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## Strengthening Student Outcome Focused School Counseling Research

Item Type	article;article
Authors	Owen, Laura;Warren, Jeff
Download date	2025-05-19 05:25:05
Link to Item	<a href="https://hdl.handle.net/20.500.14394/10580">https://hdl.handle.net/20.500.14394/10580</a>

***STRENGTHENING STUDENT  
OUTCOME FOCUSED SCHOOL  
COUNSELING RESEARCH***

Laura Owen and Jeff Warren

March 2, 2016

# Agenda

- 9:15am - 9:30am—**Introductions**
- 9:30am - 10:15am—**Overview:**
  - **Research Survey** – Jeff Warren
  - **Focus Groups** – Jeff Warren
  - **Delphi Study** —Carey Dimmitt
  - **National Council of School Counseling and College Access Organizations** - Jill Cook
  - **National Consortium for School Counseling and Postsecondary Success** – Laura Owen
- 10:15am - 10:30am—**BREAK**
- 10:30am - 11:00am—**Small Group Discussions**
- 11:00 am - 11:30am—**Literature Review/Scan**—Mandy Savitz-Romer
- 11:30pm - 12:15pm—**Working Lunch**
- 12:15-12:45 pm - **Multistate Longitudinal Data Exchange** – Patrick Lane (WICHE)
- 12:45-:1:00pm - **BREAK**
- 1:00pm - 2:00pm—**Funding Opportunities at the Institute of Education Sciences (IES) for School Counseling Research** – Emily Doolittle and Corinne Alfeld
- 2:00pm - 3:00pm—**Recommendations and Next Steps**



## Introductions

- **Name**
- **Affiliation**
- **Motivation for attending the meeting today**



## Research Survey and Focus Groups

Jeffrey M. Warren, Ph.D., LPCS, NCC, NCSC

Assistant Professor, Director of Professional School Counseling

Educational Leadership & Counseling

University of North Carolina at Pembroke

# Fall 2013



- Transforming School Counseling and College Access Interest Network
  - ▣ Research Quality Taskforce
    - Laura Owen and Jeff Warren (co-chairs)

# Spring 2014

- Evidence-Based School Counseling Conference (Northern Kentucky University)
  - Enhancing Research Quality: A Round-Table Discussion (~10 participants)
  - Findings:
    - Identified Strengths
      - Current resources (CSCORE, SEL webpage, etc.)
      - Initial presence in policy groups (college and career readiness)
      - Some strong research in field
    - Needs
      - Increase research quantity and quality
      - More outlets for publication
      - Strengthening school counselor preparation
      - Direct links between research and practice
    - Priorities
      - Research skill development at EBSCC (occurred Spring 2015)
      - Library (CSCORE and Sink's website, etc)
      - Large-data sets

