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Sep 26th, 11:00 AM - 12:30 PM

# Cross Institutional Collaboration: HBCU's Join Together to Further Their Information Literacy Goals

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## Recommended Citation

Martin, Beth; Hylton, Andrea; and Rhue, Monika, "Cross Institutional Collaboration: HBCU's Join Together to Further Their Information Literacy Goals" (2009). *Georgia International Conference on Information Literacy*. 70.  
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# Infancy to Adulthood: JCSU's Information Literacy Journey



Presented by Monika Rhue, MLIS  
Director of Library Services

## Infancy Stage

**Rethinking our Bibliographic Instruction program in 2003.**

**Technology forced us to think about how our students access information.**

**How can we re-structure our program to help students use library resources effectively?**

**What would our information literacy program for JCSU look like?**

**How can we Include information literacy into the University Strategic Plan.**

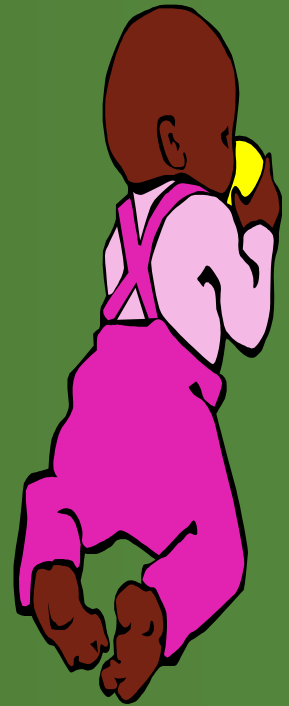


## Growing up

**Received our first grant from Andrew W. Mellon Foundation to launch the Information Literacy Skills Pilot program. Team made up of Librarians and Faculty.**

**Pilot Study allowed JCSU to:**

**Develop a definition for information literacy that would be accepted campus wide and incorporated into the University's strategic plan.**



## Growing up

**Pilot Study allowed JCSU to:**

**Establish a connection between the University's technology initiative and the library's information literacy goals.**

**Create a five modules information literacy instruction program to be taught to all freshman students.**



## Growing up

### **JCSU's Five modules for information literacy instruction**

**Pre-test:** Is composed of eight questions to determine the entry levels of students' information literacy skills. Pre-test is accessible through Moodle, course management for JCSU. The pre-test questions were revised to twelve questions in 2006.

**Virtual tour:** Provides students with the layout of the library, including location of services, and location of library collections. The purpose of the tour is to connect students to the library website and give an overview of library services.

## Growing up

### **JCSU's Five modules for information literacy instruction**

**Classroom instruction:** Delivered to students through English 131 Composition accompanied by their professor. The purpose the classroom instruction is to reinforce the online modules, to spend more time on teaching students how to use the online databases.

**Self-paced online information literacy skills:** Teaches students how to identify library resources, to identify scholarly journals vs. popular magazines, how to cite information sources, and how to avoid plagiarism.

## Growing up

### **JCSU's Five modules for information literacy instruction**

**Post-test:** Designed to measure students' learning outcomes from the information literacy instruction classes. The test was designed based on the information literacy concepts and skills that have been taught in the classroom instruction and reinforced through the self-paced online instructional module. There are twenty-four questions on test. Students must answer 18 questions correctly to pass. Some instructors assign extra credit point to students who passed the post-test.



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## Standing Up

**In 2004, JCSU launched JILL-II reinforcing instruction to sophomore classes.**

**The library website was revised to include research guides.**

**From December 2003 to December 2005, 3,287 students participated in the JILL program.**



**Looking for  
My Buddy**



## Introduction to IL Buddy Program



- ❑ IL Buddy Program is designed to help Historically Black Colleges and University develop a strong information literacy program on their campuses.
- ❑ The buddy program is a network of skilled librarians in the areas of information literacy who will serve as buddies to those institutions who seek additional help or guidance in improving or developing their programs.

## Introduction to ILLI Buddy Program



**The Buddy provides on-going support in the areas of**

- Review participants Information Literacy Mission Statements and provide a model for other HBCUs.
- Evaluate the participants technology needs to help them develop a model that is conducive to their institution for the implementation of an online information literacy program.

## Introduction to IL Buddy Program



**The Buddy provides on-going support in the areas of**

- Help them think about which ACRL standard meets the need of their institution's mission and goals.
- Help them develop assessment questions and tools.
- Create a standardize template and rubric that can be easily revised.

