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: 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.

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.

Unit Assessment 3:
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.

Unit Assessment 4:
INSTITUTIONAL STRATEGIC GOALS: IG2 NLC will be a responsible steward of resources and facilities.
INSTITUTIONAL EFFECTIVENESS INDICATORS & ACTION PLANS: IG2 IE 2: Hire and train qualified and diverse personnel.

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.

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.

Continue to compare LIBR 0001 post-assessment scores to % of ENGL 1301 PGRs (Productive Grade Rates for the course). Begin process of comparison for LIBR 0002 / ENGL 1302. Assess effectiveness of newly developed INRW (Integrated Reading/Write Development) course. Develop more in-depth post-instruction survey for classroom faculty.

Unit Assessment 2:
To offer robust and cross-college Library programs to support student success.

Seek and support cross-college opportunities for support and programming.

Unit Assessment 3:
To explore and implement innovative technologies and instructional methodologies that provide the NLC community with robust access to resources and services.

Begin process for developing and issuing Request for Proposal for next generation Library Integrated System for all libraries.

Unit Assessment 4:
Develop a position description for and seek funding to hire a distance learning/instruction librarian to better support online learning initiatives throughout the college as well as oversee systems of support for online information literacy instruction.

Draft and formally submit request for position to college and district administrators. Include support metrics and growing demand numbers as well as peer comparison data from NCES/IPEDs as well as TSL.
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 delivery of formal information literacy instruction (LIBR 0001) in support of ENGL 1301 English/Education Division course learning outcomes through a linked online module to improve students’ basic information literacy skills. Post-assessment scores will correlate positively to student PGR.

1.b. Continue the delivery of 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. Post-assessment scores will correlate positively to student PGR.

1.c. Pilot the online/self-paced information literacy curriculum for INRW 0305 / 0420

1.d. Continue to measure faculty satisfaction with formal information literacy instruction and develop more in-depth instruction analysis survey. Increase access to instruction through students served, the development of research support materials (including LibGuides), and the usage of Course LibGuides.

UNIT ACTION STEPS:

1.a. Compare PGRs of students in ENGL 1301 with a post-assessment score in LIBR 0001 of 80% or higher

BENCHMARKS /INDICATORS OF SUCCESS:

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.

1.a.2. 95% of ENGL 1301 sections will participate in LIBR 0001 and will use post-assessment as a graded event.

1.a.3 Increase students’ LIBR 0001 post-assessment scores by 5 points or higher over their pre-test score.

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.

1.b.1. 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.

1.b.2. 95% of ENGL 1302 sections will participate in LIBR 0002 and will use LIBR 0002 post-assessment as a graded event.

1.b.3. Students will increase their LIBR 0002 post-test score by 5% or more over their pre-test score.

1.b.4. {LIBR 0002 Completers Only} A majority of students with a successful score of 80% or higher on the LIBR 0002

RESULTS:

1.a.1. Met. 84.13% of students in ENGL 1301 completed LIBR 0001. Of completers, 84.27% completed with a 70 or higher on their first attempt.

1.a.2. Met. 100% of ENGL 1301 sections participated in LIBR 0001.

1.a.3. Met. Students improved from their LIBR 0001 pre-to-post scores by 8.41 points on their first attempt.

1.a.4. Met. LIBR 0001 completers who scored a post-test score of 80 or higher and improved at least 10 points on their initial post-test were more likely a higher percentage of the time to have a correlation to a PGR (A, B, or C) in their ENGL 1301 course than student completers who did not have a minimum of 80 or improve a minimum of 10 points from pre-to-post.

<table>
<thead>
<tr>
<th>Met Criteria</th>
<th>Did Not Meet Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>90%</td>
<td>83%</td>
</tr>
<tr>
<td>PGR</td>
<td>PGR</td>
</tr>
</tbody>
</table>

In fall, students were 12% more likely to have a successful PGR of A, B, or C if they met the success criteria in LIBR 0001.

In spring, students were 15% more likely to have a successful PGR of A, B, or C if they met the success criteria in LIBR 0001.

1.b.1. Met. 86.4% of students in ENGL 1302 completed LIBR 0002. Of the LIBR 0002 student completers, 89.8% completed with a 70 or higher on their post-score.

1.b.2. Met. 100% of ENGL 1302 sections participated in LIBR 0002.

1.b.3. Met. Students improved from their LIBR 0002 pre-to-post scores by 15.9%.

