The Annual Institutional Effectiveness Plan for this Unit supports the following goals of the Northeast Lakeview College Strategic Plan INSTITUTIONAL STRATEGIC GOALS & INSTITUTIONAL EFFECTIVENESS INDICATORS & ACTION PLANS (Goals must be related to the unit’s function.):

**Unit Assessment 1:**

**INSTITUTIONAL STRATEGIC GOALS:** IG2 NLC will be a responsible steward of resources and facilities.  
**INSTITUTIONAL EFFECTIVENESS INDICATORS & ACTION PLANS:** IG3 IE 3: Accessible Library and academic support services.

**Unit Assessment 2:**

**INSTITUTIONAL STRATEGIC GOALS:** IG3 NLC will offer innovative methodologies and resources to enhance student learning in instructional programs  
**INSTITUTIONAL EFFECTIVENESS INDICATORS & ACTION PLANS:** IG3 IE 3: Accessible Library and academic support services.

**Institutional Mission**

Northeast Lakeview College is a public community college within the system of Alamo Colleges, established in partnership with its communities, that is focused on student success through the offering of Associate degrees and continuing education, promoting engagement in civic activities and organizations, and encouraging participation in cultural and enrichment programs.

**Administrative or Educational Support Unit Mission Statement:**

The Northeast Lakeview College Library, a part of the instruction unit of Northeast Lakeview College, directly supports the mission of the college by providing innovative, technologically advanced, and collaborative library programs. These programs feature reference, library instruction and information literacy, access to appropriate information sources through acquisition and resource sharing, and technical services operations. The Library’s collections and information resources will include traditional and emerging formats and will be appropriate in size and breadth to effectively carry out its mission. By employing and maintaining a knowledgeable, service-oriented staff, the Library will be able to participate and support the college in exemplary teaching and the pursuit of an individual’s lifelong learning.

**(IMPACT) - Provide a summary of the strategies for improvement that have been implemented based on previous assessment results.**

**Unit Assessment 1:**
To develop and deliver information literacy instruction programs that support students in acquiring the knowledge and skills necessary to define, assess, and apply information resources effectively and that meet the desired outcome of faculty in support of curricular need and student learning outcomes.

We were able to correlate success of students in LIBR 0001 with student success in co-linked ENGL 1301 course. Students demonstrated improved skills in applying information literacy skills to desired outcomes. For the completed pilot of LIBR 0002, worked with classroom faculty in developing more effective post-assessment instrument for LIBR 0002 to increase student completion and post-assessment score. The impact of this assessment determined that we need to continue to work with all faculty in ensuring access to adequate library instruction. With the current demand and desire for instruction classes and resources, librarian instructor staffing levels will begin to fall short if staffing in this area is not increased.

Unit Assessment 2:

To offer robust and cross-college Library programs to support student success.

Scrutinized results to improve in areas of concern with nationally normed Library focused survey (LibQUAL+). Used results to determine satisfaction in desired and perceived levels of satisfaction with library support, library programs, and research resources. LibQUAL+ asks for responses to 22 questions in 3 broad areas. All questions are rated from 1-3 (low), 4-6 (average), to 7-9 (high) at minimum, perceived, and desired levels.

- **Information Control** (8): Asks users to determine if they can find required information in their chosen format independently and autonomously.
- **Affect of Service** (9): Asks users to determine their interactions with library staff in areas of helpfulness, instruction/support, and competence.
- **Library as Place** (5): Asks users to rate the physical and overall environment with regards to access, setting, and usefulness to individuals and to groups.

NLC’s aggregate results for all core questions from all user types: perceived mean – 7.60. Survey results indicate that faculty and students are generally satisfied with library programs, resources, and services. Areas of concentration were from faculty responses that indicated desire for additional resources and from students wanting additional staff and hours of service. These results are similar to benchmark survey done five years prior. One area that registered with both faculty and students was more autonomous and effective self-discovery. This desire lead to the implementation of two enhancements: 1) Aggregator discovery service. Since this has been in place, searches have increased and 2) Enhanced help guides embedded in the 856 field of all eBook MARC records. This enhancement allows users to have immediate and linked access to mobile device/eBooks set-up guides as they use eBooks discovered in the online catalog.
UNIT GOALS:

1. To develop and deliver information literacy instruction programs that support students in acquiring the knowledge and skills necessary to define, assess, and apply information resources effectively and that meet the desired outcome of faculty in support of curricular need and student learning outcomes.

