BENNETT WAGNER GRODY
ARCHITECTS

30 April 2015

Tim MacNamara, Director, Physical Plant
Laramie County Community College
1400 East College Drive
Cheyenne, WY 82007

Dear Tim et al;

Attached please find the revised draft of the Level I Submittal for review by you and all the appropriate LCCC staff, faculty, and Board Members.

The Draft includes the written description of the project, the need for the project, an existing floor plan, a concept floor plan, a program square footage comparison chart, and the Task Force Report.

As we had discussed on the phone, our concept floor plan reflects the program as a result of our work sessions with the LCCC staff, faculty, Board Members and students. The budget we have shown includes construction costs, plus inflation, furnishings and equipment, and other LCCC costs in order to bring the Total Project Cost up to the $8.0 million maximum budget. By presenting the plan in this manner, it will be possible to adjust the LCCC soft costs to stay within this upper limit without re-submitting the Level 1 Submittal.

For the upper limit of construction, we have shown an addition of approximately 13,394 sf to the north, west and south, and renovation of the entire Library. As we discussed earlier, this includes the relocation of the gas meter and expansion of the toilets, as required per code.

The renovation/addition to the Ludden Library/Learning Commons will embrace the improvements described in the Task Force Report, and will provide LCCC with a greatly improved facility.

We welcome all comments and feedback.

Thanks,

Martha L. Bennett, FAIA, LEED AP

LARAMIE COUNTY COMMUNITY COLLEGE
WYOMING

LEVEL 1 - RECONNAISSANCE SUBMITTAL

LUDDEN LIBRARY AND LEARNING COMMONS ADDITION/RENOVATION

May 2015

A. PROJECT DESCRIPTION

Laramie County Community College (LCCC) is proposing to redevelop Ludden Library into a Library/Learning Commons in order to enhance life-long learning for the 21st Century Student. LCCC will use $5.5 - $8.0 million of State-provided funds for the renovation of the existing 19,560 sq. ft. Library and for expansions of 13,394 sq.ft. The 32,954 sq. ft. project construction date is scheduled to begin in 2017, with occupancy scheduled approximately 10-15 months following initiation of construction.

Background

The LCCC Ludden Library was constructed in 1972, when print materials were the primary media used by its approximately 1,000 FTE Students. In 1990, LCCC expanded its Library to include a computer center and an additional student study area.

In 2008, the library was renovated to create the types of learning spaces students were requesting. Three study rooms were added and flexible seating areas were created to support a variety of learning environments. Six additional computer workstations were added and twelve laptop computers circulate to students. With increased institutional emphasis on information literacy and library instruction, the library also re-purposed the former computer center into an instructional classroom.

Now, further changes are required to serve the over 4,400 students' needs for a 21st Century Library.

Since the 1990's, college libraries have been evolving to include "Learning Commons" in response to changing information technologies and a shift in student learning and studying habits.   In November 2012, LCCC's interim Vice President for Academic Affairs appointed a Learning Commons Task Force with the charge of conceptualizing and presenting a vision and plan of what a Learning Commons may look like at Laramie County Community College. The Task Force Report (attached) as summarized below, is the basis for the Library and Learning Commons renovation Project.

Learning Commons Mission

The Laramie County Community College (LCCC) Learning Commons will provide an innovative learning hub that integrates technology, information, and expertise in a learning-centered environment focused on promoting collaboration, building community, and achieving academic excellence.

Learning Commons Vision

The Learning Commons strives to be a welcoming, integrated, and collaborative learning environment that serves as a vital resource to LCCC students and the greater Cheyenne community for academic support and life-long learning.

Learning Commons Goals

- To create accessible spaces, hours, services, staffing, and technology.
- To plan for an environment that connects students, staff, and faculty in life-long learning.
- To provide hours, services, and staffing that meet community needs.
- To provide core academic support services that enable students to excel.
- To provide easy access to a variety of learning spaces and resources that encourages personal and professional success.
- To support the research process from search and discovery to synthesis and presentation.
- To provide individualized services for diverse learning styles.
- To promote and foster faculty participation and support.
- To assist students in becoming critical thinkers, self-directed learners, and citizens engaged in building a better community.
- To maintain effective administrative planning and operation, in accordance with established principles of the Learning Commons and LCCC's priorities and Strategic Plan.
- To support an environment of professional growth, respect, and collaboration among the LCCC community.
- To establish an environment that welcomes new ideas to improve services and to maintain a positive, forward-thinking momentum.

The Task Force conducted surveys with both students and faculty, reviewed current literature on Learning Commons, and developed the following recommendations for expansions to current Library Services:

- 24-hour computer lab with Integrated Technology Services (ITS) support during high-service hours,
- Writing Center,
- Math Lab,
- Language Lab,
- Student Success Center,
- Multimedia Production/Presentation Center,
- Center for Teaching and Learning and Faculty Learning Lounge,
- Print Production Center, and
- Café.

Concept Design

In early 2014, LCCC contracted with Bennett Wagner Grody Architects to provide programming and conceptual design services for the proposed Library/Learning Commons Project, which was updated in 2015. Using the Task Force Report as a basis, programming sessions were conducted, and a Program Comparison (attached) was developed to determine square footage requirements and changes to the existing Library plan.

The resulting Concept Plan (attached) supports the objectives of the project by:

- expanding the Library/Learning Commons area with an addition of approximately 13,394 sf, as well as expanding the effective area of the Library/Learning Commons by opening the facility to the adjacent corridor, increasing visibility, and providing a welcoming environment,
- increasing the number of computer stations from 78 up to 151 increasing the number of enclosed group study rooms from 4 to 16, adding semi-enclosed group collaboration areas, and a large conference room,
- increasing the overall seating from 222 up to 495,
- expanding the Student Success Center and the Writing Lab,
- providing a new home for the Center for Teaching and Learning,
- providing a new multi-media presentation practice space, and
- consolidating the Librarian offices and work spaces to promote collaboration.

In addition to the functional and academic improvements to the Library /Learning Commons, the facility will upgrade the finishes to support the vitality of the Learning Commons and to differentiate between the various types of study/learning spaces. Lighting will be improved to provide energy efficient non-glare fixtures, and points of power/data access will be increased. Due to changes in Building Codes, the entire area will be fire sprinklered and toilets will be expanded.

Budget
A budget of $5.5-$8.0 million was established by LCCC. A construction cost estimate of $3,030,113 for renovation and $2,706,224 for new construction, for a total Construction Cost of **$5,736,337** for the Concept Plan developed by AP Wyoming (attached). An additional of $316,216 for inflation, $664,053 for FFE (Furniture, Fixtures, and Equipment) and $1,237,778 for other soft costs will bring the Total Project Costs to **$7,954,384.**

B. PROJECT NEED

As stated in the Task Force Report, a major renovation is needed to "facilitate and encourage more student collaboration, social interaction, and communication; increase individual and group study areas; and improve the teaching, learning, and research experiences of all students and faculty."

The Task Force Report documents that, over the last five years, *visits to the Library have doubled*. And although print material circulation has declined, *data searches have almost tripled*. Additionally, the current library accommodates only about 4% (in seating) of FTE students, well below the recommended guide of 10% by the ACRL's Standards for Community Colleges.

Programming work sessions prioritized the project needs (as itemized in the Task Forces' recommendations) and modifications were made to accommodate budget limitations as follows:

24-hour computer lab: Surveys documented that students would make use of computers for hours extending beyond Library operations up to 24 hours a day. A new computer lab is planned, which can be accessible and open beyond normal Library hours.

Existing Computer Area

3

Existing Writing Center

Existing Language Lab

Existing Student Success Center

Student Success Center: Since the publication of the Task Force Report, the Success Center was moved into the Library. Although the location within the Library greatly reinforced its academic-focused mission, the size of the Center was decreased, and displaced study areas. The proposed expanded Student Success Center will once again accommodate up to 56 students for cross-discipline tutoring.

Writing and Communication Center: The current Writing Center is located within the existing library classroom, and is partitioned with temporary movable walls; acoustical problems and access issues are problematic. The proposed new Writing Center will be within, but acoustically separate from, the Student Success Center.

Math Lab: The current Math Lab has been recently renovated, and hours have been extended to accommodate the heavy need by students. Within the Student Success Center, areas for Math Tutoring are planned, as well as computers with math programs.

Language Lab: The Language Lab is currently located in an area across the corridor from the Library. The room is under-sized, has no windows, and has mechanical cooling issues. The proposed new Language Lab will be re-located into the Library; the new Lab will be balanced mechanically, have borowed daylighting, and be configured to better suit the requirements for language practicing.

Multi-Media Presentation Practice Center: A space for this service is not available on campus. The Student Surveys indicated a great need for an area to practice multi-media presentations. One of the 16 Study Rooms will include technical equipment to support this service.

Scan and Copy Center: As more work is developed and copied electronically, an area for scanning materials or for printing course work will be provided near the Library entry.

Center for Teaching and Learning: Eighty percent of the faculty respondents to the survey indicated that the CTL should integrate with the Learning Commons. Such a location would be an obvious mechanism to enhance faculty-student inter-action. The CTL will have dedicated space within the Library; additionally, the faculty will make use of the new conference room and participate in the Student Success Center.