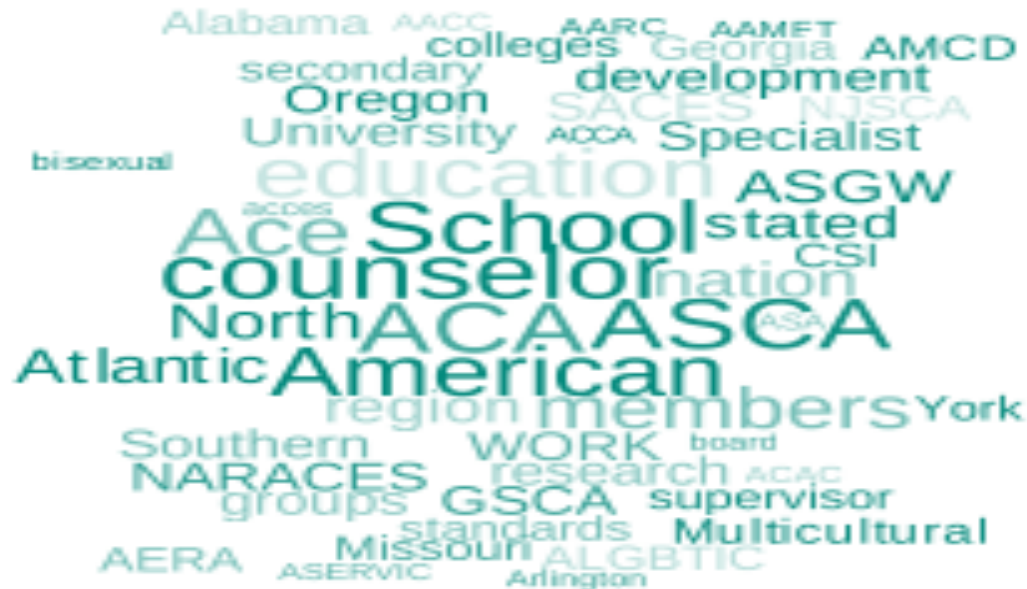
# Spring 2015

- Evidence-Based School Counseling Conference (Northern Kentucky University)
  - ▣ Increasing Research Quality in School Counseling: An Imperative Discussion (~40 participants)
    - Strengths
      - Funding for research is available (need to access it)
      - Interest in collaborating across organizations/associations
    - Needs
      - Large-scale research valuable and needed
      - Career and college SC research needed
      - SCE need to take ownership of research
      - SC preparation in research
    - Priorities
      - Journal
      - Research Meeting
      - Training (pre-service and in-service)



# Spring 2016

- Meeting on Strengthening Student Outcome Focused School Counseling Research (3/2/16: University of Georgia)
  - ▣ Survey of Participants



# Spring 2016

Survey of Participants (SC Research meeting)

- ▣ Most relevant areas of focus in school counseling research
  - Top 3
    - Evaluating evidence-based practice
    - Conceptualizing effective research practices in SC
    - Increasing collaborative partnerships
  - Bottom 3
    - Preparing SC for scholarly contributions
    - Cultivating rigorous evaluation practices
    - Evaluating ESSC Grants

# Spring 2016

Survey of Participants (SC Research meeting)

## ▣ Type of Research Conducted

### ■ Top 3

- Mixed-methods
- Qualitative
- Quantitative

### ■ Bottom 3

- Quasi-experimental
- Randomized Control Treatment

## ▣ Other

- Delphi
- Single Subject

Answer	%
Quantitative	27.78%
Qualitative	22.22%
Mixed-Methods	25.00%
Quasi-experimental	5.56%
Randomized Control Treatment (RCT)	2.78%
Other (please indicate)	16.67%
Total	100%

# Spring 2016

Survey of Participants (SC Research meeting)

## ▣ Type of Funding

### ■ Top Responses

- University funded research projects
- Federal grants
- State grants
- None

Federal grants	22.22%
State grants	5.56%
Local grants	2.78%
University funded research projects	33.33%
Professional organization research grants	5.56%
None	13.89%
Other (please indicate)	16.67%
Total	100%

# Spring 2016

Survey of Participants (SC Research meeting)

## ▣ Top 3 Areas of Need in SC Research

### ■ Top 3

- Evidence-based practice
- College and career readiness
- Social Emotional Factors

### ■ Noteworthy Response

- ASCA Model implementation effectiveness

# Spring 2016

Survey of Participants (SC Research meeting)

- Number 1 Issue to Address to Strengthen Student Focused SC Research



# Spring 2016

Survey of Participants (SC Research meeting)

## Interest in Participating in this Event





# Delphi Study

Carey Dimmitt, Ph.D.

Associate Director, Fredrickson Center for School Counseling Outcome  
Research and Evaluation

University of Massachusetts, Amherst



**THE COUNCIL OF  
NATIONAL SCHOOL COUNSELING  
& COLLEGE ACCESS ORGANIZATIONS**



**Council of National School Counseling  
and College Access Organizations**  
Education

Jill Cook – Assistant Director, American School Counselor Association



**National Consortium for School  
Counseling and Postsecondary  
Success (NCSCPS)**

Laura Owen, Director School Counseling Program,  
San Diego State University





Judith Lorimer  
Deputy Director, Goddard  
Riverside Community Center's  
Options Center



Patricia J. Martin  
Nationally recognized leader in  
the reform of school  
counseling.