## Criteria for Becoming A Buddy

- ✓ The Buddy must be willing to receive on-going training in information literacy.
- ✓ The Buddy must be willing to travel to at least two site visits.



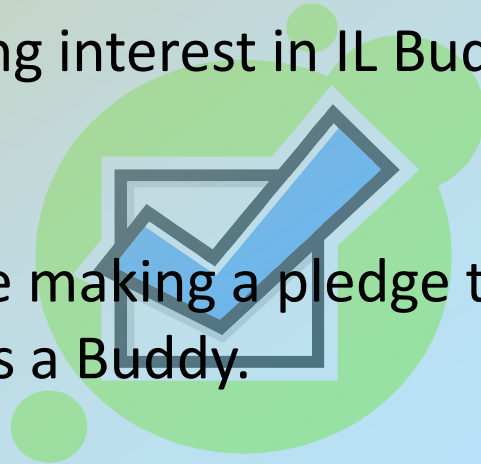
## Criteria for Becoming A Buddy

- ✓ The Buddy should be available to review and give feedback on IL proposals.
- ✓ The Buddy should have a basic understanding of ACRL standards.



## Criteria for Becoming A Buddy

- ✓ The Buddy should demonstrate a strong interest in IL Buddy system.
- ✓ The Buddy acknowledges that they are making a pledge to help those institutions they are assigned to as a Buddy.





# Criteria for Becoming A Buddy



**You Made It. So Join  
Today, and Be AN ILLI  
Buddy!**



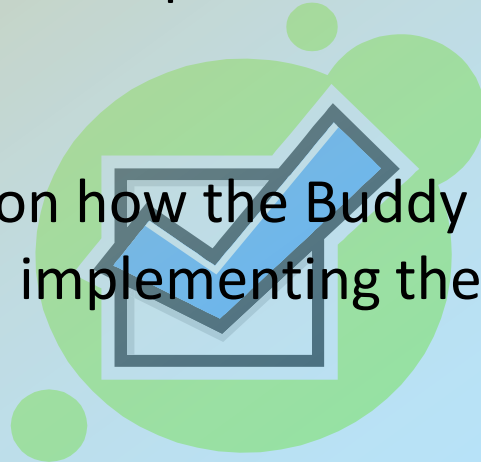
## **Criteria for Participating In the Buddy Program**

- ✓ Must work at a Historically Black College and University.
- ✓ Must make a commitment to complete an Information Literacy (IL) Proposal.



## **Criteria for Participating In the Buddy Program**

- ✓ Must be willing to work with a Buddy and implement suggestions.
- ✓ Must commit to writing a brief report on how the Buddy program helped them in completing and implementing their IL proposal.





**Our Information  
Literacy Goal!**

The goal was to help all of the 46 institutions who participated in the Information Literacy Leadership Institute complete and implementing their Information Literacy Proposal.

**Post ILL and the IL Buddy Members  
We Have 25 IL Buddy Participants**



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# Adulthood: Information Literacy Across the Curriculum



Presented by Monika Rhue, MLIS  
Director of Library Services

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**Johnson C. Smith University was awarded a planning grant from the Andrew W. Mellon Foundation to support Building Partnerships for Success: Information Literacy Across the Curriculum.**

**The grant objective was to gather information on the best practices for implementing a faculty information literacy institute at Johnson C. Smith University (JCSU).**





**The planning grant allowed JCSU to:**

**Learn what other institutions are doing to improve information literacy skills for faculty.**

**Review best models for information literacy for faculty.**

**Create an annotated bibliography of articles and resources that support the need for information literacy for faculty.**

**Evaluate the best pedagogies practice for integrating library resources into scholarly projects.**

**Determine JCSUs' faculty current knowledge of online resources and use.  
Establish a plan to implement a Faculty Information Literacy institute.**

