

## UNIT REPORT

**Learning Resource Center -  
Institutional Effectiveness Final  
Annual Report 2019**

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## Definition of Unit

### Learning Resources Center: Mission

**Reporting Year:** 2018-2019**Providing Department:** Learning Resource Center**Department/Unit Contact:** Genny Patterson**Mission/Vision/Goal Statement:**

MISSION: The mission of the Learning Resources Center (LRC) is to provide the students and faculty of the College of Education (COE) with technology, services, and materials that enhance student learning and produce ready-to-teach graduates. The purpose of the Learning Resources Center is to provide equitable access to books, teaching materials, and electronic equipment for the students, faculty, and staff of the College of Education. The LRC will be an approachable, accessible facility that seeks to support the curriculum needs of students and faculty in the College's various programs. The LRC is comprised of a Library (which houses children's books, professional books and materials, and a wide range of technology) and a Work Room (for production of instructional materials). The LRC employs a Director, Librarian, and an Administrative Associate and a staff of 8-15 graduate assistants and student workers each semester. The Library is open 60.5 hours per week and the workroom is open 37.5 hours per week.

## Goal/Objective/Outcome

### Goal 1: Providing materials for students and faculty

**Define Goal:**

Provide materials, technology, and learning and teaching support to students and faculty

**Intended Outcomes / Objectives:**

- a. Check out books and technology to students, faculty, and staff (at least 100 items per week).
- b. Increase awareness of the LRC for incoming students.
- c. Adapt library collection and policies to support College-wide academic and service goals

### Goal 2: Providing a space for students and faculty

**Define Goal:**

Provide space for students and faculty to work, study, collaborate, and relax

**Intended Outcomes / Objectives:**

- a. Create an approachable and comfortable environment
- b. Maintain a high active patron count

### **C. Provide facilities for production of instructional materials**

#### **Goal 3: Maintaining Collection**

##### **Define Goal:**

Maintain collection relevance, quality and variety

##### **Intended Outcomes / Objectives:**

- a. Preserve and retain existing materials
- b. Provide materials relevant to student and faculty needs
- c. Weed outdated titles
- d. Focus new acquisitions to reflect needs of future educators

#### **Goal 4: Keeping technology up-to-date**

##### **Define Goal:**

Ensure that technologies are up-to-date with current trends and upcoming needs to support University and P-12 instruction

##### **Intended Outcomes / Objectives:**

Supporting a technology-forward student experience; supporting faculty in teaching with the latest technology trends

## **Assessment Tools**

### **Assessment Tool: Conversations with students, faculty, and staff**

**Goal/ Outcome/ Objective:** Goals 1c, 2a, 3b, 3e

**Type of Tool:** Other

**Frequency of Assessment:** continuous

##### **Rationale:**

**Conversations with students, faculty, and staff** (1) are ongoing and range from formal item requests to discussion of assignments. These conversations occur very frequently via email, Facebook, phone, and face-to-face interaction. (2) Success is defined as an overall impression that patrons' needs are being met and also as a gathering of useful information to drive collection development and policy changes. (3) Though informal and extremely hard to measure, conversations are the basis of any service-oriented unit, especially one that has a relatively small staff. It is through these conversations that we continually monitor and adapt our services to meet patrons' needs. (4) Pertinent information is shared freely among all members of staff on a continual basis.

### **Assessment Tool: Conversations with students, faculty, and staff**

**Goal/ Outcome/ Objective:** 1c, 2a, 3b, 3e

**Type of Tool:** Other

**Frequency of Assessment:** continuously

**Rationale:**

**Conversations with students, faculty, and staff** (1) are ongoing and range from formal item requests to discussion of assignments. These conversations occur very frequently via email, Facebook, phone, and face-to-face interaction. (2) Success is defined as an overall impression that patrons' needs are being met and also as a gathering of useful information to drive collection development and policy changes. (3) Though informal and extremely hard to measure, conversations are the basis of any service-oriented unit, especially one that has a relatively small staff. It is through these conversations that we continually monitor and adapt our services to meet patrons' needs. (4) Pertinent information is shared freely among all members of staff on a continual basis.

