

Learning Commons Student Advisory Board Committee
Meeting Minutes – taken by: Megan Royce

Meeting Date: 10/12/21

Location: Microsoft Teams

Participants:

Tonka Jokelova (CLDIOI, Academic Affairs)
Ben Matott (Help Desk, Information Services)
Sean Conklin (Dining Services, College Association)
RJ Thayer (Director of Technology for Student Affairs)
Cori Wilhelm (Library, Academic Affairs)
Melissa Manchester (Tutoring, Academic Affairs)
Leah Fitzgerald (Library, Academic Affairs)
Johanna Lee (Learning Commons, Academic Affairs)
Megan Royce (Tutoring, Academic Affairs)
Taylor Cady (student, campus)
Monica Gleberman (student, fully online),
Kahlil Hill (student, currently online, previously on campus)
Alexia Padron-Tineo (student, fully online)
Myciah Stuckey (student, on campus)
Patty Suppa (student, online)
Shaienne Peters (student, on campus)
Eric Alan (student, on campus)
Andrew Fitch (student, on campus)
Miranda Mejia – (student, on campus)

Introductions and context: The faculty and staff introduced themselves and their areas followed by the students. Students were asked to offer feedback relevant to the Learning Commons or to ask specific questions to the faculty/staff in attendance.

Item 1: Welcome back and general feedback from students regarding changes from last year (Learning Commons)

Learning Commons Student Advisory Committee: Feedback was provided by returning student committee members both via e-mail and in the meeting itself. Both students that returned to the committee wanted to express their appreciation for the committee and for providing a platform for students to express their desire for change, and for the staff taking their suggestions seriously and implementing solutions quickly. The students could really tell a difference between last year and this year, and both commented that they and others have noticed the changes Learning Commons staff had been striving to make based on student comments and suggestions. Increased Learning Commons communication on Blackboard and via e-mail was noticed regularly, and it was in a timely manner which allowed students to utilize all of the resources available immediately when they were needed.

Shift from online to on-campus events campus-wide: Last year, because of COVID restrictions online events became more utilized and online-only students felt included in campus events. Now that

restrictions have lightened, students are noticing a clear shift and emphasis to on-campus events versus online or hybrid events. This has been discouraging for students because they feel like they no longer matter unless they can or want to attend an event in-person. One student noted that on RooLife there were 83 events listed, and only 2-5 events were for online students – the rest were all in-person only. When asked if this feeling was directed specifically at the Learning Commons, or if it was a general feeling about campus overall, students expressed that it was a mix of campus events overall and club-specific events that were causing this frustration.

Clubs: Club meetings are currently on-campus only and do not offer an online or hybrid participation. This means that online students and students who cannot come to campus for the meetings are barred from participating in clubs and club activities this semester because things have shifted to in-person only. Students suggested that a camera be set up at club meetings or club activities to stream everything live in order to engage in the online population again.

RooLife: Students suggested that RooLife should have a hybrid option that allows students to see what is still available to them even if it is also offered in-person. If the event has a physical location listed, online students assume it's not for them because it doesn't have a virtual location listed. RJ addressed this comment and indicated that students can sort events in RooLife to see what is available virtually, and that there already was a hybrid option available for event creators to use to indicate that it was both in-person and online. Additionally, live streamed event recordings could be reviewed later on via YouTube, for which he provided the link (<https://www.youtube.com/channel/UCvciWc-6DKPf9uR5KJpF-fg>). RJ noted that these streamed events have had very little participation, and no one has really watched them after the fact, and asked for feedback regarding the promotion of these events. Students requested it be made clearer in the event setup because it's not always apparent that it's a hybrid event with a virtual link to go to when a physical location is listed. Students also suggested that the virtual and hybrid events be e-mailed out and promoted more, such as in the e-mails Lisa Perry sends out about events, with emphasis on them being available to off-campus and online students. Students indicated that they had no idea that the YouTube channel existed and suggested that it be promoted, particularly to online students.

"Best Year Ever" campaign: Students expressed that they disliked the new campus branding this semester that says "Best Year Ever." For many, this year has not been wonderful as loved ones have been lost, normalcy has been shattered, jobs have become unstable, and some have been forced to transition to online instead of on-campus because of the pandemic. Additionally, online students see these "hyped up" e-mails being sent with the title "Best Year Ever," only to look at them and see that it is all in-person only with no options for virtual participation. This caused students to start feeling deflated week after week after seeing these e-mails, which constantly reminded them that they weren't able to participate in the "Best Year Ever" at SUNY Canton because they were online and not physically on the campus. This is causing students to feel even more disassociated from SUNY Canton, making them feel like they're missing out on a lot, and they're reminded of that weekly. Students feel that this is a result of the COVID-19 restrictions being lightened, allowing for more in-person engagement, and so the "Best Year Ever" campaign was created to emphasize that and focus on in-person campus engagement, while putting online engagement on the backburner again like it was in the past. Students noted that while it was helpful to sort out events by online in RooLife to see what they can participate in, getting e-mails with the messages saying "Best Year Ever," and when they looked at them it was all in-person only events and activities, only discouraged them and reminded them of what they couldn't

participate in. When students were asked if this had been brought up anywhere else, students voiced that they had brought this feedback up to CAB, mentioned it to advisors and some heads of departments, and also brought it up at Faculty Assembly.

