



APPENDIX E

HOW TO CONDUCT A STUDENT NEEDS ASSESSMENT USING THE MISSOURI COMPREHENSIVE GUIDANCE STUDENT NEEDS SURVEY

Determine program direction.

- A. Complete the needs assessment process for students, faculty/staff, and parents and, based on the results, determine student needs.

The Missouri Department of Elementary and Secondary Education, Guidance Services Section has defined need as “the student’s identified perceptions of those competencies for which he or she needs help in mastering.” Through a needs assessment, counselors are able to identify the content categories and competencies that the students, staff, and parents rank as priorities. A needs assessment is one basis for the selection of student competencies and guidance learning activities to be used to help students acquire these competencies.

Benefits of a student needs survey

- Provides a database for program planning
- Provides information to policymakers to ensure program support
- Provides a basis for selection and implementation of guidance learning activities and classroom presentations
- Increases opportunities for student, staff, and parent interaction

Ordering the survey

- Student versions of the *Missouri Comprehensive Guidance Student Needs Survey* are available for each of the levels 4-6, 6-9, and 9-12. The evaluation surveys in Appendix M for grades K-3 may be used as a needs assessment for grades K-3.
- Adult versions developed to correspond with the elementary, middle/junior high, and high school levels are available to assess parent and faculty/staff rankings of student needs.
- The *Missouri Comprehensive Student Needs Survey* is available through

Assessment Resource Center

2800 Maguire Boulevard

University of Missouri-Columbia

Columbia, Missouri 65211

Survey costs include answer sheets, scoring service, and a computer printout of the results.

Administering the needs survey

- A complete needs assessment should be administered the first year the program is being implemented and then, ideally, every third year thereafter.
- Because these surveys are relatively brief and easy to administer, it is strongly recommended that they be administered to 100% of the student population in small-to-moderate-sized schools (500 or fewer students). In larger schools (more than 500 students), a 50% random sampling of students is desirable.



- Administration of the parent-faculty/staff surveys should ensure that at least 20% of the total parent population and 100% of faculty have the opportunity to respond. Local districts will determine how to administer the surveys to yield these results.

Reports of results

The Assessment Resource Center reports the results as follows:

Group Data – Student Needs by Item

This report indicates the group frequency of response to each item and the percent of the total group that ranked that item. This report also displays each of the categories and the need item numbers in each category. It will be used to complete the task of identifying the need items to be emphasized in each category (Task Four, Part A).

Group Data – Ranking of Needs by Category

This report lists all categories and their relative ranking. It will be used to rank the need categories across grade levels (Task One).

Individual Data – Roster

This report lists the item response for each student and ranks each student’s top five categories. It will be useful in identifying the unique needs of individual students.

Individual Data – For Students

The individual student report indicates with a “yes” the items ranked by the student and his or her expressed top five need categories. It will be useful in determining the needs of individual students and in identifying the top five need categories of individuals

Adult Version – For Parents

This report ranks the parents’ perceptions of the need categories of students. It is used to determine the priority categories and competencies (all tasks).

Adult Version – For Faculty/Staff

This report ranks the faculty and staff’s perceptions of the need categories of students. It is used to determine the priority categories and competencies (all tasks).

B. Identify student competencies that address the need areas ranked highest on the *Missouri Comprehensive Guidance Student Needs Survey*.

- **Need Items as Competencies**

The needs assessment process will be completed and the student competencies identified based on local data. Competency statements are reworded need items (see Figure III-3).

Figure III-3

Sample Need Item and Competency Statement

Guidance Curriculum (component)

Career Planning and Exploration (area)

Planning and Development Careers (category)

I need help to know how to prepare for careers in which I am interested (need item).

I know how to prepare for careers in which I am interested (competency statement).

- **Determining Program Priorities Based on Needs Assessment Data**

NOTE: The Missouri Comprehensive Guidance Student Needs Survey category “Learning About Consumer and Home Owner Responsibilities” is not considered to be part of the guidance curriculum. The guidance staff does not generally address the category “Learning About Marriage and Family Responsibilities” at the secondary level. However, guidance

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staff may function in a support capacity for this category. It is suggested that results of these categories be reported to the administration for use in other curricular areas.

