

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

Meeting Date: 3/21/23

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)
Edward Slade (student, online but uses on-campus services)
Alayna Taraska (student, on campus)
Clayton Vaughn (student, on campus)

The Spring 2023 Learning Commons Student Advisory Board meeting participation happened asynchronously.

Item 1: Updates from Learning Commons' Staff from Fall 2022

The meeting minutes for the Fall 2022 Learning Commons Student Advisory Committee meeting were posted on the Learning Commons website. These meeting minutes summarize the discussion of the meeting and include outcomes that came about from your vital feedback. Additionally, Tutoring Services has some updates to announce. Lab coordinators are currently working on improving the distribution of course materials to tutors more effectively through the use of a staff-only Teams group. Additionally, the STEM Lab Coordinator is assessing several free online resources for A&P study support; links will be added to the Tutoring Resources webpage once they have been evaluated. Several Vet. Tech. resources are also in the process of being purchased this semester, including canine anatomy models and posters, based on student feedback and coordination with Vet. Tech. faculty.

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

+ None

Item 2: How do you typically hear about events in the Learning Commons? (Learning Commons Outreach Committee)

Students indicated that they typically hear about events via e-mail through the newsletter sent out each month and through the general event email announcements; the signs posted around the building and the slideshow on the TVs were also mentioned.

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

+ None

Item 3: Over the last several months we've been hosting various niche-type events, like knitting and DnD. Are you interested in more of these events and workshops next year? Do you have any requests or suggestions? (Learning Commons Outreach Committee)

One student noted that a book fair of sorts would be something to consider in order for students to come in to the space and be able to purchase books or supplies, similar to those hosted in K-12 schools.

Another student mentioned that they haven't been able to attend the niche events due to scheduling conflicts, but they think the events are very fun and creative and hoped we continued them in the future. Particularly, the student noted the crafting events, like knitting, as being of particular interest.

Lastly, a student also noted that while they weren't interested in participating, they appreciate that these activities are available to help engage students.

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

+ Leah and Megan (Learning Commons Outreach Committee): Bring feedback back to the outreach committee and incorporate suggestions into next year's planning as budgets allow.

Item 4: What is the best time frame to hold events (days/times)? (Learning Commons Outreach Committee)

Students had varying opinions on specific timeframes, but the general consensus was that the best time frame for events was during the day, particularly in the early afternoon, so that commuter students would still be able to participate. Some of the times suggested were between 1:00 PM and 5:00 PM, mid-day, and after 3:00 PM.

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

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

Item 5: What kind of virtual events would you like to see the Learning Commons host? (Learning Commons Outreach Committee)

One of the popular suggestions from students was the addition of virtual bingo.

Another student noted that they would encourage the continuation of virtual events, particularly in designated areas of the building outside of study areas as not to disrupt individuals who are studying.

Megan and Leah: As feedback was received asynchronously, we were unable to clarify concerns about virtual events potentially interrupting study areas. However, the committee wanted to note that virtual events are often held synchronously via Microsoft Teams, the times of which coincide with our in-person events in the classroom on the first floor, or asynchronously via Padlet and Kahoot!, both of which are online formats without a formal meeting time. When planning virtual events, the committee will take into consideration the feedback and work to keep the locations consistent.

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

+ Leah and Megan (Learning Commons Outreach Committee): Bring feedback back to the outreach committee and incorporate suggestions into next year's planning as budgets allow.

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)

One student indicated that they previously needed help resetting their password and it was a positive experience. Another student noted that they had received both in-person and remote help from the Help Desk and preferred in-person assistance; while the in-person assistance was very helpful, the remote help took a bit longer to receive help and unfortunately the problem was not resolved.

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

+

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

Students noted that they have experienced minor issues, one example being that databases have not been working despite trying various tips and tricks to get them to work, like clearing cookies.

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

+

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

Students have been primarily using their personal laptops while in the Learning Commons. While all students noted that their experiences were great and they've been able to access necessary resources, they did have a few comments regarding library computer locations and usage within the building.

One student noted that the library computers appeared to be rather slow, which is why they preferred to use their personal computer while in the building. Another student noted that they primarily use their personal laptop because they are unable to access library desktop computers while in the quiet areas of the building, such as the no talking zones and quiet zones.

