

11-2014

# Evidenced-Based School Counseling: Using Data to Write Meaningful SLO's & Program Goals

Thomas Keller

*Butler University*, tkeller@butler.edu

Nick R. Abel

*Butler University*, nabel@butler.edu

Follow this and additional works at: [http://digitalcommons.butler.edu/coe\\_papers](http://digitalcommons.butler.edu/coe_papers)



Part of the [Student Counseling and Personnel Services Commons](#)

---

## Recommended Citation

Keller, Thomas and Abel, Nick R., "Evidenced-Based School Counseling: Using Data to Write Meaningful SLO's & Program Goals" (2014). *Scholarship and Professional Work – Education*. 34.  
[http://digitalcommons.butler.edu/coe\\_papers/34](http://digitalcommons.butler.edu/coe_papers/34)

This Presentation is brought to you for free and open access by the College of Education at Digital Commons @ Butler University. It has been accepted for inclusion in Scholarship and Professional Work – Education by an authorized administrator of Digital Commons @ Butler University. For more information, please contact [omacisaa@butler.edu](mailto:omacisaa@butler.edu).

# Evidence-Based Counseling:

## *Using Data to Write Meaningful SLO's & Program Goals*

*Dr. Tom Keller & Dr. Nick Abel*

*Butler University School Counseling Program*

# Agenda

- Your experiences with data/SLO's/goals?  
What would be helpful?
- 

- 1: *Introduction to SLO's*
- 2: *Choosing & writing SLO's & goals*
- 3: *Targeting counseling interventions*
- 4: *Collecting & analyzing data*
- 5: *Questions & work/planning time*

# Introduction to SLO's

# What's an SLO?

- Student Learning Outcome
  - A statement describing the knowledge, skills, values, dispositions, attitudes, and/or experiences that students should acquire through completion of a course or program of study." (Loyola Learning Technologies & Assessment)

# Essential components of SLO's

- Student learning behaviors
  - ✓ What is the student expected to be able to know?
  - ✓ What is a student expected to be able to do?
  - ✓ How is a student expected to be able to think?
- Simple, specific action verbs
- Specific student performance criteria
- Appropriate assessment methods
- Timeframe for measuring outcomes

# Formulas for SLO's

- **SWiBAT** (**S**tudent **W**ill **B**e **A**ble **T**o) + **Behavior/Active verb** (from Bloom's taxonomy) + **Condition** (as a result of) + **Measurement** (as measured by or as demonstrated by ...) + **When** (at what timeline).
- **Condition** (As a result ....; from participating in ...) + **Audience** (selected population being assessed) + **Behavior** (active verb) + **Degree of Achievement**

# Bloom's Taxonomy

Bloom's Level	Action Verbs
<b>Knowledge</b> (to know specific facts, terms, concepts, principles, or theories)	define, identify, indicate, know, label, list, name, recall, select
<b>Comprehension</b> (to understand, interpret, compare and contrast, explain)	classify, compare, contrast, describe, discuss, explain, locate, paraphrase, report, review, summarize
<b>Application</b> (to apply knowledge to new situations, to solve problems)	apply, compute, construct, demonstrate, dramatize, give examples, investigate, predict, use
<b>Analysis</b> (to identify the organizational structure of something; to identify parts, relationships, and organizing principles)	analyze, appraise, categorize, determine, diagram, differentiate, experiment, question, relate, solve, test
<b>Synthesis</b> (to create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme)	arrange, assemble, collect, compose, construct, create, design, formulate, manage, organize, perform, plan, prepare, produce, propose
<b>Evaluation</b> (to judge the quality of something based on its adequacy, value, logic, or use)	appraise, assess, choose, decide, estimate, evaluate, judge, rate, revise, select



# Examples

- **SWIBAT**: *Students will be able to...*
- **Behavior/Active Verb**: *create a 4-year plan...*
- **Condition**: *as a result of a guidance lesson...*
- **Measurement**: *and as measured by the percentage of acceptable plans turned in...*
- **When**: *by registration day.*

# Evaluate Your SLO

After you have written a learning outcome, check every learning outcome by asking:

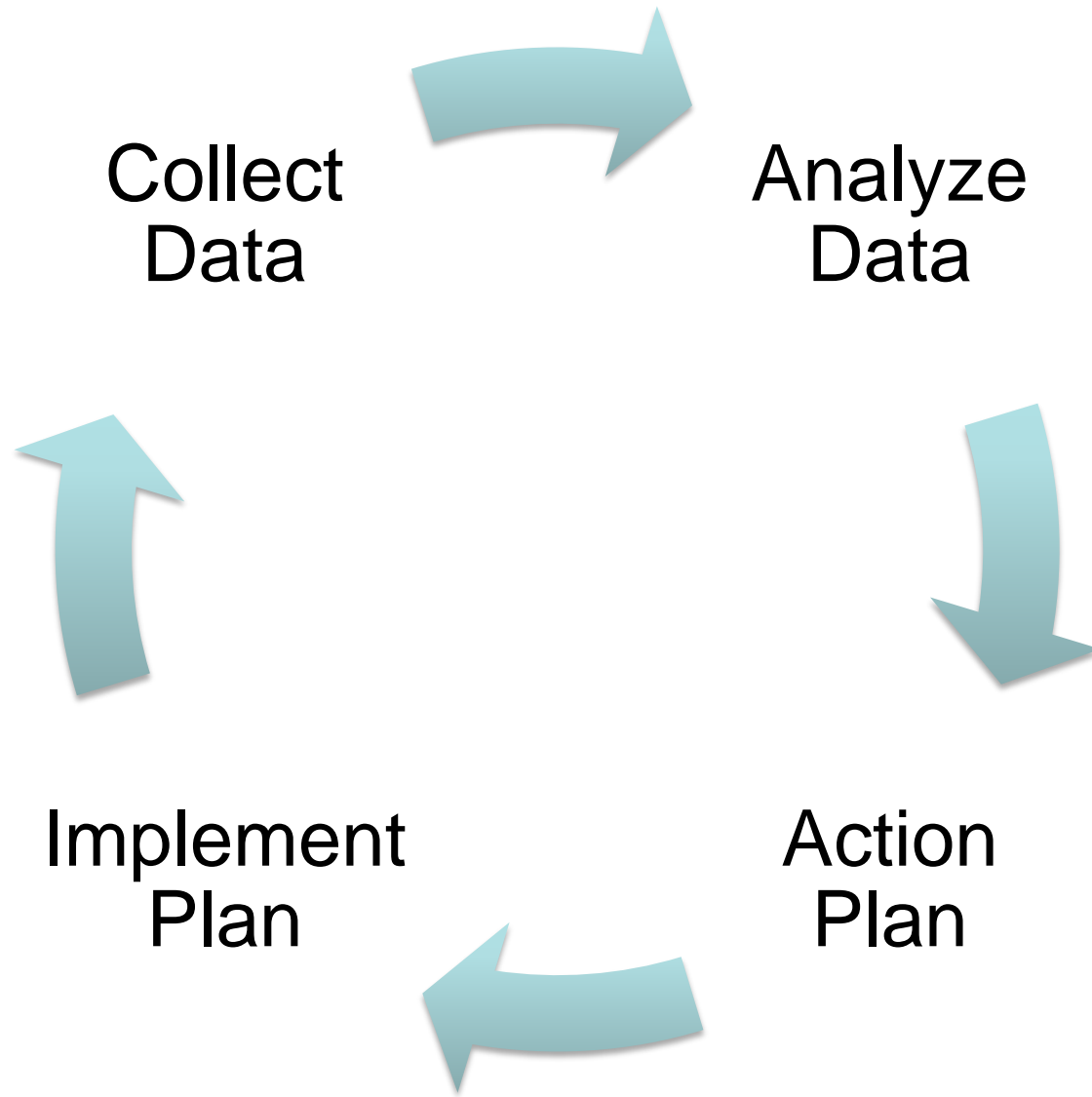
- Does the learning outcome describe what your program intends for students to know (cognitive), think (affective) or do (behavioral)?
- Is the outcome detailed and specific?
- Is it measurable?
- Can you count it, observe it, or identify it?
- Is it meaningful?
- Is it manageable?
- Can you create an activity to enable students to learn the desired outcome?
- Who will be gathering evidence to know the outcome has been met?
- Who would know if my outcome has been met?
- How will I know if it has been met?
- Will it provide me with evidence that will lead me to make a decision for continuous improvement?

