Florida A & M University Libraries
Reference Department

2011/2012
Annual Report for the
Information Literacy Program

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August 10, 2012
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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 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 (ILP) 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

The following librarians delivered information literacy this past fiscal year:

Juanita Brown, Instructor Librarian
Brian Crowell, OPS Faculty
Tricia Elton, Instructor Librarian
Keith Fagg, Instructor Librarian
Khalilah Hayes, Instructor Librarian
Shuchun Liang, Instructor Librarian
Anna Lybbert, OPS Faculty
Tiger Swan, Information Literacy Coordinator
IV. Progress and Growth

The FAMU Libraries’ newsletter and website discussed information literacy resources.

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

Ms. Liang, Ms. Williams-Smith, Ms. Elton, and Ms. Woody accommodated information literacy instruction corresponding with the faculty represented by their branch library subject areas.

Staffed an information table during Graduate Student Orientation.

Provided library research orientation sessions in collaboration with the School of Graduate Studies

Librarians created online tutorials

Librarians created LibGuides

Librarians participated in a variety of professional development opportunities that enhanced their skills for the ILP. These opportunities have included:
- demonstrations of electronic databases
- train-the-trainer sessions for in-house sharing of skills and knowledge
- clicker training
- effective teaching and educational learning outcomes training led by the QEP
- travel to conferences and meetings involving the topic of information literacy

Assessment of the Information Literacy Program was made by surveying students and faculty at the end of each information literacy class session.

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 Library faculty members actively serve on campus QEP committees.

Began incorporating the freshmen AMH 2091 courses into the ILP.

Began in the summer to incorporate the First Year Experience classes into the ILP more fully.

Librarians continued to be subscribed to both Information Literacy and Reference listservs.

Tiger Swan represented the FAMU Libraries on the CSUL Information Literacy Subcommittee.

Librarians collaborated with faculty to incorporate learning components for information literacy into their class assignments.

Librarians continued to provide one-on-one information literacy instruction and review for faculty and undergraduate and graduate students.

A greater effort was made to plan Information Literacy classes based on prior consultations with the instructors’ and aligning library instruction with particular class assignments.
V. Statistical Report

A brief summary of the statistics during the last five-year period indicates that in the 2007-2008 there were 2,423 students (-18.83% change) and 128 sessions (-7.9% change); 2008-2009 there were 2,282 students (-5.8% change) and 114 sessions (-10.9% change); 2009-2010 fiscal year 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); and during the 2011-2012 fiscal year there were 6,288 students (0% change) and 273 sessions (0% 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>2007-2008</td>
<td>2,423</td>
<td>-18.8%</td>
<td>128</td>
<td>-7.9%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>2,282</td>
<td>-5.8%</td>
<td>114</td>
<td>-10.9%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>5,099</td>
<td>+123.4%</td>
<td>238</td>
<td>+108.8%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>6,398</td>
<td>+25.3%</td>
<td>272</td>
<td>+19.8%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6,288</td>
<td>-0.02%</td>
<td>273</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>22,490</td>
<td></td>
<td>1,025</td>
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</tr>
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IV. Statistical Analysis

The five-year total on the number of students taught in the ILP was 22,490. An average of 4,498 students have been taught each year within this five-year period. Compared to the 3,835 average reported in last year’s Annual Report this generates an increase of 663 (+17%) average students per year, and a +.04% total improvement over last year’s total increase of 640.

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 continue to work closely with the QEP by complying with the guidelines laid out for the ILP in the University’s QEP and meeting the overall objectives for the coming fiscal year.

VII. Objectives for 2012-2013

Increase 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.

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

Work closely with the First Year Experience (SLS 1101 College Orientation) program to begin implementing information literacy into their Fall and Spring semester classes.

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

Expand the reach of the ILP by collaborating with more departments and programs on campus, such as the Academic Advising Center, University Honors Program, and Study Abroad.

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 Information Literacy program 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.

Begin to create and integrate 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.

Continue to update the online calendar with scheduled IL classes.

Continue to revise the draft Information Literacy Plan.

Research best practices and trends in information literacy and critical thinking concepts in the classroom.

Continue to promote librarian participation in IL professional development opportunities.

Continue requesting the purchase of new IL subject materials.

Appendix [tables and charts]