

**Learning Commons Student Advisory Committee  
Meeting Minutes**

**MEETING INFORMATION:**

**Meeting Date:** 10/22/24

**Location:** Microsoft Teams

**Location:** Microsoft Teams

**Participants:**

Tonka Jokelova (CLDIOI, Academic Affairs)  
Aiden Donah (Help Desk, Information Services)  
Jessica Spooner (Library, Academic Affairs)  
Melissa Manchester (Tutoring, Academic Affairs)  
Allan Cox (Learning Commons, Academic Affairs)  
Diamond McPartling (student, on campus)  
Ginella Cardenas (student, on campus)  
Ryan Sessman (student, online)  
Daniel Richards (student, on campus)  
Jamiyah Morrison (student, online)  
Carlie Belile (student, online)  
Viktoria Pierre (student, online)  
Robert Grant (student, off campus)  
Alexis Ploutz (student, on campus)

Introductions and Context: Faculty and staff introduced themselves and their areas followed by the students. Students were asked to provide feedback relevant to the Learning Commons or to ask specific questions of the faculty and staff present. Asynchronous feedback was also solicited.

**DISCUSSION:**

**Item 1: What are your thoughts about Brightspace? What has been working well in the platform? What challenges are there? (Center for Learning Design, Innovation, and Online Instruction)**

Students relayed various challenges from their perspective. One student noted that completed assignments remain in the widget that says overdue and completed assignments stack up without clearing. Another observed that every individual class has its own unique setup and wished there was a more streamlined structure across courses. Another student shared that she feels Brightspace is great compared to platforms she's used previously, but she'd like the option to remove past classes from her view, as it feels like added clutter. If the courses must remain visible, then she'd like to be able to access content folders to view materials and submissions.

Tonka noted that course structure and features are often at the instructor's discretion and offered to reach out to instructors separately to follow up on specific issues. She recommended reviewing the course schedule and syllabus for the most streamlined course overview and suggested that students treat each course as unique, working to see how each instructor manages course expectations.

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

+ Tonka: Followed up with student and/or instructors as appropriate.

**Item 2: Where is your favorite place to study in the Learning Commons and why? (Learning Commons' Building Services)**

Quiet areas and times were popular, with students citing the study rooms and quieter evening hours. The individual study rooms allow for conversations without disrupting those around them, and one student wished we had more rooms available. The booths are also appreciated as students can eat and it's still relatively quiet. Another student mentioned the seating area on the second floor with plants, saying it was a good place to focus.

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

+None

**Item 3: What are the most important features in choosing a place to study: noise level, privacy, accommodation of groups, windows, access to a desktop, other? (Learning Commons' Building Services)**

If they are engaging in group study, students consider areas that have adequate space to study without getting in others' way. Another student noted that she considers the view from the room, the noise level if she's in a group, and the potential noise level of the study area. If studying alone, they appreciate privacy, quiet, and lack of distractions. Access to electrical outlets is a priority.

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

+None

**Item 4: Have you noticed students playing video games like Roblox? What do you think of students playing video games in the building? (Learning Commons' Building Services)**

A few students had noticed students playing video games in the Learning Commons. The consensus was that if the students were not disruptive or preventing others from accessing resources or workspace, it was not an issue. All agreed that loud or disruptive behavior should be addressed, and one student noted that if the gaming was part of a school-sponsored event, then the campus has separate locations to accommodate such events.

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

+None

**Item 5: Have you used the new bean bag chairs on the third floor and if so, do you like them? Learning Commons' Building Services)**

No feedback on the new furniture.

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

+None

**Item 6: Are our resources, including tutoring and learning resources, available in the ways that you need? This includes online versus in-person availability and/or hours of availability.**

**Tutoring Services**

A Vet Tech student recommended offering more animal anatomy models, and Melissa shared that Tutoring Services had recently acquired a feline skull, a canine skull, and a canine skeleton. The student suggested that adding a feline skeleton would be a welcome addition to the collection. Another student cited a struggle accessing Organic Chemistry tutoring.

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

+Melissa: Followed up with the student with organic chemistry tutoring availability in STEM and Late Night.

**Item 7: How did you find out about the Library Textbook Program? (Library Services)**

Most students found out about the program from their faculty and one student noted they'd learned about it during their training for a campus job.

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

+None

**Item 8: Are you familiar with interlibrary loan? (Library Services)**

One student was unfamiliar with ILL, but others had used it to access textbooks they needed for class or were exposed to it via the librarian live chat.

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

+None

**Item 9: Did you know there is a live chat feature on the library website? (Library Services)**

Students were aware of the service; Jess reiterated that the service connects students with SUNY Canton librarians during business hours and with other librarians during off hours.

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

+None

**Item 10: Have you received any support services from the Help Desk? If so, was this in-person or remote? What was your experience? (Information Services Help Desk):**

Students had used both in-person and remote assistance related to issues like spam emails, software issues, and Wi-Fi connectivity concerns. Students who had used the services reported they received excellent help and their concerns were resolved quickly.

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

+None

**Item 11: Have you experienced any difficulty accessing software programs needed for your courses? (Information Services Help Desk):**

A MacBook Pro user reported difficulties using Visual Studio on his device; he instead used a lab in Nevaldine to complete the work. Aiden shared that the College offers a remote lab, which allows a student to access campus computers from anywhere and provide access to Windows programs. If students need any help setting that up, they can reach out to Help Desk.

Another student mentioned that sometimes Brightspace doesn't like the IP address he is using via his VPN. Aiden shared that certain IP ranges may be blocked if they are associated with spam risks or are out-of-country, which could contribute to the issue. The student can disable the VPN to fix the problem or cycle through IP addresses.

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

+None

**Item 12: When visiting the Learning Commons, are you using your personal laptop or a library laptop/computer? What has been your experience? (Information Services Help Desk)**

One student shared that she typically uses her personal laptop but uses a desktop for printing. Another student mentioned that he had lost access to his OneDrive on a few occasions at the beginning of the semester but hadn't had any issues recently. Aiden encouraged him to reach out to Help Desk if the issue recurred.

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

+None

**Item 13: 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 Help Desk)**

Students found the Pharos printing very convenient, appreciating that they can print from anywhere. One student noted that she was typically printing from a desktop machine and found the experience simple. Two students, however, reported an occasional issue signing in to the printers: when they swipe their ID card, another person's name appears. When they swiped their card again, however, the issue was resolved. Aiden asked students to alert Help Desk if the problem recurred.

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

+Aiden: Follow up on Pharos log-in issue as able.

**Item 14: We advertise Learning Commons resources and services in multiple ways, providing info via email, our website, Brightspace announcements, classroom presentations and orientation events, posters in dorms and campus offices, and social media. Do you have suggestions for the most effective ways we can reach students? (Learning Commons)**

Students feel they are receiving the right number of emails to stay up-to-date, and the communication is appreciated. This includes event and service updates, Brightspace announcements, and outage updates.

Another student recommended more advertising via social media, like Snapchat, which is popular. They suggested considering a student-run account, as it may reach students who tend to separate their social media from their academics.

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

+Melissa: Follow up with the Outreach and Engagement Committee to share feedback on student-run social media.