# Now What?

- Creating effective SLO's & goals
- Interventions to address goals
- Collecting & analyzing data

# Effective SLO's & Goals

- Promote academic achievement, attendance, student choice, behavior, or school safety
- Address academic, career, and/or personal/social development
- Are based on school data
- Address policies and practices to close the achievement gap
- Are *SMART*: Specific, Measurable, Attainable, Results-Oriented, Time Bound



# SMART Goals

- **Specific issue:** What is the problem based on our school's data?
- **Measurable:** How will we measure the effectiveness of the intervention?
- **Attainable:** What outcome would stretch us, but still be attainable?
- **Results-oriented:** Is the goal reported in results-oriented data? (Process, perception, outcome)
- **Time bound:** When will our goal be accomplished?

# How SMART?

**Goal 1:** Increase academic achievement for all students.

**Goal 2:** Increase graduation rate from 89% to 92% by June 2013.

**Goal 3:** Establish safe, secure, and respectful schools.

**Goal 4:** Decrease the gap between African American and White students in terms of ACT composite scores by 2% by June 2013.

# Choosing Outcomes

- DATA, DATA, DATA 😊
  - [ASCA School Data Profile Template](#)
- School Improvement Plan
- Needs Assessments
- Stakeholders (admin, students, parents)
- Student Standards ([ASCA](#), [Indiana](#))





# How to Meet Goals?

- Large group education
- Classroom guidance
- Small groups
- Individual counseling/planning
- Parent education

# Action Plans

- ASCA Action Plans:
  - [Small Group](#)
  - [Curriculum \(Guidance\)](#)
  - [Closing the Gap](#)
- Link to standards (ASCA, Indiana)