1.b.4. Met. LIBR 0002 completers who scored a post-test score of 80 or higher and
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 and post-assessment instrument. Compare PGRs of students in ENGL 1302 with post-assessment score of LIBR 0002 80% or higher with those who scored less than 80% and non-completers.

1.c. Work with INRW faculty in rolling out instruction module and collecting statistics on usage and participation.

1.d. Share instruction statistics with community. Respond to faculty comments in faculty post-instruction survey. Develop end-of-semester instruction analysis survey with more in-depth questions about practices and use of program. Determine if guidelines for online “enhanced” LibGuides and promotion of information literacy using Blackboard Collaborate has been impactful for online instruction.

**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.

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 students who completed LIBR 0002 with a passing grade. LMS

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

1.b.3. % of students who met the success criteria in LIBR 0002.

**ANALYSIS:**

1.a. and 1.b.

This is the initial year of correlating final course grade with success criteria in the co-linked LIBR 0002 and ENGL 1302. This is the second year of positive correlation between success criteria in LIBR 0001 and ENGL 1301. These results only include students who actually completed the LIBR modules. Success criteria is defined as having an 80 post-test score and an improvement from pre-to-post of at least 10 points.

Faculty use the results of the assessments in LIBR 0001 and LIBR 0002 in various ways but students have demonstrated improvement in their ability to apply information literacy concepts and align these concepts to the need of the research assignment. Because ENGL 1301 and ENGL 1302 are core courses, a majority of students are receiving this structured and stacked information literacy instruction before moving to literary based ENGL courses that require research, writing, and analysis.

**RESULTS:**

1.c.1. Not Met. This is the first year that the
gradebook. % of sections that used post-assessment as a graded event.

1.b.2. % of ENGL 1302 sections that participated in LIBR 0002. % of sections that used post-assessment score as graded event. LMS gradebook.

1.b.3. Post-Assessment scores on LIBR 0002 modules. LMS gradebook

1.b.4. Scores of LIBR 0002 post-tests as compared to same student – ENGL 1302 PGR. LMS gradebook and Banner data.

1.c.1. INRW Soft chalk Score Center

1.c.2. INRW Soft chalk Score Center

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.

developmental INRW course was offered as more than a pilot. Faculty had requested support of basic information literacy concepts in self-paced / individually contained modules. These modules were in effect not used.

1.c.2. Not Met. Faculty did not assign the INRW modules with any consistency.

ANALYSIS:

1.c. As the INRW modules were in effect not used in the INRW courses, instruction librarians will work with INRW faculty to determine if the modules are necessary, if they need to be adapted, etc. If it is decided that INRW will continue as a joint unit goal, the measure of 75% will need to be looked at closely as each instructor may decide that some and not all modules are useful for their curricular goals.

1.d.1. 100% of faculty post-instruction surveys indicated satisfaction or higher with regards to information literacy classes in support of their students’ assignments and student learning outcomes. Faculty responded on a scale of one (lowest) to five (highest) in four areas 1) librarian engaged the class; 2) librarian was prepared; 3) instruction was understandable; 4) class met my expectations.

1.d.2. Partially Met. Instruction, both formal and informal increased in 14-15.

<table>
<thead>
<tr>
<th>Faculty Post-Instruction Survey 14-15</th>
<th>Engage</th>
<th>Prepare</th>
<th>Understandable</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.94</td>
<td>5.0</td>
<td>5.0</td>
<td>4.96</td>
</tr>
</tbody>
</table>

1.d.2. Partially Met. Instruction, both formal and informal increased in 14-15.

<table>
<thead>
<tr>
<th>Information Literacy Support 14-15</th>
<th>Formal classes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>349</td>
<td>8,621</td>
</tr>
<tr>
<td>Workshops/Modules</td>
<td>Attendees</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>418</td>
<td></td>
</tr>
<tr>
<td>Total Instruction: 400 / 9,039</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Literacy Support 13-14</th>
<th>Formal classes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>348</td>
<td>8,770</td>
</tr>
<tr>
<td>Workshops/Modules</td>
<td>Attendees</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td>Total Instruction: 358 / 9067</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.d.3. Met. In 13-14, LibGuide requests illustrated a trend in information literacy support in that faculty were more heavily relying on LibGuides that were specifically created to support an assignment or course outcome. More faculty requested LibGuides for an assignment without formal instruction in 13-14 and again in 14-15. The usage of LibGuides for both courses and programs was 200,778 in 13-14. In 14-15, the usage was 254,364. This was a 26% increase.