### **Assessment Tool: Copy Counts**

**Goal/ Outcome/ Objective:** Goal 2c

**Type of Tool:** Tracking Spreadsheet

**Frequency of Assessment:** end of each semester

**Rationale:**

**Copy Counts** (1) The LRC will make copies requested by various faculty in each department within the College of Education. (2) Success is defined by providing copies of materials on or before the date needed (as designated by faculty member) (3) Providing faculty with a means to produce instructional materials saves valuable time that can be used instead for academic pursuits. (4) The Administrative Associate reviews and charges each department for copies.

### **Assessment Tool: Copy Counts**

**Goal/ Outcome/ Objective:** 2c

**Type of Tool:** Tracking Spreadsheet

**Frequency of Assessment:** annually

**Rationale:**

**Copy Counts** (1) The LRC will make copies requested by various faculty members in each department within the College of Education. (2) Success is defined by providing copies of materials on or before the date needed (as designated by faculty member) (3) Providing faculty with a means to produce instructional materials saves valuable time that can be used instead for academic pursuits. (4) The Administrative Associate reviews and charges each department for copies.

### **Assessment Tool: Horizon Report**

**Goal/ Outcome/ Objective:** Goal 4

**Type of Tool:** Other

**Frequency of Assessment:** reviewed annually

**Rationale:**

The **New Media Consortium's Horizon Report** (1) is an annual publication by a community of experts in educational technology. It seeks to determine upcoming technology trends in education. (2) We use the Horizon Report: Higher Education Edition yearly to assess our technology offerings and measure success as being well prepared for upcoming shifts and needs. (3) Transforming technology by remaining on the leading edge of tech

services and products supports the goals of the unit and the University as a whole. This report allows the LRC to remain in-step with other educational technology providers around the world. (4) The Horizon Report is reviewed annually by the Director.

### **Assessment Tool: Horizon Report**

**Goal/ Outcome/ Objective:** 4

**Type of Tool:** Other

**Frequency of Assessment:** annually

**Rationale:**

The New Media Consortium's **Horizon Report** (1) is an annual publication by a community of experts in educational technology. It seeks to determine upcoming technology trends in education. (2) We use the *Horizon Report: Higher Education Edition* yearly to assess our technology offerings and measure success as being well prepared for upcoming shifts and needs. (3) Transforming technology by remaining on the leading edge of tech services and products supports the goals of the unit and the University as a whole. This report allows the LRC to remain in-step with other educational technology providers around the world. (4) The Horizon Report is reviewed annually by the Director.

### **Assessment Tool: Item Statistics**

**Goal/ Outcome/ Objective:** Goal 3a, 3c, 3d

**Type of Tool:** Other

**Frequency of Assessment:** Continuous

**Rationale:**

**Item Statistics** (1) indicate that the collection is preserved, that outdated and unused materials are removed, and that new materials are acquired on a regular basis. (2) Success is indicated by the following: (a) no more than 2% of the collection is lost in any given academic year, (b) removal of materials showing low checkout numbers and with copyright dates of more than 10 years old, (c) newly acquired materials follow current trends in the field of education. (3) Item statistics indicate the strength of the LRC Library collection. They reflect adherence to best practices as defined by the American Library Association. (4) Statistics are reviewed periodically by Librarian and discussed with Director and COE faculty on an informal basis.

### **Assessment Tool: Item Statistics**

**Goal/ Outcome/ Objective:** 3a, 3c, 3d

**Type of Tool:** Other

**Frequency of Assessment:** continuously

**Rationale:**

**Item Statistics** (1) indicate that the collection is preserved, that outdated and unused materials are removed, and that new materials are acquired on a regular basis. (2) Success is indicated by the following: (a) no more than 2% of the collection is lost in any given academic year, (b) removal of materials showing low checkout numbers and with copyright dates of more than 10 years old, (c) newly acquired materials follow current trends in the field of education. (3) Item statistics indicate the strength of the LRC Library collection. They reflect adherence to best practices as defined by the American Library Association. (4) Statistics are reviewed periodically by Librarian and discussed with Director and COE faculty on an informal basis.