Jasmine Mcleod  
ast School Counseling  
Specialist, Baltimore City Public  
School System



Joyce Brown, Ed.D.  
National Board Certified  
Counselor (NBCT) and a  
recognized leader in the  
counseling field



Trish Hatch, Ph.D.  
Executive Director Center for  
Excellence in School Counseling  
and Leadership (CESCAL)



Cheryl Holcomb-  
McCoy, Ph.D.  
Vice Provost, Faculty Affairs  
Johns Hopkins University



Laura Owen, Ph.D.  
Assistant Professor in School  
Counseling, SDSU



Mandy Savitz-Romer,  
Ph.D.  
Senior Lecturer and Faculty  
Director, Harvard Graduate  
School of Education



### GOALS:

1. Develop a system where the relationships **and outcomes between and among five critical areas for school counselors** and college access professionals will be **aligned and collaboratively implemented**.
2. Establish a **common set of outcome metrics for student postsecondary success**.
3. **Establish systems and structures** that are maintained through school counselor leadership with engaged strategic partnerships in order to reach **equity in postsecondary results for all students**.

# Small Group Discussion – 30 Minutes

- If you woke up tomorrow morning and **everything in the world of equity driven student outcome focused research was ideal, what would that look like?**
- What **barriers** are currently keeping us from achieving this ideal research condition?
- What **strengths/resources** are in place today that support the ideal?
- **Identify 3-5 small steps** that could move us closer to **the ideal** than we are today.
- **Identify 2-3 long term or longitudinal goals** that will move us forward.



# LITERATURE REVIEW

Evidence of Background Information

Mandy Savitz-Romer, Faculty Director, Prevention  
Science and Practice - Harvard University

# SCHOOL COUNSELING & COLLEGE AND CAREER READINESS: AN ONGOING LITERATURE SCAN

Strengthening Student Outcome Focused School  
Counseling Research

Mandy Savitz-Romer, PhD

March 2, 2016

# Specific Aim:

## Examine shifts in knowledge about college counseling in schools between 2011-2015

- Systematic Literature Review is being conducted to identify recent **empirical studies** about college advising/counseling and school counseling within the context of college and career readiness in schools.
- Three part process
  - ▣ Identification of appropriate literature
  - ▣ Data abstraction
  - ▣ Data analysis
- Deliverable: The systemic review will culminate with a written literature review for NCSCPS



# How our scope is different than the original landscape

- The 2011 College Board landscape and literature review cast a wide net on research that covered school counseling, college and career readiness counseling, and the intersection of the two.
- Given the short span of time between the 2011 publication and the present review, coupled with the specific aim of this review towards setting a foundation for school counseling and postsecondary success, **this review focuses specifically on the intersection of college counseling and school counseling.**
- The goal is to **identify notable themes and gaps** in current empirical research on this critically important topic so as to inform future research.

# Sources Reviewed

- Literature search was conducted in the following electronic bibliographic databases to identify articles for the systematic review: EBSCO, ERIC, PsycINFO, and Sociological Abstracts.
- We only included sources that met the following criteria:
  - ▣ Published between 2011-present
  - ▣ Empirical sources
- Two rounds reviewing the scholarship conducted
  - ▣ **Round One:**
    - Sources that described 'college counseling' AND 'school counseling' OR 'guidance counseling'
  - ▣ **Round Two:**
    - Sources that included 'college counseling' 'college access' 'college preparation'

# Defining the Scholarship

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A Venn diagram consisting of two overlapping light blue circles. The left circle is labeled 'School Counseling' and the right circle is labeled 'College & Career Counseling/Advising'. The overlapping area in the center is not labeled.

