

2005-2006 :: Learning Resource Center**1. Mission Statement:**

The UTD Learning Resource Center utilizing a variety of approaches strives to teach skills, strategies, and knowledge to enable all students of diverse populations to become independent and successful learners. Students are the central focus of all its programs. The utilization and management of equipment, facilities, staff, and financial resources all focus on student retention and student success. The Learning Resource Center works in partnership with the university's faculty, staff, and administrators to address the learning needs, academic performance, and retention of students so as to support the university's overall mission.

2. Objectives:**2.1 Provide academic assistance:**

Provide academic assistance (tutoring, supplemental instruction, prep courses, and individual appointments) to all eligible students to improve their academic performance and the university's retention rates.

2.1.1 Related Strategic Plan Item(s):

II-1 The Education of Leaders; II-2 Living-Learning Communities; II-3 Investment in People

2.1.2 Related Institutional Priority Item(s): SP-4 Tell UTD's Story Better; CPT-5 Increase retention and graduation rates**2.2 Establish more accountability and better communica:** Establish even more efficient accountability procedures and communications as the LRC interacts with students, faculty, staff, and the community.**2.2.1 Related Strategic Plan Item(s):** III-1 Dynamic Change Management**2.2.2 Related Institutional Priority Item(s):**

SP-3 More than Double Research Funding; CPT-5 Increase retention and graduation rates

2.3 Improve testing procedures:

Fine tune the LRC's procedures and policies as they relate to the center's involvement with all types of testing.

2.3.1 Related Strategic Plan Item(s):

II-1 The Education of Leaders; II-2 Living-Learning Communities; II-3 Investment in People

2.3.2 Related Institutional Priority Item(s): CPT-5 Increase retention and graduation rates**2.4 Fund and house THEA Advisor:**

Fund and house a THEA Advisor who deals specifically with TSI/THEA compliance as it relates to the counsel, advisement, and registration of non-exempt undergraduate students.

2.4.1 Related Strategic Plan Item(s): II-2 Living-Learning Communities; II-3 Investment in People**2.4.2 Related Institutional Priority Item(s):** CPT-5 Increase retention and graduation rates**2.5 Provide Developmental Education:**

Provide developmental coursework in the areas of writing, reading, and mathematics to facilitate independent learning and student success in collegiate courses

2.5.1 Related Strategic Plan Item(s):

II-1 The Education of Leaders; II-2 Living-Learning Communities; II-3 Investment in People

2.5.2 Related Institutional Priority Item(s): CPT-5 Increase retention and graduation rates**3. Measures & Findings:****3.1 Logs of phone calls and request appointments:** Logs of phone calls and logs of requests for appointments.
Time frame : each semester**3.1.1 Success Criteria:** Ninety percent of students are able to receive an appointment on the day requested**3.1.2 Related Objective(s):** Provide academic assistance**3.1.3 Results Related To Success Criteria:** At times during the semester, there were not enough appointments for all of the students who requested them

Ninety percent of students now receive their requested appointments

3.1.4 Achievement Level: Met**3.1.5 Further Action:** Yes**3.2 List of requests:** Lists of Requests by students and faculty Time frame: once a year

3.2.1 Success Criteria:

Ninety five percent of students can attend either or both LSAT prep course or mock test during the appropriate semester of their course of study

3.2.2 Related Objective(s): Provide academic assistance**3.2.3 Results Related To Success Criteria:**

Ninety five percent of the people who requested these services were accommodated
Students and faculty requested the addition of LSAT prep courses and mock tests

3.2.4 Achievement Level: Met**3.2.5 Further Action:** Yes**3.3 Report on students/faculty request:**

Students and faculty requested the addition of LSAT prep courses and mock tests Time frame: at the beginning of each semester Survey of students in various math courses Faculty requests and individual student request

3.3.1 Success Criteria:

The SI participants as a group will have a higher group GPA and a lower DFW rate than the non SI participants
Reviews for eighty five percent of the undergraduate math exams

3.3.2 Related Objective(s): Provide academic assistance**3.3.3 Results Related To Success Criteria:**

Students as a group who participate in Supplemental Instruction have a higher course grade and a lower DFW rate

3.3.4 Achievement Level: Met**3.3.5 Further Action:** Yes**3.4 Survey of daily attendance:**

Survey of daily attendance in comparison with room capacity Time frame: each semester Survey of students in various math courses Faculty requests and individual student request