## Assessment Tool: LRC Patron Survey

**Goal/ Outcome/ Objective:** 2a, 2c, 3b, 4

**Type of Tool:** Survey

**Frequency of Assessment:** annually

**Rationale:**

The **LRC Patron Survey** (1) shows that the majority of patrons are satisfied with LRC services and collections and gathers information about what changes patrons would like to see implemented. (2) Success is defined by at least 80% of respondents indicating that they either strongly or somewhat agree with the following statements: “Books, equipment, and materials are available when I need them”; “I can find materials to suit my needs in the LRC”; “The LRC Library meets my electronic (Internet access, printing, software) needs”; “The LRC Staff is helpful and friendly”. Data from the other questionnaire items such as “If you could change one thing about the LRC Library, what would it be?” and “Are there any other services you would like the library to provide?” help guide change in a very direct way (3) These statements assess LRC patrons’ satisfaction levels and indicate ways that the LRC can better serve its learning community. (4) Survey results were reviewed in December of 2016 and again in May of 2017, by the Librarian and Director. Changes were made at both times. The LRC Patron Survey was not active for the 2017-2018 year due to relocation of the LRC.

## Assessment Tool: LRC Patron Survey

**Goal/ Outcome/ Objective:** Goals 2a, 2c, 3b, 4

**Type of Tool:** Survey

**Frequency of Assessment:** Annually/Biannually reviewed

**Rationale:**

The LRC Patron Survey (1) shows that the majority of patrons are satisfied with LRC services and collections and gathers information about what changes patrons would like to see implemented. (2) Success is defined by at least 80% of respondents indicating that they either strongly or somewhat agree with the following statements: “Books, equipment, and materials are available when I need them” ; “I can find materials to suit my needs in the LRC” ; “The LRC Library meets my electronic (Internet access, printing, software) needs” ; “The LRC Staff is helpful and friendly”. Data from the other questionnaire items such as “If you could change one thing about the LRC Library, what would it be?” and “Are there any other services you would like the library to provide?” help guide change in a very direct way (3) These statements assess LRC patrons’ satisfaction levels and indicate ways that the LRC can better serve its learning community. (4) Results were reviewed in December of 2016 and again in May of 2017 by Librarian and Director. Changes were made at both times. The LRC Patron Survey was not live for the 2017-2018 year due to relocation. The LRC Patron Survey will go live in Fall 2018.

## Assessment Tool: Tour Counts

**Goal/ Outcome/ Objective:** Goal 1b

**Type of Tool:** Other

**Frequency of Assessment:** end of each semester

**Rationale:**

Tour Counts refers simply to the number of tours of the LRC facility given by LRC staff to groups of students in various FOED and CUED classes. (1) A varying number of tours is given each semester and is dependent on number of requests by faculty teaching FOED, CUED, and EXPW classes. (2) Success is defined by conducting 100% of tours requested; giving at least 10 in fall semesters and 3 in spring semesters (when there are fewer sections of FOED 1820 and 1822). (3) Conducting tours greatly increases awareness of the LRC among incoming COE students and serves to improve their comfort level within the campus environment. (4) Librarian reviews percentage of tours fulfilled and overall number of tours at the end of each semester.

## Assessment Tool: Usage Statistics

**Goal/ Outcome/ Objective:** Goal 1a, Goal 3b

**Type of Tool:** Other

**Frequency of Assessment:** Continuous

### Rationale:

Usage Statistics (1) show that students, faculty, and staff are checking out the LRC Library resources. (2) Success is defined as (a) checking out at least 100 items per week and (b) by increasing the active patron count from one semester to the next. (3) These numbers indicate that the library facilities and collection is continuously utilized by the College of Education. Success of the unit depends on LRC Library utilization. (4) Results are reviewed by the Librarian and reported to the Director if any concern arises.

