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

Meeting Date: 10/18/22

Location: Microsoft Teams

Participants:
Tonka Jokelova (CLDIOI, Academic Affairs)
Ben Matott (Help Desk, Information Services)
Sean Conklin (Dining Services, College Association)
Anna Ching-Yu Wong (Library, Academic Affairs)
Melissa Manchester (Tutoring, Academic Affairs)
Leah Fitzgerald (Library, Academic Affairs)
Johanna Lee (Learning Commons, Academic Affairs)
Megan Royce (Tutoring, Academic Affairs)
Allan Cox (Learning Commons, Academic Affairs)
Tylan Emch (student, on campus)
Jonathan Dean (student, online)
Alayna Taraska (student, on campus)
Patty Suppa (student, online)

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: 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 Outreach Committee)

Students indicated that current communication methods via social media and e-mail have worked well. One suggestion was to also look into communication methods more typical to software/technology circles, such as Discord, YouTube, RSS feeds, Reddit, Slack, etc. The student appreciated the consistency in communication for announcements through these methods as the announcements were typically on the same days and at the same times each week. Another suggestion was to post announcements on Brightspace. This is something that we have done in the past on Blackboard and would be happy to continue on Brightspace.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Leah and Megan (Learning Commons Outreach Committee): Review suggested communication methods to determine practical use for announcing events.

> Outcome: After reviewing the various communication methods suggested, it was determined that avenues such as RSS feeds, Reddit, Slack, and YouTube were not the right platforms to use for Learning Commons event announcements. However, the committee is currently reviewing

Discord as a primary platform for coordinating Dungeons & Dragons events and other gaming-related events, as well as book club and manga/anime roundtable discussions.

+ Leah and Megan (Learning Commons Outreach Committee): Connect with CLDIOI and see if the process is the same as it was when we sent announcement information for Blackboard.

Outcome: CLDIOI indicated that there is not a specific form to use at this time. However, the committee is welcome to e-mail them at cldioi@canton.edu with all of our event information as we would like it posted and they will enter it into the Brightspace announcements section.

Item 2: What is the best time frame to hold events (days/times)? (Learning Commons Outreach Committee)

Students shared feedback from both and online and a commuter perspective. For online students, there was mixed feedback: on one side they felt the best times were Mondays and Fridays around lunch time, and on the other side they felt the best times were Thursdays and Fridays after 7:00 PM. For commuters, it was agreed that it was better to have events during the day because typically speaking, most commuters preferred to leave around 4:00 PM to 5:00 PM and get home due to weather conditions and home life. Evening events weren't preferred for commuters.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Leah and Megan (Learning Commons Outreach Committee): Bring feedback back to the outreach committee and review plans for upcoming events.

Item 3: What types of events/workshops would you like to see in the building/online? (Learning Commons Outreach Committee)

One student recommended holding workshops for software groups, featuring specific technology in each workshop. It was also recommended workshops target smaller groups rather than generally larger groups. Another student requested Jeopardy-like games that would cover all areas studied here at SUNY Canton. Leah asked the student if the Kahoot!-style quizzes were what they had in mind as we were introducing those this semester. The student indicated that they were looking for an actual Jeopardy setup, with categories and questions that mimicked the Jeopardy-style.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Leah and Megan: Bring feedback back to the outreach committee and discuss what types of smaller, more targeted workshops could be proposed for the spring 2023 agenda.

+ Leah and Megan: Bring feedback back to the outreach committee and look into a platform that would function like Jeopardy. The goal for this implementation will be fall 2023 as part of the "Welcome to SUNY Canton" promotions.

Item 4: Have you contacted the Help Desk for any support? How did you contact us? How would you rate your experience? (Information Services' Helpdesk)

One student noticed that there were restrictions placed on accounts for the Azure suite and wondered if it were possible to lessen the restrictions and increase access to more features within the suite. They hadn't contacted anyone about it yet because they weren't sure who to ask. Ben indicated that the

Helpdesk would review the restrictions setup for the Azure suite to see if it makes sense to unlock some of those features for students.