3.4.1 Success Criteria:

All students who want assistance in math lab will have table space and a chair to sit in Reviews for eighty five percent of the undergraduate math exams

3.4.2 Related Objective(s): Provide academic assistance**3.4.3 Results Related To Success Criteria:**

During certain peak times the math lab could not accommodate all the students who sought assistance

Students requested more than one review per exam

to meet the varying schedules of students

Reviewed for eighty five percent of exams:

FY04: 63 review sessions

FY05: 107 review sessions

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FY04: 63 review sessions

FY05: 107 review sessions

3.4.4 Achievement Level: Partially Met**3.4.5 Further Action:** Yes**3.5 Compare phone log:** Compare the phone message log from previous year to the current year**3.5.1 Success Criteria:**

Continual 10% decrease in number of phone inquiries because detailed information available on web

3.5.2 Related Objective(s): Establish more accountability and better communication**3.5.3 Results Related To Success Criteria:** Many requests and phone inquiries as to services, schedules, and details of policies

2003-04: 624

Voicemails

2004-05: 361

Voicemails

3.5.4 Further Action: Yes**3.6 Reports/minutes on staff meeting:**

Report/minutes on Staff meeting to determine procedures Comparison with other protocols

3.6.1 Success Criteria: No violations**3.6.2 Related Objective(s):** Establish more accountability and better communica**3.6.3 Results Related To Success Criteria:** Procedure needed to ensure FERPA compliance.

Prior to establishing procedure, LRC had one violation and none since

3.6.4 Achievement Level: Partially Met**3.6.5 Further Action:** No**3.7 Report on scheduling:** Report on scheduling**3.7.1 Success Criteria:** No double bookings, no missed scheduling, and maximum of space**3.7.2 Related Objective(s):** Establish more accountability and better communica**3.7.3 Results Related To Success Criteria:** Room Scheduler needed to maximize utilization of space and avoid conflicting or duplicate bookings**3.7.4 Further Action:** No**3.8 Reports on responses to requests:** Report on responses to requests.**3.8.1 Success Criteria:** Respond positively to ninety percent of the requests**3.8.2 Related Objective(s):** Establish more accountability and better communica**3.8.3 Results Related To Success Criteria:** Increase outreach to other campus departments

Have met goal of responding

Positively to Ninety percent of requests

3.8.4 Achievement Level: Met**3.8.5 Further Action:** Yes**3.9 Comparison to SIS:**

Comparison of sign-in sheets with student data base: SIS When someone does not have a Comet card or cannot identify the course in which she/he is enrolled-----This is done on an AS NEEDED basis

3.9.1 Success Criteria: No one who is not entitled to do so using LRC services**3.9.2 Related Objective(s):** Establish more accountability and better communica**3.9.3 Results Related To Success Criteria:** Individuals who are not eligible attempt to utilize the services

Usually each semester five to ten individuals who are not eligible attempt to utilize the LRC

3.9.4 Achievement Level: Partially Met**3.9.5 Further Action:** Yes**3.10 Reports on proctors :** Debriefing of room supervisors and proctors Participant reports**3.10.1 Success Criteria:** No timing irregularities No negative reports**3.10.2 Related Objective(s):** Improve testing procedures**3.10.3 Results Related To Success Criteria:**

Students questioned accuracy of clocks for timing of large group standardized exams

No negative reports and no timing irregularities during the last six months

3.10.4 Achievement Level: Met**3.10.5 Further Action:** Yes**3.11 Report on analysis and evaluation:**

Analysis and Evaluation by Undergraduate Dean and Math Department Time Frame : annualy

3.11.1 Success Criteria: Satisfaction by evaluators Students accurately placed**3.11.2 Related Objective(s):** Improve testing procedures**3.11.3 Results Related To Success Criteria:**

Local math placement test for in-coming students did not seem to place accurately students in math courses (not administered by LRC)

3.11.4 Achievement Level: Not Met

3.11.5 Further Action: Yes

3.12 Reports on standardized test:

Requests from National Testing Companies Evaluations by LRC to the benefits of doing so Report on standardized testing. Time Frame : annually

3.12.1 Success Criteria: Registration and participation capacities determined by room availability are met

3.12.2 Related Objective(s): Improve testing procedures

3.12.3 Results Related To Success Criteria: Requests from the community and national testing companies for UTD to be a testing site.