UNIT EXPECTED OUTCOMES:

1.a. Continue the development and delivery of formal information literacy instruction (LIBR 0001) in support of ENGL 1301 English, Reading, Education Division (ERE) course learning outcomes through a linked online module to improve students’ basic information literacy skills.

1.b. Continue the development and delivery of final block of first-year ENGL information literacy instruction to support ENGL 1302 via a linked online module course – LIBR 0002 to improve students’ ability to apply information literacy concepts to literary research.

1.c. Develop the curriculum for an online / self-paced information literacy curriculum for newly developed INRW 0305 / 0420.

1.d. Continue to measure faculty satisfaction with formal information literacy instruction and increase access to instruction through instruction requests, the development of

<table>
<thead>
<tr>
<th>Unit Assessment 1 (Stated in measurable terms)</th>
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<tr>
<td>BENCHMARKS /INDICATORS OF SUCCESS:</td>
<td></td>
<td>RESULTS:</td>
</tr>
<tr>
<td>1.a.1. 75% of students in ENGL 1301 will complete LIBR 0001. Of students who complete, 75% will complete with a passing grade of 70 or higher on first attempt.</td>
<td></td>
<td>1.a.1. Met. 78% of students in ENGL 1301 completed LIBR 0001. Of students who completed, 79% passed with a 70 or higher.</td>
</tr>
<tr>
<td>1.a.2. 95% of ENGL 1301 sections will participate in LIBR 0001 and will use post-assessment as a graded event.</td>
<td></td>
<td>1.a.2. Met. 100% of ENGL 1301 sections participated in LIBR 0001. 95% of faculty used the post-assessment as a graded event.</td>
</tr>
<tr>
<td>1.a.3 Increase students’ LIBR 0001 post-assessment scores by 5 points or higher than their pre-test score.</td>
<td></td>
<td>1.a.3. Met. Students improved their pre-to-post test scores in LIBR 0001 by an average of 8.59 points on first attempt.</td>
</tr>
<tr>
<td>1.a.4. {LIBR 0001 Completers Only} A majority of students with a successful score of 80% or higher on the LIBR 0001 post-test, will demonstrate a higher PGR (ENGL 1301) than students with less than 80% as well as non-completers.</td>
<td></td>
<td>1.a.4 Met. Students completers who did meet the criteria of 80% or higher on their LIBR 0001 post-assessment had on average a PGR of 92.2 for fall and 83.5 for spring in their ENGL 1301 course. Students who did not meet the criteria of 80% or higher on their LIBR 0001 post-assessment had on average a PGR of 71.8 for fall and 58.4 for spring.</td>
</tr>
<tr>
<td>1.b.1. 95% of ENGL 1302 sections will participate in LIBR 0002 and will use LIBR 0002 post-assessment as a graded event.</td>
<td></td>
<td>1.b.1 Met. 100% of ENGL 1302 sections participated in LIBR 0002. 100% of faculty used the post-assessment as a graded event.</td>
</tr>
<tr>
<td>1.b.2. 75% of students in ENGL 1302 will complete LIBR 0002. Of students who complete LIBR 0002, 75% will complete with a passing grade of 70 or higher.</td>
<td></td>
<td>1. b.2. Partially Met. 79% of students in ENGL 1302 completed LIBR 0002. On average, only 64.47% of students in LIBR 0002 had a passing grade of 70%.</td>
</tr>
<tr>
<td>1.b.3. Students will increase their LIBR 0002 post-test score 5 % or more over their pre-test score.</td>
<td></td>
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<tr>
<td>1.c.1. New integrated Reading/Writing developmental course will have an online / self-paced</td>
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</table>

ANALYSIS:

1.b.2. After a review with librarian and English 1302 faculty, it was decided that 7 questions on the post-test were not adequate to capture the specifics and entirety of the objectives being taught in LIBR 0002. Many students were getting partial questions correct. English and librarian faculty revamped the post-assessment questions to include more specific aspects of the curriculum and a better distribution of question weight. In analyzing the data, there was a noticeable difference between average increases in post-test scores and the % of students passing with a
UNIT ACTION STEPS:

1.a. Compare PGRs of students in ENGL 1301 with a post-assessment score in LIBR 0001 of 80% or higher with those who scored less than 80% and non-completers. Continue to review the content, student post-assessment scores, and student comments for possible revision of curricular materials.