School  
Counseling

College &  
Career  
Counseling/  
Advising

# Number of Sources Reviewed

	Round One	Round Two
Total Sources Located	145	63
Total Sources Reviewed	46	21

## **Round One:**

Sources that described 'college counseling' AND 'school counseling'  
OR 'guidance counseling'

## **Round Two:**

Sources that included 'college counseling' 'college access' or 'college preparation'

Reasons sources were excluded:

- Non-empirical sources
- Focus not specifically on college/career counseling
- Outcomes of study not specific to postsecondary success outcomes

# Evaluate topics against buckets from previous study

## Counselors As Professionals



- Role of the Counselor
- Pre-Service Training
- Certification & Licensing
- Hiring & Oversight
- In-Service Training
- Professional Organizations
- Accountability & Standards

## Counselors & Their Students



- Nonacademic supports**
- Student Social Supports
- School Violence, Bullying & School Climate
- Family & Community Outreach
- Academic Supports**
- Career Explo & Readiness
- Financial Aid Planning
- Counseling for Subgroups
- Student Academic Success

## Counselors & the Ed System



- Federal, State & Local Law
- District Coordination & Planning
- Schoolwide Coordination & Planning
- College Going Environment
- School & College Relationships
- Data and Research

# Counselors as Professionals

- Continued presence in the scholarship
  - ▣ Clarity of role
  - ▣ Counselor time, ratios, and responsibilities
  - ▣ Unique impact/influence of SC
- Underrepresented topics
  - ▣ Professional development
  - ▣ Hiring and oversight/evaluation/accountability

# Counselors & their Students

- Continued presence in the scholarship
  - ▣ Emphasis on counseling by subgroup
  - ▣ College going experiences of culturally, racially, and ethnically diverse students
  - ▣ Student perceptions of counseling experience
  - ▣ College application/planning process
- Underrepresented topics
  - ▣ Families/Parents
  - ▣ Counseling younger students/Early college counseling

# Counselors & the Educational System

- Continued presence in the scholarship
  - ▣ Statewide evaluations of school counseling programs
  - ▣ College going cultures and district/school approaches to preparing students for PSE (new models)
- Underrepresented topics
  - ▣ Technology (w/the exception of text-based interventions)
  - ▣ Leadership/Advocacy



# New Trends in the Scholarship

- Emerging causal/impact studies
  - ▣ College going rates linked to presence of counseling program
  - ▣ Increases in enrollment relative to hiring/ reduced caseloads
  - ▣ Efficacy of new models (teachers and counseling)
- Impact of college advising programs
  - ▣ Ex. Chicago Coaching Model
- Matriculation support

# Additional notable observations

- We found very few school counseling/college counseling sources published in school counseling journals
- Many calls for improved pre-service/in-service
- More people involved in college counseling, thus broader array of topics



Questions?



Lunch

# Lunch Discussion – 30 Minutes

- What **resonated** the most for you from the literature review findings?
- What **surprised** you, if anything?
- Based on the literature review findings and other data presented so far today, **how can we increase and improve rigorous research designs** focused on student postsecondary outcomes?
- How do we **align research and counselor practice**?
- How/where should these **research findings be disseminated**?