Exam Lab: Currently located in a converted classroom, the Exam Lab administers make-up exams, telecourse and online exams, etc. This, as well as the Testing Center, will be moving into the new Student Services Building in 2017, therefore these components are no longer in this scope of work.
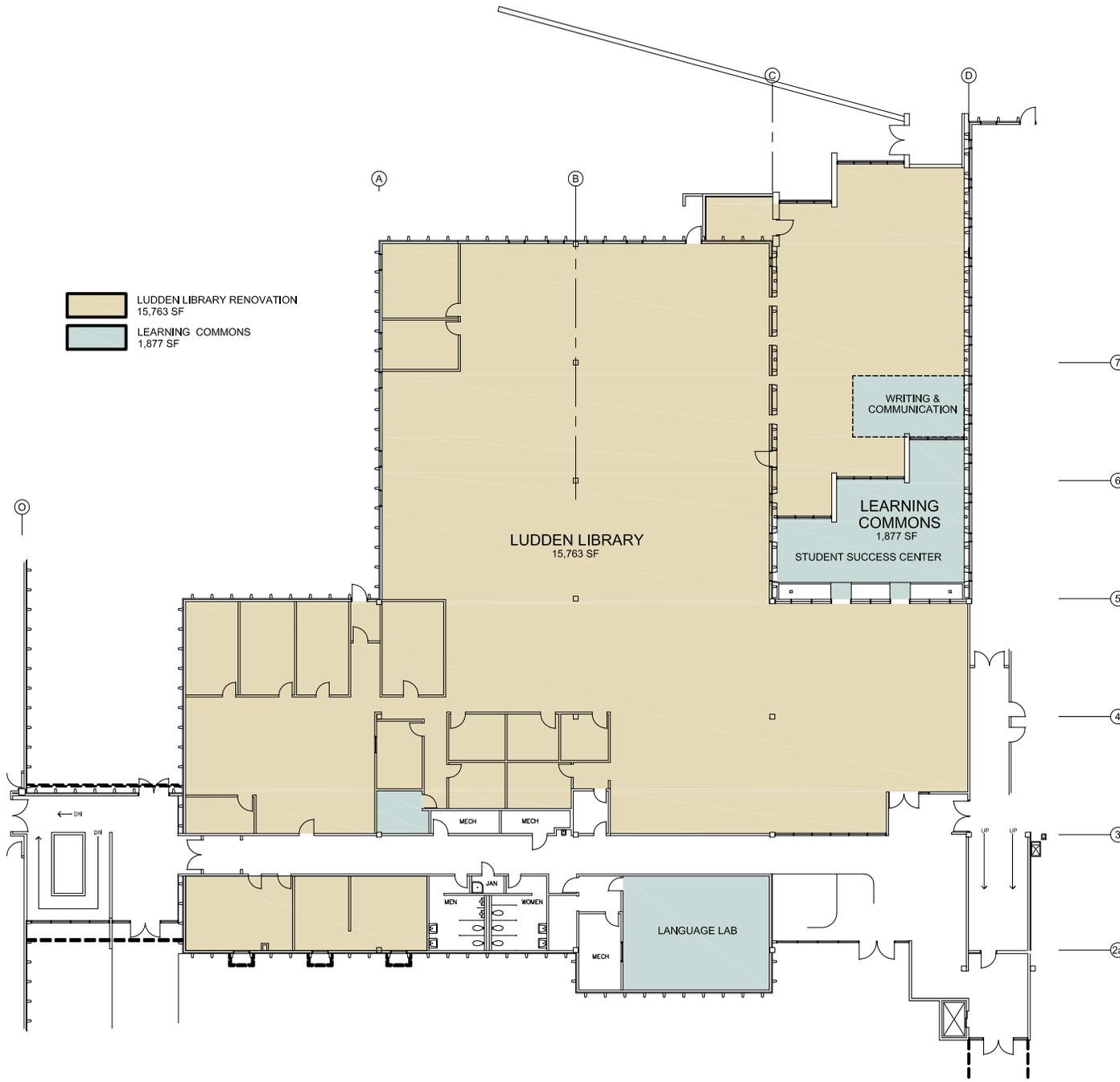
Cafe: Seventy-three percent of respondents to the Student Survey indicated that they would use a Cafe within the Learning Commons; the Library staff feels that a Cafe would improve the patron experience and draw more community members into the Library. However, with an expanded in-house Starbucks down the corridor, it was determined that a Vending Area would be sufficient to serve patrons' needs; a Cafe is not included in the scope of this project.

The Program Comparison (attached) tabulates square footage of both the existing Library and the proposed renovation/additions for the Library/Learning Commons.

LARAMIE COUNTY COMMUNITY COLLEGE   **PROGRAM COMPARISON**
4/30/2015

Ludden Library Renovation	Existing SF	New SF	Existing		New	
			Comp	Seat	Comp	Seat
Library						
General Collection Area	2,292	2,500				
AV Collection Area	314	531				
Reference Area	504	253				
Seating Area	1,656	2,035		61		82
After Hours Seating - Study Areas	400	2,169		20		84
Study Rooms						
Study 1	107	134		4		5
Study 2	107	123		4		5
Study 3	98	128		4		5
Study 4	90	132		4		5
Study 5	0	123		0		5
Study 6	0	127		0		5
Study 7	0	121		0		5
Study 8	0	121		0		5
Study 9	0	121		0		5
Study 10	0	127		0		5
Study 11	0	114		0		5
Study 12	0	127		0		5
Study 13	0	124		0		5
Study 14	0	107		0		5
Study 15	0	107		0		5
Study 16 - Presentation Practice	0	107		0	1	5
Conference	127	416		6		16
Quiet Area	347	2,017		24		38
New Books	332	347		8		4
Periodicals	273	275				4
Circulation Desk	610	692				
Large Instruction Room	1,384	1,200	22	24	24	24
AV Storage	0	73				
Small Instruction Room	0	245	0	0	6	6
Remote Public Computers	0	210	0		18	18
24 Hours Computer Lab	0	647	0		17	17
Copy-Scan Stations	50	50				4
Vending	0	311				
Library Services Area						
Director Office	237	212				
Office 1	210	100				
Office 2	202	100				
Office 3	200	100				
Office 4	330	100				
Office 5	210	100				
Office 6	202	100				
Office 7	200	100				
Office 8	202	100				
Office 9	155	100				
Office 10	235	100				
Office 11		100				
Processing Area	955	1,000				
Break Area	0	223				
Supply Closet		50				
Subtotal Library ASF	**12,029**	**18,499**	**22**	**159**	**66**	**377**

Ludden Library Renovation	Existing SF	New SF	Existing		New	
			Comp	Seat	Comp	Seat
Learning Commons						
Public Computer Area	667	1,946	20	20	34	34
Student Success Center	818	1,228	10	16	10	44
Office	122	120				
Supply/Storage		80				
Small Instruction Space (enclosed)		120				
Writing & Communication Center	283	365	3	4	13	12
Office	0	120				
Storage		80				
Online Tutoring		100				
Language lab	689	803	23	23	28	28
Center for Teaching & Learning	0	582				
Subtotal Learning Commons ASF	2,579	5,544	56	63	85	118
Total Assignable Sq Ft	14,608	24,043				
Halls/Mech/Toilets/Walls	4,952	8,911				
Total Gross Sq Ft	19,560	32,954	78	222	151	495
Renovation Area		19,560				
New Construction Area		13,394				

LUDDEN LIBRARY RENOVATION
15,763 SF

LEARNING COMMONS
1,877 SF

WRITING &
COMMUNICATION

LUDDEN LIBRARY
15,763 SF

LEARNING
COMMONS
1,877 SF

STUDENT SUCCESS CENTER

MECH   MECH

← DN

DN

JAN

MEN   WOMEN

MECH

LANGUAGE LAB

UP   UP

ADDITION
AFTER HOURS FACILITIES
LEARNING COMMONS
LIBRARY (ADDITION)
SHARED FACILITIES

RENOVATION
AFTER HOURS FACILITIES
LEARNING COMMONS
LIBRARY (RENOVATION)
SHARED FACILITIES

STUDY 1
STUDY 2
STUDY 3
CONFERENCE
STUDY 4
STUDY 5
LANGUAGE LAB
STUDY 6
STUDY 7
STUDY 8
STUDY 9
STUDY 10
QUIET
CENTER FOR TEACHING & LEARNING
STUDY 11
STUDY 12
STUDY 13
INFO
REF
NEW BOOKS
PERIODICALS
LEARNING COMMONS
COMPUTER
STOR
1
2
DIR. OFFICE
SMALL INSTRUCTION
3
4
5
PROCESSING
10
9
CIRCULATION
6
BREAKROOM
7
8
COPY
24 HR COMP
LARGE INSTRUCTION
WRITING & COMM CENTER
STUDENT SUCCESS CENTER
OFFICE
TOILETS
SEATING AREA
STUDY 14
STUDY 15
STUDY 16
VENDING
VESTIBULE

ap wyoming

1800 Carey Ave, 4th Floor, Cheyenne, Wyoming 82001

Project:	LCCC Library Addition & Renovation
Owner:	LCCC
Architect:	BWG Architects

Date:	05/15/15
Estimator:	Austin Mouw
Project SF:	32,954
Duration in Months:	10
Estimate #:	Conceptual Estimate