## Results

### Results: Conversations with students, faculty, and staff

**Goal/Objective/Outcome Number:** Goals 1c, 2a, 3b, 3e

### Results:

**Conversations with students, faculty, and staff** led directly to several improvements over the academic year. These included (but were not limited to) identification of the following needs:

- Faculty teaching the technology courses needed technology that is charged and updated to be available for classes.
- Meetings continue to be held with the Assistant Director of Teacher Education, Teacher Education advisors, and an Administrative Associate of the Learning Support Program in order to appropriate funds to keep Praxis study materials current.
- Students and faculty have shown a growing interest in learning more about Assistive Technology. The LRC has since set up an Assistive Technology station, which displays four pieces of our assistive technology ready-to-use. We change the featured pieces monthly. The LRC will continue to display assistive technology when the facility returns to Bartoo Hall upon completion of the renovation.
- Faculty requests the addition of a V.I.S.I.O.N. Lab in the LRC. The lab will be located in Bartoo Hall room 212 upon return to Bartoo Hall after renovations are completed in Fall 2019.
- EXPW and OTE faculty needed a way to inventory and check out equipment. EXPW and OTE inventory was added by the LRC librarian to the library management system, which allowed EXPW and OTE faculty to utilize the system to monitor equipment checkouts.

**Attachments:**

**Results: Copy Counts**

**Goal/Objective/Outcome Number:** Goal 2c

**Results:**

The following **Copy Counts** were recorded for the academic year: (100% of copy requests were fulfilled on or before the date requested.)

Fiscal Year	Total Copies
July 2013 - June 2014	245,726
July 2014 - June 2015	229,048
July 2015 - May 2016	217,196
May 2016 - May 2017	186,956
July 2017 - June 2018	159,422
July 2018 - June 2019	93,168

**Attachments:**

**Results: Horizon Report 2019**

**Goal/Objective/Outcome Number:** Goal 4

**Results:**

The **Horizon Report** indicated several tech trends. The Director noted that the evolution of online learning by increasing the use of both synchronous and asynchronous online learning, students as creators, and redesigning learning spaces are a few of the "Key Trends Accelerating Technology Adoption in Higher Education" to watch for the upcoming year.

**Attachments:**

**Results: Item Statistics**

**Goal/Objective/Outcome Number:** Goal 3a, 3c, 3d

**Results:**

**Item Statistics** include numbers of lost items (numbers not available for the 2018-2019 academic year due to relocation and long-term storage of materials); age statistics showing the average year of publication for our entire collection is 1999 (these numbers reflect the items that are currently in the library and not the items that are in long-term storage due to displacement of the LRC for renovation; more detailed table below); and that the items purchased within the academic year reflect upcoming shifts and needs in the field.

Copyright in last 2 years	Copyright 3-5 years ago	Copyright 6-10 years ago	Copyright 11-20 years ago	Copyright 20+ years ago	No Copyright
114	694	2046	4171	4789	3841

**Attachments:**

**Results: LRC Patron Survey**

**Goal/Objective/Outcome Number:** Goals 2a, 2c, 3b, 4

**Results:**

LRC Patron Survey ratings indicate satisfaction with the LRC’s services and materials using a 5-point Likert scale, with 1 being “Strongly Agree” and 5 being “Strongly Disagree”. There were 260 respondents. The LRC became displaced due to renovation and construction in May 2017. Due to relocation, the LRC has been relocated to a smaller facility, which made it mandatory to store a large number of our resources due to lack of space. A large part of the LRC's resources became unavailable to LRC patrons during the time of the LRC's displacement. The LRC's temporary location was at an off-campus location, making it less convenient for LRC patrons to visit. These factors may have had a negative impact on LRC user satisfaction.