Patrick Lane - Project Manager, Multistate Longitudinal Data Exchange - WICHE

**ACCESS. COLLABORATION. INNOVATION.**



**WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION**

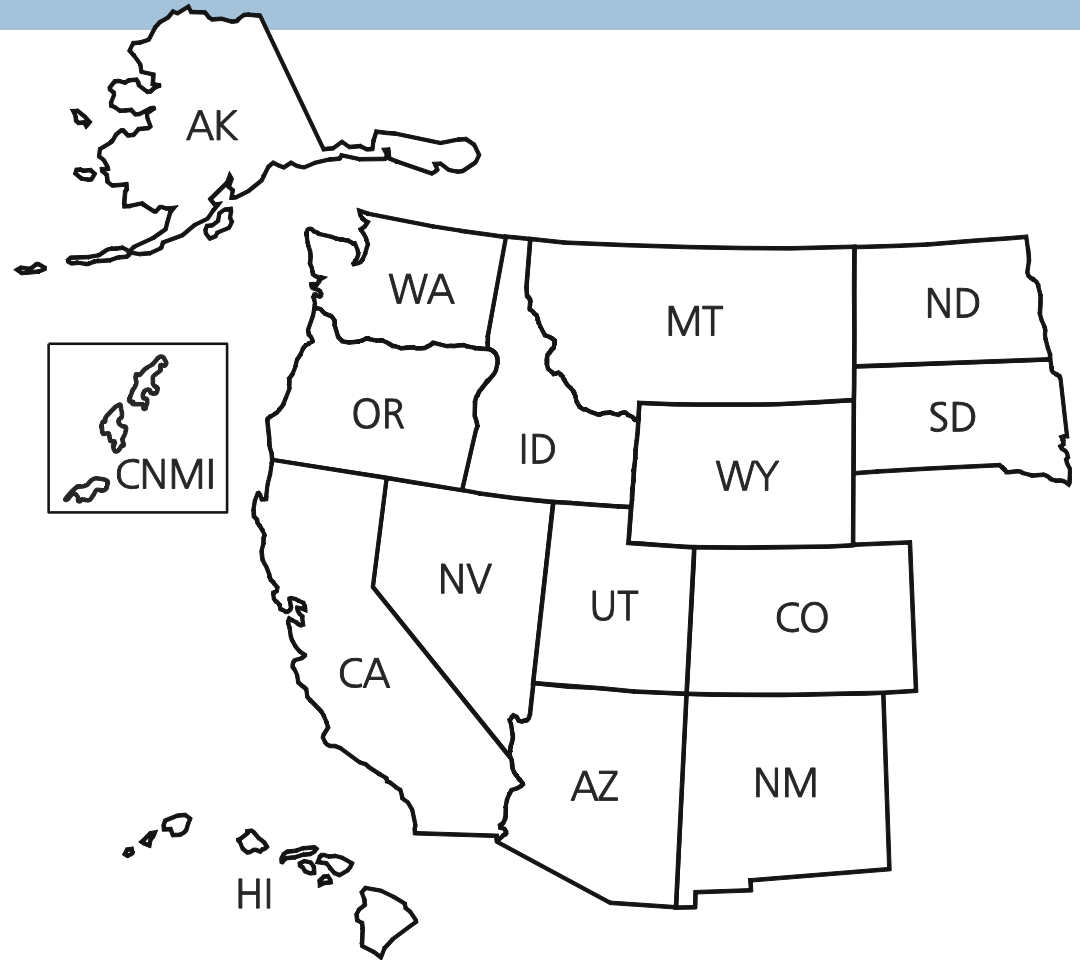
# Overview



- Background and introductions
- State data availability and gaps
- Multistate Longitudinal Data Exchange
- Potential research examples
- Challenges

# What is WICHE?

- Promotes access and excellence in higher education for all citizens of the West