1.b. Review LIBR 0002 content, student post-assessment scores, and student comments for possible revision of curricular material. Push for higher completion rates.

1.c. Work with INRW faculty in developing scaled learning objectives for INRW 0305 / 0420 module.

1.d.1. Implement guidelines for distance learning “enhanced” LibGuides that are more geared to support students who do not have the opportunity for formal information literacy instruction.

1.d.2. Share instruction statistics with community. Respond to faculty comments in faculty post-instruction survey.

DATA COLLECTION/EVIDENCE:

1.a.1. % of students who completed LIBR 0001 with a passing grade. LMS gradebook.

1.a.2. % of ENGL 1301 sections that participated in LIBR 0001. % of sections that used post-assessment score as graded event. LMS (Learning Management System) gradebook.

1.a.3. Post-Assessment Scores on LIBR 0001 modules – first attempt score. LMS gradebook.

1.a.4. Scores of LIBR 0001 post-tests as compared to same student – ENGL 1301 PGR. LMS gradebook and Banner data

1.b.1. % of ENGL 1302 sections that participated in LIBR 0002. % of sections that used post-assessment score as graded event. LMS gradebook.

1.b.2. % of students who completed LIBR 0002 with a passing grade. LMS gradebook

70% or higher.

1.b.3. Met. On average, LIBR 0002 completers improved their pre-to-post test score by 29%.

1.c.1. Met. Module developed and INRW Module roll-out planned for Fall 2014.

1.d.1. Met. 100% of faculty post-instruction surveys indicated satisfaction or higher with regards to information literacy for their classes. Faculty respond on a scale of 1 (lowest) to 5 (highest) in 4 areas: 1) Librarian engaged the class 4.88; 2) Librarian was prepared 4.95; 3) Instruction was understandable 4.95; 4) Class met my expectations 4.98.

1.d.2. Partially Met. Requests for formal library instruction were down in the number of sections taught in 13-14 but up in the number of students taught. 12-13 – Classes 372; Students 8482. 13-14 – Classes 348; Students 8770.

Academic YR 12-13 Academic YR 13-14

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ANALYSIS:

1.d.2. The number of formal instruction requests being down is reflected in several trends of the 13-14 year. A large number of classes in the previous year were READ. All READ courses were discontinued. One of the ENGL developmental classes was also discontinued and transitioned into a piloted INRW (Reading/ Writing developmental combination). The college offered fewer courses not only in the READ/ENGL division but fewer courses overall in an attempt to meet a district “targeted class” size. This is reflected in the number of formal information literacy classes being down but the number of students being higher.

In addition, faculty are moving more toward the use of Course/Assignment support LibGuides. Increase in number of these requests has trended up over the last several years.

1.d.3. Met. In 12-13, LibGuides requested for courses and programs – 172. Usage in 12-13 was 183,557. In 13-14, the number of guides requested increased to 200.
1.b. Post-Assessment scores on LIBR 0002 modules. LMS gradebook

1.c.1. INRW module.

1.d.1. Post-faculty instruction survey results.

1.d.2. % of all instructional support requests, including online tutorial and module creation requests. Administrative Instruction database.

1.d.3. Statistics that demonstrate usage of LibGuides and the number of Guides created. Vendor statistics.

The usage increased by 9.5% to 200,778.

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</table>

### ACTION PLANS FOR IMPROVEMENT - Action Plan for Improving Program Outcomes (not required in IEP)

1.b. LIBR 0002 will continue to push for higher post-test scores as well as correlate successful post-assessment scores with ENGL 1302 productive grade rate.