Action + item(s) and person (people) responsible:

- + Additional promotion of the You Tube Channel (this You Tube channel is not part of the Learning Commons. Questions about it can be directed to Student Affairs).
- + Clearer communication about events and opportunities that are available virtually (Learning Commons will do this with their promotions)
- + General questions regarding participation in student activities related events such as clubs should be directed to the [SAIL office](#) or [Student Affairs](#).

Item 2: Have you ever needed to access our remote services or been provided virtual assistance by a Help Desk technician? If so, what improvements can we make? (Help Desk)

One student indicated that they have not needed virtual assistance by the Help Desk as of yet, but another student had worked with the Help Desk virtually 5-10 times this semester. Overall, this student's experience was great and expressed gratitude for the staff they worked with. They did note, however, that in a few instances the wait-time was 30 minutes to an hour when seeking assistance. Another student noted that the Help Desk had always been incredibly helpful whenever they reached out to them with concerns.

Another student noted that they had an issue with PowerPoint where they had lost audio and reached out to the Help Desk for help. The student noted that a Help Desk technician had tried to work on the issue for an hour and a half and still couldn't get the issue fixed, at which point the student asked if they could just call Microsoft directly and work with their technicians. The inability to hear the audio in the PowerPoint was obstructing their learning because they couldn't get all of the information they needed out of the PowerPoint. The student also provided feedback on the remote help system being used, and requested that this service be provided via Teams screensharing instead of having to go through the remote link to get remote help because they didn't feel comfortable having to click links and allow access to their computer to get help remotely. **Ben (Help Desk) addressed the student's feedback and explained that the system the Help Desk currently uses, which is paid for by the college, is a more robust program that allows technicians to help students, faculty, and staff remotely much more easily than simply screensharing via Microsoft Teams. Microsoft Teams screensharing, or screensharing on any platform, doesn't have the tools needed to work with patrons remotely effectively. Ben also apologized for the experience they had with the technician and indicated that he would investigate this specific ticket and see what may have happened as sessions should not last an hour and a half. Tonka (CLDIOI) also indicated that she would look into the audio embedded in PowerPoints as part of course review moving forward in order to assess the files for accessibility issues and concerns.**

Action + item(s) and person (people) responsible:

- + Review the feedback for this session with this particular student. (Ben)

Outcome: The ticket indicated that the session only lasted 25 minutes. The ticket also indicated that the student left a 5-star review for the technician working with them on the audio issue in PowerPoint. Ben

reached out to the student directly to request clarification and to encourage them to use the review system as a way of leaving feedback.

Item 3: If you use the building, do you have any comments or suggestions about the space? Is it meeting your needs, or would some changes help it better meet your needs? (Library)

One student noted that they frequent the Learning Commons in order to use the textbook loans, though they typically sit at the computer area because they feel like upstairs is a quieter area and they usually come with friends. The student suggesting making more group-space in the lobby-area that didn't have computers set up at it so that students could get textbooks, get what they need, and still hangout without having to work around the computers. **Cori (Library) indicated that she would look into setting up a space downstairs for students to work at without computers, but also mentioned that upstairs only had a few designated quiet areas. Cori explained that most of the upstairs was actually for group space that allowed for talking at a reasonable level, and that librarians could help students find the less quiet areas as well. Cori also mentioned that the tutoring spaces and café were also options that allowed for group work.**

Another student noted that they struggled with access to color printing when in the Learning Commons, but otherwise the rest of the building was excellent and inviting.

A third student expressed that they thought the building was set up well, but suggested that a time limit be implemented on the study rooms upstairs. The student suggested an hour and a half to two-hour limited because they felt like students tended to stay in the study rooms for extended periods of time, which limited the use.

Action + item(s) and person (people) responsible:

- + The Learning Commons will do a mid-year walk through of the building to review signage and the balance of group and quiet study spaces throughout the building (Building Leaders group).
- + New PCs were recently installed in the lobby area and many students access these devices for quick prints so this space is not ideal for group study. However, there are other first floor areas such as the café and Tutoring Center that can be used by groups.