Registration and participation capacities determined by room availability were met .

FY06: 3,602

administered Standardized tests

3.12.4 Achievement Level: Met

3.12.5 Further Action: Yes

3.13 Report on scanned and scored form : Report on scanned and scored form.

3.13.1 Success Criteria: All Scantron forms are received, scanned, and scored within 48 hours

3.13.2 Related Objective(s): Improve testing procedures

3.13.3 Results Related To Success Criteria: No central location for scanning and scoring and no designated operator for the scantron machines (not housed with LRC)

Determination that IR was no longer able to house or maintain scanners

FY06: 11,987 forms scanned and scored

Within 48 hours

3.13.4 Achievement Level: Met

3.13.5 Further Action: Yes

3.14 Unit's self evaluation : Unit's self evaluation

3.14.1 Success Criteria:

All tests properly accounted for with regard to date received, date administered, date and method of return shipping

3.14.2 Related Objective(s): Improve testing procedures

3.14.3 Results Related To Success Criteria: Occasional confusion of details regarding when or how tests were received, administered, and/ or returned

All tests were properly accounted for with regard to date received, date administered, date

3.14.4 Achievement Level: Met

3.14.5 Further Action: Yes

3.15 Evaluations of student satisfaction: Evaluations of student satisfaction

3.15.1 Success Criteria: Ninety percent of students with THEA holds are satisfied with registration process

3.15.2 Related Objective(s): Fund and house THEA Advisor

3.15.3 Results Related To Success Criteria: Students previously frustrated with registration holds

Ninety percent of students with THEA holds are now satisfied and comfortable with registration process.

3.15.4 Achievement Level: Met

3.15.5 Further Action: Yes

3.16 Reports on Audits : Reports on Audits run by Registrar's Office Time frame: each semester

3.16.1 Success Criteria: Not having students be out of compliance

3.16.2 Related Objective(s): Fund and house THEA Advisor

3.16.3 Results Related To Success Criteria:

Finding: no students have been identified this semester as out of compliance.

Departmental Advisors not familiar with state TSI regulations and UTD's THEA policies

Bottlenecks created in Registrar's Office and staff lacked familiarity with details of regulations

3.16.4 Achievement Level: Met**3.16.5 Further Action:** Yes**3.17 Report on THEA and course examinations:** THEA Examination Scores Course examinations**3.17.1 Success Criteria:**

Course completion with a passing grade and achieving the following scores on the THEA: Reading 230 Math 230

Writing 220 Students lack academic skills to achieve successfully and independently in their college courses -

developmental courses are needed to remedy the skill deficits and comply with the Texas Success Initiative

3.17.2 Related Objective(s): Provide Developmental Education**3.17.3 Results Related To Success Criteria:** Approximately one percent of Undergraduate students lack academic skills to achieve successfully and independently in their college courses. They scored below the following minimums:

Reading 230

Math 230

Writing 220

Those students are required to take Developmental courses to remedy their skill deficits and comply with the Texas Success Initiative. They are also required to pass THEA exam

3.17.4 Achievement Level: Met**3.17.5 Further Action:** No**5. Closing the Loop:****5.1 Increase subject matter & number of appointments:** Larger repertoire of subject matter appointments and increase in number of appointments**5.1.1 Related Objective(s):** Provide academic assistance**5.1.2 Related Measure(s):** Logs of phone calls and request appointments**5.1.3 Responsible Person:** Mary Kaye Adams**5.1.4 Target Date:** Summer 2007**5.1.5 Priority:** High Priority**5.2 Addition of LSAT Prep course and mock exams:** Addition of LSAT Prep course and mock exams**5.2.1 Related Objective(s):** Provide academic assistance**5.2.2 Related Measure(s):** List of requests**5.2.3 Responsible Person:** Mary Kaye Adams, Director of Learning Resources**5.2.4 Target Date:** Spring 2007**5.2.5 Priority:** Low Priority**5.3 Increased section/courses with supplemental instr.:** Increased number of sections and courses with supplemental instruction**5.3.1 Related Objective(s):** Provide academic assistance**5.3.2 Related Measure(s):** Report on students/faculty request**5.3.3 Responsible Person:** Mary Kaye Adams, Director of Learning Resources**5.3.4 Target Date:** Summer 2007**5.3.5 Priority:** High Priority**5.4 Increase math lab:** Larger space for the math lab**5.4.1 Related Objective(s):** Provide academic assistance**5.4.2 Related Measure(s):** Survey of daily attendance

