

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

**Meeting Date:** 03/08/22

**Location:** Microsoft Teams

**Participants:**

Allison Bond (CLDIOI, Academic Affairs)  
Ben Matott (Help Desk, Information Services)  
Sean Conklin (Dining Services, College Association)  
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)  
Andrew Fitch (student, on campus)  
Miranda Mejia – (student, on campus)  
Shaienne Peters (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: Updates from the Fall 2021 meeting (General)**

Library: The loan time for eBooks was adjusted soon after the Fall meeting. For eBooks that had too short or too long of a loan time in the Fall, loan times were adjusted on both sides to be more reasonable moving forward.

Cyber Café: The Cyber Café is now offering a coffee loyalty card for customers.

Engagement & Outreach Committee: The committee has added social media handles and links to the Learning Commons' e-mail signature and have sent out weekly and monthly e-mails detailing events and key information from different areas. An event landing page had also been added to the Learning Commons webpage with specific sections for virtual and on-campus events. The Learning Commons has also moved towards exclusively hosting hybrid events. The Engagement Committee is working to add a virtual component to all on-campus events hosted in the building in order to make services and engagement more accessible.

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

+ None

**Item 2: SUNY Canton will be migrating our learning management system (Blackboard) to Brightspace soon. What, in your opinion, do students who use Blackboard need to transition smoothly? Think tools, training, resources, communication, etc. (CLDIOI)**

Students asked if the functionality of Brightspace would be the same as Blackboard: seeing instructor's folders, seeing all of the content available, having the ability to click links directing students to important content like textbook-related programs etc. Allison noted that yes, Brightspace would be easier to maneuver through and access content, and that the feature of linking content within course shells will continue in the new platform.

Students also noted that help videos and tips and tricks shared about how to use Brightspace would be helpful in the beginning, and wondered if e-mails with tutorials would be sent out for Brightspace like there were for Blackboard in the past.

Students also suggested via asynchronous feedback that helpful features to have access to in Brightspace would be a calendar for due dates, easy access to viewing grades, and having documents and the platform itself make use of accessible features to make things easier for students to use.

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

+ Tutorials will be sent out via e-mail on how to use Brightspace like there were for Blackboard. Screenshots and how-to clips with info pieces would be helpful as well.

**Item 3: How do you find out about campus and virtual events that are offered by the Learning Commons? Which is the best form of communication for you? What kinds of events would you like to see in the Learning Commons? Are you familiar with RooLife? Have you participated in events on RooLife before? (Learning Commons Engagement Committee)**

Forms of communication: The general consensus from students was that e-mail was a good form of primary communication, and that word of mouth and social media were secondary. Students noticed that there was specific communication coming from the Learning Commons e-mail and noted that they had been reading the information coming in.

Virtual Event Feedback: Students noted that there were more events offered in a virtual format, but they didn't have time to participate due to the timing of the events. They had kept note of the types of events offered and believed them to be of interest had they been at a different time, and that the offerings had definitely improved and were much better than in the Fall. When asked what time would suit better, students noted that because they're trying to juggle so much during the day – classes, work, etc. – that late-night hours would be better as most of their work would be done. Students suggested time frames of 8-9pm. When asked what types of events they would like to see in the future, students suggested a silent library event, trivia type events via Kahoot!, Bingo events, Wheel of Fortune or Jeopardy nights, and other lively events with games like guessing songs based on a clip. It was noted that prize incentives and events that encourage healthy competition is a definitely a selling point for student participation.

RooLife Feedback: A student provided feedback asynchronously about RooLife, noting that the app was not user-friendly. The biggest concern was that you couldn't scroll down within the app, so most of the time the event descriptions were not visible.

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

+ Kahoot! was purchased by the Learning Commons. This platform will be rolled out in the Fall and incorporated into Learning Commons events and services, including tutoring and Information Literacy classes.

+ Late-night event times will be taken into consideration by the Learning Commons Engagement Committee when planning for the new academic year. Event suggestions by the Student Advisory Committee will also be taken into consideration in future planning meetings.

**Item 4: Have you received any support services from the Help Desk? If so, was this in-person or remote? What was your experience? Have you experienced any difficulty accessing software programs needed for your courses? (Help Desk)**

The general consensus from students was that they hadn't had any issues with the Help Desk and that the staff had generally been doing a wonderful job. One student noted asynchronously that they had experienced both in-person and remote assistance and both formats were helpful.

Another student noted that GMMD course used Adobe, and students didn't know how to download the programs onto their personal computers. The student recommended increasing communication on how to download those products would be helpful for students.

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

+ Ben will bring this to the attention of instructors and to also follow-up in future to make sure that everyone is getting the licenses and downloads they need.

**Item 5: If you use the building, are you able to find an area that suits you in terms of group study vs. quiet study? (Learning Commons)**

The general consensus was that yes, students could find areas that were suitable to their studying needs within the Learning Commons. In particular, students commented that they were unaware of the chairs between the book stacks, but once they found them the students found them to be great spaces for individual reading. They also liked that the group study was separated from the front quiet areas because they can be quite loud, so they appreciated the separation between group and quiet study areas. Students also commented that they loved going into the Quiet Zone on the second floor because it's quiet and they can get their work done. Johanna noted to the students that the classroom on the 1<sup>st</sup> floor was also an area for Silent Study when it wasn't being used as a classroom. Students seemed unaware of this area, but looked forward to exploring that option if the Quiet Zone was full.

