Florida A & M University Libraries
Reference Department

2010/2011
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 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
Jeannette Cox, University Librarian, Assistant Director for Public & Information Services
Carolyn Elkins, Assistant University Librarian
Keith Fagg, Instructor Librarian
Khalilah Hayes, Instructor Librarian
Shuchun Liang, Instructor Librarian
Davinci Metcalf, Instructor Librarian
Bill Nichols, Instructor Librarian, Science Research Center Library
IV. Progress and Growth

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

Ms. Cox shared information on the ILP to the staff of the New Student Orientation Office and to new faculty attending the “Discover FAMU” new employee University orientations.

Mr. Nichols, Ms. Williams-Smith, and Ms. Woody accommodated information literacy instruction within the classrooms located in buildings corresponding their branch library subject areas.

Staffed an information table during Graduate Student Orientation.

Submitted an article about the ILP for publication in the first QEP Newsletter.

Additional online tutorials and subject guides were created and posted on the Library website.

Tiger Swan presented a general presentation on information literacy to all faculty at the Spring 2011 Faculty Planning Conference.

Librarians created online tutorials

Librarians created subject guides

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
- 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 are generally satisfied to highly satisfied with the information literacy classes and services.

Continued increase in students and sessions with a total of 6,398 students who participated in the ILP and 272 information literacy class sessions during the 2010/2011 academic year.

The Information Literacy Plan Advisory Council (ILPAC) held its first meetings in 2011, and further headway was made in the creation of an Information Literacy Plan.

Tiger Swan actively participated on the QEP Assessment Coordinators Committee.

Tiger Swan actively participated on the QEP Faculty Learning Community (initial start-up group).

Tiger Swan and Marie Fleurimond led two Freshmen Summer Reading Program discussion groups.

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

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

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 2006-2007 fiscal year information literacy instruction was delivered to 2,985 students (-6.31% change) and 139 sessions; 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); and during the 2010-2011 fiscal year there were 6,388 students (+25.3% change) and 285 sessions (+19.8% 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>2006-2007</td>
<td>2,985</td>
<td>-6.3%</td>
<td>139</td>
<td>unavailable</td>
</tr>
<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>
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<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>6,388</td>
<td>+25.3%</td>
<td>285</td>
<td>+19.8%</td>
</tr>
<tr>
<td>Total</td>
<td>19,177</td>
<td></td>
<td>904</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 19,177. An average of 3,835 students have been taught each year within this five-year period. Compared to the 3,195 average reported in last year’s Annual Report this generates an increase of 640 (+20%) average students per year, and a +24% total improvement over last year’s average increase of 516.

Generally, more information literacy classes are taught during the fall and spring semesters when enrollment is higher and more classes exist, in contrast to the summer semesters when fewer students and classes are available. As indicated in the above table, some fluctuation has existed from one fiscal year to the next in the number of students involved in information literacy classes. Through greater 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 previous earlier fiscal years. Continuing the integration and advocacy of information literacy throughout campus will further 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 2011-2012

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.

Create an online method 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.

Collaborate with the new online learning programs in order to deliver information literacy to these students and faculty.

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, and update as necessary the ILP’s information on the Library website.

Begin to create and integrate LibGuides into the Information Literacy Program.

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.

Continue to promote librarian participation in IL professional development opportunities.

Continue requesting the purchase of new IL subject materials.

*Attachments [tables and charts]*
Information Literacy Sessions Five-Year Comparison Charts

Information Literacy Students Five-Year Comparison Charts

Information Literacy Schedules (July 2010 – June 2011)