Another student mentioned that they brought their personal computer to the Helpdesk because it was dying and had a positive experience. Additionally, a student contacted the Helpdesk via e-mail and had a positive experience due to the quick responsiveness of the team.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Ben (Information Services' Helpdesk): Review restrictions set up for Azure suite accounts and determine if there should be features unlocked for students to utilize within the suite.

Item 5: Does your course offer access to our remote servers to run course specific software? If so, have you used these servers and what has been your experience? (Information Services' Helpdesk)

Most students indicated that they had never used the remote servers before as their courses did not currently utilize them for course specific software. However, one online student did have courses utilizing the remote servers, and so far, there haven't been any issues.

<mark>Action + item(s) and person (people) responsible:</mark>

+ None

Item 6: When you are on campus, are you using our computers and\or printers? If so, what has been your experience? Are you using your personal computer when you are on campus? If so, what has been your experience with our wireless network? Have you printed from your personal device? (Information Services' Helpdesk)

Students mentioned that they usually use their personal device while on campus. However, one student is now using on-campus computers in the PTA lounge and within the Learning Commons while they work on purchasing a new device after theirs died this semester. When it came to printing, however, they only ever used campus printers in the PTA lounge or the Learning Commons; printing has always been successful when using these devices.

The one complaint that students did have was regarding the Wi-fi connection. When using the private server, they usually get kicked off the internet and will have to use the guest Wi-fi to consistently stay connected while using their personal device on campus.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Ben (Information Services' Helpdesk): Investigate why the private Wi-fi connection is not remaining connected to personal devices, whereas the guest Wi-fi appears to be staying consistently connected without issues.

Item 7: Is anyone having difficulty locating the technology and\or software needed to complete their courses? What can we do to improve your overall experience with our services and equipment? (Information Services' Helpdesk)

One student noted that they believed everything was working well so far and that they didn't feel there was a great need for improvements.

However, another student mentioned that they were trying to put a contact list together that included their Dean's office, their professors, the Provost's office, etc. so that the contact information was readily available should they need it, and it was very difficult to find it on the website because their program didn't list faculty names. Although this issue doesn't fall under the Helpdesk, Ben told the student that they could call them at any time, and they'd be happy to help point the student in the right direction. Anna also indicated that the library staff would be willing to help with this as well. Johanna added that the Faculty/Staff Directory was an option as well, though you would have to know the person's name to find them that way.

The student clarified that they also didn't know the names of anyone in the offices to attempt looking up their contact information using the directory (website or e-mail), especially when it came to their dean's office. This was the sort of information they were looking for–names, offices, e-mails, etc. The student was very appreciative of the link to the Dean's office and would be using it as a starting point to pull information together.

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

+ Johanna (Learning Commons): Discuss the feedback about students having difficulty navigating the website for program contact information (re: staff, faculty, dean's offices, etc.) with the appropriate offices.

Item 8: Do you know what services are offered through the Library? Are you aware that librarians can assist with research? Do you use the library databases? (Library)

The students appeared to be mixed when asked if they were aware of the services offered through the Library. Based on the feedback, it appeared that the on-campus students were aware of the services, such as assisting with research, database access, etc., and had used them previously. However, online students were mixed: some utilized the library databases and services, others were unaware that the services existed. Anna asked the online students how we could potentially change the communication methods to make sure that online students knew about the information and could easily find it. The online students didn't feel that there was anything more that could be done as they felt the Learning Commons was already doing everything they could to get the information out there. In general, students agreed that the communication from the Learning Commons was amazing and that everything seemed to be addressed using the current methods of communication.

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

+ Anna (Library): Coordinate with Outreach Committee to create a specific promotion on library services, particularly targeting online students to promote research assistance and database access for research.

+ Leah and Megan (Learning Commons Outreach Committee): Review the spring 2023 communication plan to include key promotions for library services, particularly towards online students.

Outcome: Anna and the Learning Commons Outreach Committee have been communicating and will be scheduling a meeting in the next couple of weeks to discuss an outreach plan for Library Services.

Item 9: Do you use the textbook loan program? Do you prefer eBooks or physical books? (Library)

Although the students hadn't used the textbook loan program yet, they had heard of it before and knew it was available for them to use. Johanna asked if they were not using the program because the textbooks required access codes, if they were missing the required textbooks, or if it was for another reason. Students mentioned that typically they rented from Chegg because the rent was cheaper through them and they commuted to campus so it was easier; however, they also weren't able to utilize the textbook program because their classes required access codes for the textbook materials. In regards to the format of the textbook, for some students it depended on the course as to whether they preferred eBooks or physical books.