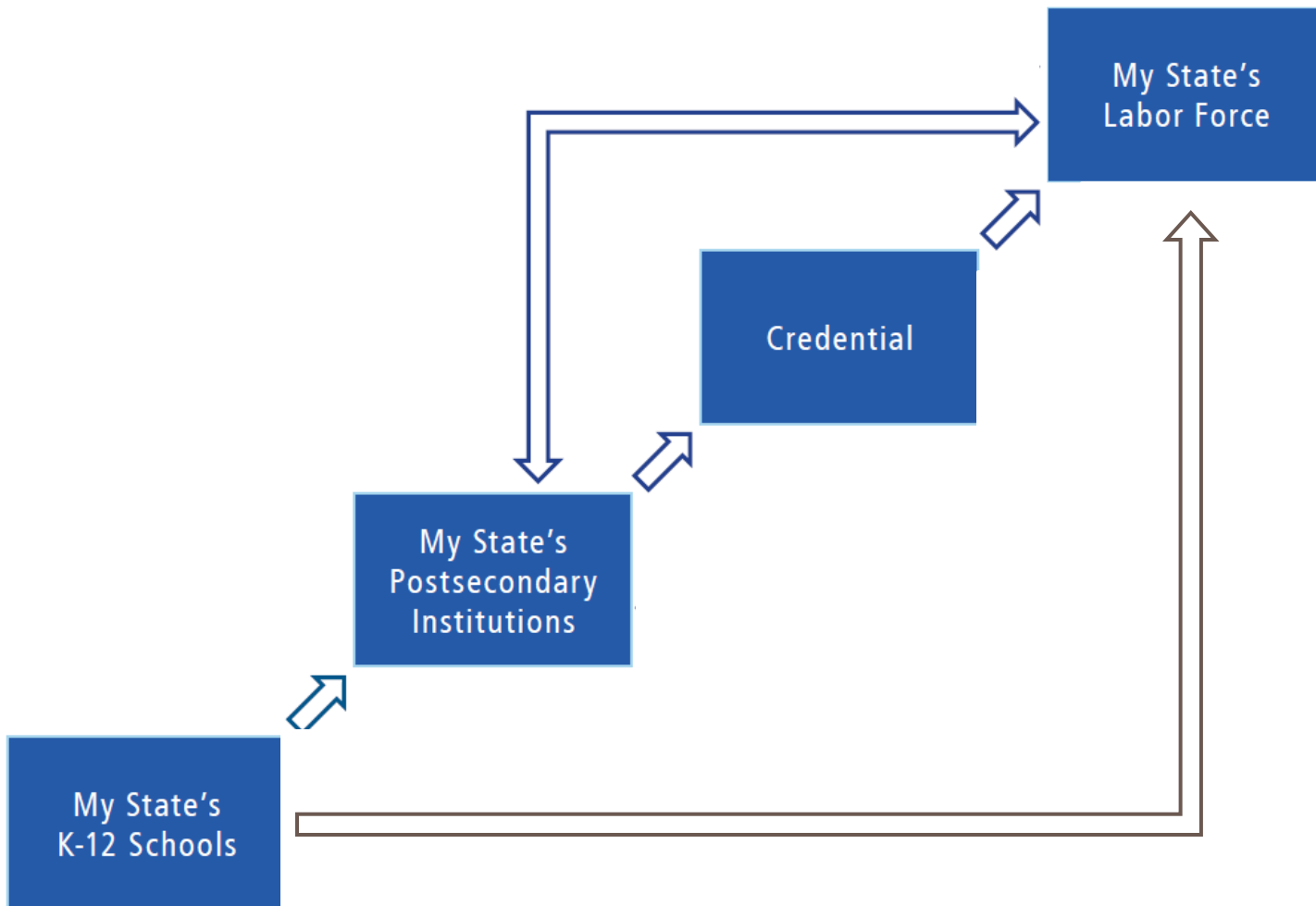




# Caveat Emptor

- **Expertise and background on school counseling**
- **Data, data, data**
- **What data resources are available for large scale, quantitative research?**

