two groups. This was particularly evident in the **Knowing Myself Scale** and **Getting Along With Others Scales** where the interpersonal items appear. Higher ratings were recorded by seniors on the **Career Development** and **Educational Planning Scales**. Even though the senior group recorded lower ratings throughout the SNAS, the responses were still keyed in a positive direction. The average response for seniors for all items was still a 3—"I would like a Little assistance."
Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of four sections. First, the purpose of the study and research procedures are reviewed. Second, the findings are summarized based on the data presented in Chapter 4. Third, conclusions are formulated and presented on the basis of the findings. And fourth, recommendations are made based on the conclusions.

SUMMARY

This study was initiated by an interest in needs assessment research in the area of community college counseling and guidance. The literature review indicated that information gathered on this topic has been slight and the research generally neglected. The literature also pointed out that the student populations of most community college are diverse with student needs seldom assessed (Bell 1974, Hoake 1975, Di Silvestro 1978, and Roth 1978).

The two-fold purpose of this investigation was (1) to determine differences in perception of counseling and guidance needs between community college bound high school seniors, community college counselors, and chief student services administrators, and (2) to establish the nature and
priority of counseling and guidance needs of community college bound high school seniors.

PROCEDURES

The hypothesis of this study was tested to see if community college bound high school seniors, community college counselors, and chief student services administrators perceived counseling and guidance needs differently.

The instrument used in the investigation was the Student Needs Assessment Survey (SNAS). The five scales are (1) Career Development, (2) Life Skills Development, (3) Knowing Myself, (4) Educational Planning, and (5) Getting Along With Others.

Community college bound high school seniors, community college counselors, and chief student services administrators made up the sample groups for the investigation. The senior group consisted of 292 students from 15 selected high schools in Western Washington. Only those students who had officially applied to a community college were included. Eighty-six counselors and 21 administrators employed in the 20 community colleges of Western Washington comprised the second and third groups included in the sample. A total of 399 subjects participated in the study which was conducted during winter.
term 1981. An 87% return rate was realized.

In order to statistically test the hypothesis the following comparisons were made: (1) seniors with counselors, (2) seniors with administrators, and (3) counselors with administrators. Analysis of Variance tested for significant differences among the mean scores for these three groups. All differences were tested at the .05 and .01 level of significance. The Chi Square Test provided an item analysis for identification of priority counseling and guidance needs.

FINDINGS

Null Hypothesis $H_0$: There is no significant difference in the perception of counseling and guidance needs between community college bound high school seniors, community college counselors, and chief student services administrators. If the null hypothesis was rejected, the Scheffe' Test was used to ascertain where specific differences existed between means for the three groups by analyzing the following alternate hypotheses:

1. There is no significant difference in the perception of counseling and guidance needs between community college bound high school seniors and community college
counselors.

2. There is no significant difference in the perception of counseling and guidance needs between community college bound high school seniors and community college chief student services administrators.

3. There is no significant difference in the perception of counseling and guidance needs between community college counselors and chief student services administrators.

Significant difference in perception of counseling and guidance needs was found between community college bound high school seniors, community college counselors, and chief student services administrators. Therefore, the null hypothesis was rejected in each of the SNAS scales as well as the total SNAS. Because the null hypothesis was rejected, the Scheffe' Test provided a comparison of mean scores which showed the senior group significantly different from the other two groups. This significant difference occurred in all of the six comparisons at the .05 level and in five out of six comparisons at the .01 level of significance. This difference was characterized by a lower rating being given by seniors to the need items on the Student Needs Assessment Survey (SNAS).

No statistically significant differences developed in mean comparisons for counselors and administrators. For
these two groups, the only scale that indicated a noticeable spread in mean scores was *Getting Along With Others*.

For the total SNAS, the highest mean ratings of need statements were recorded by counselors, followed by administrators, and then seniors. The highest F Value was recorded in the *Getting Along With Others Scale* (42.3) followed by the *Knowing Myself Scale* (24.0). The F Value for the total SNAS was reported at 26.3.

Table 27 provides a complete summary of the results.