ANALYSIS: 1.d.2. and 1.d.3.

In 13-14, NLC was tasked with hitting a targeted class size for courses by discipline. Most of the courses that were given larger targeted class sized where the liberal arts core courses. Because NLC has no technical programs at this time, a large percentage of our courses were slated for larger class size targets. This in addition to the elimination of READ developmental courses contributed to fewer sections of courses being taught at the college. Despite the sections being fewer in number, the number of students was not down as they were up per class section. The number of formal information literacy classes taught trended with the number of classes taught by the college as a whole. As faculty became more aware and comfortable with the resources developed by instruction librarians to support their SLOs and research assignments, there has been an increasing reliance on this support. Our usage of LibGuides is up from the previous year by 26%. Faculty have also increased their requests for online tutorials and modules to support their students.

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

Work with classroom faculty in deciding the direction for INRW information literacy support. Will also be discussing support direction for EDUC 1300.

The information literacy program is reaching a point of saturation with our current librarian staffing levels. The request to create a new position that focuses on developing support for distance learning courses, open educational resources, as well as online modules to support F2F courses and programs is continuing through the process. As our distance learning
This kind of focus is necessary. This position would be responsible for promotion all online instructional support for all course/programs regardless of delivery method.

<table>
<thead>
<tr>
<th>Unit Assessment 2 (Stated in measurable terms)</th>
<th>Methods of Assessment</th>
<th>Assessment Results (not required in IEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT GOALS:</strong></td>
<td><strong>BENCHMARKS /INDICATORS OF SUCCESS:</strong></td>
<td><strong>RESULTS:</strong></td>
</tr>
<tr>
<td>2. To offer robust and cross-college Library programs to support student success.</td>
<td>2.a.1. Attendance and participation in Midnight Madness will increase by 5%.</td>
<td><strong>2.a.1. Not Met.</strong> Attendance and participation in Midnight Madness increased by 3% for Fall and Spring. Spring was not as well attended as the previous spring but Fall 2015 compared favorably to the previous fall. Duplicated headcount is used to calculate attendance starting in the last regular hour of operation.</td>
</tr>
<tr>
<td><strong>UNIT EXPECTED OUTCOMES:</strong></td>
<td>2.a.2. 90% of surveys on the Midnight Madness program will indicate satisfaction or higher.</td>
<td><strong>2.a.2. Met.</strong> In Spring 2015, student survey responses indicated that their MM experience was helpful to their preparations for final exams at the 99% level. 97% of survey responses indicated that the Madness should continue. Students rated Madness at a 4.73 on a 5.0 scale with 5 being the highest.</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>2.b.1. Library will increase its participation in cross-college events by 3%</td>
<td><strong>2.b.1. Met.</strong> The library as part of the Division of Learning Resources participated in 14 cross-college events in 13-14. In 14-15, the library as part of the LRC division participated in 63 cross-college events.</td>
</tr>
<tr>
<td><strong>UNIT ACTION STEPS:</strong></td>
<td><strong>DATA COLLECTION/EVIDENCE:</strong></td>
<td><strong>ANALYSIS:</strong></td>
</tr>
<tr>
<td>2.a. Promote “dead week’s” Midnight Madness to student organizations and college initiatives and committees</td>
<td>2.a.1. Chart comparing attendance of MM.</td>
<td>Midnight Madness continues to be well attended and appreciated by students in support of their final exams. Attendance fluctuates with actual enrollment. Midnight Madness has now reached a point of maturity so increasing attendance by 5% is most likely unrealistic. We will continue to focus on satisfaction with the events and programs of MM.</td>
</tr>
<tr>
<td>2.b. Seek partnerships from departments outside the Academic Support division in which to embed Library resources and services</td>
<td>2.a.2. Attendee Midnight Madness Survey</td>
<td><strong>2.b.1. Met.</strong> The library as part of the Division of Learning Resources participated in 14 cross-college events in 13-14. In 14-15, the library as part of the LRC division participated in 63 cross-college events.</td>
</tr>
<tr>
<td><strong>ACTION PLANS FOR IMPROVEMENT - Action Plan for Improving Program Outcomes (not required in IEP)</strong></td>
<td><strong>2.b.1. Chart of events participation; artifact and online resources creation supporting college-wide events.</strong></td>
<td></td>
</tr>
</tbody>
</table>

This past spring, too much programming and not enough emphasis on the main purpose for the Madness was an issue. Simplifying the events for Madness and returning to a focus of supporting students in preparation for their exams will take place in future MMs. We will continue to work with promoting the Madness with faculty, students, student organizations, public relations, etc.
The Division of Learning Resources (which includes the Library) supports many activities for the college including a National Endowment for the Humanities grant called Created Equal. The division was responsible for managing and hosting this film/community discussion event over the last two years. The Library will continue to support cross-college and community initiatives such as Adopt-A-School and community based professional conferences such as Professionals Library Conference in the coming year.