5.4.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.4.4 Target Date: Spring 2007

5.4.5 Priority: Medium Priority

5.5 More reviews for math course exams: More reviews for math course exams

5.5.1 Related Objective(s): Provide academic assistance

5.5.2 Related Measure(s): Survey of daily attendance

5.5.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.5.4 Target Date: Spring 2007

5.5.5 Priority: High Priority

5.6 Enhance webpage content:

Creation of webpage with details of services, schedules, testing dates, scantron scanning and scoring, etc about the LRC and initiated departmental email addresses

5.6.1 Related Objective(s): Establish more accountability and better communica

5.6.2 Related Measure(s): Compare phone log

5.6.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.6.4 Target Date: Spring 2007

5.6.5 Priority: Medium Priority

5.7 Develop procedure to ensure FERPA compliance: Development of checks and balances procedure to ensure FERPA compliance

5.7.1 Related Objective(s): Establish more accountability and better communica

5.7.2 Related Measure(s): Reports/minutes on staff meeting

5.7.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.7.4 Target Date: spring 2007

5.7.5 Priority: High Priority

5.8 Facilitate room utilization:

Creation of room scheduler accessible on the G drive to all LRC staff to facilitate room utilization

5.8.1 Related Objective(s): Establish more accountability and better communica

5.8.2 Related Measure(s): Report on scheduling

5.8.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.8.4 Target Date: Summer 2007

5.8.5 Priority: Medium Priority

5.9 Develop relationship with other campus offices.: Development of specific relationships with other campus offices(for example: Disability Services, Global MBA, Registrar`s Office , Undergraduate Advisors, and the Math Dept.)

5.9.1 Related Objective(s): Improve testing procedures

5.9.2 Related Measure(s): Reports on responses to requests

5.9.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.9.4 Target Date: Spring 2007

5.9.5 Priority: High Priority

5.10 Purchase Cbord Comet Card readers:

Purchase of two Cbord Comet card readers to verify students` eligibilty quickly and accurately

5.10.1 Related Objective(s): Establish more accountability and better communica

5.10.2 Related Measure(s): Comparison to SIS

5.10.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.10.4 Target Date: Summer 2007

5.10.5 Priority: Medium Priority

5.11 Purchase large electronic timer:

Purchase of large electronic timer for use in HH and countdown timers in other rooms

5.11.1 Related Objective(s): Improve testing procedures

5.11.2 Related Measure(s): Reports on proctors

5.11.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.11.4 Target Date: August 2007

5.11.5 Priority: Medium Priority

5.12 Administer SAT II Math IC or IIC:

LRC now administers SAT II Math IC or IIC as the placement instrument for math courses during freshman orientation and weekly in the LRC

5.12.1 Related Objective(s): Improve testing procedures

5.12.2 Related Measure(s): Report on analysis and evaluation

5.12.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.12.4 Target Date: Spring Orientation 2007

5.12.5 Priority: High Priority

5.13 LRC as supervisory unit: LRC is supervisory unit for administration of the THEA, SAT, and LSAT

5.13.1 Related Objective(s): Improve testing procedures

5.13.2 Related Measure(s): Reports on standardized test

5.13.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.13.4 Target Date: Spring 2007

5.13.5 Priority: Medium Priority

5.14 Offer scanning and scoring for all departments.: LRC offers scanning and scoring for any department with various types of analysis as requested by the professor

5.14.1 Related Objective(s): Improve testing procedures

5.14.2 Related Measure(s): List of requests; Report on scanned and scored form

5.14.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.14.4 Target Date: Spring 2007

5.14.5 Priority: Medium Priority

5.15 Created test log with matrix:

Created test log with matrix of all details of the test, examinee, university or agency, and shipper

5.15.1 Related Objective(s): Improve testing procedures

5.15.2 Related Measure(s): Unit's self evaluation

5.15.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.15.4 Target Date: Spring 2007

5.15.5 Priority: High Priority

5.16 House THEA advisors in LRC: Support of Undergraduate Dean to house THEA Advisor in LRC

5.16.1 Related Objective(s): Fund and house THEA Advisor

5.16.2 Related Measure(s): Evaluations of student satisfaction

5.16.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.16.4 Target Date: Fall 2006