Project Summary Sheet - Estimated Cost of the Work

		Renovation	Addition	Subtotal			
Division #0	Procurement and Contracting Requirements	$493,836	$123,459	617,295	$18.73 /SF	10.76% of Direct Costs
Division #1	General Requirements	$31,242	$0	31,242	$0.95 /SF	0.54% of Direct Costs
Division #2	Existing Conditions	$130,000	$0	130,000	$3.94 /SF	2.27% of Direct Costs
Division #3	Concrete	$0	$256,788	256,788	$7.79 /SF	4.48% of Direct Costs
Division #4	Masonry	$0	$98,280	98,280	$2.98 /SF	1.71% of Direct Costs
Division #5	Metals	$0	$241,090	241,090	$7.32 /SF	4.20% of Direct Costs
Division #6	Wood, Plastics, and CompoAdditions	$110,850	$17,500	128,350	$3.89 /SF	2.24% of Direct Costs
Division #7	Thermal and Moisture Protection	$12,300	$282,390	294,690	$8.94 /SF	5.14% of Direct Costs
Division #8	Openings	$150,949	$246,690	397,639	$12.07 /SF	6.93% of Direct Costs
Division #9	Finishes	$503,799	$193,304	697,103	$21.15 /SF	12.15% of Direct Costs
Division #10	Specialties	$40,013	$0	40,013	$1.21 /SF	0.70% of Direct Costs
Division #11	Equipment	$0	$0	0	$0.00 /SF	0.00% of Direct Costs
Division #12	Furnishings	$0	$19,499	19,499	$0.59 /SF	0.34% of Direct Costs
Division #13	Special Construction	$0	$0	0	$0.00 /SF	0.00% of Direct Costs
Division #14	Conveying Equipment	$0	$0	0	$0.00 /SF	0.00% of Direct Costs
Division #21	Fire Suppression	$56,763	$25,623	82,385	$2.50 /SF	1.44% of Direct Costs
Division #22	Plumbing	w/ Division 23	w/ Division 23	0	$0.00 /SF	0.00% of Direct Costs
Division #23	Heating, Ventilating and Air Conditioning	$416,931	$226,934	643,865	$19.54 /SF	11.22% of Direct Costs
Division #25	Integrated Automation	w/ Division 23	w/ Division 23	0	$0.00 /SF	0.00% of Direct Costs
Division #26	Electrical	$495,387	$238,791	734,178	$22.28 /SF	12.80% of Direct Costs
Division #27	Communications	w/ Division 26	w/ Division 26	0	$0.00 /SF	0.00% of Direct Costs
Division #28	Electronic Safety and Security	w/ Division 26	w/ Division 26	0	$0.00 /SF	0.00% of Direct Costs
Division #31	Earthwork	$0	$87,746	87,746	$2.66 /SF	1.53% of Direct Costs
Division #32	Exterior Improvements	$0	$28,906	28,906	$0.88 /SF	0.50% of Direct Costs
Division #33	Utilities	$0	$43,803	43,803	$1.33 /SF	0.76% of Direct Costs
	Subtotal	$2,442,068	$2,130,802	**$4,572,870.47**	$138.77 /SF	79.72% of Project
	Utility Tap & Devel. Fees	By Owner	By Owner	**By Owner**	$0.00 /SF	0.00% of Project
	Building Permit, Plan Check Fee	By Owner	By Owner	**By Owner**	$0.00 /SF	0.00% of Project
	State, Sales & Use Tax	DCoW	DCoW	**DCoW**	$0.00 /SF	0.00% of Project
	Escalation	$116,894	$120,441	237,335	$7.20 /SF	6.00% of Subtotal
	Design Contingency	$77,929	$80,294	158,223	$4.80 /SF	4.00% of Subtotal
	Bidding Contingency	$68,188	$70,257	138,445	$4.20 /SF	3.50% of Subtotal
	Construction Contingency	$77,394	$79,742	157,135	$4.77 /SF	3.50% of Subtotal
	Builders Risk Insurance	$19,477	$17,371	36,848	$1.12 /SF	0.70% of Subtotal
	Subcontractor Subguard	$23,004	$24,088	47,092	$1.43 /SF	1.20% of Costs
	General Liability Insurance	$28,250	$25,230	53,479	$1.62 /SF	1.00% of Subtotal
	Performance, Labor & Material Bond	$18,261	$16,309	34,569	$1.05 /SF	0.64% of Subtotal
	Construction Manager's Fee	$143,573	$128,227	271,800	$8.25 /SF	5.00% of Subtotal
	Preconstruction Services Fee	$15,075	$13,464	28,539	$0.87 /SF	0.50% of Subtotal
	Estimated Cost of Construction **Conceptual Estimate**	**$3,030,113**	**$2,706,224**	**$5,736,336**	$174.07 /SF	100.0% of Project

Learning Commons

Project Proposal for Consideration

September 17, 2013

Task Force Members: Mary Ludwig (chair), Kristin Abraham, Randy Fetzer, Jose Fierro, Karen Lange, Dara Lawyer, Clint Reading, Maggie Swanger, and Kathleen Urban

We would like to offer a special thank you to the following people for their assistance with gathering information and their professional input: Juan Antonio Bernabeu, Kari Brown-Herbst, Shayne Gancze, Tammie Keney, Jackie Kisinger, Dana McCammon, Ann Murray, Ty Stockton, Maryellen Tast, and Craig Wilson.

LARAMIE COUNTY
COMMUNITY COLLEGE

Contents

Learning Commons
Proposal for Consideration

Executive Summary

The term Learning Commons (Academic Commons) has been evolving in academic libraries since the 1990s in response to changing information technologies and a shift in student learning and studying habits. The Learning Commons serves as a convenient shared space for multiple academic support services, providing students with easy access to the academic support they need and fostering collaboration between faculty and staff. Students today are asking for spaces that provide research assistance, technology support, extended hours, and presentation rooms to review, practice, and critique each other's work. The Learning Commons typically includes peer mentors and tutors, research and library assistance, online tutoring, and ADA-compliant services for students with disabilities.

In November 2012, LCCC's interim Vice President for Academic Affairs appointed the Learning Commons Task Force with the charge of conceptualizing and presenting a vision and plan of what a learning commons may look like at Laramie County Community College.
The task force began their work by reviewing the literature and identifying learning commons models that could be adapted by LCCC. Goals were established and are noted below:

- To plan for an environment that connects students, staff, and faculty in life-long learning.
- To maintain effective administrative planning and operation, in accordance with established principles of the Learning Commons and College priorities and the Strategic Plan.
- To provide core academic support services that enable students to excel.
- To provide easy access to a variety of learning spaces and resources that encourages personal and professional success.
- To support the research process from search and discovery to synthesis and presentation.
- To provide individualized services for diverse learning styles.
- To promote and foster faculty participation and support.
- To assist students in becoming critical thinkers, self-directed learners, and citizens engaged to build a better community.
- To support an environment of professional growth, respect, and collaboration among the LCCC community.
- To establish an environment that welcomes new ideas to improve services and maintains a positive, forward-thinking momentum.

To further assist the Task Force with defining a Learning Commons for LCCC, surveys were presented to students and faculty during spring semester 2013. Of the 212 students responding, 72% indicated they would use drop-in time with classroom instructors often or very often. Approximately 56% responded they would use a Writing Center in the Learning Commons, 61% indicated that a Math Lab would be used often or very often, and 71% responded favorably to a Student Success Center. Further, the student survey demonstrated that students need extended academic service hours.

The Learning Commons Faculty Survey, completed by 35 faculty, reinforced the results of the Student Survey. In addition, faculty supported the creation of a multidisciplinary hub of spaces for meeting study needs, access to tutoring services, and 71% indicated a willingness to devote some of their office hour time or on-campus time to meeting with students in the Learning Commons. Further, 80% who responded felt the Center for Teaching and Learning should be incorporated into a learning commons plan.

Recommendations

Based on information and comments gleaned from the surveys, a review of the literature, and committee discussions, the Learning Commons Task Force recommends a variety of services that expand beyond the current library services. The following services are recommended: 24-hour computer lab with Integrated Technology Services (ITS) support during high-service hours, Writing Center, Math Lab, Language Lab, Student Success Center, Multimedia Production/Presentation Center, Center for Teaching and Learning, Faculty Learning Lounge, Print Production Center, and Café.

Unfortunately, the existing library and academic support services on campus have all outgrown their facilities and require more space to meet student needs and provide the type and range of services they are requesting. Thus a Learning Commons construction and library expansion project will address the need for a facility that provides more distinct, centralized spaces for one-on-one tutoring, group study, computers and technology, quiet study, expanded research areas, presentation/group spaces, and faculty development areas.

To further promote and embrace the concept of a Learning Commons for Laramie County Community College, the Task Force is recommending the following action steps:

- Promote the concept of a Learning Commons to LCCC community and solicit input by conducting focus groups with faculty and other stakeholders
- Consider the physical location and space required to expand the library and provide desired academic support services by meeting with an architect and initiating the Level I and Level II facility planning process
- Promote and develop institutional partnerships and collaboration between campus entities: Ludden Library, Student Success Center, Writing Center, Center for Teaching and Learning, Math Lab, Language Lab, Exam Lab, Integrated Technology Services, and Disability Support Services
- Build close partnerships with faculty in order to improve visibility and accessibility for students as well as to foster collaboration between faculty and academic support services

Learning Commons Task Force Members: Mary Ludwig (chair), Kristin Abraham, Randy Fetzer, Jose Fierro, Karen Lange, Dara Lawyer, Clint Reading, Maggie Swanger, and Kathleen Urban

We would like to offer a special thank you to the following people for their assistance with gathering information and their professional input: Juan Antonio Bernabeu, Kari Brown-Herbst, Shayne Gancze, Tammie Keney, Jackie Kisinger, Dana McCammon, Ann Murray, Ty Stockton, Maryellen Tast, and Craig Wilson.

Introduction

In this era of rapid change, a *Learning Commons* is a logical approach to expanding learning opportunities. It provides collaborative learning venues that go beyond the walls of a traditional classroom for students, educators, and others.

Mission
The Laramie County Community College (LCCC) Learning Commons will provide an innovative learning hub that integrates technology, information, and expertise in a learning-centered environment focused on promoting collaboration, building community, and achieving academic excellence.

