Florida A & M University Libraries
Reference Department

2013/2014
Annual Report for the
Information Literacy Program

Submitted by:
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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.

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

This position supervised Senior LTA, Position #17424, (4/2/13 - 7/8/13)

The following librarians delivered information literacy this past fiscal year:

Keith Fagg, Serials/Periodicals Librarian
Priscilla Henry, Head of Circulation
Shuchun Liang, Science Research Center Librarian
Karen Southwell, Journalism & Graphic Communication Librarian
Tiger Swan, Information Literacy Coordinator (January 2014)
Jean Williams-Adams, Head of Reference Services
Jeneice Williams-Smith, Interim Assistant Director, Public Services
IV. Progress and Growth

Ms. Adams and Ms. Smith shared information on the ILP to the new faculty and staff attending the “Discover FAMU” new employee University orientations.

Provided library research orientation sessions in collaboration with the School of Graduate Studies.
Librarians created online tutorials.
Librarians created subject area LibGuides.
Librarians participated in professional development opportunities such as demonstrations of electronic databases for in-house sharing of skills and knowledge.
Surveyed students and faculty following information literacy sessions in order to provide assessment.
Based on faculty and students’ survey results, users were generally satisfied to highly satisfied with the information literacy classes and services.
Maintained a high number of students and classroom sessions.
The Library continued to work closely with the University’s Quality Enhancement Program (QEP), and the Libraries maintained an active role on the QEP Coordinating Committee.
Began to permanently incorporate the First Year Experience classes (SLS 1101) into the ILP.
Librarians continued to be subscribed to both Information Literacy and Reference listservs.
Librarians collaborated with faculty to incorporate information literacy components into their curriculum.
Librarians continued to provide one-on-one information literacy instruction and review for faculty, staff, and undergraduate and graduate students.
Further effort was made in the timing and planning of information literacy sessions with particular class assignments by consulting with the professors.

V. Statistical Report

A brief summary of the statistics during the last five-year period indicates that in the 2009-2010 there were 5,099 students (+123.4% change) and 238 sessions (+108.8% change); 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).

<table>
<thead>
<tr>
<th>Years</th>
<th>Students</th>
<th>Student Percentages</th>
<th>Sessions</th>
<th>Session Percentages</th>
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</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>5,099</td>
<td>+123.4%</td>
<td>238</td>
<td>+108.8%</td>
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<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>0.0%</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>Total</td>
<td>25,996</td>
<td></td>
<td>1,184</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 25,996. An average 5,199 students have been taught each year within this five-year period. Compared to the 4,983 average reported in last year’s Annual Report this generates an increase of 216 (+4.3%) students taught per year and an average 237 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. Through continued promotion of the ILP to faculty combined with the benefit of having information literacy tied directly into the Quality Enhancement Plan (QEP), the Libraries continue to reverse the downward fluctuations that had been occurring over the earlier fiscal years. Continuing the integration and advocacy of information literacy throughout campus will continue this upward mobility.

Based on user surveys, both faculty and students have been predominantly satisfied to highly satisfied with the information literacy instruction and services. The Libraries continued to work with the QEP by complying with the guidelines laid out for the ILP in the University’s QEP and meeting the objectives for the fiscal year.

VII. Objectives for 2014-2015

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.

Work closely with the English Department to comply with the guidelines on information literacy outlined in the QEP for ENC 1101, ENC 1102.

Build further relations with the Department of University Retention’s First Year Experience Program to continue implementing information literacy into their SLS 1101 classes.

Create multiple online methods for delivering basic orientation information about the resources and services provided by the Libraries.

Develop user-friendly training aids for the librarians to seamlessly integrate the principles of critical thinking and evaluation when teaching information literacy.

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 to implement, compile, and evaluate brief pre/post diagnostics to measure knowledge gained during class sessions. 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.
Create and integrate additional LibGuides into 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]