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

+

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

While the students have not used the textbook loan program due to typically renting their books each semester, they did have feedback regarding eBooks or physical texts. Most of the students preferred eBooks; one student in particular commenting that it's easier due to their commuter status and not being able to carry around physical books around with them easily. They also left early in the afternoon for one reason or another, so eBooks were more accessible. Another student commented that they didn't particularly have a preference and liked both formats.

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

+

Item 10: Do you use the library webpages for locating books and research databases? (Library)

Students have been using the library webpages to locate books and utilize the research bases; one noted that they specifically use it to look up whether or not the library has needed eBooks available.

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

+

Item 11: Do you know what interlibrary loan is? (Library)

Most of the students were unfamiliar with interlibrary loan, but one student had tried to use it and experienced issues when trying to access it.

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

+ Leah, Megan, and Anna (Learning Commons Outreach Committee, Library): Continued development of promotional materials and plans to increase student exposure to interlibrary loan services.

Item 12: Are you aware that librarians can assist with research? (Library)

Students were aware that librarians could assist with research; one student mentioned that they had two classes with a librarian where they explained how it worked, and another mentioned that they learned about it through the Learning Commons Student Advisory Board meeting.

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

+

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

One student noted that they learned about Tutoring Services on their own and felt that e-mail would be the best way to reach students about Tutoring Services in general.

Another student learned about Tutoring Services through their A&P coursework as they needed to use the models for lab. This student in particular noted that for commuter students, course offerings during the day were limited as it can be hard to come to campus at night to get extended tutoring support. They suggested that more of those courses could be offered in-person during the day to help support commuter students' schedules.

Lastly, a student indicated that they didn't know much about Tutoring Services at all. This student felt that the instructions on how to get ahold of a tutor was unclear.

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

+

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)

One student noted that they visit the Tutoring Center every day from 11:00 AM to 5:00 PM and always get their work done.

Another student indicated that they prefer in-person tutoring as opposed to virtual tutoring because when you're in a session virtually, it can be difficult to get your needs across and have the tutor understand what you really need help with. For their specialty classes in particular, however, tutoring is only offered in the Late Night Learning Lab and is unavailable during the day. As a commuter student, this makes it to where they either have to get tutoring online or come back to campus from 7:00 PM to 9:00 PM when tutoring is offered on specific days. Typically, the student has already left campus by around 3:00 PM or they have work obligations at that time, which prevents them from getting tutoring even virtually.

Lastly, a student indicated that they do not currently use Tutoring Services either in person or virtually.

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

+

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

The students agreed that there weren't any additional resources that Tutoring Services could provide. One student expanded to include that they have always received everything they needed and wasn't sure what more could be offered.

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

+

Item 16: Would there be any interest if we had Starbucks open on Saturdays? (Cyber Café)

Students were varied in their response to Saturday offerings at the café. One student noted that they didn't have a preference because they weren't on campus over the weekend. Another student noted that they would love to have the Café open on Saturdays, but a third student disagreed and noted that students weren't typically up that early to need the café open on Saturdays.

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

+

Item 17: Thoughts about Brightspace? What has been working well in the platform? What challenges are there? (Center for Learning Design, Innovation, and Online Instruction)

One student mentioned that they liked the area in Brightspace that shows what you owe for classes, but for some of the classes it doesn't always pop up so it's hard to keep track of and they often miss things.

Other students indicated that they didn't like Brightspace as much and preferred Blackboard as a platform, particularly because it felt like their instructors didn't know how to use Brightspace and it was difficult to navigate to find their coursework, such as discussion boards, drop boxes, and homework assignments.

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

+

Item 18: 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 all in agreement that it is easy to find the spaces they need within the Learning Commons for both group and individual study.

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

+ None

Item 19: Are you able to easily locate all the service points and resources in the Learning Commons? (Learning Commons' Building Services)

All students agreed that they could easily locate all of the service points and resources that they used within the Learning Commons. One student expanded to note that they while they know where things are now, it was because they had to learn where everything was on their own when they first came to the library as a newly enrolled student.

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

+