# State Longitudinal Data Systems (SLDSs)



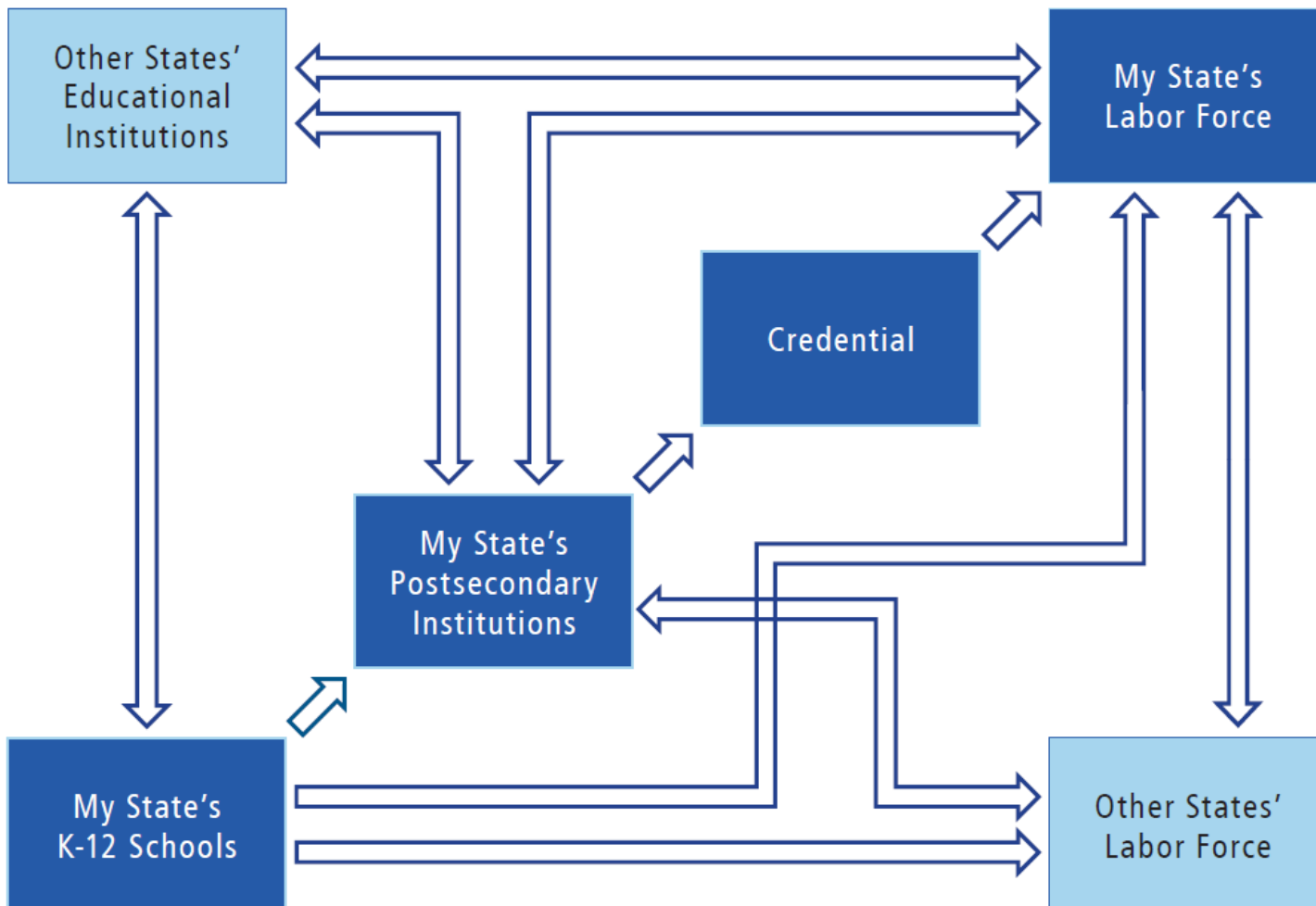
# SLDSs

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- Varying state environments
- Goal: link K-12, postsecondary, and employment data for accountability, research & evaluation, and consumer information
- Key gaps: Data systems limited by state borders

# Multistate Longitudinal Data Exchange

## Concept



# MLDE History and Development

- 2008 – Gates Foundation grant for initial meeting of WICHE member states
- 2010 – Gates grant to build 4-state exchange
- 2012 – Pilot exchange becomes operational
- 2014 – Gates grant to expand MLDE
- 2016 – New exchange goes live

# Key allowable use:



What are the education and employment outcomes of current and former secondary students?

**States can disaggregate by demographic characteristics, program participation, district, school, intervention, etc.**

**Currently, access to multistate data by external researchers is not allowed.**

**Many states have processes for allowing access to single-state data.**

# A research example

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- State A has implemented a near-peer mentoring model where recent college graduates work with school counselors to increase college-going rates and postsecondary persistence. Is it working?