Vision
The Learning Commons strives to be a welcoming, integrated, and collaborative learning environment that serves as a vital resource to LCCC students and the greater Cheyenne community for academic support and life-long learning.

Goals
- To create accessible spaces, hours, services, staffing, and technology.
- To plan for an environment that connects students, staff, and faculty in life-long learning.
- To provide hours, services, and staffing that meet community needs.
- To provide core academic support services that enable students to excel.
- To provide easy access to a variety of learning spaces and resources that encourages personal and professional success.
- To support the research process from search and discovery to synthesis and presentation.
- To provide individualized services for diverse learning styles.
- To promote and foster faculty participation and support.
- To assist students in becoming critical thinkers, self-directed learners, and citizens engaged to build a better community.
- To maintain effective administrative planning and operation, in accordance with established principles of the Learning Commons and College priorities and the Strategic Plan.
- To support an environment of professional growth, respect, and collaboration among the LCCC community.

- To establish an environment that welcomes new ideas to improve services and maintains a positive, forward-thinking momentum.

Program Information

The term Learning Commons (Academic Commons) has been evolving in academic libraries since the 1990s in response to changing information technologies and a shift in student learning and studying habits. The modern Learning Commons serves as a convenient shared space for multiple academic support services, providing students with easy access to the academic support they need and fostering collaboration between faculty and staff. The Learning Commons facilitates active learning through flexible spaces for collaboration that support information literacy and computer/technology literacy. It engages all students, whether they live in a residence hall or commute to campus.

Students today are asking for spaces that provide research assistance, technology support, extended hours, and presentation rooms to review, practice, and critique each other's work. They are requesting science resource centers that offer tutoring and availability of learning objects (anatomy models, microscopes, slides, etc.) as well as writing/communication tutorial services to assist with essay composition, test preparation, and class presentations or capstone/seminar papers. The Learning Commons typically includes peer mentors and tutors, research and library assistance, online tutoring, and ADA-compliant services for students with disabilities (testing; self-advocacy and study assistance with electronic textbooks, scribing and brailing; and temporary mobility assistance).

History

Over the years, the LCCC Ludden Library has striven to adapt its existing space in order to meet changing studying and learning habits and to accommodate LCCC's rising enrollment. The library currently owns a physical collection of almost sixty thousand items and subscribes to three hundred electronic research databases, and it continuously adapts to the ever-changing research needs of LCCC students. In 2008, the library was renovated within its existing space to create the types of learning spaces students were requesting. Three study rooms were added and flexible seating areas were created to support a variety of learning environments. Six computer workstations have been added and twelve laptop computers circulate to students. With increased institutional emphasis on information literacy and library instruction, the library has also repurposed a former computer center into a classroom.

Despite efforts to create a 21st Century library/Learning Commons environment, all options for development within the existing library space have been exhausted. An expansion and major renovation to the Ludden Library would facilitate and encourage more student collaboration, social interaction, and communication; increase individual and group study areas; and improve the teaching, learning, and research experiences of all students and faculty.

Below is a timeline of more recent actions that have resulted in the ongoing conversation regarding a Learning Commons for LCCC.

2010
- Learning Commons information packet for facilities planning consultant (Spring).
- Library meeting with planning consultants.

2011
- Brainstorming meeting with academic services to discuss Learning Commons for Pre-level I planning documentation (10/12/11).
- Learning Commons proposal to VP of Finance and Administration (11/11).
- Board of Trustees determined a new Learning Commons was not a priority and Level I plan not completed (12/11).

2012

- Facilities Plan "Building Forward" 2012-2020 includes a library expansion and is approved by Board of Trustees (5/16/12).
- Interim Vice President of Academic Affairs appoints Learning Commons Task Force (11/12).

Documented Need

Today's learner requires blended experiences that include multiple technologies, real-world exploration, social interaction, and problem-solving opportunities. The Learning Commons Student Survey Results (Appendix 1) provide a documented need for these resources among LCCC students:

Seventy-two percent of students responded that they would use drop-in time with classroom instructors often or very often. Fifty-six percent of students responded that they would use a Writing Center in the Learning Commons. Sixty-one percent responded that a Math Lab would be used often or very often. Forty-six percent responded that a Language Lab would be used often or very often. Seventy-one percent responded favorably to a Student Success Center. LCCC does not currently provide students with a Multimedia Production/ Presentation Center, but fifty-six percent of students claimed that they would use this service often or very often. Similarly, although LCCC does not currently have a Print Production Center as an available student resource, sixty-eight percent of students claimed that they would use this resource often or very often.

The Student Survey also demonstrates that students need extended academic service hours:

Fifty-five percent of students claimed that they would use the 24-hour computer lab between 9 pm and 6 am, hours which are currently not available. The current hours of the main computer lab in the Fine Arts Building are: Monday-Thursday: 7:30 a.m.-9 p.m.; Friday: 7:30 a.m.-5 p.m.; Saturday and Sunday: 10 a.m.-4 p.m.

The survey also points to the mid-morning hours through the evening hours as the peak times for visits to a Writing Center, Math Lab, Language Lab, Student Success Center, Multimedia Production/Presentation Center, and a Print Production Center, as well as for drop-in time with instructors. Currently, not all of our services meet these demands. For instance, although the schedule is variable from semester to semester, the latest time students could access the Writing Center during spring 2013 was 3:00 p.m.; the survey demonstrates that forty-nine percent of respondents would use the Writing Center later in the day.

The Learning Commons Faculty Survey (Appendix 2) reinforces the results of the Student Survey:

Faculty also support the creation of a multidisciplinary hub of spaces for meeting study needs, working with anatomical models, gaining convenient access to tutoring, and working directly with faculty members in a comfortable environment. Seventy-one percent of the faculty who responded indicated a willingness to devote some of their office hour time or on-campus time to meeting with students in the

Learning Commons. In addition, the Faculty Survey demonstrates that eighty percent of faculty who responded felt that the Center for Teaching and Learning should be incorporated into a Learning Commons plan; this space could provide meeting space, multimedia equipment, a social gathering area, and a facility for guest speakers and other presentations.

Unfortunately, the existing academic support services on campus have outgrown their facilities and require more space to meet student needs. A Learning Commons construction project will address the need for facilities by providing more, distinct, centralized spaces for one-on-one tutoring, group study, computers and technology, quiet study, and presentations. More detailed explanation of current facility limitations and future recommendations are given in the *Learning Commons Description and Recommended Services* section of this report (pages 9-14).

Alignment with Laramie County Community College Strategic Plan

The Learning Commons fully supports the first priority of LCCC's strategic plan to "maximize learning opportunities that foster student success," by promoting a holistic learning environment that addresses myriad student needs.

The Learning Commons will be an embodiment of the LCCC Vision Statement: "*Laramie County Community College empowers our community of learners to achieve their personal, academic and professional goals by providing a collaborative teaching and learning environment.*" This alignment is evidenced by the mission and vision presented in the introduction of this document:

The Learning Commons seeks to provide "collaborative learning venues that go beyond the walls of a traditional classroom for students, educators, and others" and to "integrat[e] technology, information, and expertise in a learning-centered environment focused on promoting collaboration, building community, and achieving academic excellence," serving as "a vital resource…for academic support and life-long learning." The expanded space, staffing, and technologies of a Learning Commons will help LCCC evolve with developing educational practices and student needs and will help the community realize the College's ongoing vision of collaborative teaching and learning.

The LCCC Mission Statement defines the institution's service as one which "*engages minds, inspires individuals, transforms lives, and strengthens communities through the power of learning.*" The Learning Commons embraces both the mission and vision of the college.

Within the Strategic Plan: 2010 - 2015, the LCCC "Strategic Directions" assert that the plan "*challenges us to find innovative and efficient ways to address the future education and training needs of our students and our communities.*" Members of the institution are directed to "*continually ask ourselves, 'How will this affect learners and learning at LCCC?'*" The LCCC Learning Commons answers that question through

addressing portions of three strategic directions: "1. *Maximize learning opportunities that foster student success*"; "4. *Manage resources to support a dynamic organization*"; and "5. *Strengthen the College through increased collaboration and communication.*" Each direction is addressed below:

"Strategic Direction 1. *Maximize learning opportunities that foster student success*"
The Learning Commons will provide the opportunity to unite us in a community of learners. Schmidt & Kaufman (2007), Moore & Wells (2009), and Beagle (2011) point to the value of community building. The Learning Commons can assist all college constituents in collaborative, active-learning environments.

> 1.1 *Create and implement a student success program to improve student retention*.
>> Dr. Linda Lau (2003) stresses that institutional resources have a role to play in improving student retention. Students who have access not only to academic support services but also to increased opportunity to develop relationships with faculty realize higher degrees of success. The Learning Commons will provide to students these opportunities and strive to offer them a welcoming environment in which they feel comfortable pursing their academic goals.
>
> 1.2 *Restructure scheduling and delivery options to expand student access to learning*.
>> During extended operating hours, the Learning Commons will offer expanded access to multiple learning environments, resources, people, and communities of learners.
>
> 1.8 *Create centers of excellence for current and emerging technologies*.
>> The LCCC Center for Teaching and Learning could integrate with the existing Student Success Center, Language Lab, Math Lab, and Writing Center in the Learning Commons' expanded technology-intensive spaces. This assimilation would facilitate a visible, cohesive model of excellence in learning practices.

"Strategic Direction 4. *Manage resources to support a dynamic organization.*"
The Learning Commons could help "provide maximum benefit to students."
> 4.1 *Increase College capacity to serve through planned physical facility growth*.
>> The new Learning Commons facility addresses this goal through the obvious addition of space, as well as through integration of learning, expanded staffing, and continually updated technologies.

