

## **Report for Information Literacy Project**

**Course:** COUN 537 College and Career Readiness (Fall, 2017)

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**Collaborating Librarian:** Kelly Banyas, Assistant Professor

### **Student Learning Outcome related to Informational Literacy Concepts:**

Students will develop the awareness, knowledge, and skills necessary to provide appropriate career development interventions through a college and career development plan/program designed for school aged students in Grades PreK-12.

**Related Assessment Activity:** College and Career Development Plan/Program

The above learning outcome directly relates to the following three information literacy conceptual frames: *research as inquiry, information creation as a process, and scholarship as conversation*. This course enables graduate students in school counseling to make decisions about the use of empirically validated career interventions and the practices of using those interventions within school settings. Students also learn how to integrate those interventions into a specific grade level college and career development plan/program, which is a final capstone assignment for the course. A description of how the content of this course fits the three conceptual frames is outlined below.

### ***Research as Inquiry***

A defining feature of the college and career development plan/program is the process by which graduate students research career interventions that have utility within school settings. In doing so, they also evaluate the sources of such information through scholarly journals within the field of counseling and, more specifically, school counseling. Although numerous interventions can be found with respect to college and career readiness initiatives, few are empirically validated. Therefore, it is necessary for students to learn how to become sophisticated consumers of the literature that does exist and how to incorporate such information into their college and career development plan/program in meaningful and appropriate ways.

In addition to searching for and examining scholarly literature, students are asked to provide detailed information regarding the student population for which the plan/program is being created. Students describe demographic and developmental characteristics that are important factors in creating a program that will best meet the needs for that specific population.

### ***Information Creation as a Process***

Students are required to create a college and career development plan/program for a specific grade level (elementary, middle, or high school) that includes evidence based research showing what types of career interventions are employed in school settings as well as the developmental appropriateness and efficacy of those interventions. Students are also asked to carefully select the interventions they choose to include in their proposed program and provide a research rationale for their selections.

### ***Scholarship as Conversation***

The college and career development plan/program that students create serves as a template, or model, and acts as a catalyst for conversation among other counseling and education professionals. Students are encouraged to use this program as a springboard for discussion as they interview for school counseling positions and work with key stakeholders in the profession. College and career readiness plans/programs have received increased attention on both a national and state level and are recognized as an inherent part of ensuring a well developed, comprehensive, school counseling program that highlights student success, academic achievement, and post-secondary planning.

### **Instructional Process**

During a dedicated class period, librarian, Kelly Banyas, instructed the class regarding how to conduct searches for scholarly and relevant articles using a variety of different databases. She also provided information with respect to library resources via the University of Scranton homepage and created a link for the course under the research guides tab. In addition, she discussed how to evaluate various sources of information including internet resources and peer-reviewed articles. She highlighted specific journals within the counseling discipline including *The Career Development Quarterly*, *Professional School Counseling*, *Journal of School Counseling*, *Journal of Counseling & Development* and *Journal of Career Development* that may be likely sources for students to pursue relevant literature. Students were also afforded opportunities to use their newly acquired research skills independently (the same evening as the presentation) as well as in groups later in the semester (during dedicated class time). This research time allowed for students to search for articles that would bolster the credibility of selected interventions for their career development plan/program.

### **Assessment Process:**

In addressing student learning tied to the above learning objective, a rubric was created for the career development plan/program that included the three conceptual frames for information literacy (*research as inquiry*, *information creation as a process*, and *scholarship as conversation*) and was used for grading the assignment (Appendix A). Students were provided the rubric for this assignment at the beginning of the semester. Students worked in groups of 3 and turned in their career development plan/program at the end of the semester.

The outcomes of the assignment revealed the following information. Based on the students assessed in the course (N = 7), the number of points each student received for the evaluation criteria in the rubric are listed below:

**Grade level of students and college and career readiness needs of students (3 points)**

***Research as inquiry***

5 students (71%) scored a 3/3

2 students (29%) scored a 2/3

**School setting – framework for career development program (3 points)**

***Research as inquiry***

All 7 students (100%) scored a 3/3

**Link between student description/student needs to a chosen career development theory (2 points)**

***Research as inquiry***

All 7 students (100%) scored a 2/2

**Outline the student learning goals, objectives, and college and career readiness concepts you will include in your program (5 points)**

***Research as inquiry***

All 7 students (100%) scored a 5/5

**Delivery System Components and Scope of program (2 point)**

***Information Creation as a Process***

All 7 students (100%) scored a 2/2

**Research Rationale for Interventions (3 points)**

***Research as inquiry***

5 students (71%) scored a 3/3

2 students (29%) scored a 2/3

**Student Portfolio outline (2 points)**

***Information Creation as a Process***

3 students (43%) scored a 1/2

4 students (57%) scored a 2/2

**Career development program evaluation (2 points)**

***Information Creation as a Process***

3 students (43%) scored a 1/2

2 students (29%) scored a 1.5/2

2 students (29%) scored 2/2

**Overall quality of program/binder presentation (3 points)**

***Scholarship as Conversation***

3 students (43%) scored a 2/3

2 students (29%) scored a 2.5/3

*2 students (29%) scored a 3/3*

**Total Score for Assignment (out of 25 points)**

*3 students received 22/25 = 88%*

*2 students received 23/25 = 92%*

*2 students received a 24/25 = 96%*

For the parts of the rubric and assignment that specifically require students to research and find appropriate references to support the college and career readiness needs of students, 100% of students (N = 7) were able to provide 5 or more references. When selecting a research rationale for the chosen interventions, 100% of students (N = 7) were able to cite 3-5 references showing empirical evidence of the success and utility of those interventions.