“The LRC Staff is helpful and friendly”

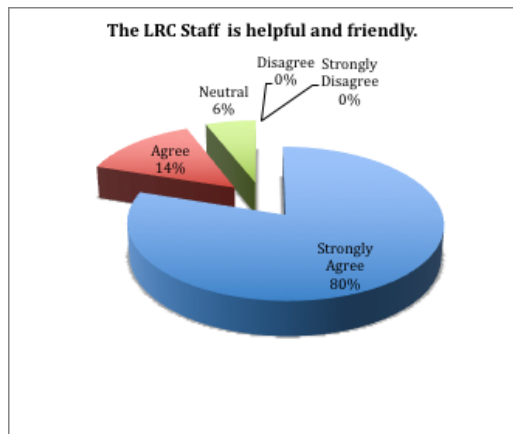
“Books, equipment, and materials are available when I need them”

“I can find materials to suit my needs in the LRC”

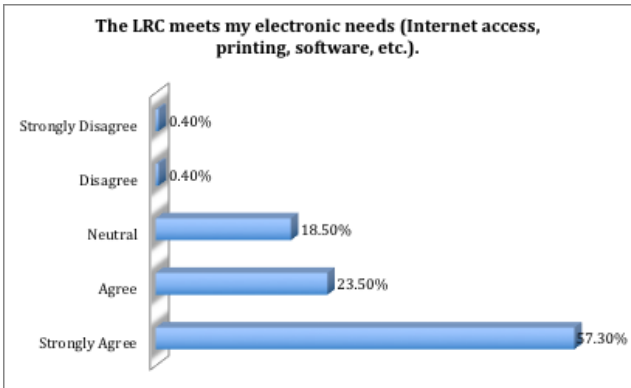
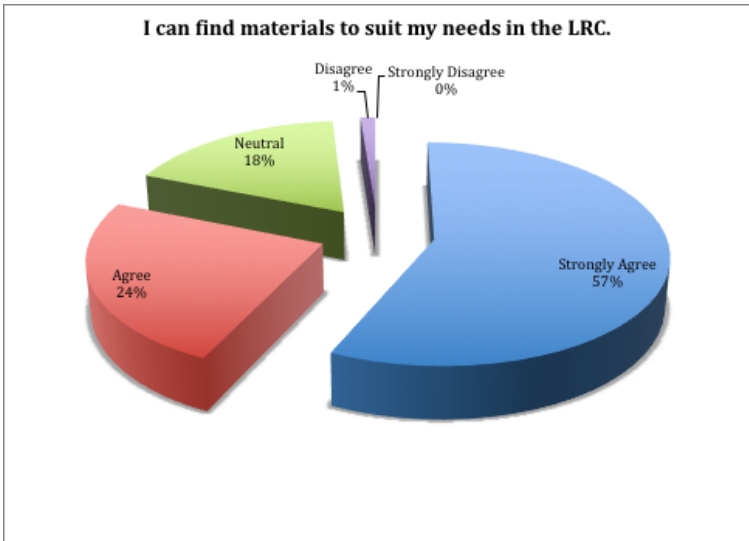
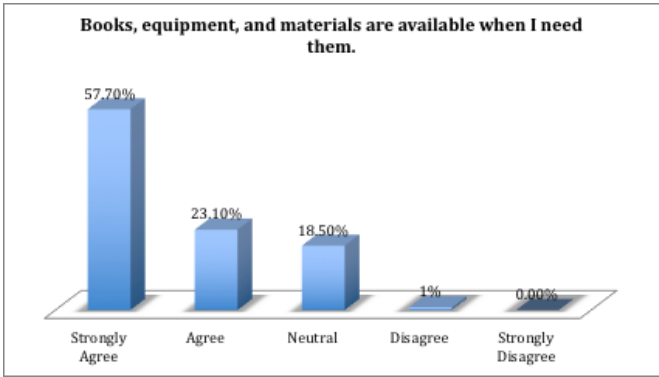
“The LRC Library meets my electronic (Internet access, printing, software) needs”

