Florida A & M University Libraries
Reference Department

2015-2016
Annual Report for the
Information Literacy Program

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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 and embedded instruction, workshops, and individual as well as, small group 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 Information Literacy classroom is located in the Samuel H. Coleman Memorial Library Annex.

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:

Brian Crowell, Distance Learning Librarian
Keith Fagg, System Librarian
Priscilla Henry, Head of Circulation
Ernestine Holmes, Acquisitions Librarian
Pamela Monroe, Information Literacy Coordinator
Shuchun Liang, Science Research Center Librarian
Karen Southwell, Journalism & Graphic Communication Librarian
Jean Williams-Adams, Head of Reference Services
Kimberly Windham, Architecture Librarian
Gloria Woody, Special Collections Librarian
IV. Progress and Growth

- Information Literacy program formed a partnership with FYE (First-Year Experience) Program to be included in all classes scheduled.
- Librarians created LibGuides and updated Research guides for specific classes.
- Librarians participated in professional development workshops related to databases and information literacy instruction
- Information Literacy classes were taught in both the information literacy classroom, as well as individual departments
- Librarians subscribe to listserves and virtual groups related to information literacy and library instruction
- Librarians collaborate with faculty to incorporate information literacy into their syllabus.
- Embedded librarianship was implemented
- Librarians provided one-on-one and small group sessions with students and faculty when requested.
- Partnered with the School of Graduate Studies for instruction related to research and citation.
- Faculty liaisons were given the opportunity to view our resources to present to their colleagues at the Faculty Soup Social in January, to help boost our program.
- Continuous promotion of program on social media outlets and the University Libraries website.
V. Statistical Report
A brief summary of the statistics of Information Literacy classes taught for the last five years are as follows: 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 and 162 sessions; 2014-2015 fiscal year there were 2,538 students (-24.5% change) and 113 sessions (-30.2% change); 2015-2016 fiscal year there were 4,850 students (+91.1% change) and 213 sessions (+46.9% change).

Information Literacy Classes

<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>2011-2012</td>
<td>6,288</td>
<td>-0.02%</td>
<td>273</td>
<td>0.0%</td>
</tr>
<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>2015-2016</td>
<td>4,850</td>
<td>+91.1%</td>
<td>213</td>
<td>+46.9%</td>
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</tbody>
</table>

One-One and Small Group Sessions

<table>
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<tr>
<th>Year</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>144</td>
</tr>
</tbody>
</table>

Statistical Analysis:
An average of 2,918 students has been taught each year within this three-year period. There was a significant increase in class sessions scheduled in the 2015-2016 year. Majority of this increase is a result of persistent promotion of the program to beginning instructors, The FYE (First-Year Experience) Program and outreach to the faculty. This increase may also be the result of having an Information Literacy Coordinator in place for two consecutive years, giving the faculty a “go to” person for scheduling classes, as well as, continuous outreach to faculty to promote the program.

One-On-One/Small Group
This is the first year we have tracked One-on-One and Small Group sessions. Many of these sessions are follow up sessions from a previous Information Literacy class. The success of our sessions is a result of advertising in classes, social media and the library's webpage.
Statistical Report- Ask-A-Librarian

The Ask-A-Librarian Program is a virtual reference service provided to Florida residents through chat, email or text messaging. The service is available through public, academic and a statewide library system and provides the user with instant information 24 hours per day, seven days per week. FAMU librarians are staffed during certain hours to answer questions from both our local desk and the academic desk to provide our students with university specific answers and to fit their individual needs.

### Ask-A-Librarian Monthly Statistics

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</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>17</td>
<td>13</td>
<td>36</td>
<td>27</td>
<td>30</td>
<td>7</td>
<td>38</td>
<td>16</td>
<td>24</td>
<td>26</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2015-2016</td>
<td>11</td>
<td>20</td>
<td>65</td>
<td>52</td>
<td>40</td>
<td>40</td>
<td>24</td>
<td>33</td>
<td>18</td>
<td>39</td>
<td>7</td>
<td>20</td>
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### Statistical Analysis- Ask-A-Librarian

We will be using the 2015-2016 information as a baseline for references related to the Ask-A-Librarian program.

There was a steady growth in our Ask-A-Librarian use this year. This may be due to the new platform and creating a consistent schedule with the librarians involved. Additions to the numbers could also be a result of a new AAL box on the webpage, slide out widget that appears after a patron has been on a page for one minute and added chat boxes in key places such as the graduate student page and distance learning page on the website. Ask A Librarian has also been promoted during Information Literacy classes which may result in an increase in usage.

It will be important for us to make sure that we are reaching all users when they sign on. Many missed chats are a result of times when a librarian was not available.
VII. Objectives for 2016-2017

- 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.
- 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.
- Continue to conduct qualitative assessments of the ILP to determine student and faculty needs, and the ILP’s overall effectiveness.
- Explore 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.
- Revise the draft Information Literacy Plan.
- Promote librarian participation in IL professional development opportunities.
Appendix [tables and charts]

Five Year Trend in Total Students Served

<table>
<thead>
<tr>
<th>YEARS</th>
<th>TOTALS</th>
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<tbody>
<tr>
<td>2011/2012</td>
<td>6288</td>
</tr>
<tr>
<td>2012/2013</td>
<td>4848</td>
</tr>
<tr>
<td>2013/2014</td>
<td>3363</td>
</tr>
<tr>
<td>2014/2015</td>
<td>2538</td>
</tr>
<tr>
<td>2015/2016</td>
<td>4850</td>
</tr>
</tbody>
</table>

Information Literacy Five Year Statistics

![Graph showing the trend in information literacy over five years. The numbers and years are indicated on the graph.]