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

+ Learning Commons Engagement Committee will tailor social media promotions to include the different study areas available in the Learning Commons. Primary focus will be on individual seating between stacks on the second floor and the Silent Zone on the first floor, but promotion will also include the various group study areas and the Quiet Zone as well. This focus will be incorporated into planning for the new academic year as well.

+ Social media photos for the duration of the semester will include strategic angles that feature seating and resources available in the Learning Commons that have typically gone unnoticed. Second floor book display posts will also be taken at strategic angles when possible to include seating available in the surrounding areas for the duration of the semester.

**Item 6: How do people like the new offerings in the Cyber Café? Are there food options you'd like to see? (Dining Services)**

The students were very excited that boiled eggs had been added to the menu as they were a great way to help regulate sugar for diabetics. One student commented that they buy them every week and were very appreciative that this was taken in to consideration after the last Advisory Board meeting.

Sean is working on making the Cyber Café a “dessert destination” on campus, and with that he was rolling out new desserts like cheesecakes, mint cupcakes, Reese’s Peanut Butter cake, etc. in the near future. When students were asked what they would like to see in the future from the Café, students commented on various food items they loved seeing and would like to see more of: blueberry, cranberry, and chocolate chip muffins, as well as M&M and chocolate chip cookies. Students also seemed very excited about the new dessert menu.

Students also asked Sean if he oversaw the Corner as they wondered if he was able to add spinach as an option for smoothies as the options seemed to be primarily fruit.

During the conversation, students noted that it was difficult to find food late at night in the building since the Cyber Café closed at 2pm and wondered if late-night hours was something that could be looked into. Sean noted that evening food options primarily came from the Corner as that was setup to be their late-night food service. He also noted that while they did do deliveries like during finals week in the Fall semester, the late-night staff was often short-handed and was not always able to accommodate those requests, so it wasn’t something that they wanted to promote regularly. However, it was still an option for students to pickup and bring back to the Learning Commons.

One student gave feedback asynchronously, and noted that they didn’t eat at the Cyber Café as much because there was no option for a meal transfer to Cyber, so they instead ate at Rendezvous more often. They wondered if this was something that could be looked into for future semesters.

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

+ Sean will investigate adding other non-fruit options to the smoothie menu.

**Item 7: How do you hear about tutoring services? What are the best channels of communication? Is there a better way for us to communicate? What are the digital/virtual learning resources that you would like us to offer? (Tutoring Services)**

The general consensus was that the students found out about tutoring from their professors, who typically post the information at the beginning of the semester. One student noted that they used Tutoring Services at least once a week. Melissa noted that she would continue outreach with Faculty to continue announcing tutoring information in their course shells.

Melissa (Tutoring Services) also noted that the department had been sending fliers to the dorms and wondered if those were being noticed. Students commented that they hadn’t noticed any fliers for tutoring recently, but if the department had any that could be sent to the dorms again it would be greatly appreciated. One student thought they might have seen a QR code flier from Tutoring in Rushton but wasn’t positive it was tutoring related.

During the discussion, Grammarly was brought up and multiple staff and students noted how much they loved having access to Grammarly as a resource. For many, it had helped with writing papers and even with writing e-mails.

When students were asked what other virtual resources would be helpful, the general consensus was that Quizlet-style mini-quizzes for various subjects that could be accessed for studying at any time would be very helpful. The Quizlet-style was something that they enjoyed and were familiar with so it would be the most helpful when trying to prep for exams.

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

- + Kahoot! was purchased by the Learning Commons. This platform will be rolled out in the Fall and incorporated into Learning Commons events and services, including tutoring and Information Literacy classes.
- + Melissa will work with the lab coordinators on developing new resources, like mini quizzes.
- + Megan will ensure new fliers specific to tutoring schedules are sent to the dorms.

**Item 8: Is there any other feedback that you would like to share with us? (General)**

In general, the students appeared to have gotten all of their questions answered during the meeting. They did, however, have a follow up question for Tutoring Services in relation to their hours of operation. Primarily, students wondered if there was the possibility to have tutoring available over the weekend because they didn't always have time to connect with tutors during the week before labs closed. Melissa let the students know that general course coverage was available through the Late-night Tutoring Lab Monday through Thursday, 5pm to midnight, and Sundays, 1pm to midnight, to help fill in some of the gaps. While everything wasn't covered, they did try to have a little bit of everything and offer a variety each night.

Students were interested in the possibility of adding coverage on Saturdays. Since most assignments were due on Sunday, they were tending to run into most of their problems on Saturdays when there weren't tutors available and instructors were difficult to contact due to it being the weekend.

Students indicated that they felt this was something that they and other students would readily utilize because there weren't always multiple tutors available on the same subject, so they were limited on session time and availability before the labs closed each day. They felt that having an extra day of tutoring availability before Sunday's deadlines would be helpful. One of the primary subject areas they expressed interest in was business & accounting.

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

- + Melissa and Johanna will look at the building traffic on Saturday evenings and determine if Saturday tutoring hours can be added.