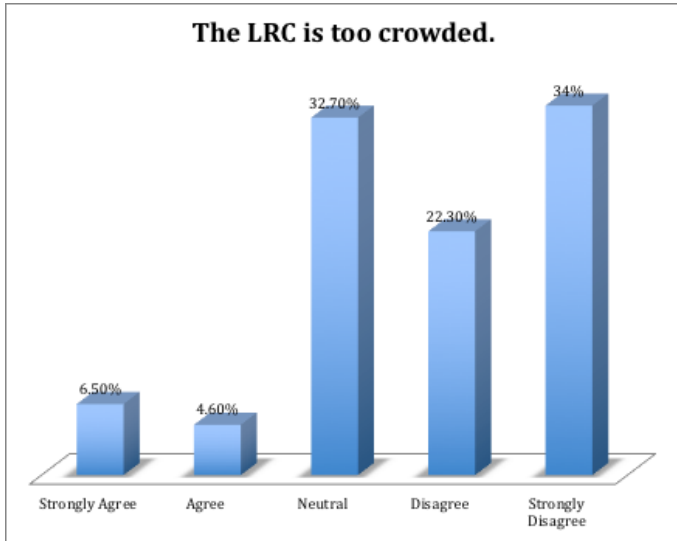
“The LRC is too crowded”

The charts below show the results for each item.

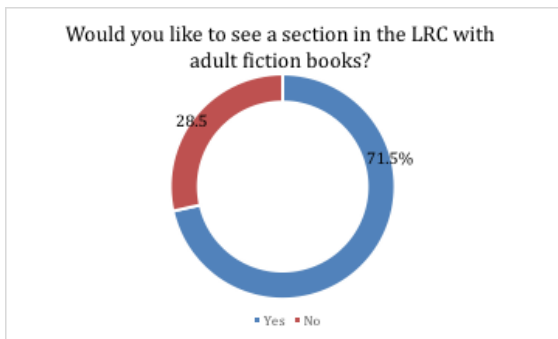
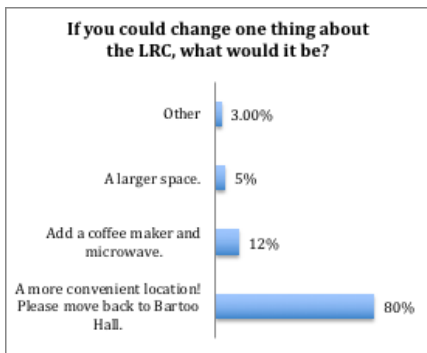








Additionally, there were several items addressing need for changes in the offerings in general. Three of the most useful results are represented below.



**Attachments:**

**Results: Tour Counts**

**Goal/Objective/Outcome Number:** Goal 1b

**Results:**

The following Tour Counts were recorded for the academic year: 14 in Fall 2018 and 5 in Spring 2019. All requests for tours were scheduled and fulfilled.

**Attachments:**

**Results: Usage Statistics**

**Goal/Objective/Outcome Number:** Goal 1a, 3b

**Results:**

**Usage Statistics** indicate that 7176 items were checked out over the course of the 2018/2019 academic year, averaging 167 per week. The drop in checkouts from the 2017-2019 academic year may have been influenced by the temporary relocation due to construction. Additionally, active patron counts have steadily risen over the past 6 calendar years, however the active patron count dropped for the 2017/2018 academic school year and again for the 2018/2019 school year. The active patron count may have been adversely impacted by the temporary relocation due to construction as the LRC's temporary location is off campus and may not be as convenient to LRC patrons. It is also important to note that these counts only reflect LRC patron's that checkout materials from the LRC and do not count the patrons who may use the facility for non-checkout purposes (e.g. study space). A door count (see Modifications and Continuing Improvement to Goals/Objectives/Outcomes: Tracking Patron Counts) will more accurately measure patron count.