5.16.5 Priority: High Priority

5.17 Establishment of one location for THEA Advising an: Establishment of one location for THEA Advising and

Student registration All students with THEA holds have equal access to advisor and know where to go

5.17.1 Related Objective(s): Fund and house THEA Advisor

5.17.2 Related Measure(s): Reports on Audits

5.17.3 Responsible Person: Mary Kaye Adams, Director of Learning Resources

5.17.4 Target Date: Spring 2007

5.17.5 Priority: High Priority

6. Analysis:

6.1 Program/Unit Strengths:

6.1.1 Objectives/Outcomes Exceeded or Met: The strengths of Learning Resources exhibit the ability to accomplish the objectives provided the department is not dependent upon another part of the university for completion.

6.2 Program / Unit Weaknesses:

6.2.1 Objectives / Outcomes Partially or Not Met: The outcomes and objectives that need continued attention are those that require assistance or cooperation from either other departments or decisions made in consideration of the utilization of space and funds by the university as a whole.

7. Report:

7.1 Executive Summary: UTD LEARNING RESOURCES

Learning Resources and the Learning Resource Center have evolved considerably since UTD became a four year university. Originally housed in the Student Union with offerings of a small math lab, graduate test prep reviews, and individual appointments for math and writing, the LRC is now a multi-faceted organization providing services from many different locations on campus. The LRC offerings now include, but are not limited to

- supplemental instruction in historically difficult courses
- a math lab
- administrations of state and national exams
- proctoring of individual exams for UTD and other universities as well as exams for various credentialing and licensing agencies
- graduate exam prep courses for the LSAT, GRE, and GMAT
- developmental courses in reading, math, and writing
- individual appointments for assistance with writing, statistics, and math
- study skills course in conjunction with various academic programs that have probationary students
- THEA Advisor to counsel, advise, and register students who are not TSI/THEA compliant

During the first seven months of the inception of the THEA Advisor in Learning Resources, the advisor counseled 671 unique students with a total of 964 contacts. Attendance data for other services for the period of September 1, 2004 to August 31, 2005 is attached.

The goals for Learning Resources and the Learning Resource Center are determined by various processes. After each semester or large event such as freshman orientation or a national test administration, the staff meets "roundtable" to evaluate what was good, what was not, what can be done to improve, etc. The LRC utilizes qualitative methods of assessment to obtain responses from students, parents, and other members of the university community. Quantitative measurements are also examined in determining goals for Learning Resources. The attached report is indicative of this type of data, plus comparative data of participants and non-participants is collected to assess the effectiveness of supplemental instruction. In addition, new goals are formulated as a result of a decision to expand LRC's services and as a result of requests for either expanded services or new services.

After a probable list of goals is established, then the Director with the assistance of the LRC staff evaluates the financial resources, facilities, equipment, and staffing to determine the likelihood of being able to accomplish the goals. The goals that are attainable without any additional resources are usually implemented as soon as possible. Those that require additional resources are considered for the next budget cycle in the funding requests.

Occasionally goals can be accomplished by the reallocation of funds or other resources and then are implemented as soon as the necessary paperwork is completed and the changes are approved and authorized.

As a result of its many services, the Learning Resource Center will be able to demonstrate evidence of its effects on student learning and development outcomes. Some of the desirable outcomes are identified by the following student behaviors as suggested in the CAS Professional Standards for Higher Education:

- Obtains a degree
- Writes and speaks coherently and effectively
- Makes presentations or gives performances
- Exhibits self-reliant behaviors- functions autonomously
- Sets, articulates, and pursues individual goals
- Shows self respect and respect for others
- Acknowledges personal strengths and weaknesses
- Works cooperatively with others
- Achieves balance among education, work, and leisure time
- Chooses behaviors and environments that promote health and reduce risk
- Takes steps to initiate a job search or seek advanced education
- Exhibits democratic principles as a leader
- Seeks involvement in diverse interests and with various cultures
- Participates in service/volunteer activities (207-208)

Miller, Theodore K. ed.. CAS The Book of Professional Standards for Higher Education
Third Edition. Washington DC: Council for the Advancement of Standards in Higher
Education, 2003.

