Florida A & M University Libraries
Reference Department

2014-2015
Annual Report for the
Information Literacy Program

Submitted by:
Pamela Monroe
Information Literacy Coordinator

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I. Introduction

The Florida A&M University Libraries are committed to providing instruction and assistance with all library materials and information services. The Information Literacy Program (ILP) provides classroom instruction, workshops, and individual instruction designed to support research and lifelong learning. In addition, faculty librarians collaborate with teaching faculty to develop and present instruction on the effective use of specialized information resources. The University Library has a state-of-the-art computer classroom located in the Samuel H. Coleman Memorial Library Annex.

The purpose of the Information Literacy Program is to meet the informational needs of library users by equipping them with the strategies and tools to effectively locate, evaluate, and utilize information resources and become proficient information users. According to the American Library Association’s Presidential Committee on Information Literacy Final Report (Chicago: American Library Association, 1989.), an individual is considered information literate when the individual can "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" from a variety of traditional and non-traditional resources, both from within and outside of the library. In meeting this vision, the FAMU Library has developed an Information Literacy Plan based on the Association of College & Research Libraries’ Information Literacy Competency Standards for Higher Education as approved in 2000, modifications have been made to this plan in 2015. Thus, our program continues to evolve.

II. Goals/Services

The goals of the Information Literacy Program are to provide:

- technologically advanced facilities conducive to teaching, learning, research, and service
- delivery of information literacy in multiple formats (classroom instruction, tutorials, guides, etc.)
- collaboration with teaching faculty
- access to various types and formats of information resources, which appropriately support the University’s teaching, research, and service mission
- support for students to become critical thinkers and effective users of ideas and information
- guidance to users for understanding many of the ethical, legal, and socio-economic issues surrounding information and information technology
- promotion of a campus environment that values life-long learning
- advocacy for the incorporation of information literacy into campus learning

III. Staffing

The following librarians delivered information literacy this past fiscal year:

Keith Fagg, Serials/Periodicals Librarian
Priscilla Henry, Head of Circulation
Pamela Monroe, Information Literacy Coordinator
Shuchun Liang, Science Research Center Librarian
Karen Southwell, Journalism & Graphic Communication Librarian
Jean Williams-Adams, Head of Reference Services
Jeneice Williams-Smith, Interim Assistant Director, Public Services
Kimberly Windham, Architecture Librarian
IV. Progress and Growth

- Ms. Adams scheduled and coordinated classes for the summer 2014.
- Ms. Adams and Ms. Smith shared information to new employees at the new faculty orientation in August 2014.
- Pamela Monroe was hired as the Information Literacy Coordinator in September 2014.
- Librarians created LibGuides and updated Research guides for specific classes.
- Librarians participated in professional development workshops related to databases and information literacy instruction.
- New ACRL Frameworks were introduced in February 2015 by ALA (American Library Association).
- Information Literacy classes were taught in both the information literacy classroom, as well as individual departments.
- Librarians subscribe to list serves and virtual groups related to information literacy and library instruction.
- Librarians collaborate with faculty to incorporate information literacy into their syllabus.
- Embedded librarianship was introduced.
- Librarians provided one-on-one sessions with students or faculty when needed.
- Credo online information literacy program introduced.
V. Statistical Report
A brief summary of the statistics during the last five-year period indicates that in the 2010-2011 fiscal year there were 6,398 students (+25.5% change) and 272 sessions (+14.3% change); 2011-2012 fiscal year there were 6,288 students (+0% change) and 273 sessions (0% change); 2012-2013 fiscal year there were 4,848 students (-22.9% change) and 239 sessions (-12.5% change); 2013-2014 fiscal year there were 3,363 students (-30.6% change) and 162 sessions (-32.2% change); 2014-2015 fiscal year there were 2,538 students (-24.5% change) and 113 sessions (-30.2% change).

<table>
<thead>
<tr>
<th>Years</th>
<th>Students</th>
<th>Student Percentages</th>
<th>Sessions</th>
<th>Session Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>6,398</td>
<td>+25.5%</td>
<td>272</td>
<td>+19.8%</td>
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<tr>
<td>2011-2012</td>
<td>6,288</td>
<td>-0.02%</td>
<td>273</td>
<td>0%</td>
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<tr>
<td>2012-2013</td>
<td>4,848</td>
<td>-22.9%</td>
<td>239</td>
<td>-12.5%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>3,363</td>
<td>-30.6%</td>
<td>162</td>
<td>-32.2%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2,538</td>
<td>-24.5%</td>
<td>113</td>
<td>-30.2%</td>
</tr>
<tr>
<td>Total</td>
<td>23,435</td>
<td></td>
<td>1,059</td>
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</tr>
</tbody>
</table>

IV. Statistical Analysis

The five-year total on the number of students taught in the ILP was 23,435. An average of 4,687 students has been taught each year within this five-year period. Compared to the 5,199 average reported in last year’s Annual Report this generates a decrease of 512 (-9.8%) students taught per year and an average 162 IL sessions taught over the five year period.

Generally, more information literacy classes are taught during the fall and spring semesters when enrollment is higher and more classes are available, in contrast to the summer semesters when fewer students and classes exist. As indicated in the above table, some past fluctuations have existed from one fiscal year to the next in the number of students involved in information literacy classes. There are several factors that may have caused in a decrease in class sessions and students served. For example, the information literacy coordinator position was vacant for eight months which could have resulted in professors losing contact with the services provided. Class cancellations without rescheduling, also impact the number of sessions provided. These are issues that we will pay close attention to in the future.
VII. Objectives for 2015-2016

- Maintain collaboration with faculty about the Information Literacy Program. Inform faculty on how librarians can work with them in achieving some of their course objectives.
- Develop user-friendly publicity products for marketing the ILP to faculty. This includes increasing the promotion and marketing of the ILP through print and electronic publications.
- Develop and use marketing and promotional items within room A410, including taking advantage of the heavy summertime use by incoming freshmen.
- Build further relations with the Department of University Retention’s First Year Experience Program to continue implementing information literacy into their SLS 1101 classes.
- Work closely with the English Department to comply with the guidelines on information literacy.
- Develop online methods for delivering basic orientation information about the resources and services provided by the Libraries through Credo Information Literacy Modules and Blackboard.
- Assist librarians in designing a new paradigm for the ILP. Seek ways to empower librarians to develop physical and electronic resource guides to share with classes so that students can continue learning about library resources independently.
- Continue to conduct qualitative assessments of the ILP to determine student and faculty needs, and the ILP’s overall effectiveness.
- Continue exploring ways that technology might be able to assist assessment by improving efficiency while protecting the integrity of the raw data and making it user-friendly for staff use.
- Update and add additional online resources to the Library website.
- Continuously review and revise LibGuides and the Information Literacy Program
- Update as necessary the ILP’s information on the Library website.
- Ensure integration of the ILP exists for online classes.
- Research best practices and trends in information literacy and critical thinking concepts.
- Continue to revise the draft Information Literacy Plan.
- Continue to promote librarian participation in IL professional development opportunities.
- Continue requesting the purchase of new IL subject materials for the collection.
Appendix [tables and charts]

Five Year Trend in Total Students Served

<table>
<thead>
<tr>
<th>YEARS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/2011</td>
<td>6398</td>
</tr>
<tr>
<td>2011/2012</td>
<td>6288</td>
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<td>2012/2013</td>
<td>4848</td>
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<td>2013/2014</td>
<td>3363</td>
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<td>2014/2015</td>
<td>2538</td>
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Five Year Information Literacy Statistics