"Strategic Direction 5. *Strengthen the College through increased collaboration and communication*."
Great benefit to college constituents can arise from the Learning Commons' capacity for fostering "creativity . . . continual learning and college-wide involvement" in learning.
> 5.2 *Establish cross-campus structures that foster increased collaboration and communication*.
>> The interdisciplinary nature of the Learning Commons embodies the ideals of collaboration and communication across academic disciplines and campus constituencies.
>
> 5.3 *Establish professional development and mentoring programs for all employees*.
>> Possible integration of the LCCC Center for Teaching and Learning could serve to unite faculty and staff within a truly collaborative, unified environment. Working together with and alongside LCCC students, effective learning models could be applied and integrated with professional development opportunities.

Learning Commons Description and Recommended Services

The Learning Commons will incorporate a variety of services that expand beyond the current library system. The following services are recommended: 24-hour computer lab with Integrated Technology Service (ITS) support during high-service hours, Writing Center, Math Lab, Language Lab, Student Success Center, Multimedia Production/Presentation Center, Center for Teaching and Learning, Faculty Learning Lounge, Print Production Center, and Café.

In the Learning Commons, students could receive technological support ITS staff, research assistance from a librarian, and communications guidance from Writing Center consultants, all without leaving their study areas.

Computer Labs

The Student Survey demonstrates a current need   for more computers and expanded availability. (Current computer lab hours are provided in Appendix 3.) With LCCC's continued growth, it is important to also plan in anticipation of future needs. Consolidating campus technology and computing resources in a central location would benefit students and streamline staff support resources.
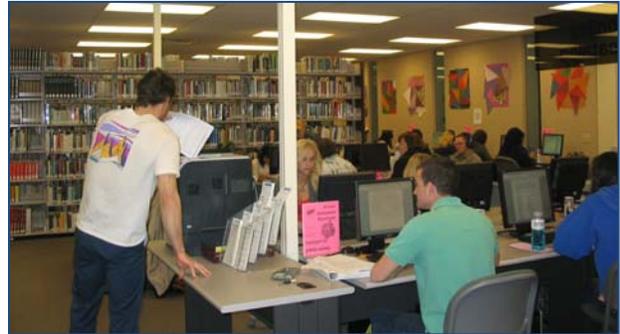
The Learning Commons should also include on-site ITS support. Currently, students seeking technological assistance often must journey from areas where they are studying across campus to the Student Computer Center in the Fine Arts building. Providing readily-available assistance would ease common frustrations with technology.

Math Lab

The Math Lab currently serves students in MATH 0900, 0920, and 0930. For each of these developmental classes, students are required to attend one in-class section per week; the classroom where they attend their face-to-face section has twenty-five computers. Students are also required to complete two hours per week in the Math Lab for a total of thirty hours per semester.   According to the Dean of Math and Sciences, Craig Wilson, students working through assigned modules spend an overwhelming amount of time in the Math Lab beyond the required two hours per week. The Math Lab currently has forty-five computers, and current plans (as of summer 2013) are to increase that number to fifty-five.

Math Lab Usage					
	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Math 900	169	175	164	221	153
Math 920	345	311	286	328	217
Math 930	170	183	191	183	293
Total	**684**	**669**	**641**	**732**	**663**

The Math Lab has served over six hundred students per semester over the last five semesters. Hours have increased substantially to promote successful student completion of developmental courses, which require lab

hours. Current hours are as follows: Monday-Thursday 8:00 a.m. – 8:00 p.m. and Friday 8:00 a.m. – 12:00 p.m. Due to growing demand, weekend hours have been added: Saturday 10:00 a.m. – 2:00 p.m., and Sunday 2:00 p.m. – 4:00 p.m. During finals week, only students who are taking finals may work in the Math Lab. Peak times for Math Lab visits are Tuesday – Thursday 10:00 a.m. – 3:00 p.m.

College algebra is known to be a stumbling block for college students nationwide, and LCCC's developmental courses prepare our students to successfully complete requirements and continue with their college careers. The Pearson Emporium Model (the computer program used in LCCC courses) can be accessed campus-wide; students should be able to open the necessary program in many campus settings.

Considering the relatively steady number of students in developmental courses and the growing demand for Math Lab hours, the Math Lab in the Learning Commons should plan for growth in the number of students who use computer programs for course work.

Multimedia Production/Presentation Center; Print Production Center
These centers would fulfill constantly-developing advanced technology needs. Currently, LCCC does not offer these services; however, the Student Survey demonstrates need: fifty-six percent of students responded that they would use a Multimedia Production/Presentation Center often or very often, and sixty-eight percent of students said they would use a Print Production Center. These services would create a more user-friendly environment, especially for students who live on campus and do not necessarily have access to outside resources to complete work required for their courses.

Language Lab
Use of the Language Lab has increased significantly over the past few years, nearly doubling between 2011 and 2012. In response, hours have expanded substantially. The director of the Language Lab, Juan Antonio Bernabeu, notes that while there is no longer a Language Lab requirement for Spanish classes, lab use continues to grow. This rising demand demonstrates need for an expanded academic support facility.

Center for Teaching and Learning
The Center for Teaching and Learning (CTL) is a natural fit with the Learning Commons. The Mission of the CTL is to "offer all who teach

Language Lab Usage								
	2007	2008	2009	2010	2011	2012	2013	**Total**
Jan	102	140	54	160	108	502	438	**1504**
Feb	85	145	308	352	186	599	517	**2192**
Mar	127	331	113	146	157	466	462	**1802**
Apr	267	234	182	287	216	530	499	**2215**
May	51	2	42	63	78	67	128	**431**
Aug	9	0	41	39	30	148		**267**
Sept	189	183	143	231	287	430		**1463**
Oct	174	284	289	183	300	163		**1393**
Nov	120	159	214	200	312	210		**1215**
Dec	53	0	143	147	75	81		**499**
Total	**1177**	**1478**	**1529**	**1808**	**1749**	**3196**	**2044***	**12981***

*Note that statistics for 2013 are still incomplete.

diverse development opportunities conducive to enhancing student learning and teaching excellence" and to "foster a collaborative culture of exemplary teaching…promote community…[provide] purposeful orientation and mentoring…and support a climate conducive to open, regular, and collegial discourse"

(see Appendix 4). The Learning Commons will provide such an environment; its technological resources and collaborative design would naturally engage instructors and students.

Initial Faculty Survey results also demonstrate that eighty percent of faculty who responded agreed that the Center for Teaching and Learning should integrate with the Learning Commons. Faculty suggest that a Faculty Learning Lounge should be comfortable and inviting while providing faculty with appropriate technology, work space that fosters collaboration, meeting rooms, auditoriums for guest speakers and presentations, and space for training and professional development.

In addition to meeting the needs of full-time faculty, the proposed CTL environment has the potential to serve LCCC adjunct needs. Currently adjuncts suffer not only from a distinct lack of personal space on campus but also from a lack of space conducive to work. The Learning Commons is ideal for accommodating adjunct needs and allowing them to meet comfortably with students. Integrating adjunct space also creates potential to foster collegiality and improve the morale of adjuncts and faculty who work together. An adjunct-inclusive space would work in union with the area for drop-in times with instructors and the Faculty Learning Lounge that are both already included in the Learning Commons vision; their integration will enhance opportunity for what Google calls "casual collisions" that foster communication, coordination, and creativity (Blackstone, 2013).

Ludden Library

The statistics below demonstrate significant increase in use of the Ludden Library over the past five years. Foot traffic more than doubled from 2010 to 2012 and database searches have approximately tripled over the last four years. During this same time period, only fourteen computer work stations have been added, failing to meet the need that the numbers of library users and database searches seem to require. Furthermore, whenever the librarians are teaching a class in the Library Instruction Room and the twenty computers in that room are unavailable for open use, students are often forced to leave the library to search for an available computer in another campus lab.

Ludden Library Usage					
Annual Statistics	2007-08	2008-09	2009-10	2010-11	2011-12
Gate: Spring Semester	NA	31,131	31,176	53,987	67,476
Operating Hours/Week	71	72	71	71	74
Total Item Circulation	14,015	13,039	13,648	12,943	12,536
Database Searches	169,986	318,770	434,056	464,081	459,404
Available Computers	41	43	50	55	55

Recommended standards published by the Association of College and Research Libraries (ACRL) endorse minimum library seating of at least ten percent of the full time equivalent (FTE) (Association of College & Research Libraries, 1994). The Ludden Library currently has seating for only four percent of LCCC's FTE. This lack of studying and computing space is evident during peak midday hours during fall and spring semesters when all tables are often in use. Study rooms are in high demand as well, with many students coming into the library early Monday morning to reserve a room sometime later in the week.

Existing library facilities also lack quiet spaces. The library attempts to designate a quiet study area near the back of the building; however, the room's open floor plan allows noise to easily travel. Even if students are quietly studying in groups at the front of the library, they can be heard in the designated quiet study area. Moreover, the library hosts three children's story times a week during fall and spring. Although the Children's Discovery Center, faculty, education students, and library employees are all pleased with this cooperative endeavor with the Literature for Children class, there is no isolated place to house this activity and the loud, excited children can distract nearby students trying to study. The new Learning Commons would provide separate, yet flexible spaces to comfortably accommodate various academic uses and study preferences.

System for Student Success

Currently, the System for Student Success consists of two programs: the Student Success Center and the Exam Lab. Both the Student Success Center and the Exam Lab have outgrown current facilities.