TIME FRAME	ACTIVE PATRON COUNT
January 2011 - January 2012	586
January 2012 - January 2013	631
January 2013 - January 2014	769
January 2014 - January 2015	823
January 2015 - January 2016	1212

January 2016 - January 2017	2377
January 2017 - January 2018	1835
January 2018 - January 2019	1309

#### Attachments:

## Modifications and Continuing Improvement to Goals/Objectives/Outcomes

### Study Materials

**Goal/Objective/Outcome Number:** 3b

#### Program Changes and Actions due to Results:

LRC librarian continues to coordinate with the Assistant Director of Teacher Education to update our collection of Praxis Study Guide materials. New materials include hardcopy ACT, Praxis Core, CLEP, GRE and Praxis II study guides with a copyright date of no later than 2014, and Praxis Core and Praxis II interactive practice tests.

#### Link to Assessment:

**Conversations with students** has shown a growing need for study materials.

**Link to 'Tech Tomorrow' Strategic Plan:** Programs, Certificates, and Training

### Technology

**Goal/Objective/Outcome Number:** 1c, 3b, 3d, 4

#### Program Changes and Actions due to Results:

Monthly staff duties continue to be implemented to keep our technology collection clean and updated. Assistive technology will be demonstrated as requested.

The LRC Librarian manages social media pages (i.e. FaceBook, Instagram, and Twitter) to better communicate with students, faculty, and staff.

The LRC has added 150 MacBook Pro laptops, 9 MacBook Airs, 13 Windows laptops, and 10 Chromebooks to our collection for students, faculty, and staff to use for an extended time period. We have also added 12 Osmo kits, 6 pairs of Oculus Go virtual reality goggle sets, 10 new touchscreen video camera, 2 new C3 Swivls, and numerous items to our assistive technology collection.

After 2017-2019 building renovations in Bartoo Hall, plans include to add a V.I.S.I.O.N. Lab to the LRC space, to demo our assistive technology monthly, and to have a Makerspace Day once a semester to allow students, faculty, and staff hands-on activities, using 3D printers, assistive technology, and some new items (e.g. 3D pen and Perler bead sets). The Librarian and other guest professors will offer short demos of LRC technology during dead hour once monthly.

**Link to Assessment:**

**Conversations with students, faculty, and staff** informed that there has been a growing interest in learning more about Assistive Technology.

The Horizon Report is reviewed annually to determine technology trends.

**Link to 'Tech Tomorrow' Strategic Plan:** Diverse Faculty and Staff  
Programs, Certificates, and Training  
Network of Scholars

## Tracking Patron Counts

**Goal/Objective/Outcome Number:** 2b

**Program Changes and Actions due to Results:**

After the 2017-2019 building renovations in Bartoo Hall, the LRC will add a motion sensor door counter that will allow us to better track patron count. We will be able to see what times and days that the LRC has the highest traffic to better plan for number of workers needed.

**Link to Assessment:**

Usage statistics

**Link to 'Tech Tomorrow' Strategic Plan:** Endowment for Scholarships

# Improvement to Assessment Plan

## LRC Advisory Board

**Improvements to Assessment Plan:**

We have a LRC advisory board consisting of the LRC Director, Librarian, Administrative Associate and at least one member from the following groups: undergraduate students, graduate students, faculty, and administrators. This body will ideally meet 1-2 times per semester to discuss needs that the LRC could fulfill.

## LRC Patron Survey

**Improvements to Assessment Plan:**

The **LRC Patron Survey** will be modified and launched Fall 2019 semester. New survey questions will inquire about LRC physical changes, technology, staff, and policies. Survey results will be reviewed in December of 2019 by the LRC advisory board and changes will be implemented as needed.

## Meeting with LRC staff

**Improvements to Assessment Plan:**

There is a plan to hold meetings with the LRC staff, including the Graduate Assistants and Student Workers at least twice during the semester to discuss any changes that will be implemented, as well as to address any of their concerns.

## **Staff Duties**

### **Improvements to Assessment Plan:**

Weekly and monthly staff duties continue to be implemented to keep our facility clean.