# A research example

- Can State A flag students who participate in the model?
- If so, it's straightforward to evaluate the program for:
  - ▣ Postsecondary attendance
  - ▣ Postsecondary persistence
  - ▣ Credit thresholds
  - ▣ Postsecondary completion
  - ▣ Bonus: employment outcomes



# Example: Florida HS feedback reports

POST-GRADUATION INDICATORS		SCHOOL	DISTRICT	STATE
14	Percent of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010:	42.8%	55.3%	51.7%
15	Percent of 2010 graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall 2010:	NA	3.30%	3.02%
16	Percent of 2010 graduates:			
	at a <u>community college in Florida</u> during Fall 2010.....	38.0%	38.7%	32.7%
	at a <u>state university in Florida</u> during Fall 2010.....	4.76%	15.9%	18.2%
	at a <u>technical education center in Florida</u> during Fall 2010.....	NA	1.13%	1.05%
17	Percent of 2010 graduates enrolled in college credit courses in Fall 2010 at a FL public postsecondary institution earning a GPA above 2.0:	44.4%	75.1%	75.3%
18	Percent of graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0:	NA	77.5%	80.1%
19	Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed the course:			
	Remedial Math (non-college credit) .....	50%	48.6%	56.8%
	Intermediate Algebra (for elective credit only) .....	NA	59.9%	61.2%
	Entry-level Math (for Math credit) .....	NA	62.7%	66.8%
	Advanced Math .....	20%	32.3%	58.8%
20	Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed the course:			
	Remedial Reading or Writing.....	75%	80.7%	79.8%
	Freshman Comp I or II.....	75%	80.4%	78.5%
	Other College-level English.....	75%	80.6%	78.9%

# Cross-sector example: HS feedback reports

## POST-GRADUATION INDICATORS

Percent of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010:

Percent of 2010 graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall 2010:

percent who successfully completed the course:

Remedial Math (non-college credit) .....

Intermediate Algebra (for elective credit only) .....

Entry-level Math (for Math credit) .....

Advanced Math .....

the percent who successfully completed the course:

Remedial Reading or Writing.....

Freshman Comp I or II.....

# Gaps and challenges

- Who can access the data?
- Out-of-state migration (MLDE, NSC)
- Common data definitions (particularly career readiness!)
- Research capacity
- Student privacy and data security

**The fundamental challenge is NOT that we don't have data necessary to build a body of evidence, but that the data we have aren't being used (sometimes for legitimate reasons).**

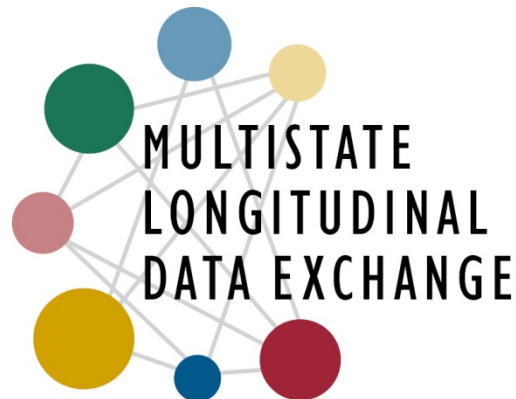
# Contact Information

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MLDE Project Manager

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Emily Doolittle and Corinne Alfeld, IES

**Funding Opportunities at the Institute of Education Sciences (IES) for School Counseling Research**

# WebEx Meeting

- **Join WebEx meeting** <http://ow.ly/YXXQv>
- Meeting number: 747 663 214
- Meeting password: Counseling



Recommendations and Next Steps

# Small Group Discussions – 30 Minutes

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- Final Recommendations
- Where do we go from here?
- Workgroups?



# Closing

“  
*the best WAY*  
TO PREDICT THE FUTURE  
IS *to CREATE it.*  
”  
— ABRAHAM LINCOLN