The Student Success Center (SSC) is a multi-disciplinary tutoring and academic skills center created to decrease service duplication, centralize tutoring, and improve cross-departmental communication. The SSC is housed in an area of heavy student traffic across from the cafeteria; it is in a central location for campus activities which allows it to be easily accessible

Student Success Center Usage				
Service Provided	2008-09	2009-10	2010-11	2011-12
Tutoring requests, excluding summer	1,681 (5,237 hrs)	2,078 (6,569 hrs)	1849 (7,370 hrs)	1508 (5,116 hrs)
Paper reviews	685	927	379	286
Promotional classroom visits	47	52	34	32
TOEFL Test Dates /Testers	4/8	8/12	6/14	4/9
PRAXIS Test Dates /Testers	NA	NA	NA	2/8 (spring only)
smarthinking.com	163 hrs	375 hrs	444 hrs	666 hrs

and highly visible. The SSC holds approximately forty-five to fifty students at one time and has ten computers to aid in tutoring. Current facilities limit the availability of service; there is simply not enough space to accommodate the number of students who could benefit.

The Exam Lab administers make-up exams, telecourse and online exams, testing for students requiring accommodations, distance learning exams, and regular course exams. It is housed in a converted classroom, EEC 224; there are twelve stations for paper testing, sixteen computer stations for electronic testing, and two reduced-distraction testing rooms. The current configuration of the Exam Lab does not provide an effective control point for the proctor.

Exam Lab Usage				
Year	Tests Proctored	+/- Tests	Subject Area #1 & #2	Professional Testing
2007-2008	5,219	--	Psychology/Mathematics	171 (Prometric)
2008-2009	5,586	+367	Psychology/Mathematics	125 (Prometric)
2009-2010	6,587	+1001	Psychology/Mathematics	26 (Prometric)
2010-2011	7,568	+981	Psychology/Mathematics	14 (Prometric)
2011-2012	7,223	-345	Psychology/Mathematics	226 (Pearson)

Writing Center

The Writing Center (WC) offers writing and communications guidance on a drop-in basis; consultants do not proof-read or provide drop-off services. Consultants are LCCC faculty from various disciplines, donating free time and office hours. Faculty staffing fosters direct guidance and relationships between students and faculty, which has been shown to increase retention.

The WC is the most fledgling academic support service at LCCC, having been created by English faculty as a way to help the Student Success Center deal with staffing and space limitations (see Student Success Center on page 12). Limited data shows a twenty-five percent increase in student use from fall 2012 to spring 2013. As advertising and coordination improve, it is highly probable that student consultation numbers will continue to increase.

Currently, the Writing Center is housed in a partitioned area of the Ludden Library Instruction Room; due to the room's open layout, while WC consultants are working with students they often have to compete with noise from student study groups and classes in the instruction room.   Furthermore, the WC uses two outdated computers donated from ITS; the computers consistently break down and run slowly.

Because the WC is staffed by volunteers, its hours are variable and do not necessarily meet student needs. The Student Survey indicates forty-nine percent of student respondents would use the WC if it were open later in the day.

The Learning Commons will allow the Writing Center to maintain a staff of volunteer faculty members, but it will also provide newer technology, a space more conducive to teaching and learning, and the ability to hire additional consultants and expand its hours.

Support for Disability Services

The Learning Commons will provide a common area for students across campus to have access to the technological resources they need. It will also provide Americans with Disabilities Act (ADA)-compliant access to improve the availability of resources for all within the community.

Main reception areas should be ADA compliant and offer varying counter heights, so all visitors are able to easily see and conduct their affairs.

Exam Lab recommendations:
- Wheelchair-accessible, distraction-reduced rooms with adjustable lighting.
- Kurzweil reader software.
- Word Q/Speak Q Software.
- Adjustable desks/tables.

Math lab recommendations:
- Wheelchair-accessible, distraction-reduced rooms with adjustable lighting.
- Math Type 6 software.
- Adjustable desks/tables.

Writing Center Recommendations
- Wheelchair-accessible, distraction-reduced rooms with adjustable lighting.

- Word Q/Speak Q Software.
- Inspiration software.
- Adjustable desks/tables.

A detailed list of suggested ADA-compliant technology and software is included in Appendix 5.

Café

The Student Survey indicates that seventy-three percent of students would use a café in the Learning Commons often or very often. Focus group feedback for the Laramie County Library drove the decision to include a café in the new library. The library board and staff feel the café enhances patron experience and draws more community members to the library.

The café in the public library is also used to build community partnerships. Local high school students enrolled in culinary arts hold internships at the café, and part-time employees often come from the Wyoming JobAssist program. A café in the Learning Commons may similarly provide an internship site for LCCC business and entrepreneurial programs.

The "breaking bread" theory suggests that "breaking bread" with others builds collaboration and community; thus, it follows that a café in the Learning Commons would also promote opportunities for collaboration between students.

Anticipated Benefits and Challenges

A Learning Commons at LCCC will not come without challenges, but anticipated benefits to students, staff, and faculty clearly warrant its construction. Aside from challenges in attaining construction funding, integrating various service areas in one location may encounter resistance during the transition. At the University of Guelph in Ontario, Canada, Schmidt and Kaufman (2007) reported that some campus employees were initially nervous about losing their established identities. The authors further described that although the departments housed in the new Learning Commons originally retained separate budgets and supervisory hierarchies, as the service areas became more integrated, there was confusion and contention. As a result, the Learning Commons chose to integrate its organizational and funding structure.

Although Northwest College in Powell, Wyoming, anticipated some complications in 2010 when it completed a Learning Commons renovation and merged academic support services, employees were surprised by the smooth transition. Staff from various service areas addressed potential problems by signing agreements concerning policies and shared resources (see full report from Northwest College in Appendix 6).

Many institutions have found that creating a Learning Commons has enabled them to offer improved, streamlined services to users, showing increased visibility and use. At the University of Massachusetts, Amherst, for instance, weekly gate counts doubled (Fretwell, 2006) and use of the Writing Center increased by one third (Moore & Wells, 2009). At Trinity University, in addition to increased gate counts, the library also saw more circulation and reference questions, and use of electronic library resources rose fifty-six percent (Beagle, 2006, as cited in Beagle, 2011). In a survey of students at the University of

Connecticut, eighty-four percent of students responded that the Learning Commons had helped them to successfully complete assignments (Fuller, 2009).

Accompanying the improved visibility and increased use of academic services, the Learning Commons will also allow for streamlining staff time and enhancing employee collaboration. For instance, the University of Guelph found that the Learning Commons allowed for mutual promotion and opportunity to complement, rather than overlap services. They also experienced improved coordination between employees and noted the chance for shared professional development opportunities (Schmidt & Kaufman, 2007).

Implementation: Making a Learning Commons Happen

Physical Location
Due to an expected donation, the Ludden Library can anticipate a significant expansion that would house the Learning Commons and provide the needed spaces, facilities, and technologies identified to move LCCC toward meeting its institutional goals.

The future Learning Commons should be near the core of campus, easily visible, and accessible; thus, building an expansion to the Ludden Library would be ideal. It would provide a central location as well as close proximity to the new Student Services facility, allowing students to easily travel from one facility to the other and conveniently access all support services.

Details concerning physical space will become clearer once an architect is consulted. In addition to accommodating technology and space requirements for each academic service to be housed within the Learning Commons, the facility must retain flexibility and space must allow for multiple, collaborative uses.

Institutional Partnerships
The Learning Commons will require collaboration between many campus entities: the Ludden Library, the Student Success Center, the Writing Center, the Center for Teaching and Learning, the Math Lab, the Language Lab, the Exam Lab, Integrated Technology Services, and Disability Support Services. Furthermore, the Learning Commons seeks to build close partnerships with faculty. In the Faculty Survey (Appendix 2), seventy-one percent of faculty responded that they would be willing to serve some of their office hours in the Learning Commons in order to improve visibility and accessibility for students, as well as to foster collaboration between faculty and academic support services.

Learning Commons Launch Timeline
The following is an estimated timeline for developing the Learning Commons:

Action	Estimated Date of Completion
Submit the Project Proposal	August 1, 2013
Introduction of the proposal to the campus community	August 2013 Inservice
Focus groups to inform the LCCC community and build consensus	August/September 2013
Update project proposal	October 2013
Submit to architect	November 1, 2013

Marketing Strategies

The Learning Commons will be promoted in several ways. First, the Learning Commons Committee will make a presentation at the LCCC Fall 2013 Inservice to inform the campus of upcoming plans. Then the committee will meet with focus groups to inform campus members about the Learning Commons. Buy-in from all campus members is an important part of making the Learning Commons successful, and this begins with educating the campus community about the mission, vision, and goals of the Learning Commons.

Second, the LCCC Foundation will market donor contributions by holding a ground breaking ceremony when the project begins, ribbon-cutting with donors present (which the media will be invited to attend), and adding donors to the Foundation honor roll.

Third, the LCCC Public Relations (PR) Department here on campus will market the Learning Commons as an asset to the community. PR will provide a press release for local newspapers and broadcast Learning Commons developments on local news and Channel 11. PR will also publish Learning Commons ads and create spotlights on LCCC's YouTube channel, Facebook page, monthly radio show, and website.