<mark>Action + item(s) and person (people) responsible:</mark>

+ None

Item 10: Do you know what ILL (Interlibrary Loan) is? (Library)

Students weren't very familiar with ILL, so information was provided during the meeting. Anna indicated that this service was accessible to both online and on-campus students. Allan clarified that articles could be delivered right to your e-mail, but for physical books you would have to be local to campus. Johanna also mentioned that ILL was great for both research and pleasure reading as well as textbooks, because lending times were on the longer side. Allan indicated that for textbooks, students could borrow them through ILL for about a month or so. However, if the student put in another request for that same textbook a minimum of a week before it was due, Allan would usually be able to process the request and find a replacement textbook and have it in before the current loan was due.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Allan (Learning Commons): Coordinate with Outreach Committee to create a specific promotion on ILL services in spring 2023.

+ Leah and Megan (Learning Commons Outreach Committee): Review the spring 2023 communication plan to include ILL.

Item 11: In the fall, students who used in-person tutoring reported a higher level of agreement than that our services helped them to feel more connected to SUNY Canton. In the spring, students who used virtual tutoring reported higher than in-person. What is your impression of this? (Tutoring)

Johanna began the discussion of this question with context and data from last year: In reviewing the student satisfaction survey from last year, one of the questions we ask students is, "Did you use our virtual tutoring, or did you use in person tutoring?" Last year, a small percentage used both, but for those who use either one format or the other, another question we ask is, "Could being able to participate in tutoring session help you feel more connected to SUNY Canton?" This is because tutors are people who provides support and connection and so we wondered if that was as true for the virtual sessions as it was for the in-person.

We were curious if you've used tutoring at all, or if you've used it both ways, and what that experience was like for you. We are hoping to have some insight as to what may have changed from fall to spring, or how those sessions have been for you.

One student expressed that on campus they felt very welcome and felt like they belonged in the Learning Commons in general; the STEM Lab in particular was always welcome and they enjoyed being able to work hands-on with the models and tutors. Unfortunately, because they had an unfavorable experience with virtual tutoring, the student didn't feel as connected when accessing tutoring virtually because it felt like a separate environment.

Another student expressed that although they couldn't speak to the shift, as an online student they have never had any issues with the Tutoring Center since entering SUNY Canton. They have always felt that someone was available and willing to help them virtually as an online student.

<mark>Action + item(s) and person (people) responsible:</mark>

+ None

Item 12: Have you accessed tutoring virtually? If so, what were your experiences? (Tutoring)

One student mentioned that as an online student they have used the virtual services regularly. So far, it has worked well when setting up an appointment, and it was also a very positive experience when working with tutors as they were able to answer their questions.

Another student mentioned that while they loved on-campus tutoring, they didn't feel as positively about online tutoring, particularly for Chemistry II. The student felt that the tutor wasn't well organized in the virtual chemistry session, whereas when they received tutoring for A&P 1 & 2 in person, it was much easier to understand and follow along with the tutor. Overall, they preferred working in the same room as the tutor and having a more hands-on approach. Melissa asked if the student had any thoughts on how the virtual tutoring aspect could be better, or if there were any suggestions as to how our virtual tutors could be more prepared and organized for a virtual tutoring session. The student indicated that having the course materials and content available to them would have made the experience a lot easier. In this particular situation with Chemistry II, the tutor didn't have access to the instructor's content. The student had brought their practice test to review in the session, but because the tutor didn't have a copy, they could only base feedback on the textbook content. Unfortunately, this didn't line up effectively with the practice test material, leaving the student feeling more confused about the content in question.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Melissa (Tutoring): Review best practice policies for virtual tutoring and coordinate with lab coordinators on a best practice for providing course materials to virtual tutors should instructors provide them.