**Table 27**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Means Seniors</th>
<th>Means Counselors</th>
<th>Means Admin.</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development</td>
<td>59.5034</td>
<td>65.7093</td>
<td>66.5714</td>
<td>15.384**</td>
</tr>
<tr>
<td>Life Skills Development</td>
<td>59.6849</td>
<td>65.3721</td>
<td>65.3333</td>
<td>7.612**</td>
</tr>
<tr>
<td>Knowing Myself</td>
<td>20.8151</td>
<td>25.1512</td>
<td>24.0000</td>
<td>24.024**</td>
</tr>
<tr>
<td>Educational Planning</td>
<td>33.9692</td>
<td>37.3488</td>
<td>38.7619</td>
<td>10.826**</td>
</tr>
<tr>
<td>Getting Along With Others</td>
<td>45.3014</td>
<td>58.2093</td>
<td>52.5238</td>
<td>42.276**</td>
</tr>
<tr>
<td>Total SNAS Results</td>
<td>219.2740</td>
<td>251.7907</td>
<td>247.1905</td>
<td>26.257**</td>
</tr>
</tbody>
</table>

F = 3.07 at .05 level
F = 4.66 at .01 level

*Significant at .05 level
**Significant at .01 level
DISCUSSION

The community college consists of people with a variety of different needs and values. One effective way of addressing this diversity lies in the development of a systematic means for identification of needs. This process certainly can be enhanced by research effort such as the present investigation.

Any discussion of the results from a study of this type must be in light of the ability of individuals to self-report needs. Specifically, the question must be asked if high school seniors are mature enough to identify counseling and guidance needs. This whole issue of the validity of self-reported needs among younger age groups is a subject of some debate and discussion in the literature. Klemke (1979), for example, reports that the general cultural view holds that young clients are too inexperienced, immature, and unable to make judgments. Lowney (1981) argues that this is not of critical importance because even though needs assessment observations may not be accurate in the professionals' eyes, they still remain the mind set of the client. Another view by Moos (1976) indicates no special difficulties in relying on young clients. Jessor (1979) has carried out a great amount of research on this topic, and his findings show that, among high school students, self-perception correlates highly with
how others see these students. Jessor validates student self-perceptions by examining records and perceptions of parents, siblings, faculty, and friends. Thus, the literature, although not conclusive, tends to support the assumption of this study that high school seniors can identify their own needs.

A second consideration worthy of attention also deals with the subject of student perceptions. Even though the senior age group is able to identify perceived needs, it must be asked if a researcher can take the reported results and assume that the needs expressed by seniors are valid needs. The answer is no. These expressed needs are perceptions only, until such time they are validated. An external validation could be accomplished by tests, records, and observations of others. Actually, many educational needs could be validated by existing entrance tests at the community colleges. Once the student perceptions are validated, then the perceptions of counselors and administrators can be examined to see if their perceptions of student needs were accurate.

Another consideration is the application of the research findings. The results can be of value to educators, particularly in the area of student services. Skaggs and Menefee (1972) and Cosand (1977) have stressed the importance of recognizing the incoming needs of student populations. This can only be accomplished if research
results are accurately interpreted.

For the purpose of this study, there are some limitations that need to be identified so that accurate conclusions may be drawn. First, the ability to generalize from the findings is somewhat limited in that all members of the senior sample indicated an intent to attend community college and have submitted applications. Secondly, the student group is only one of several special populations who will be entering community colleges. Any application of research findings to the provision of student service programs would need to take into account the needs of all special sub-groups within this student population. Third, it is recognized that there may be needs that will surface once the student arrives on the campus.

Incorporating research findings into practice requires a comprehension approach to evaluation. There are many things to consider before any program decisions can be made. In addition to new research data, the educator might want to consider the following: perceptions of other groups, present evaluation data, professional judgments, expert opinion, workshop data, and reviews of the literature. This investigation reveals some interesting and important findings that may be considered.

For example, the study found that seniors were significantly different from counselors and administrators in the perception of counseling and guidance needs. This
difference was reported in all of the comparisons studied and was characterized by seniors giving a lower rating to the need items on the SNAS.

One explanation for this result could be attributed to the make-up of the senior sample. These students represent a select population who have tentatively decided on higher education. They have experienced reasonable academic success and may not see many of the counseling and guidance needs contained in the SNAS as important. On the other hand, their non-college bound peers may well have given much higher ratings to the need items.

Another possible explanation is the fact members of this sample do not see themselves as having all the needs that others do. In reality they may not. Certainly, the ability of professionals to mis-identify needs is not new in education. The fact that educators say that students have certain needs may well lead the students to believe it.

The lower ratings of need items on the SNAS could also be a result of many needs being met by the public schools and other community institutions. A large majority of the need items in Career Education, Life Skills Development, and Educational Planning are receiving high priority attention from these sources.

Another factor that might explain the differences of the senior group is inexperience. This age group has not experienced the real world and cannot relate to what is
ahead. Their frame of reference is still the security of home, parents, and high school.

Regardless of the explanation put forth, there is no doubt that the significantly lower ratings assigned to the need items by seniors is noteworthy. This is particularly so in two of the scales which are characterized by interpersonal need items. The scales are: Knowing Myself and Getting Along With Others. This finding is also supported in the literature where students rated personal counseling lower than did community college counselors (Selgas 1977, De Volder 1969, and Craig and Wetzel 1979).