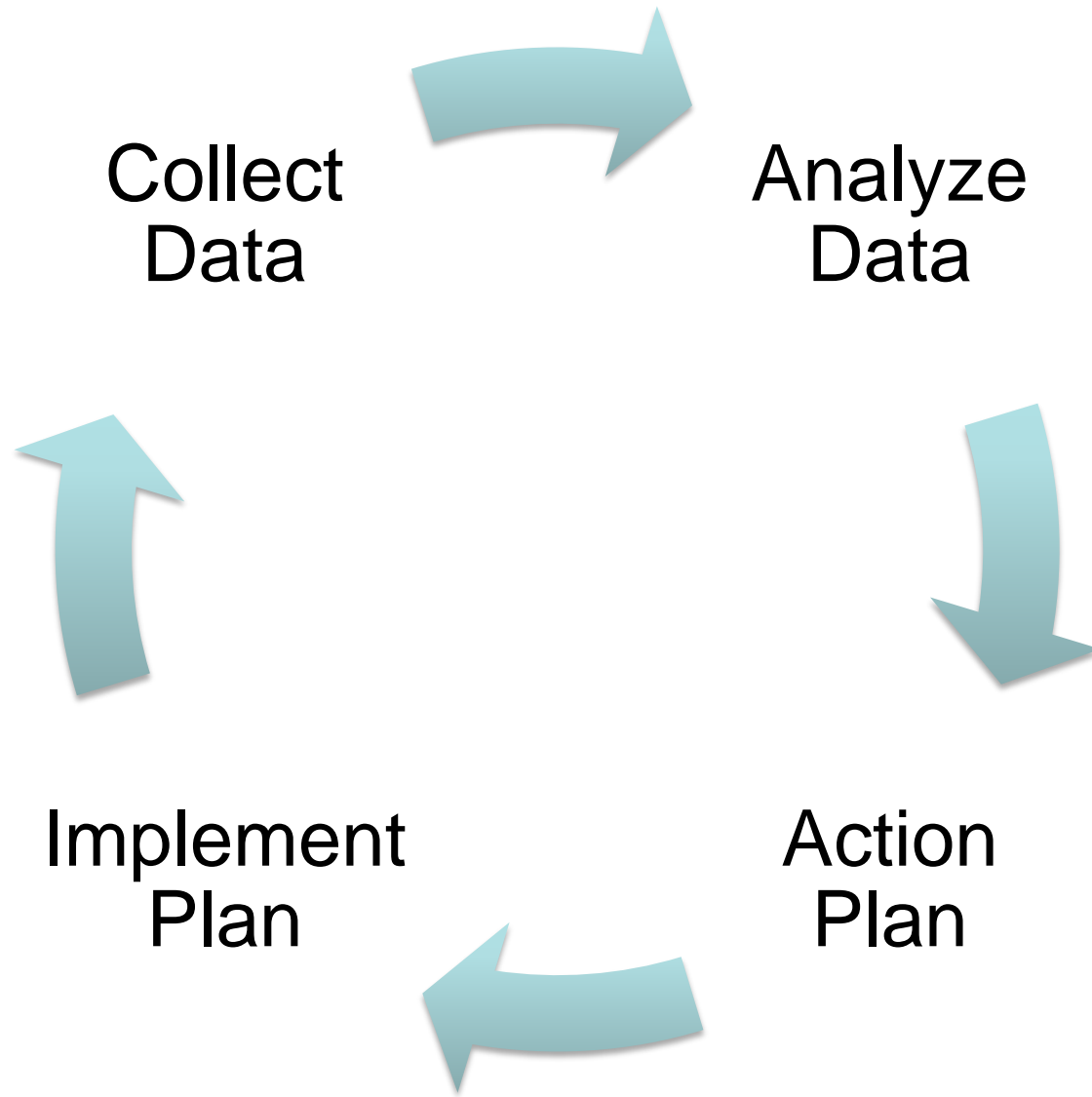
# Collecting & Analyzing Data

“In God we trust...everybody else, bring data”

Pat Martin, College Board

# Why do we need data?

- Helps us figure out what we should do more of, and less of
- Helps us target limited resources more effectively
- Helps us show other people how what we do makes a difference



# Types of Data

- **Process**: Number of students impacted
- **Perception**: Changes in knowledge, attitudes, beliefs (Pre/Post Test, Surveys)
- **Outcome**: Evidence students have utilized knowledge, attitudes, beliefs; changes in achievement, student choice, school safety



# Types of Data

## Process, Perception, or Outcome?

- 75% of 9<sup>th</sup> graders completed a career assessment via Naviance.
- After 6 group sessions, 90% of group participants indicated that they use a planner “everyday”, as opposed to 25% at the start of group.
- Following intervention, the mean GPA of the targeted 10<sup>th</sup> graders increased from 1.5 to 2.1.

# D.A.T.A.

- **Design:**
  - ▶ What do you want to evaluate and why?
  - ▶ What do you want to know?
  - ▶ What do you want to understand better?
- **Ask:**
  - ▶ Does the information already exist?
  - ▶ What information or data do you need to answer the question?
  - ▶ Do you need to create data collection instrument?
  - ▶ What are your procedures?
  - ▶ What is your timeline?





# D.A.T.A.

- **Track:**
  - ▶ How will you make sense of the data?
  - ▶ How will you collate or disaggregate the data?
  - ▶ How will you organize your data and present your data?
- **Announce:**
  - ▶ What do the results mean?
  - ▶ How will you use your findings?
  - ▶ Who will you share them with?
  - ▶ What are the recommendations?

# Keys to Data Collection

- Will you use existing data (school improvement data)?
  - Attendance, GPA, grad rates, suspension rates, discipline referrals, standardized test scores
- Will you collect new data?
  - Observations
  - Interviews
  - Focus groups
  - Surveys

# What makes a good survey?

- Gives you important information and has high face validity
- Only collect data you need.
- Created with participants in mind in terms of language and clarity of directions.
- Consider Likert Scales
  - ▶ Two-point (yes, no or smiley faces)
  - ▶ Three-point (yes, sometimes, no or not true, somewhat, often true)
  - ▶ Four-point (SD, D, A, SA or almost never, hardly ever, sometimes, most of the time)
  - ▶ Five-point (SD, D, Unsure, A, SA)

# “Good” Questions

- Use parallel language so all are either positive or negative.
  - ▶ *New students do not feel welcome at our school.*
- Limit “socially desirable” responding
  - ▶ *Counselors are good people to go to for help*
- Each question is a single question
  - ▶ *My counselor is approachable, helpful, and is always available*
- Each question is answerable by respondents
  - ▶ *What is your household income?*

# Paper vs. Online Surveys

- Paper Surveys
  - Easily distributed, no computer necessary
  - Each question is technically ‘optional’
  - Anonymity harder to guarantee
  - Data can be hand-tallied, or put into a data analysis program
- Online Surveys
  - Computer access
  - Email invite, easier to reach parents
  - Questions can be “required”
  - Data ready for analysis

# Data Collection Designs

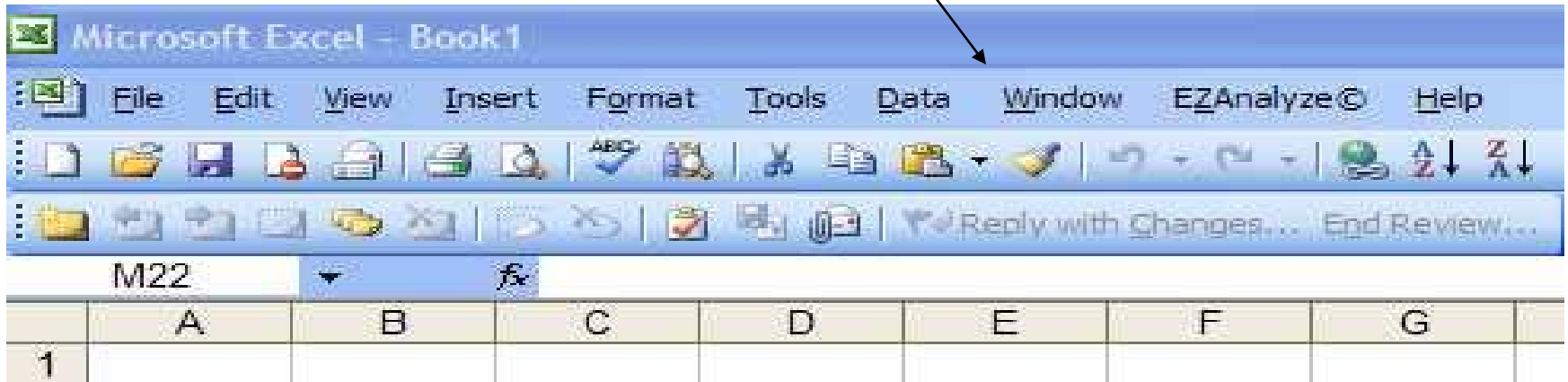
- Posttest only- one group
- Posttest only with control group
- Pretest-Posttest- one group
- Pretest-Posttest with control group
- True Experimental



# Using Technology for Data

- Web-based tools that can help you create surveys that can be completed online
  - <http://www.counselingtechnology.net/>
  - <http://www.surveymonkey.com/>
  - <https://www.google.com/accounts>
- EZAnalyze is a free ‘add in’ for Excel that does basic and advanced statistical analysis
  - Video tutorials are on-line
  - <http://www.ezanalyze.com/index.htm>

# Excel Add-in



1. Percentages 2. descriptive (mean, median, mode, SD, range)

By variable (gender, ethnicity, grade level)

Histogram, pie charts

Summary and difference variables

Correlation, t-test, ANOVA, Chi Square





# References

- Kaffenberger, C. & Young, A. (2007). *Making data work*. Raleigh, NC: ASCA.
- Leedy, P. & Ormrod. (2005). *Practical research: Planning and design*. Pearson Education.
- Stone, C. & Dahir, C. (2007). *School counselor accountability*. Pearson Education.
- PowerPoint Information from Tim Baker & Tim Poynton

**Questions?**

**Work time!**