Item 4: Are there books or other resources you wish we had? Any that you think other students would like to see? (Library)

One student suggested increasing the amount of resources available for Funeral Service students. Another student expressed the same for Health Care Management students, specifically an increase in healthcare-related databases (ie. Gale OneFile and Credo) as most of the health-related databases are more nursing-focused. **Cori (Library) indicated that she would look into more healthcare management-focused databases and see what they can add to their collection.**

Another student requested there be more outlets available in the building, specifically ones that are built into the tables instead of relying solely on wall outlets. **Cori (Library) mentioned that the building already has a lot of outlets, and that the Tutoring Center has more available, though there are not many built into the tables.**

A third student noted that online library resources, such as textbooks, only allow students to work with them for an hour. After an hour, the system kicks students out of the book and they have to re-login. By

the time they go through the process of getting to the textbook again, sometimes another student has already reserved it and they can't finish their research until later.

Action + item(s) and person (people) responsible:

+ Halie has reached out to Healthcare Management to see if there are resources they would like added
+ Cori will check on whether EBSCO books can be set for a longer time period before expiring, will follow up with the group

Item 5: Other than what we currently serve at Cyber, is there anything else you would like to see on the menu? (Dining Services)

One student noted that they were diabetic and would love more sugar-free and diabetic-friendly options on the menu. Specifically, the student noted that they would love to see a spinach florentine quiche on the menu, as well as boiled eggs since those were great for stabilizing blood sugars. The student also requested more sugar-free options for the Starbucks coffee syrups so that it was more inclusive for those with certain health conditions.

Another student suggested that pumpkin spice- and apple-flavored muffins would be great additions to the menu. They also noted how much they loved the current Adirondack and Chicken & Mozzarella sandwiches the Cyber Café offered, as well as the caramel macchiato. They also commented how great the staff has been at the Cyber Café.

Action + item(s) and person (people) responsible:

+The Café is going to start offering hard boiled eggs very soon and will look into other menu options as well.

Item 6: If we were to implement a Customer Loyalty Card (perhaps buy 9 coffees and receive the 10th for free), is this something that would interest you? (Dining Services)

Students, faculty, and staff were all on board with a Customer Loyalty Card. One student suggested also doing a loyalty card that included soup, or maybe doing a loyalty card that was specific dollar amount spent at Cyber Café versus a specific item purchases, and would get something free after a certain amount – like “Spend \$50, get a free item.”

Action + item(s) and person (people) responsible:

+ A Customer Loyalty Card option is being explored.

Item 7: Have you used the new Learning Commons website? If so, is it laid out in a way that helps you find the resources you need? For example, if you are an online student, do you know what you have access to? (Learning Commons)

Students were split as to whether or not they had used the Learning Commons website before, so Johanna reviewed the website with the students in the meeting. Once the website was on the screen, one student commented that they actually had used the website before but had no idea they were using it or that it was new – they had been directed to it in Blackboard and found out about free software that way. Another student also commented that they had heard about other students finding out about information through Blackboard as well and found it a huge help in finding out about resources sooner.

One student noted that they had used the website briefly but thought the layout was great. The student also noted that they loved the new tutoring-side of the website because it was much easier to use and easy to see schedules for tutors.

The students were also asked if the “Announcements” icon would be better served as an “Events” landing page, and students agreed that this would be a better use of that space and asked for that link to be posted regularly in order to bring awareness to events being posted on it.

Action + item(s) and person (people) responsible:

+ Megan (Learning Commons Engagement Committee): Work on the Learning Commons website to develop the “Events” landing page, which will replace the current “Announcements” page. Layout will be sectioned into “Virtual Events” and “Campus Events” to help differentiate what is available virtually and what is available in person.

Item 8: What is the best way to reach out to students to advertise events? What is the best form of communication for students in general to find out about events? (Learning Commons Engagement Committee)

One student noted that they were an RA and suggested giving flyers to RDs so that they can put them up throughout the residence hall buildings to advertise upcoming events. They noticed that for their building, not as many of the students checked their e-mail regularly like they did. However, students did look at the announcements posted in the RA office, so this would be a different way of reaching students. Student Activities currently has an event calendar that is posted, and this is how many students learning about campus events. **Leah (Learning Commons Engagement Committee) commented that she would reach out to Res. Life and work on distributing a calendar of upcoming events to the buildings.**

Another student indicated that e-mail, Instagram, RooLife, and sometimes Facebook events are how they typically get their information. They also noted that RooLife’s app doesn’t show everything when scrolling and suggested that this be updated for easier viewing and use.

A third student recommended that the Engagement Committee send out e-mails every so often referring students to the Learning Commons’ social media pages for information. Additionally, they suggested including social media links on the weekly e-mails and other e-mails being sent out from the Learning Commons that advertise various services. Students sometimes bookmark specific e-mails for reference, and if the social media links were included in every e-mail, they would always be quickly accessible via e-mail.