There are several arguments presented on why students assign lower ratings to interpersonal need items. Again, there are those who propose that this age group has been in a protected environment, and they have not had to deal with the issues of life. Once out in the real world many interpersonal needs will come to the fold. Others would propose that the student does not see the school as giving that type of help. The entire area of affective education in which interpersonal skills are taught does not receive priority attention in school programs. As a result, the student does not see it as important either. Many subscribe to the contention that the interpersonal area is one reserved for the private domain. Adults as well as students are less likely to ask for interpersonal assistance but will readily seek help in career and educational areas. A final
perspective would conclude that students "have it together" interpersonally. As this investigation reveals, the senior group sees interpersonal needs as important, but not an area where they need further assistance.

The results of the data also show counselors recording higher need ratings on interpersonal scales such as **Knowing Myself** and **Getting Along With Others**. One explanation for this is that counselors see people with problems frequently, so they may think this area to be important. In addition, counselor training programs are oriented to therapy training, and this background often is a prerequisite for hiring in a community college counseling center. Thus, this acts as a strong influence for rating the counseling and guidance needs of community college bound high school seniors.

The analysis of the data provided an additional finding about the community college bound high school senior. By applying the Analysis of Variance and Scheffe' Test to student scores in various sized high schools by rural, suburban, city, and metropolitan areas, the data showed that there is no significant difference in mean scores on the **SNAS** for community college bound high school seniors (appendix A and B). These results are important in that the perceptions of counseling and guidance needs of these seniors are very similar regardless of the size and geographic location of high schools.
CONCLUSIONS

In light of this discussion, the following conclusions were drawn from the results of the study and must be considered in view of the limitations indicated.

1. There is a significant difference in the perception of counseling and guidance needs (as measured by the five scales of the Student Needs Assessment Survey) between community college bound high school seniors and community college counselors.

2. There is a significant difference in the perception of counseling and guidance needs (as measured by the SNAS) between community college bound high school seniors and community college chief student services administrators.

3. There is no significant difference in the perception of counseling and guidance needs (as measured by the SNAS) between community college counselors and chief student services administrators.

4. There is no significant difference in the perception of counseling and guidance needs (as measured by the SNAS) between community college bound high school seniors from rural, suburban, city and metropolitan areas in Western Washington.
RECOMMENDATIONS

The following recommendations are suggested for further investigation:

1. Studies should be done to compare the perceptions of the university bound high school senior with those of university counselors and chief student services administrators.

2. This study should be replicated using the perceptions of other populations, particularly faculty and high school counselors.

3. The community college bound high school senior represents 20-25% of the clientele of community college counselors. Research needs to be conducted on other special populations so that the needs of all students can be addressed.

4. There is a need for a longitudinal study to assess whether the needs of community college bound seniors change after these students have attended community college for at least one year.

5. There is a need for more open ended research in developing needs assessment instruments where students respond in their own language.

6. Other needs assessment instruments should be developed that will speak to the needs of
incoming clientele. Examples would be university and community college needs assessments. These assessments could be administered to entering students.

7. Continued measurement and refinement of the Student Needs Assessment Survey is necessary so that this instrument measures what it purports to measure.

8. Efforts should be increased to validate student needs at the community college level so that student support programs may be developed, maintained, and, if need be, adjusted.

9. An identification of counseling and guidance services, with attention to role expectations, is needed at both community college and high school levels.

10. Further research needs to be conducted on why differences exist on interpersonal need identification between counselors and other populations.

11. There is a need for community college and high school counselors to jointly address the issue of a sequential counseling curriculum to improve upon needed services to college students.
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APPENDICES
APPENDIX A

Table 28

Analysis of Variance for Seniors by Geographical Area on the Total Results of the SNAS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>3</td>
<td>4116.5821</td>
<td>1372.1040</td>
<td>.904</td>
</tr>
<tr>
<td>Within Groups</td>
<td>288</td>
<td>437129.5001</td>
<td>1517.8108</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>291</td>
<td>441246.0822</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F = 2.65 at .05 level
F = 3.88 at .01 level

*Significant at .05 level
**Significant at .01 level
APPENDIX B

Table 29
Comparison of Differences in Mean Scores for the Total Results of the SNAS using the Scheffe' Test with Seniors by Geographical Area

<table>
<thead>
<tr>
<th>Group</th>
<th>Rural</th>
<th>Suburban</th>
<th>Urban</th>
<th>Metropolitan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>215.9718</td>
<td>216.4328</td>
<td>218.7368</td>
<td>225.2436</td>
</tr>
</tbody>
</table>

\[
\bar{x}_4 = \bar{x}_5 = \bar{x}_6 = \bar{x}_7
\]
Student Needs Assessment Survey (SNAS)

Responses are as follows:

1. This item is Not important to me
2. This item is Important but I need no further assistance
3. I would like a Little assistance
4. I would like a Medium amount of assistance
5. I would like a Lot of assistance

CAREER DEVELOPMENT

1. To explore how various jobs could affect my life style
2. To become more aware of my career interest areas
3. To know more about job opportunities in my career interest areas
4. To know more about training requirements for jobs I might like
5. To become aware of training offered in my career interest areas
6. To talk with people employed in my career interest areas
7. To get some job experience in my career interest areas
8. To know how the courses I am taking relate to jobs in my career interest areas
9. To understand the changing patterns of careers for both men and women
10. To explore in detail careers I might like
11. To understand how my values relate to my career plans
12. To have counseling about my career plans
13. To have help to obtain part-time and/or summer work
14. To know about jobs available locally
15. To know how to apply for a job
16. To know how to interview for a job
17. To get my parents interested in my career planning

LIFE SKILLS DEVELOPMENT

18. To increase my skill in mathematics
19. To improve my writing skills
20. To develop my speaking skills
21. To improve my reading comprehension
22. To learn how to read faster
23. To improve my study skills and habits
24. To develop my test-taking skills
25. To learn how to handle pressure from friends, teachers, family, or myself
26. To learn how to make decisions and solve problems
27. To learn how to set goals in my life
28. To learn how to manage my time better
29. To learn how to spend money more wisely
30. To learn how to stay healthy, both mentally and physically
31. To understand better the effects of alcohol, drugs and medicines
32. To learn how to deal with community problems
33. To learn how to participate in government
34. To learn how to get more out of life through leisure time activities
35. To become more self-sufficient (cooking, sewing, fixing things, etc.)
36. To understand my rights and responsibilities as a consumer

KNOWING MYSELF

37. To identify my strengths and abilities
38. To develop more confidence in myself
39. To understand my personal values
40. To know how to stay in shape
41. To understand my achievement and ability test scores better
42. To know how to handle things that worry me
43. To learn more about grooming and personal care
EDUCATIONAL PLANNING

44. To understand the importance of graduating from high school
45. To know more about high school graduation requirements
46. To get help in selecting the right courses for me
47. To become more aware of my educational options after high school (college, voc-tech, military, etc.)
48. To know more about financial aid available for continuing my education after high school
49. To learn how to evaluate and choose educational or training programs that will be right for me
50. To learn more about college entrance requirements
51. To know how and when to select a college major
52. To know how to earn college credit without taking a particular course
53. To have counseling about my educational planning

GETTING ALONG WITH OTHERS

54. To be able to get along better with teachers
55. To be able to get along better with other students
56. To know how to work with my counselor/advisor
57. To be able to get along better with my parents
58. To be able to get along better with my brothers and sisters
59. To learn how to make more friends of my own sex
60. To learn how to make more friends of the other sex
61. To understand more about love and sex
62. To learn more about marriage and family living
63. To understand the changing roles of men and women in today's society
64. To gain a better understanding of people of different races and cultural backgrounds
65. To know about places in my school and community where I can get help with my problems
66. To understand the needs of elderly people
67. To accept people who feel or think differently from me
68. To have someone listen to me when I have problems
69. To be able to tell others how I feel
70. To learn to get along better with my job supervisor
Dear Senior:

I understand that attending a community college may be in your plans for next fall. Because of this, you are being asked to participate in a research study by completing this Student Needs Assessment Survey. The survey was designed for students to express their individual needs for assistance in career development, life skills development, knowing myself, educational planning, and getting along with others.

To assure the confidentiality of your answers, your name is not requested. Also, you are under no obligation to complete this survey and may withdraw at anytime. It will take 10 to 15 minutes of your time.

There are no right or wrong answers--only your opinions. Your involvement is very important and very much appreciated. Thank you.

Sincerely yours,

Jack Higgins
Dear Colleague:

Thank you for agreeing to complete the Student Needs Assessment Survey. It should take approximately 10 minutes of your time. This research will attempt to answer two questions:

1. What are the counseling and guidance needs of community college bound high school seniors?
2. What are the differences (if any) in perceptions of counseling and guidance needs among community college bound high school seniors, Community College Counselors, and Deans of Student Services.

Three groups will complete the survey: a) community college bound high school seniors, b) Community College Counselors, and c) Deans of Student Services. To draw a comparison of perceptions of counseling and guidance needs with the students, it is necessary for the Counselors and Deans to respond to the items in the survey with the following in mind: What are the counseling and guidance needs of community college bound high school seniors?

It is recognized that there are needs that are not included in this survey and that will surface once the student enrolls at your community college. You may wish to note these or any other comments on the back of the instrument.

Your involvement is very important and very much appreciated. Thank you!

Sincerely yours,

Jack Higgins