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

Meeting Date: 10/18/23

Location: Microsoft Teams

Participants:
Tonka Jokelova (CLDIOI, Academic Affairs)
Ed Smith (Help Desk, Information Services)
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)
Gabrielle Vann (student, online)
Daniel Folk (student, on campus)
Tylan Emch (student, on campus)
Madeline Derouchie (student, on campus)
Elizabeth Kelley (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: How do you typically hear about events in the Learning Commons? (Learning Commons Outreach Committee)

Students indicated that they learned about Learning Commons events in a variety of ways, including e-mail and through the advertisements posted on the TVs in the building.

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

+ None

Item 2: Last semester we started hosting various niche-type events, like knitting and DnD. Are you interested in more of these events and workshops this year? Do you have any requests or suggestions? (Learning Commons Outreach Committee)

Students were all in agreement that they appreciated the Learning Commons hosting niche-type events. In particular, students noted that events like knitting and DnD were a highlight to their semester programming and wished we were able to do more of it. Another event that was noted as being particularly fun were the Open House-type of events that took place in the Learning Commons throughout the year.

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

+ Leah and Megan (Learning Commons Outreach Committee): Bring feedback to the committee to review and incorporate into planning for 2024-2025.

Item 3: What is the best time frame to hold events (days/times)? (Learning Commons Outreach Committee)

Students expressed that they would prefer events to happen in the evenings and weekends for a variety of reasons. Although they understood that these times were outside of typical business hours for those that host the programming, they felt that evenings and weekends were easier for non-traditional students that work full-time during the day, and for traditional students who are trying to dash between classes while trying to find time to eat in between.

+ Leah and Megan (Learning Commons Outreach Committee): Bring feedback to the committee to see if it is possible to incorporate more evenings and weekends into the programming schedule based on staffing schedule flexibility.

Item 4: What kind of virtual events would you like to see the Learning Commons host? (Learning Commons Outreach Committee)

Students were generally pleased with the programming hosted by the Learning Commons. However, a suggestion for programming was proposed. Students were interested in some form of virtual drop-in center for LGBTQ+ students, similar to Transitional Space.

+ Leah and Megan (Learning Commons Outreach Committee): Bring feedback to the club SPECTRUM to see if this is something that they would be interested in pursuing.

Item 5: Are there any events that you see happening on-campus that aren't available online, either from us or from other areas on campus, that you're interested in being hosted online? (Learning Commons Outreach Committee)

One event that students mentioned was Open Mic Night. Students were interested in both participating virtually as well as watching the program via streaming. Another student recalled having a different event happen on campus only but couldn't recall the event or who was putting it forward. Other students reflected that they did not pay attention to on-campus events if they were interested in virtual-only events.

Although unrelated to events, it was also proposed that the Counseling Center provide online counseling sessions for those that are online and also those on campus who may be too afraid to go to the Counseling Center in person.

+ Leah and Megan (Learning Commons Outreach Committee): Work with Allan and Help Desk to see if virtual presenting and virtual streaming would be possible to put together in time for Open Mic on

November 9. If not, the feedback would be taken into consideration and the committee would work towards including it in Spring's Open Mic event.

Item 6: Have you received any support services from the Help Desk? If so, was this in-person or remote? What was your experience? (Information Services' Helpdesk)

Students indicated that they did not have any issues when working with the Help Desk and had positive experiences both virtually and in person. Whenever there were issues with accounts or e-mails, the Help Desk has always resolved it quickly. One student also mentioned having a positive experience with Brightspace's Help Desk.

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

+ None

Item 7: Have you experienced any difficulty accessing software programs needed for your courses? (Information Services' Helpdesk)

Most students hadn't had issues with software, but students did note that Wacom tablets wouldn't recognize product downloads for drawing software for class. Ed (Information Services' Helpdesk) advised that students bring in the specific devices they're having difficulties with so that they can determine if it's a specific device issue or a program issue.

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

+ None

Item 8: When visiting the Learning Commons, are you using your personal laptop or a library laptop/computer? What has been your experience? (Information Services' Helpdesk)

Students indicated that they have used one or the other, or both, and for the most part things have been positive. In particular, students noted they liked the convenience of having laptops and computers available on campus to use so that they don't have to bring personal computers to campus or download class software to personal devices. One area of concern was the Wi-fi connection on personal and campus laptops being slow or unable to keep connected.

One student noted that there were issues with Brightspace downloading slideshows onto their tablets and iPads. Instructors have 40–70-page slideshows that are required for class and they are unable to download them from Brightspace. It was unclear whether this was a device issue or a Brightspace issue. Ed (Information Services' Helpdesk) advised that students should bring their devices to the Help Desk to troubleshoot the problem. If it wasn't a device problem, then they would work with instructors and CLDIOI for solutions.

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

+ Ed (Information Services' Helpdesk) and Tonka (CLDIOI): Investigate the issue of downloading slideshows from Brightspace to determine a resolution.

Item 9: Have you used any printers on campus since we switched to our new system? If yes, how did you access the printer? Was the method you used easy to setup? Do you think this system is an improvement? (Information Services' Helpdesk)

Some students indicated that they had not used the new printers yet but saw where the e-mail had been sent out outlining the changes. Previously, the printers were on the clunky side so they hoped things would be improved. One student noted that they did get the printing set up and had to get assistance doing so. The student has since used the printers and were able to swipe their ID to do so. They also noted that there is a general grumble from students about the printers, primarily because it's new and not as simple as just pressing "print."