1.c. Plan roll-out of INRW information literacy module for Fall 2014.

1.d. Seek additional library instruction support with focus on distance learning support

<table>
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<tr>
<th>Unit Assessment 2 (Stated in measurable terms)</th>
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<th>Assessment Results (not required in IEP)</th>
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<tbody>
<tr>
<td>UNIT GOALS:</td>
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<td>RESULTS:</td>
</tr>
<tr>
<td>2. To offer robust and cross-college Library programs to support student success.</td>
<td><strong>2.a.1.</strong> Attendance and participation in Midnight Madness will increase by 5%.</td>
<td>2.a.1. Met. Duplicated headcount for participation and attendance of Midnight Madness was 2,691 for 12-13. In 13-14, duplicated headcount was 3,234, an increase of 20% over the previous year.</td>
</tr>
<tr>
<td>UNIT EXPECTED OUTCOMES:</td>
<td><strong>2.a.2.</strong> 90% of surveys on the Midnight Madness program will indicate satisfaction or higher.</td>
<td></td>
</tr>
<tr>
<td>2.a. Library services and programs will be embedded in academic, student, and college services programs to increase students’ awareness of Library programs and services.</td>
<td><strong>2.b.</strong> Library survey responses for LibQUAL will indicate 7.0 or higher overall in perceived response (scale 1 to 9 with 9 being the highest response) in Effect of Service, Information Control, and Library as Place. Survey responses will indicate 7.0 or higher.</td>
<td><strong>2.a.2 Met.</strong> 100% of survey responses indicated high satisfaction with the Midnight Madness event and support.</td>
</tr>
<tr>
<td>2.b. Administer follow-up LibQual+ survey to demonstrate high user satisfaction with</td>
<td></td>
<td><strong>2.b. Met.</strong> LibQUAL+ survey results in aggregate were 7.6 (scale 1 to 9 with 9 the highest) in</td>
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</table>
library programs and services.  

UNIT ACTION STEPS:

2a.1. Promote “dead week’s” holiday (Midnight Madness) to student organizations and college initiatives and committees

2a.2. Seek partnerships from departments outside the Academic Support division in which to embed Library resources and services

2b. Register for and administer Survey, Promote survey to Academic Leaders/Faculty/Student Services, etc.

DATA COLLECTION/EVIDENCE:

2a.1. Chart comparing attendance of MM.

2a.2. Attendee Midnight Madness Survey

2b. LibQUAL+ Survey results.

perceived support and resources in three main area – Effect of Service, Information Control, and Library as Place. Local questions concentrated on support services, staff response to user need, and adequacy of resources. Results for locally selected questions in aggregate were 7.8 in perceived measure.

ANALYSIS:

Library staff will continue to measure the need of users with various surveys and solicited feedback.

ACTION PLANS FOR IMPROVEMENT - Action Plan for Improving Program Outcomes (not required in IEP)

2. LibQual+ Survey results indicate slightly more dissatisfaction from faculty in “information control”, in particular, access to resources remotely. This is a disconnect and will require a more proactive promotion of remote access to resources as all electronic resources are available remotely. Over 45,000 books are available in e-book form. Another area of desire from users was more autonomous / self-discovery of appropriate resources. One administrative goal this year was to fully implement our aggregator database “discovery service”. This system allows a “single” search with an algorithm based response of all aggregated e-resources. We also attempted to allow users to have better information on how to use their mobile devices with various vendor supported e-books by creating a LibGuide that directs users on how to use various mobile platforms with vendor specific e-books. This LibGuide has been added to the note of all e-book records in the Library Online Catalog.

We will need to see an infusion of funds in the Library Resources budget. It has not kept up with % of increases in ongoing licensing costs and we have not been able to add any additional databases for two years.

Also in response to the LibQUAL survey, we will begin the process of formal research to migrate or transition to an Integrated Library System that has more functionality and flexibility in its ability to keep current with technological innovations in the field. Work product will be an RFP for an ILS.

We will put the justification together for additional support with instruction.

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Resource Request Summary