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## Site Visits



**James Madison  
University**



**University of California  
at Berkeley**

## **Baseline Data**

### **Senior Investigative Papers (SIP)**

**The IL team randomly selected  
investigative papers to evaluate the**

**Category of cited sources,**

**Major for which the papers were  
written, and**

**Total number of sources cited on the  
works cited or reference pages of each  
paper evaluated.**



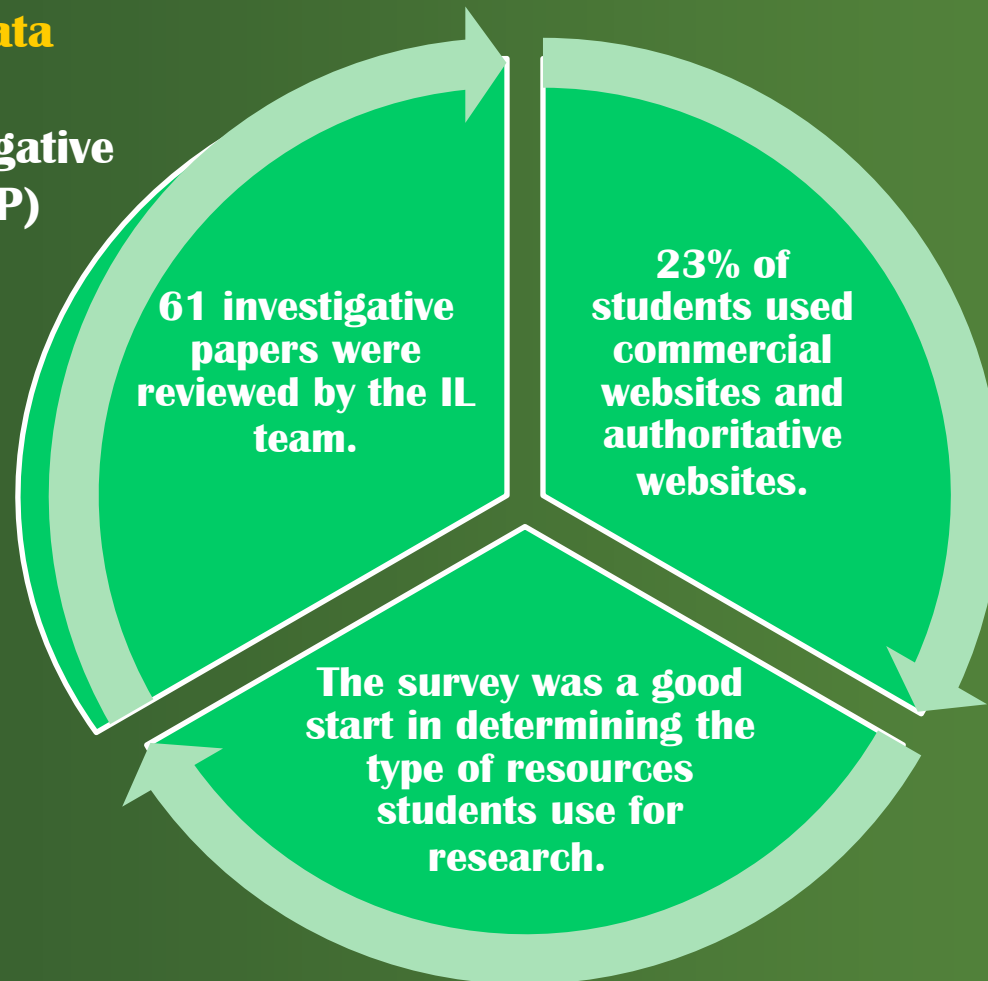
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## Baseline Data

### Senior Investigative Papers (SIP)



## Baseline Data

### Faculty Survey

**The IL team created a library user survey for faculty, and library questions were added to JCSU's yearly Faculty Development Survey. The survey was created to find out faculty uses of the library, their perception of scholarly resources, and to learn what types of resources they require students to use. The survey results indicated that faculty do not use the library resources, and that faculty needed further understanding and training in information literacy**