Item 13: Are there additional learning resources you'd like Tutoring to make available (digital or physical)? (Tutoring)

Students suggested that access to a virtual A&P program where you can review different parts of the body would be helpful. There was a service free during COVID, but it's not something that's available anymore for free. Melissa explained that we do have access to ZYGOTE Body 3D Anatomy, which is a free program to review A&P models and linked to that site in the meeting comments. However, if this wasn't something that met student needs, she would look into potential programs that would mimic the use of in-person models a bit more.

Another suggestion was for the increase in veterinary technology supplies for the STEM Lab, including stuffed animals to practice on, posters, models, etc.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Melissa (Tutoring): Provide feedback regarding virtual A&P programs to the STEM Lab coordinator; look into potential services that could be beneficial for the lab.

+ Melissa (Tutoring): Provide feedback regarding veterinary technology resources to the STEM Lab coordinator; coordinate a proposal of resources to purchase this academic year to support student needs.

Item 14: Would there be any interest if we had Starbucks open on Saturdays? Posting a menu that changes weekly for commuter students? (Cyber Café)

Students indicated that they would love to have the Cyber Café open on the weekends. In addition, they mentioned that at Roo's Court, the new limited menu was a bit lackluster compared to what it was before. Students wondered if it was possible to get more options for sandwiches because at the moment the choices were pretty small for toppings. Additionally, the students were disappointed that the create your own salad station had been removed as well. Sean mentioned that surveys in the past indicated that students wanted a subs station instead of a create your own salad station, so they worked to bring that forward this semester. However, Sean was willing to revisit this feedback and find a happy medium rather than taking away the salad station altogether, perhaps in a smaller variety. Additional toppings for the subs station would be taken into consideration as well. Johanna asked Sean when the surveys typically came out, and who they were sent out to, as she found a Dining Services feedback form on the website. Sean indicated that the survey was annual and was targeted to students. However, he wasn't aware that a feedback form was on the website; this would be investigated to see who the responses were being sent to so that he could reference that feedback in future plans. In the meantime, students were welcome to contact Sean directly via e-mail at conklins@canton.edu.

<mark>Action + item(s) and person (people) responsible:</mark>

+ Sean (Cyber Café): Reach out to Travis Smith about the Dining Services feedback form to see who is getting that information when the form is submitted.

+ Sean (Cyber Café): Additional toppings will be made available at the subs station at Roo's Court, and the salad station will be revisited and potentially reimplemented on a smaller scale rather than taking it away completely.

Item 15: Thoughts about Brightspace? What has been working well in the platform? What challenges are there? (Center for Learning Design, Innovation, and Online Instruction)

Students indicated that although the transition to Brightspace was rough over the summer, things appeared to be a bit better in the fall. However, there were still come issues that students were struggling with. One issue was that the system seems to go down a lot, but otherwise it's very easy to work with.

Another issue was in relation to uploading work documents into Brightspace. This process was not as easy as Blackboard was and is very difficult to understand in the beginning until you eventually get used to the new process.

Additionally, students are unable to access previous courses that were taken in Blackboard. They wondered if they were still able to get access to these courses as there was information they would have liked to download while they still have access. Tonka mentioned that all students should still have access to previous courses through Blackboard until December. CLDIOI is still working on transferring Blackboard to Brightspace, but you should still have access to Blackboard information in the meantime. Tonka asked students to e-mail her at jokelova@canton.edu if they were unable to access their courses in Blackboard and still needed to pull information from them as she would make sure access was restored**.**

Another student indicated that they were not getting notifications for the assessment portion of their assignments; they were getting the grades, but weren't receiving the feedback for assignments or quizzes. Tonka mentioned that handouts were sent out to students to help maneuver accessing this feature but would investigate resending this information out as a refresher. The student followed-up the feedback by mentioning that they found a workaround in the meantime by bookmarking the feedback page, which will bring them to where they need to be directly. Tonka agreed that this was a great solution and recommends this to students as well.

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

+ Tonka (Center for Learning Design, Innovation, and Online Instruction): Connect with students unable to access Blackboard courses to provide them with the information they're looking to download from past course shells.

+ Tonka (Center for Learning Design, Innovation, and Online Instruction): Resend Brightspace handouts to students via e-mail as a refresher for accessing key areas, such as finding the feedback section of assignments and how to upload documents for assignments.