The following are the tasks that will be completed in the process of identifying student competencies to be addressed in the comprehensive guidance program.

Task One: Using the Academic Resource Center (ARC) reports, *Group Data: Ranking of Needs by Category* for each grade level and *Adult Version* for parent and faculty/staff groups at each grade level, identify the rank of each category for each grade level (see the last column of page 2 of ARC Form 81 and pages 1 and 2 of the adult version). Enter the ranking for each of the categories in the appropriate column of the Needs Assessment Table (Appendix E). This generic Needs Assessment Table may be modified for grade levels 4-6, 7-9, 10-12, parent, and faculty/ staff. The following directions may be used for all tables.

Task Two: Sum the rankings across each grade level. The *lowest numeral* will be the highest ranked category; the highest numeral will be the lowest ranked category.

Task Three: From Needs Assessment Table in Appendix E, identify the top two categories in each area for each developmental level. Enter this information on the chart provided with each Needs Assessment Table.

Task Four: Upon completion of Task Four of the needs assessment process, priority categories and competencies will be identified and the district will have direction for its comprehensive guidance program. You will be using the information from the Needs Assessment Table to analyze the district's students' competency needs as perceived by students, parents, and faculty/staff.

- Review the report, *Group Data: Student Needs*, by item (page 1 of ARC Form 81). Note the items in each of the priority categories (Task Three) that were selected as a need by 50% or more of the students. These particular needs may be the best starting points for developing the specifics of the program.
- Review the reports of the *Adult Version*.
- Synthesize the objective data with the best professional judgment of counselors, administrators, and members of the steering committee and advisory council. With everyone's input, the priority categories and competencies will be determined. Keep in mind that competencies to be addressed will be balanced among the three areas.
 - Consider a joint meeting of the steering committee, advisory council, administrators, and any others who have a stake in the guidance program.
 - Discuss the results of the Missouri Comprehensive Guidance Student Needs Survey with the goal to be a consensus for priorities. You will consider time budgeted to spend on each component of the program, experiences that will help students attain competency, resources available, local needs (concerns) that may not have been addressed via the Missouri Comprehensive Guidance Student Needs Survey, and/or needs of specific groups.
- Using Priority Categories and Competencies (Appendix F), enter the priority categories and related competencies. This will be done for each developmental level. At the primary (K-3) level, there is not a student needs survey; thus, best professional judgment regarding the implications of 4-6 survey and knowledge of your district's K-3 students will form the basis for competencies to be developed at the K-3 level.



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C. Develop the local program based on the results of the current program assessment and the needs assessment.

- * Before proceeding, it is important to point out that each of the need categories is important. Also, be aware of the amount of time allocated for the implementation of the guidance curriculum in selecting the number of competencies to be addressed.
- This is where it all comes together. Using the structure provided by the *Missouri Comprehensive Model Guidance Program Manual*, select the wording, activities, and time allocations that are appropriate for your district's guidance program.
- In the development process, keep in mind that you can't do it all at once; a part of the process will be picking and choosing. In the end you will be able to say, "This is our district's comprehensive guidance program!"
- When comparing the current time and task analysis data to the model program time allocations, note discrepancies between the two. Analyze the program components that are adequately covered, those that are underserved, and those that are overserved. Within each component, isolate those activities causing the discrepancy. Plan activities to bolster underserved components and reduce activities in overserved components following the state-suggested time allocations.

D. Determine where the student competencies can best be achieved within your district's comprehensive guidance program.

- The next task is to identify the student competencies to be addressed in each of the program components. You may decide to develop guidance learning activities for specific competencies or grouping of competencies. Competencies may also be achieved through individual planning sessions with students.
- After deciding how the student competencies can best be achieved, it is important to identify appropriate areas in the school curriculum and in the comprehensive guidance program where they may be incorporated.

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- E. Reach consensus on what priority areas will be established and identify the activities that will be used to accomplish priorities.**

Sources for activities include existing guidance learning activities and guidance learning activities from the *Missouri Comprehensive Model Guidance Program Manual* resource kits. It may be necessary to add additional local activities to address identified needs.