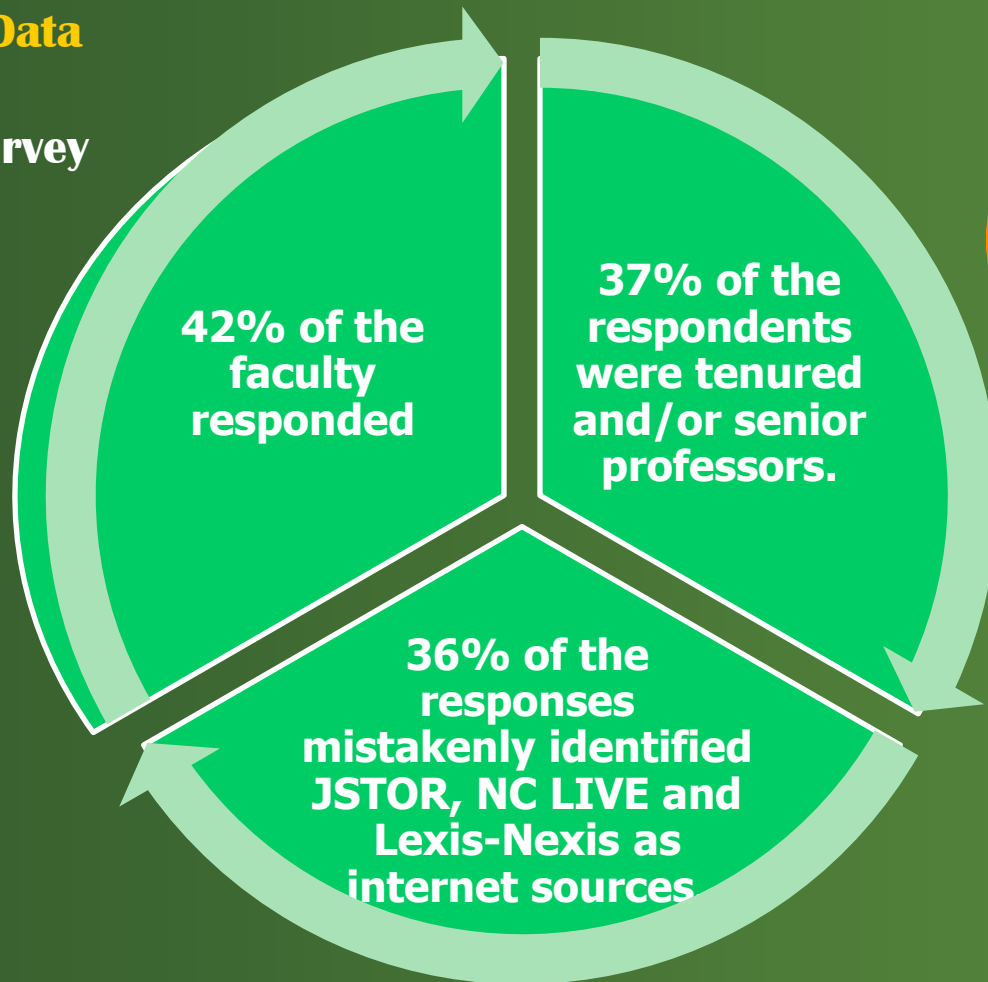
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## Baseline Data

### Faculty Survey



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## Faculty Information Literacy Workshop



**The IL team hosted a roundtable breakfast for the senior paper seminar professors, sophomore initiative professors, LAC professors, the Freshman Cluster leaders, and the Director of Faculty Development to discuss the need for a faculty information literacy institute at JCSU.**

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## Faculty Information Literacy Workshop



**Both surveys were shared at the breakfast to solicit feedback. The consultants led the discussions at the breakfast to help the group think about our SIP and LAC programs, and to think about how these programs can become the foundation for training faculty in information literacy.**



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## Faculty Information Literacy Workshop



Dr. Teresa Neely



Corinne Bishop



Dr. Terrence Mech

**That afternoon, we hosted a luncheon for all faculty to give them an overview of Building Partnership for Success: Information Literacy Across the Curriculum. The consultants introduced the topic of integrating information literacy in higher education. Corinne Bishop, our guest speaker from the University of Central Florida (UCF) shared UCF's information literacy program and online modules.**

## **Project Outcomes**

**Visited two universities to review their information literacy program for faculty.**

**Reviewed articles relative to information literacy and assessment.**

**Compiled annotated bibliography on information literacy.**

**Conducted two baseline surveys to collect raw data on what resources students use and faculty's perceptions of the library.**

## **Project Outcomes**

**Hosted one roundtable discussion with SIP, and LAC professors, Freshman Cluster leaders, and Director of Faculty Development to initiate conversations about a faculty information literacy institute.**

**Hosted one workshop on information literacy for faculty with two consultants.**

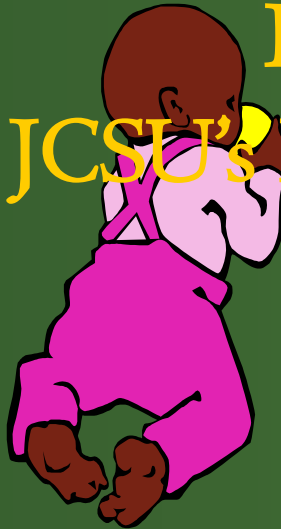
**Drafted a preliminary proposal to implement Information Literacy Across the Curriculum.**

**Designed an assessment for the faculty information literacy institute.**

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