In addition to the outcomes described above, one student in the class described the usefulness of the content covered during the information literacy session as helpful in applying research findings to current counseling and educational practices. This qualitative feedback was found, not from the course evaluation itself, but rather, from an excerpt in the professional counselor portfolio that students are required to submit at various junctures within their program of study. These comments underscore the impact that information literacy has not just in course content and assignments but also in the general preparation and practices of professional school counselors.

Next steps include continuing to dedicate a class period or partial class period to evaluating scholarly literature and empirically validated career interventions. This course is taught every fall and I will be teaching it again in the Fall of 2018, therefore, I plan to invite a librarian to come in to the classroom and instruct students in the use of library resources for the purpose of this assignment. Overall, I believe the additional skills gained through the instruction on information literacy helped students to improve the quality of work submitted both for this specific assignment and, generally, in future course assignments. This experience also allowed students to become more reflective and resourceful when choosing credible sources to support their college and career development plans/programs through validated interventions. I am grateful for the opportunity to collaborate with Kelly and look forward to our continued work together in the future.

Appendix A

**COLLEGE AND CAREER DEVELOPMENT PLAN/PROGRAM**  
(25 points)

<b>Evaluation Criteria</b>	<b>Information Literacy Conceptual Frame</b>	<b>Points/Comments</b>
<p><b>Grade level of students and college and career readiness needs of students (3 points)</b></p> <ul style="list-style-type: none"> <li>• Address the grade levels you are targeting (.5 point)</li> <li>• Identify the developmental characteristics of those grade levels (.5 point)</li> <li>• Outline the college and career readiness needs of students in those grade levels (.5 point)</li> <li>• List any implications the developmental characteristics may have on career development objectives and programming (.5 point)</li> <li>• Cite appropriate sources (5 references to support the information you provide in this section) (1 point)</li> </ul>	<p><i>Research as Inquiry</i></p>	
<p><b>School setting – framework for career development program (3 points)</b></p> <ul style="list-style-type: none"> <li>• Provide a brief overview of the school (general demographics). (.5 point)</li> <li>• Emphasize and clarify the academic and college and career programming needs of the school community (1 point)</li> <li>• Integrate any school-related achievement data (1 point)</li> <li>• Describe both student population and the larger community (.5 point)</li> </ul>	<p><i>Research as Inquiry</i></p>	
<p><b>Link between student description/student needs to a chosen career development theory (2 points)</b></p> <ul style="list-style-type: none"> <li>• Articulate a clear reason for choosing a specific career related theory (1 point)</li> <li>• Justify your chosen theoretical approach to target the appropriate needs of the student population (.5 point)</li> <li>• Provide a rationale that your career development program connects to your theoretical approach (.5 point)</li> </ul>	<p><i>Research as Inquiry</i></p>	

<p><b>Outline the student learning goals, objectives, and college and career readiness concepts you will include in your program (5 points)</b></p> <ul style="list-style-type: none"> <li>• Provide student learning goals, objectives, and college and career readiness concepts you will include in your program (2 points)</li> <li>• Address at least one topic: Self-knowledge/awareness, life roles, academic/ educational development and planning, occupational knowledge/information, career exploration, career planning. (1 point)</li> <li>• Link the goals, objectives, and concepts to the ASCA Mindsets and Behaviors (1 point)</li> <li>• Link the goals, objectives, and concepts to the PA Career Education and Work Standards (1 point)</li> </ul>	<p><i>Research as Inquiry</i></p>	
<p><b>Delivery System Components and Scope of program (2 point)</b></p> <ul style="list-style-type: none"> <li>• Provide strategies for classroom instruction, interdisciplinary curriculum, group activities, parent workshops, individual appraisal or advisement, and school-wide programming. (2 points)</li> </ul>	<p><i>Information Creation as a Process</i></p>	
<p><b>Research Rationale for Interventions (3 points)</b></p> <ul style="list-style-type: none"> <li>• Carefully select 10-12 career interventions that you would use with your targeted student population (1 point)</li> <li>• Provide a research rationale for your interventions (interventions that have shown empirical evidence of success /utility through use of 3-5 references). (2 points)</li> </ul>	<p><i>Research as Inquiry</i></p>	
<p><b>Student Portfolio outline (2 points)</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that supports and facilitates student progress through the career development program. (1 point)</li> <li>• Provide handouts, summaries, activities, etc. that students will collect in a “career development portfolio” (1 point)</li> </ul>	<p><i>Information Creation as a Process</i></p>	
<p><b>Career development program evaluation (2 points)</b></p> <ul style="list-style-type: none"> <li>• Describe methodology to assess student accomplishments (1 point)</li> </ul>	<p><i>Information Creation as a Process</i></p>	

<ul style="list-style-type: none"> <li>• Provide linkage of evaluation to program goals and objectives (<i>1 point</i>)</li> </ul>		
<p><b>Overall quality of program/binder presentation (3 points)</b></p> <ul style="list-style-type: none"> <li>• Neatness/Organization (<i>.5 point</i>)</li> <li>• Creativity (<i>.5 point</i>)</li> <li>• How your program will be used in a school setting (<i>1 point</i>)</li> <li>• How your program will be presented to education professionals and parents (<i>1 point</i>)</li> </ul>	<p><i>Scholarship as Conversation</i></p>	
<p><b>Total Number of Points: (out of 25 possible)</b></p>		