- F. Develop counselors' job descriptions that will enable them to fully implement your district's comprehensive guidance program.**

A written job description provides clarification for everyone what the role of the counselor will be in the comprehensive guidance program. Fulfilling the job description will require the reassignment of nonguidance functions. Appendix G provides a listing of possible ways to reassign nonguidance activities. The reassignment process will require time and resources. Developing a multiyear time line and budget for the reassignment will be helpful in the discussions among you, the administration, and the school board.

- G. Develop a districtwide comprehensive guidance program manual that can be used to ensure systematic and sequential delivery of the program to all students in your district.**

The manual to be developed includes everything there is to know about a district's comprehensive guidance program. The manual provides the continuity needed to continue the program even though personnel may change. After the program has been approved by the board of education, it should be distributed widely. Copies of the manual should be made available for parents and other community members to review.

NEEDS ASSESSMENT TABLE

This table is used to identify the ranking of each category for grades 4-6, 7-9, 10-12, parent, faculty/staff. The user will be able to determine the priority needs of each developmental level (4-6, 7-9, 10-12, parent, faculty/staff). When completed, the table will allow comparison of the priority rankings across the grade levels. The categories marked N/A are not applicable for the level(s) indicated (see Appendix A for a matrix of areas, categories, and competencies).					
Area	Category	Group Rank (Dev. Level)	Group Rank (Dev. Level)	Group Rank (Dev. Level)	Sum of Ranks Across Grade Levels
Sample		4th Grade	5th Grade	6th Grade	
I. Career Planning & Exploration	A	5.0	8.0	1.0	$5.0 + 8.0 + 1.0 = 14$
II. Knowledge of Self & Others	B	1.0	3.0	2.0	$1.0 + 3.0 + 2.0 = 6^*$
					<i>*In this example, Category B is the top priority across grade levels; in the decision stage, it may be that because "A" was a top need for 6th graders, a special unit will be planned for them.</i>
I. Career Planning & Exploration	A				
II. Knowledge of Self & Others	B				
I. Career Planning & Exploration	C				
I. Career Planning & Exploration	D N/A 4-6, 7-9				
III. Educational & Vocational Development	E N/A 4-6				
II. Knowledge of Self & Others	G N/A 4-6, 7-9				
II. Knowledge of Self & Others	H				
III. Educational & Vocational Development	I N/A 4-6, 7-9				
III. Educational & Vocational Development	J				

Area	Category	Group Rank (Dev. Level)	Group Rank (Dev. Level)	Group Rank (Dev. Level)	Sum of Ranks Across Grade Levels
II. Knowledge of Self & Others	K				
I. Career Planning & Exploration	L N/A 4-6, 7-9				
III. Educational & Vocational Development	M				
I. Career Planning & Exploration	N				
III. Educational & Vocational Development	O				
II. Knowledge of Self & Others	P				

BASED ON RANKINGS IN NEEDS ASSESSMENT TABLE, IDENTIFY THE TOP TWO CATEGORIES IN EACH AREA.

AREA I

AREA II

AREA III

#1 _____

#1 _____

#1 _____

#2 _____

#2 _____

#2 _____

Priority Categories and Competencies

This chart is used in Task Four of the Needs Assessment process. It will result from discussions regarding the student needs surveys, other district data, and the professional wisdom and judgment of the people involved in designing the program. Competencies will be balanced between the three areas. Generally, a district can expect to address approximately 15-20 competencies per year, per grade level.

Grade Level: _____

AREA I

Category _____

Competencies:

Category _____

Competencies:

AREA II

Category _____

Competencies:

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Competencies:

AREA III

Category _____

Competencies:

Category _____

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Competencies:

AREA III

Category _____

Competencies:

Category _____

Competencies:

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I. Career Planning & Exploration	L N/A 4-6, 7-9				
III. Educational & Vocational Development	M				
I. Career Planning & Exploration	N				
III. Educational & Vocational Development	O				
II. Knowledge of Self & Others	P				

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II. Knowledge of Self & Others	H				
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III. Educational & Vocational Development	J				