<table>
<thead>
<tr>
<th>UNIT GOALS:</th>
<th>BENCHMARKS /INDICATORS OF SUCCESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Explore and implement innovative technologies and systems that enhance instructional methodologies, support student and program learning outcomes, and increase autonomous discovery and access to resources.</td>
<td>3. RFP submitted from Purchasing</td>
</tr>
</tbody>
</table>

UNIT EXPECTED OUTCOMES:

| 3. Report and RFP on improved ILS meant to increase functionality and access to owned, licensed, and open access resources. |

UNIT ACTION STEPS:

| 3. Committee of technical services librarians and administrators will research and submit a plan for developing an RFP. |

BENCHMARKS:

<table>
<thead>
<tr>
<th>DATA COLLECTION/ EVIDENCE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Vendor responses to RFP</td>
</tr>
</tbody>
</table>

RESULTS:

| 3. Met. RFP has been drafted and submitted for review and comment to district purchasing, district IT, college/district finance, college administration. Timeline will depend on funding. |

ANALYSIS:

The current ILS was implemented in 1999. It is no longer being supported through innovation or into a next generation discovery system. Results of our LibQual+ survey indicate that users want a more autonomous research process that has more self-discovery. Our goal is to work with the libraries of the district in selecting an ILS that has a discovery compatible system or in-built system and a next generation cloud based system. The project has been shared with all college administrators and stakeholders.

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

Implement timeline for ILS/RFP reviews, vendor demonstrations, selection, and implementation to take place at the end of this and the coming year.

<table>
<thead>
<tr>
<th>UNIT GOALS:</th>
<th>BENCHMARKS /INDICATORS OF SUCCESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Hire and develop position for Distance Learning / Instruction Librarian to better support online learning initiatives throughout the college as well as oversee systems of</td>
<td></td>
</tr>
</tbody>
</table>

RESULTS:

| 4. Not Met. Directive to hold hiring per funding and average class size. Ratio for proprietaries to students is not stable but believed to be around 2,400 to 1 head count. |
support for online information literacy instruction.

UNIT EXPECTED OUTCOMES:

4.a. Position created and recognized by Alamo Colleges Human Resources. Appropriate personnel in place.

UNIT ACTION STEPS:

4.a. Draft position description with Deans of Learning Resources/Library Directors of ACCD. Provide peer comparisons of staffing ratios using the most current NCES / IPEDs statistics and provide load information in support of additional librarian position. Submit position for approval through appropriate channels. Work with college administration at all colleges in developing a more realistic and appropriate staffing ratio for librarians.

DATA COLLECTION/EVIDENCE:

4. IPEDs peer comparison data / load report.

ANALYSIS:

As the college grows in student enrollment, faculty hiring, courses, and programs, it is essential that support for learners grows in tandem. The growth needs to coincide with the development of distance learning courses and the support for all learners across all delivery modalities. The hiring of a distance learning instruction librarian who has a background in instructional pedagogy and resources development and design will help us increase our capacity for information literacy and distance learning support. For a comparison of Librarian staffing ratios with selected Texas peers, please see below.

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

Work with VPCS, VPAS, and College President to find funding for this position.

<table>
<thead>
<tr>
<th>College</th>
<th>Librarians*</th>
<th>Students*</th>
<th>Classes Taught*</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLC</td>
<td>3</td>
<td>3,459</td>
<td>372</td>
</tr>
<tr>
<td>Lee College</td>
<td>6</td>
<td>3,336</td>
<td>138</td>
</tr>
<tr>
<td>Austin CC</td>
<td>37</td>
<td>22,180</td>
<td>414</td>
</tr>
<tr>
<td>Houston CC</td>
<td>42</td>
<td>33,803</td>
<td>682</td>
</tr>
</tbody>
</table>

*Student FTE – Fall 2013
*Classes Taught – FY 14
*Librarian #s Fall 2013

Ratio for librarians to students:

NLC 1,153 to 1
Lee  566 to 1
Austin 599 to 1
Houston 804 to 1