References

Association of College and Research Libraries. (1994). Standards for community, junior, and technical college learning resource programs. American Library Association. Retrieved from http://www.nacc.edu/sacs/ACRLstandards.pdf

Beagle, D. (2011, September 27). From learning commons to learning outcomes: Assessing collaborative services and spaces. *EDUCAUSE Research Bulletin*, 1-11. Retrieved from http://net.educause.edu/ir/library/pdf/ERB1114.pdf

Blackstone, J. (2013, January 22). Inside Google workplaces, from perks to nap pods. [Television broadcast]. CBS This Morning. New York, CBS Broadcasting. Retrieved from http://www.cbsnews.com/8301-505266_162-57565097/inside-google-workplaces-from-perks-to-nap-pods/

Fretwell, G. (2006, January 17). W.E.B. DuBois Library: Comparison of 2001 and 2005 usage. Retrieved from http://www.library.umass.edu/assets/aboutus/assessment/attachments/WeeklyGateCount01.pdf

Fuller, K. (2009, December). Learning Commons @ UConn assessment report: Use and satisfaction of the Learning Commons. Retrieved from http://learningcommons.uconn.edu/about/UConn_Learning_Commons_Report.pdf

Lau, L. (2003). Institutional factors affecting student retention. *Education 124*(1), 1-12. Retrieved from http://www.uccs.edu/Documents/retention/2003%20Institutional%20Factors%20Affecting%20Student%20Retention.pdf

Moore, A. C., & Wells, K. A. (2009). Connecting 24/5 to millennials: Providing academic support services from a learning commons. *Journal of Academic Librarianship, 35*(1), 75-85. dio:10.1016/j.acalib.2008.10.016

Schmidt, N., & Kaufman, J. (2007). Learning commons: Bridging the academic and student affairs divide to enhance learning across campus. *Research Strategies, 20*, 242-256. doi:10.1016/j.resstr.2006.12.002

Examples of Learning Commons

Below are three websites that provide more information on Learning Commons implementation:

- http://www.lib.ncsu.edu/learningcommons

- http://library.tulane.edu/services/learning_commons

- http://www.bgsu.edu/offices/learningcommons/

Appendices

Appendix 1: Learning Commons Student Survey

Learning Commons Student Survey Results

April 2013

In April, email invitations were sent to 3,361 students enrolled in course sections on the Cheyenne Campus. Two hundred twelve (212) "bounced," leaving an effective population of 3,149. One hundred sixty-five (165) responded, for a response rate of 5.23%. With this sample size, the margin of error is ±7.43% (95% confidence).

Facilities	Very Often	Often	Rarely	Never	Not Sure
1. How often would you use a cafe in a Learning Commons?	38.18%	35.15%	18.79%	3.64%	4.24%
2. How often would you use a 24-hour computer lab in a Learning Commons?	36.97%	36.97%	19.39%	4.24%	2.42%
3. How frequently would you utilize a drop-in time with classroom instructors in a Learning Commons?	24.24%	47.88%	17.58%	4.85%	5.45%
4. How frequently would you utilize a Writing Center in a Learning Commons?	23.03%	33.33%	30.30%	7.27%	6.06%
5. How frequently would you utilize a Math Lab in a Learning Commons?	27.88%	32.73%	18.79%	12.12%	8.48%
6. How frequently would you utilize a Language Lab in a Learning Commons?	20.00%	26.06%	33.33%	13.94%	6.67%
7. How frequently would you utilize Tutoring in a Learning Commons?	35.15%	35.76%	20.00%	6.67%	2.42%
8. How frequently would you use a Multimedia Production/Presentation Center (i.e.: audio/visual recording and editing, web-authoring, etc.)?	25.45%	30.30%	26.06%	9.09%	9.09%
9. How frequently would you use a Print Production Center (i.e.: large format printing, laminating, etc.)?	33.33%	35.15%	21.82%	5.45%	4.24%

Availability – Check all that apply	Early Morning 6 am – 9 am	Mid-Morning 9 am – Noon	Afternoon Noon – 3 pm	Evening 6 pm – 9 pm	Night 9 pm – 12 am	Late Night 12 am – 6 am
10. When would you use a cafe in a Learning Commons?	42.42%	51.52%	50.30%	46.67%	29.09%	13.33%
11. When would you use a 24-hour computer lab in a Learning Commons?	38.18%	42.42%	47.27%	55.15%	36.97%	17.58%

Availability – Check all that apply	Early Morning 6 am – 9 am	Mid-Morning 9 am – Noon	Afternoon Noon – 3 pm	Evening 6 pm – 9 pm	Night 9 pm – 12 am	Late Night 12 am – 6 am
12. When would you utilize a drop-in time with classroom instructors in a Learning Commons?	24.85%	48.48%	48.48%	34.55%	8.48%	
13. When would you utilize a Writing Center in a Learning Commons?	20.61%	41.21%	42.42%	35.76%	13.33%	
14. When would you utilize a Math Lab in a Learning Commons?	20.61%	38.18%	41.21%	32.12%	10.91%	
15. When would you use a Language Lab in a Learning Commons?	16.97%	31.52%	38.18%	32.12%	10.30%	
16. When would you utilize Tutoring in a Learning Commons?	29.09%	46.06%	50.30%	40.61%	15.15%	
17. When would you utilize Multimedia Production/Presentation Center?	21.21%	41.21%	42.42%	34.55%	16.36%	
18. When would you utilize a Print Production Center?	32.12%	47.88%	50.30%	41.21%	23.64%	

Demographics

Where do you live?	Number of Respondents	Percent of Respondents
On Campus	44	26.67%
Off Campus	117	70.91%
No Response	*4*	*2.42%*

How old are you?	Number of Respondents	Percent of Respondents
18 – 20	68	41.21%
21 – 24	26	15.76%
25 or older	67	40.61%
No Response	*4*	*2.42%*

What is your area of study?	Number of Respondents	Percent of Respondents	What is your area of study?	Number of Respondents	Percent of Respondents
Accounting	3	1.82%	Information Technology	2	1.21%
Agriculture Business	2	1.21%	Mass Media/Multimedia	2	1.21%
Art	2	1.21%	Math and Statistics	2	1.21%
Automotive Technology	1	0.61%	Mechanical Engineering	1	0.61%
Biology	1	0.61%	Music	1	0.61%
Business	4	2.42%	Non degree seeking	1	0.61%

Business Management	2	1.21%	Nursing	13	7.88%
Cell/Tissue Engineering	1	0.61%	Paralegal	1	0.61%
Computer Information Systems	2	1.21%	Petroleum Engineering	1	0.61%
Criminal Justice	3	1.82%	Physical Therapy Assistant	2	1.21%
Diesel Tech	1	0.61%	Pre-Dental Hygiene	1	0.61%
Education	6	3.64%	Psychology	4	2.42%
Elementary Education	3	1.82%	Radiography	2	1.21%
Engineering	4	2.42%	Religious Studies	2	1.21%
English	1	0.61%	Surgical Technology	1	0.61%
Fine Arts	2	1.21%	Theater and arts	2	1.21%
General Studies	10	6.06%	Undecided	1	0.61%
General-International Study	3	1.82%	Wind Energy	4	2.42%
History	1	0.61%	Zoology	1	0.61%
Human Services	5	3.03%	*No Response*	*62*	*37.58%*

Appendix 2: Learning Commons Faculty Survey

Learning Commons Faculty Survey Results
May 2013

Email invitations were sent to 373 full-time and adjunct faculty. Thirty-five (35) submitted the survey, for a response rate of 9.38%. While the results presented below can provide some insight for the team developing a proposal for a learning commons, decisions should not be made solely on this information.

Note that responses to open-ended questions are presented as submitted by the respondents and have not been corrected for spelling or punctuation.

1. What would you like a Learning Commons to consist of in terms of:

- Facilities
    - A dedicated area for students to access and study anatomical models for various science classes library, computer lab, multi-media
    - areas for students to work collaboratively, individual computer stations, a presentation practice room with SMART Board, screening room as a place for students to watch class-related videos/films
    - open design, as described sounds great!
    - Central location
    - Computer, scanner, printing access, study areas, library access
    - Computers for student use. Areas for one on one or group tutoring.
    - Computers and study space
    - Seperate kiosks to ensure students are not interrupted by common noise associated with a learning center
    - I don't think I would use it in my discipline; however, this needs to be a place students can congregate even late at night.
    - New building/campus for the Albany County
    - It should have an large open meeting area with tables chairs and plugs for computers. The furnishings should be modular and able to accommodate multiple arrangements. It should have several zones with multiple smart boards so that there can break off groups which can use there own smart boards, but be integrated so that they can be shared. It should have another large room that can be reserved with a similar setup. Then there should be a couple of medium sized rooms, and a bunch of smaller rooms all smart board equipped and "reserve-able". These can be used for smaller group meetings or as quite rooms. There should be lap tops available for check out. There should be a small kitchen area (sink, fridge, etc.). Finally, there should be a small storage room for laptops, models, or other items students could check out to study.
    - I would like the LC to provide plenty of space for both faculty and students to interact in a variety of ways. I think that we need to have our different labs in one central area as well as areas for comfort and relaxation.
    - Areas where students can gather either individually or small groups. Walls can be moved to accomodate larger groups where music, small theater productions, etc, or rallies can be held. Open, airy, flexible space. Bright colors. Walls are transparent to prevent property theft and assault. Storeage area for clubs and organizations to have with moveable desks so that clubs and orgs can

hold open office hours. Everybody should be able to move through the commons area. The primary flow through so needs to work on mutiple levels.

