

2019-2020: Jeffers Learning Resources Center

Definition of Unit

Providing Department:

Learning Resource Center

Department/Unit Contact:

Genny Patterson

Mission/Vision Statement:

MISSION: The mission of the Jeffers Learning Resources Center (JLRC) is to provide the students and faculty of the College of Education (COEd) with technology, services, and materials that enhance student learning and produce ready-to-teach graduates. The purpose of the Jeffers 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 JLRC will be an approachable, accessible facility that seeks to support the curriculum needs of students and faculty in the College's various programs. The JLRC 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 6 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 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 JLRC for incoming students.
- c. Adapt library collection and policies to support College-wide academic and service goals

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool: Usage Statistics

Frequency of Assessment:

Continuous

Rationale:

Usage Statistics (1) show that students, faculty, and staff are checking out the JLRC 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 JLRC Library utilization. (4) Results are reviewed by the Librarian and reported to the Director if any concern arises.

RELATED ITEM LEVEL 2

Results: Usage Statistics

Results:

Usage Statistics indicate that 5734 items were checked out over the course of the 2019-20 academic year, averaging 133 per week. The drop in checkouts from the 2019-20 academic year may have been negatively impacted by the temporary closing of the university due to the COVID-19 pandemic. The university was closed for approximately ten weeks of spring semester. Additionally, active patron counts have steadily risen over the past 6 calendar years, however the active patron count dropped for the 2019-20 academic school year. The active patron count may have been adversely impacted by the temporary closing of the university due to the COVID-19 pandemic as the university closed for approximately ten weeks during spring 2020 semester. It is also important to note that these counts only reflect JLRC patron's that checkout materials from the JLRC 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.

*The patron count for January 2019-20 show a slight increase in active patrons at 1353.

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
July 2019 - June 2020	901

Attachments:

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

DRILL DOWN-----
 RELATED ITEM LEVEL 1

Assessment Tool: Copy Counts

Frequency of Assessment:

end of each semester

Rationale:

Copy Counts (1) The JLRC 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.

RELATED ITEM LEVEL 2

Results: Copy Counts

Results:

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

***Our copy counts 2017-19 may have been adversely affected due to the displacement of the JLRC during the time of renovation of the permanent location in Bartoo Hall. Additionally, copy counts for the 2019-20 fiscal year may have been impacted due the COVID-19 pandemic. Faculty worked remotely from March to July, and classes were held online.**

Fiscal Year	Total Copies
July 2014 - June 2015	229,048
July 2015 - May 2016	217,196
July 2016 - May 2017	186,956
July 2018 - June 2019	93,168
July 2019 - June 2020	71,478

Attachments:

RELATED ITEM LEVEL 3

Tracking Patron Counts

Program Changes and Actions due to Results:

The JLRC will add a motion sensor door counter in the fall of 2020 that will allow us to better track patron count. We will be able to see what times and days that the JLRC has the highest traffic to better plan for number of workers needed.

Link to Assessment:

Usage statistics

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

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool: Item Statistics

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 JLRC 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 COEd faculty on an informal basis.

RELATED ITEM LEVEL 2

Results: Item Statistics

Results:

Item Statistics include numbers of lost items, totalling 3 items (0.03% of the collection) for the 2019-20 fiscal year; age statistics showing the average year of publication for our entire collection is 2004; and that the items purchased within the academic year reflect upcoming shifts and needs in the field. The average year for our printed resources are as follows: easy picture books have an average copyright of 1998, fiction novels have an average copyright year of 2002, nonfiction books have an average copyright date of 2003, and our study materials have an average copyright year of 2014.

Copyright in the last 2 years	Copyright 3-5 years ago	Copyright 6-10 years ago	Copyright 11-20 years ago	Copyright 20+ years ago	No copyright date listed
91	503	1553	2789	3437	3468

Attachments:

RELATED ITEM LEVEL 3

Study Materials

Program Changes and Actions due to Results:

JLRC 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 we plan to continue the offering of Praxis Core and Praxis II interactive practice tests.

Link to Assessment:

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

RELATED ITEM LEVEL 3

Technology

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

The JLRC has added conferencing tools (e.g. Owl 360° camera); Sphero SPRK+ and Sphero Bolts, which incorporate robotics and technology with STEAM and coding activities; Cue robot, which incorporates robotics and technology with coding; and a ToyBox 3-D printer, which is targeted for elementary school classrooms.

The JLRC has recently added the College of Education's V.I.S.I.O.N. Lab to the JLRC space.

The JLRC librarian and staff plan 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. The Librarian and other guest professors will offer short demos of JLRC 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 and Consortium for School Networking: Driving K-12 Innovations** are reviewed annually to determine technology trends.

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

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool: Horizon and CoSN Reports

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 JLRC to remain in-step with other educational technology providers around the world. (4) The Horizon Report is reviewed annually by the Director and Librarian.

The **Consortium for School Networking (CoSN): Driving K-12 Innovation Report** (1) is a new annual publication by an international Advisory Board of distinguished educational technology experts. It seeks to identify and rank the most important topics for K-12 innovation today. This report discusses key Hurdles (barriers) and Accelerators (megatrends) for innovation. (2) We will use the CoSN Report 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 JLRC to remain in-step with other educational technology providers around the world. (4) The Consortium for School Networking Driving Innovation Report will be reviewed annually by the Director and Librarian.

RELATED ITEM LEVEL 2

Results: Horizon and CoSN Reports 2020

Results:

The **Horizon Report** indicated several tech trends. The Director noted that Artificial Intelligence (AI), next-generation digital learning environments (NGDLE), and analytics and privacy are a few of the technological trends in higher education to watch for the upcoming year.

The **Consortium for School Networking: Driving K-12 Innovations Report** indicated five hurdles (barriers) including, scaling and sustaining innovation, data privacy, evolution of teaching and learning, pedagogy vs. technology gap, and digital equity. Additionally, five accelerators (mega-trends) were indicated including, learners as creators, data driven practices, personalization, social and emotional learning, and building the human capacity of leaders.

Attachments: