Florida A & M University Libraries
Reference Department

2009/2010
Annual Report for the
Information Literacy Program

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# TABLE OF CONTENTS

I. Introduction .................................................................................................................. 3  
II. Goals/Services............................................................................................................. 3  
III. Staffing ....................................................................................................................... 4  
IV. Progress and Growth ............................................................................................... 4  
V. Statistical Report ........................................................................................................ 5  
IV. Statistical Analysis .................................................................................................... 5  
VII. Objectives for 2010-2011 ..................................................................................... 6  
Appendix [tables and charts] .......................................................................................... 6
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:

- functional, technologically advanced facilities conducive to teaching, learning, research, and service
- systematic and applicable information literacy class instruction
- collaboration with teaching faculty
- access to various formats of information resources, which appropriately support the University’s teaching, research, and service mission
- direction to students for becoming critical thinkers and effective users of ideas and information
- access to scholarly, technical, and primary sources of information
- various options for retrieving resources (community, class media, network, television, etc.)
- workshops and one-on-one assistance to our users
- guidance to our users for understanding many of the ethical, legal and socio-economic issues surrounding information and information technology
- encouragement of a campus environment that values life-long learning
III. Staffing

This past fiscal year Information Literacy classes were taught by the following librarians:

Juanita Brown, Instructor Librarian  
Ophelia Chapman, Instructor Librarian (July – December)  
Jeannette Cox, University Librarian, Reference Services  
Carolyn Elkins, Assistant University Librarian  
Keith Fagg, Instructor Librarian  
Shuchun Liang, Instructor Librarian  
Davinci Metcalf, Instructor Librarian  
Jeneice Williams-Smith, Associate University Librarian, Architecture Library  
Tiger Swan, Information Literacy Coordinator  
Gloria Woody, University Librarian, Journalism Resource Center

IV. Progress and Growth

Faculty were informed about information literacy at the annual Faculty Planning Conference, and in the
University Library’s newsletter and website.

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

Ms. Williams-Smith, and Ms. Woody offered literacy instruction in actual classes at their corresponding
branches.

Mr. Swan presented information on Library resources and distance learning to the HBCU Head Start
Partnership Forum.

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

Librarians participated in a variety of professional development opportunities that enhanced their skills
for the ILP. These opportunities have included:
- demonstrations of electronic databases
- demonstrations/training on technology such as the Turning Technologies software for use of
  audience response systems (clickers)
- 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 has been done 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.

A total of 5,099 students participated in the ILP and 238 information literacy class sessions were provided
during the 2009/2010 academic year, more than doubling the number of students and sessions over
the previous academic year.

Ms. Cox shared information on our ILP to the staff of the New Student Orientation Office.

The User Education Team was reactivated as the Information Literacy Advisory Council.
The Library continues to work closely with the University’s Quality Enhancement Plan (QEP), and Library faculty members actively serve on campus QEP committees.

Librarians continued to be subscribed to both Information Literacy and Reference listservs. We continued to have representation 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 2005-2006 fiscal year we taught 3,186 students; during the 2006-2007 fiscal year there were 2,985 students (-6.31% change) and 139 sessions; during 2007-2008 there were 2,423 students (-18.83% change) and 128 sessions (-7.9% change); during 2008-2009 we taught 2,282 students (-5.8% change) and 114 sessions (-10.9% change); and for the 2009-2010 fiscal year we taught a total of 5,099 students (+123.4% change) and 238 sessions (+108.8% change).

<table>
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<th>Years</th>
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<th>Student Percentages</th>
<th>Sessions</th>
<th>Session Percentages</th>
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<td>2005-2006</td>
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<tr>
<td>2006-2007</td>
<td>2,985</td>
<td>-6.3%</td>
<td>139</td>
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<td>2,282</td>
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<td>2009-2010</td>
<td>5,099</td>
<td>+123.4%</td>
<td>238</td>
<td>+108.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,975</strong></td>
<td></td>
<td><strong>619</strong></td>
<td></td>
</tr>
</tbody>
</table>

IV. Statistical Analysis

The five-year total on the number of students we taught in our ILP was 15,975. An average of 3,195 students have been taught each year during this five-year period. Compared to the 2,679 average reported in last year’s Annual Report this generates an increase of 516 students per year.

Generally, more information literacy classes are taught during the fall and spring semesters when enrollment is higher and more classes; this is in contrast to the summer semesters when fewer students and classes are available. As indicated in the above section, there has existed some fluctuation from fiscal year to fiscal year in the number of students taught in our 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), we have reversed the downward fluctuations that had been occurring over the previous fiscal years noted above. We must now keep our sights on ways to continue this upward mobility.

Based on user surveys, both faculty and students have been satisfied to highly satisfied with the information literacy instruction and services. We continue to work closely with the QEP and complying with the guidelines for our ILP in the University’s QEP as well as meeting our overall objectives for the coming fiscal year.
VII. Objectives for 2010-2011

Increase collaboration with faculty about the Information Literacy Program. Inform faculty on how library instructors can work with them in achieving some of their course objectives.

Develop user-friendly publicity products for marketing our ILP to faculty. This includes increasing the promotion and marketing of the Information Literacy Program through print and electronic publications.

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

Increase contact with other campus academic departments in order to bring greater awareness of the ILP.

Collaborate with other programs on campus, such as the University Honors Program, to expand the reach of our ILP.

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

Assist our librarians in designing a new paradigm for our ILP. Seek ways to empower them to develop physical and electronic resource guides and class notes to share with students so that they can continue learning about our library resources on their own.

Continue to conduct assessments of the Information Literacy program to determine student and faculty Information Literacy needs and the effectiveness of the overall Information Literacy Program. Continue to implement, compile, and evaluate brief pre/post diagnostics to show measurement of general knowledge taught during class session. Continue exploring ways that technology might be able to assist us with this effort 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.

Work with the Office of Informational Technology to ensure a stronger Library presence on Blackboard’s version 9 when it is initiated on campus, and make needed revisions and updates in this new version.

Update as necessary the ILP’s information on the Library website.

Continue to assess the ILP through faculty and student qualitative surveys. Continue exploring ways that technology might be able to assist us with this effort by improving efficiency while protecting the integrity of the raw data and making it user-friendly to staff use.

Draft an online Information Literacy Request Form.

Revise the draft Information Literacy Plan.


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

Continue to have librarians participate in information literacy professional development opportunities.

Appendix [tables and charts]