

UTD LEARNING RESOURCES

Submitted by Mary Kaye Adams
Director of Learning Resources

June 1, 2006

UTD LEARNING RESOURCES

Learning Resources and the Learning Resource Center (LRC) 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. 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.