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

+ None

Item 10: How did you find out about the Library Textbook Program? (Library)

Students learned about the Library Textbook Program through various methods, such as talking with librarians and building staff, online Brightspace orientation videos, and by clicking around sites like Banner. Students were mixed on whether they've used the service or not. Those that didn't weren't able to use it because the books weren't available as eTextbooks, or they were unclear how to search the catalog to see what's available. Online students mentioned that a good way to advertise that eTextbooks were available would be through sending out an e-mail to the online student list-serv to highlight available e-Texts. This would help students realize it's offered to them as well and not just an on-campus program.

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

+ Anna (Library) & Leah (Learning Commons Outreach Committee): Coordinate targeted outreach to online students to advertise the Library Textbook Program's eTextbooks.

Item 11: Are you familiar with interlibrary loan? (Library)

Students were mixed about their knowledge of ILL services. Some students had checked it out looking to order in a textbook on loan but ended up finding it on the Library Reserves instead.

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

+ None

Item 12: Did you know there is a live chat feature on the library website? (Library)

Most students were unfamiliar with the live chat feature on the library website, so Anna (Library) explained that it could be used 24/7 online to get reference assistance. On the live chat students may get a Southworth Library librarian or they could get someone from another partnering school. However, students could still ask library-specific questions as the other schools' librarians were able to access Southworth Library's holdings and assist students.

+ None

Item 13: How did you learn about Tutoring Services? Do you have suggestions for other ways we could reach students? (Tutoring)

Students indicated that they had learned about Tutoring Services through Brightspace "Did you know?" advertisements, being at the Learning Commons, and via e-mails that are sent out to students. One student added that there could be more advertising about Tutoring Services, in particular how online students could access the service.

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

+ Melissa (Tutoring): Ensure that advertising via Brightspace, email, and other promotions emphasize online access.

Item 14: Students can access tutoring virtually or in person, and some take advantage of both. How do you access tutoring, and what factors influence how you engage with our services, whether in person, online, or both. (Tutoring)

While some students hadn't used tutoring at all, others had participated in tutoring both in person and online. Students noted that the way they interacted with tutoring primarily depended on the timing. On the weekends, the tutoring they're seeking is typically online so they will engage in online tutoring since that's what's available. During the week, it depends on when tutoring is available and whether that tutoring is available online only or both. For science-related courses, it usually helps to be in person because the models and other items are physically available to work with. However, for writing-related assignments it's sometimes easier to have a session online or asynchronously.

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

+ None

Item 15: Are there additional learning resources you'd like Tutoring to make available (digital or physical)? (Tutoring)

Students noted that as they progress through their programs, it's been getting harder to seek tutoring as there aren't tutors available that have taken their upper-level senior classes. Other areas that were low in tutoring included Automotive students in the evenings looking for additional help in math but could also need additional support in more major-related courses. It was also requested that coverage in engineering and advanced mathematics be more available, specifically in the evenings. Another suggestion was to incorporate peer groups in the first/second year of school that help you connect with resources related to your courses. Finally, it was suggested that there be more links or resources for students with different learning needs. Specifically, time management tips targeted for students with OCD or ADHD, tips in mathematics for students with dyscalculia, and targeted outreach regarding accessibility features already available for use on smart phones, laptops, browsers, etc. were suggested. Additional resources that were mentioned for consideration were Speechify and Inflow.

+ Melissa (Tutoring): Work with STEM and Late Night Coordinators to secure additional math and engineering tutoring in the evenings. Explore methods for peer group facilitation. Begin curation of resources specific to different learning needs in coordination with the SAS Office.

Item 16: Thoughts about Brightspace? What has been working well in the platform? What challenges are there? (Center for Learning Design, Innovation, and Online Instruction)

In general, students mentioned that Brightspace was easy to maneuver, and instructors were providing detailed information on how to navigate their courses. One student noted that they would like to have more control over some customization features, such as being able to reorder their classes. In some instances, the classes that utilize Brightspace more can be down at the bottom, so you have to scroll through the classes you don't engage with as much to get there.

Another student mentioned that instructors have gradebooks set to start as an F, and overtime you slowly gain points and eventually get to your actual final grade at the end of the semester. This makes it look like you're failing even though each assignment grade is passing. This feels backwards to students and causes stress because it's week 1 and it feels like they're already failing.

Tonka (CLDIOI) mentioned that they have had conversations with instructors and have asked them to consider setting their courses differently as they are able to set them to either start at 100 or start at 0. This is an instructor preference and will vary depending on the course and instructor. It was recommended that students provide feedback to CLDIOI via e-mail with the course/instructor information, as well as to individual instructors via course surveys at the end of the semester to help give weight to CLDIOI's gradebook setting recommendation.

Another suggestion was for students to contact their instructors directly to see if they are willing to change their gradebook settings. In some cases, students have contacted instructors and it was changed without issue. The instructors in these situations were unaware of how the gradebook was set up, but once they played around with it a little, they found the settings and altered them.

+ None

Item 17: Do you find that the spaces in the Learning Commons meet your academic needs for both group and individual study? (Learning Commons' Building Services)

Students were interested in additional study spaces, particularly that were in zones that were quieter or tucked away from higher trafficked areas. Even though there is a silent zone, it can be difficult to concentrate in because it is very closed to where people eat lunch, the staircases, and where people print. Study rooms that help block out the noise are not easy to find when it's busy, so visual and noise distractions can be a problem.

+ None

Item 18: Are you able to easily locate all the service points and resources in the Learning Commons? (Learning Commons' Building Services)

Students felt that they were able to locate service points and resources throughout the Learning Commons as needed.

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

+ None