Students also commented on the amount of communication they receive from the Learning Commons in general, finding that the amount of e-mails being sent out weren’t too much and recommended they actually be increased. They additionally commented that the Learning Commons has done a great job of adjusting the announcements posted in Blackboard and that overall, we’re moving in the right direction and have succeeded in implementing the feedback from last year. Communication has been very clear this year, which has been a successful resource to reference this semester.

Action + item(s) and person (people) responsible:

- + **Update 10/15/2021:** A Fall 2021 events flyer was created and sent to Res. Life to be posted throughout the residence halls.
- + **Update 10/12/2021:** A signature line for the Learning Commons Engagement Committee has been created, which includes contact information, website links, and social media links for all platforms. This signature will be included on all future communications from the Learning Commons Engagement Committee.
- + Provide Learning Commons events to the weekly update email that goes to the campus from PR. Clearly communicate how online students can participate.
- + Can social media handles for the college be included on BB? (Tonka)
- + Add the Learning Commons social media handles to the LC webpage (Megan)
- + Send additional reminders about LC events to the online student listserv. On campus students can walk by posters and be reminded. The email is the only way to replicate these reminders for online students. (Leah, Megan, and Johanna to request access to the online student listserv through the Help Desk)
- + Send prize teasers to engage students in participating in LC events (LC Engagement Committee)

Item 9: Have you used virtual tutoring? If so, what has your experience been? (Tutoring)

One student expressed that tutoring had been amazing for them. Specifically, there was one situation where the student worked with a tutor and the tutor said they would continue working with them the next day, not realizing it was actually a Saturday. Despite that, the tutor was on Teams at 9am on a Saturday to work with the student as promised even though it wasn't a scheduled work day. The student really appreciated that the tutor went above and beyond to help them with the assignment.

Another student used virtual tutoring and commented that it was difficult to show physical papers on the screen when blurred backgrounds were in place. **Melissa (Tutoring) commented that typically we encourage blurred backgrounds when in virtual sessions because backgrounds can be very distracting, especially if the student is in a public place as people can be walking by. However, there were options the tutor could have used such as the whiteboard in Teams, GoBoard, etc., which the tutor may not have thought of in the session despite having had training on those virtual platforms. Melissa would take this feedback back to the staff and provide a refresher for our tutors.** Another student mentioned that they e-mailed their work to their tutor and worked on the documents that way, and another mentioned that they've taken photos of their pages and uploaded the images right into the chat as well.

A third student mentioned that they were unable to view the STEM schedule online and that they had to go to the physical lab space in order to look at who was available. **Megan (Tutoring) took down the information and said she would look into this issue after clarifying where the student was trying to access the schedule since it may be a website issue.**

A fourth student mentioned that they had used virtual tutoring a few times and that it was a good experience, but neither the tutor nor the student knew how to screenshare or share files so that was a bit difficult. The student recommended a tutorial being created specifically for sharing screens and files within Microsoft Teams for virtual tutoring sessions. The student also commented on the lack of tutoring for Funeral Services, and asked if there could be an increase in tutoring for this field.

Action + item(s) and person (people) responsible:

+ **Update 10/13/2021:** Help Desk has loaned tutoring several document cameras for use in virtual tutoring. This will help tutors be able to share their written work in real-time for the students to view when virtual options are not available or the best option to work with.

+ **Update 10/12/2021:** Megan (Tutoring) troubleshooted the issue on her end and everything appeared to be functioning on the website with the form. The issue was transferred to the Help Desk the same day for further investigation.

+ Provide refresher training to tutors on options for virtual tutoring (Melissa)

Item 10: Do you think the college does a good job of letting students know about tutoring? (Tutoring)

One student noted that there are sometimes not enough tutors available in certain subjects, but the communication has been good. They felt that the weekly Learning Commons updates have been a bit repetitive, though, as they all look the same at first glance which may hinder communication.

Another student mentioned that they felt like most students knew that tutoring was available, but recommended putting more emphasis on promoting schedules because students have gone to the Learning Commons on the weekend only to find that tutors aren't available. Additionally, students have gone to the Learning Commons during the week looking for specific coverage, but it wasn't available when the student needed help. The student suggested posting tutoring schedules on the door to the building or on the wall when students first enter the building.

Action + item(s) and person (people) responsible:

+ Tutoring schedules are posted at the entrance to the STEM/Late Night Lab, and an overview of tutoring and kiosk availability is posted at the log-in kiosks. A more graphic lab schedule sign to post at the entrance with a QR code that links to the schedules webpage will be designed (Melissa).