

# EVERYONE AT THE SAME START LINE:

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## A Library Information Literacy Certificate Program to Ensure Graduate-Level Skills

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### INTRODUCTION

Graduate IL skill proficiency is a difficult need to address as many contributing factors determine deficits in skill proficiency. Determining competencies in these skills is the first step to a targeted method of instruction.

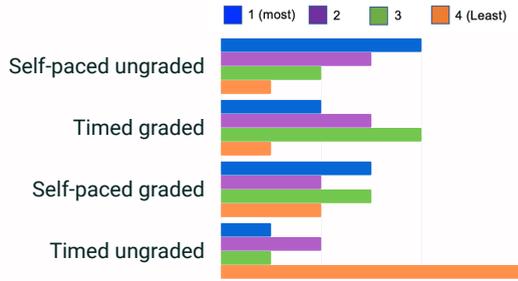
### PRESENTATION OBJECTIVE

To present initial findings from Phase I of our diagnostic surveys that gathered OLLU faculty feedback in their preferred structure of IL lessons, and perception of the IL skills and competencies graduate students currently possess.

### PHASE ONE: SURVEYS

Survey #1 (F'21) assessed graduate IL needs and the method of library instruction preferred by graduate faculty.  
Survey#2 (S'22) gathered faculty perceptions of IL skill competencies in incoming students.

## FINDINGS



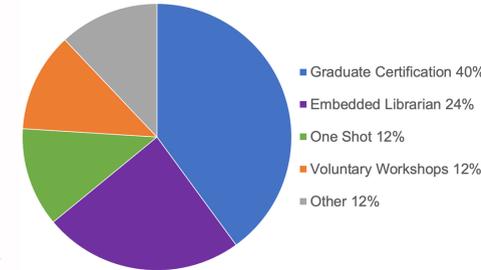
Question: Please rank your preference for graduate information literacy lesson assessment options: (1-Most Preferred, 4-Least Preferred)

#### Faculty Perceptions Survey 1:

- Students are uncomfortable with the research process.
- Preference for instruction lessons to be self-paced, ungraded.
- Preference for embedded lessons on LMS course pages.
- Preference for a non-credit certificate required for degree programs.

#### Faculty Perceptions Survey 2:

- Graduate students learn IL skills predominantly from instruction sessions and librarian consultations.
- Over 50% of faculty believed that student competency was **poor** in evaluating & thinking critically about information, and using information specifically for a purpose.
- Stand-alone graduate certification will be the most effective method of content delivery to graduate students.



Question: If students are admitted into graduate programs with varying degrees of comprehension, what type of library instruction would be most effective in bringing all students to a minimum standard?

## NEXT STEPS & OUTCOMES

Our goal is to provide a learning platform elevating incoming students to a common standard of IL competency. Through tutorials completed in the first semester, we hope to place all our graduate students at the same starting line, and by doing so elevate their academic success.

## RELATED LITERATURE

A full list of our ongoing research can be [found here](#).

### I. Student Comprehension Thresholds

While some students may retain a conceptual understanding of IL, graduate students in particular often lack a usable skill set to confidently and accurately navigate IL needs. We've identified 3 testable thresholds:

- 1) Foundational (undergraduate)
- 2) Graduate (Master level)
- 3) Professional (PhD level)

### II. Skill-Based Assessment Tool

By defining specific concepts and skills, our test instrument will incorporate practical skill assessment in addition to conceptual understanding.

A pilot assessment test is planned with incoming graduate students in Fall 2022.

### III. Tutorial to Certify

Tier-specific tutorials will incorporate best practices in an online learning, including the use of video, "quick takes" (brief quizzes within the lesson), and practice work requiring skill-based application of concepts.

A post-tutorial test will provide assessment of learning outcomes.

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