7.2 Top 3 Program/Unit Accomplishments: Highlights of the unit are as follows:

Reviews for Math courses exams - 56 sessions, 1,760 participants
Supplemental Instruction - 34 course sections, 1,415 participants, 4,241 contacts
Administration of State and National Standardized Tests - 62 test dates, 3,558 participants
Individual tutoring appointments - 1,175 student appointments
Math Lab - 1,364 students, 6,519 contacts
Testing Center - 331 individual exams proctored
Graduate Test Prep Courses - 236 participants
Developmental Education - 189 students
THEA Advising and placement - 954 students, 1,448 contacts
Scantron Scanning and Scoring - 12,038 forms
Study Skills course - 77 students
Mock LSAT testing for Pre-Law Society - 51 students

7.3 Research Activities or Publications:

8/2005 Supplemental Instruction Training for all SI leader - All student leaders, R.Duncan, and MK Adams
9/2005 NES Training for THEA and TSI, Austin, Tx - MK Adams, D.Henery, R.Duncan
10/2005 HM Fall Energizer Conference for Student Success, San Diego, Ca - M.Panahi and MK Adams
03/2006 TAAS National Conference, West Palm Beach, Fl. - M.Panahi and MK Adams
03/2006 NASPA National Conference, Washington DC, MK Adams and P. Atchley
04/2006 ACTLA Annual Conference, Berkley, Ca. - M.Panahi and MK Adams
07/2006 First Year Experience International Conference, Toronto, Ontario - MK Adams and R.Duncan
08/2006 MAA Summer Mtg Math Fest, Knoxville, Tn. - M.Panahi and L. Kisielewski
Prepared Supplemental Instruction Data for NSF Grant

7.4 Instructional/Training Activities (presented or received):

				TEACHING ACTIVITIES ATTENDANCE DATA			
GRADUATE ENTRY TESTS						ANNUAL	
Eighteen hours of instruction per course.	Fall '05	Spring '06	Summer '06	TOTAL			
GRE Review Courses		24	22	32		78	
GMAT Review Courses		49	57	29		135	
LSAT Review Courses		5	4	14		23	
		Semester Totals	78	83	75		236
TSI/THEA REMEDIATION						ANNUAL	
3 hours instruction per course per week.	Fall '05	Spring '06	Summer '06	TOTAL			
Developmental Math			64	39	12		115
Developmental Reading		10	6	0		16	
Developmental Writing		31	22	5		58	
		Semester Totals	105	67	17		189
REVIEWS FOR COURSE EXAMS					ANNUAL		

56 review sessions = 112 hours of instruction.	Fall '05	Spring '06	Summer '06	TOTAL			
Calculus 2417			629	226	45		900
Calculus 2419			278	286	43		607
Matrices 2333			15	20	0		35
Pre Calculus 2312			46	23	0		69
Applied Calculus 1325		23	38	0		61	
Applied Calculus 1326		15	20	10		45	
Developmental Math			16	6	11		33
Algebra 1314			10	0	0		10
		Semester Totals	1,032	619	109		1,760
SUPPLEMENTAL INSTRUCTION							
Each section meets one hour, three times per week.							
Fall 2005							
COURSE					Number of Students	<p>Memberships NASPA and NADE - MK Adams MAA and NADE - M. Panahi MAA - L. Kieselewski Collection point for Books for Africa and BetterWorld Books</p> <p>7.6 Other External Activities: July 2006 Attendance International Conference of First Year Experience - Toronto, Ontario MK Adams and R.Duncan</p> <p>7.7 Contributions to UTD: Learning Resources contributes to the strategic plan of the university in the following ways.</p> <ul style="list-style-type: none"> The existence of a unit that provides academic assistance via a variety of methods of delivery is very beneficial as a recruiting tool to good 	

						<p>students who are highly motivated and want to succeed.</p> <ul style="list-style-type: none">• The tutoring and supplemental instruction offered by Learning Resources contributes to the university's ability to retain students.• The opportunities for student employment offers students a source of funding to continue their education.• The student employees of Learning Resources receive leadership training which includes presentation skills, interpersonal relations, and how to deal with difficult or troubled students--all of which are skills that prepare UTD graduates to assume a meaningful place in society and contribute to the development of others.
						<p>7.8 Top 3 Program / Unit Challenges: Major Challenges are as follows: Insufficient space</p>

						for teaching activities and offices. As numbers of students and requests for services increase, budget remains flat.
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