- o Reconfigure existing spaces that are not utilized very well. We have lots of space, but it is not used very wisely. If you want students to be on a fast track, you need to support them with services, space, technology, electricity, and Wi-Fi that works.
- o A number of quiet study rooms or areas both for individual and group work would be necessary. Also, provide restrooms inside the learning common area. The main thing I would like to see are reference books, magazines, and newspapers remain on the shelves. Students, especially at the two year college level, lack a lot of basic skills that technology cannot replace.
- o I believe that multiple, smaller distributed facilities would better serve the needs of the learners.
- o A hub with spokes coming out to the individual specialty areas.
- o well ventilated, bright natural light and small study areas.
- o Space for group study (with appropriate technology -- i.e. computer, smart board), space for individual study (including individual access to computers), space for tutoring assistance (including Writing Center)
- o committee member, here
- o library, disability resources, exam lab, sage/trio, math lab, writing center, tutoring
- o Library, anything that would aid in the student being successful with exams, homework, research, etc...An area for studying both for quiet study and study groups.
- o More office space. More student learning areas. More classrooms.
- o A place for students to gather to collaborate, to study and to share ideas
- o Individual/group study rooms, presentation practice room, computer work stations, laptop friendly seating with Wi-Fi

- Services
    - o tutors, materials for classes, possibly reserved materials,
    - o math lab, writing center, computer lab, tutors, librarians
    - o Writing center including workshops, Tutoring for all disciplines, study skills workshops, access to librarians
    - o as described sounds great!
    - o Help with technology problems. Combine with Writing Center
    - o Basically everything the library does plus move over the DSS, SAGE TRiO, Writing Center, and tutoring. Like a Student Union and the Library combined.
    - o Math and writing help, general study help.
    - o writing, reading, math, and language assistance. One stop studying
    - o Individual tutoring options based on the needs of the student
    - o Marketing and program development
    - o Place for faculty office hours or space for adjuncts. Facilitate student, faculty, and staff interactions (e.g. advising). Allow access to computers. Provide access to models and resources from classes.
    - o We should provide a variety of services - a Writing Center, Tutoring, and more interaction between faculty and students.
    - o Interdisciplinary assistance for all, not a hang out for any particular demographic
    - o Kiosk services for food, drinks, coffee shop that actually can accomodate the "electic" side of life around here. WIFI. Music playing. One stop shopping for bookstore, food, pantry,student services, etc.

- o Library, student services, student support/advising, study/collaboration areas, lounge areas that make students want to stay on campus. Food every day. Technology support services.
- o A centralized tutoring, study skills, and library research assistance area would be beneficial.
- o I think that it would show support of our College's vision if the services wrre structured around the newly selected core learning abilities.
- o Not sure.
- o Like the Bowling Green model, our Learning Commons should accommodate Writing Consultants. Ideally, a specific space that would facilitate confidentiality (a.k.a. a Writing Center) should be included.
- o An individual (maybe student) who is knowledgeable about LCCC activities and services to be made available to refer individuals that are in the learning commons. Like a one stop shop!
- o Tutoring, Writing Center,
- o related services to listed facilities
- o Computer access, media, personnel to serve as resources for student academic needs (writing papers, doing research, previewing media sources), personnel to aid in directing the "lost" student to access available campus resources.
- o ???
- o Tutoring, sharing ideas and access to instructors
- o Electronic check out

- Technology
    - o computers,
    - o Computers, Smart boards, multi-media equipment
    - o MS Office Suite, LMS access, SMART Board(s) where appropriate,
    - o all the standard hardware with lots of innovative software for all purposes as described
    - o A number of computer stations (2 doxen would be nice)
    - o Computers, printer, scanner, coffee shop/emporium, bookstore.
    - o Computers, wireless.
    - o as needed to meet the needs. Software, computers,
    - o Hearing and vision impaired devices, video compliation devices, common IT components.
    - o Student account logging (Usernames) for all LCCC computers.
    - o Smart boards, laptops, ability to rearrange, plug, play and share.
    - o We should provide enough computers and technology that meet the needs of the future.
    - o workstations, a conferencing room where groups of learners can connect with somebody off campus and the technology to facilitate that
    - o What students need to hang out and be a part of something greater.
    - o We need an IT department that does not pass the buck. We need internet connections that work 24/7/365 and the support services to back that up. Students need to be able to study, eat, drink, and sleep education if we are going to try to fast track them.
    - o In terms of technology, do not include anything that would not be found in a typical LCCC classroom. White boards work as well as Smartboards, and white boards are cheaper, easier to maintain, and don't break like Smartboards always do. Plus, no student has ever said that he/she wished he/she could use or write on a Smartboard or he/she learned better because a Smartboard was in the class. Keep the technology basic.
    - o The focus could be in support of the BYOD trend in higher education.
    - o You know better than I.

- o Solely speaking about the Writing Center: This space should include 5-7 up-to-date computers with internet access for students to work on plus a computer for the consultant on duty.
- o large WIFI network with passwords posted for access
- o See above
- o related technology + presentation practice space
- o Whatever would meet the above statements.
- o ???
- o interactive whiteboards, computers with access to web ex meetings, web cams and the technology for their creativity to share ideas, access to virtual labs etc
- o See above

2. One of the ideas that has been put forth is placing the future Center for Teaching and Learning within the Learning Commons for faculty to gather and network.

    a. Would you like to see a space to accommodate the new Center for Teaching and Learning incorporated into the Learning Commons plan?

	N	%
Yes	28	80.00%
No	5	14.29%
No response	2	5.71%

    b. If so, what would you like this space to include? (Suggestions: space for committee meetings, collaboration, work space, integrative work spaces, etc.) *(Note: only respondents who answered "yes" to item 2a saw this question.)*
- o meeting space with appropriate technology--computer, smart board, etc.
- o committee meetings, collaboration, work space, integrative work spaces
- o space for small meetings and group collaborations - it would be great to let students see that faculty learn too!
- o Collaboration and integrative work space
- o Multimedia equipment and software. Meeting room(s)
- o All of the above
- o See previous comments. I would add that it should have the ability to do video conferencing.
- o This space should include the following: a space for committee meetings, a space that faculty can use for presentations, and a space for interacting informally.
- o What space does this question refer to? Is it about the Center for Teaching and Learning? If yes, I would like to see meeting space to include a conference table and the technology needed to connect to learners and resources off campus
- o All of the above.
- o Something that brings the silo's down and builds trust. This will not happen with a new building. More is not better. We need to utilize what we have more adequately. This won't change until the administration stops causing the problem to perpetuate. The problem is that administration talks but does not act in good faith, this breads isolationism. When they preach open and honest communication and transparency and then turn around and hire/fire at will, breach policies (HR policies as one example), and then we must read about the president's decisions in the newspaper before we hear it from him…pathetic. This in turn builds silos, poor communication, and a lack of trust. Then we have these big meeting with all the faculty and staff and every sits quietly and listens

because no-one wants to "rock the boat" and the administration does not want to hear they are not doing a good job. And so it goes on…mediocre education and talking behind closed doors.

- o all of the above and some classrooms where training could take place for classes like D2L etc.
- o I would like to see this space include room to house committee meetings. Large rectangular tables with comfortable chairs. If there is room available I would like to see small enclosed areas for small collaborative meetings and for other LCCC work related meetings.
- o Space for group meeting (small -- i.e. 3 to 5 people and large -- i.e. faculty from one division (~25), work space, space for one on one tutoring/assistance,
- o all of the above
- o space for committeee meetings
- o Work space, meetings, collaboration with any campus personnel not just division. Social gathering for faculty.
- o What is listed in the question - committee meetings, collaboration work spaces and integrative work spaces.
- o I would like to see this space planned for expansion to include committe meetings and collaboration and what the college may need or morph into over the next 10 years as technology and higher education changes
- o no additional suggestions

3. If you do not agree with the idea of placing the Center for Teaching and Learning within the Learning Commons, would you like areas available for faculty to meet informally with each other to discuss topics, work together, give presentations and more? *(Note: only respondents who did not answer "yes" (i.e. answered "no" or did not answer) to item 2a saw this question.)*

	N	%
Yes	2	28.57%
No	4	57.14%
No response	1	14.29%

a. If so, what kinds of spaces would you recommend? *(Note: only respondents who answered "yes" to item 3a saw this question.)*
- o A nice faculty lounge with workspace and presentation space would be great. Central location is important. Convert the private dining rooms for our use and add some computer stations. It could be complete.
- o large and small meeting areas
- o Very Zen
- o Small classroom type spaces or a coffee break/lounge type area

4. Another idea which has been presented is allowing faculty to serve some of their office hours in the Learning Commons in the effort to improve visibility and accessibility for students, as well as to foster easy collaboration between faculty and academic support services that will be housed in the Commons, such as tutoring.

a. Would you be willing to serve part of your office hours or on-campus hours in the Learning Commons?

	N	%
Yes	25	71.43%
No	9	25.71%
No response	1	2.86%

b. If so, how much time do you feel needs to be devoted to this effort? *(Note: only respondents who answered "yes" to item 4a saw this question.)*

- o a reasonable amount of time to get the task done (unsure on number of hours)
- o Not sure what this question is asking.
- o to this effort to develop a learning commons? if so, then lots of time. Our primary goal is learni
- o Personally: I would do an hour a week or so, overall core hours+evenings
- o 2 hours per week
- o enough that collectively all slots are covered
- o 2 hrs / week
- o Not sure which effort you are specifically refering?
- o 1-2 hours per week
- o To what effort?
- o 2 hours a week
- o 2 hours per week per faculty member, but they should be compensated for this time.
- o Depends on what you are asking. .. time to develop the full learning commons idea?
- o To what does "this effort" refer? Volunteer hours? The learning commons?
- o ??? which effort?
- o Enough, but should not take away from student learning and the ability for Faculty to do their jobs
- o 4 to 5 hours per week

c. If not, what are your concerns? *(Note: only respondents who did not answer "yes" (i.e. answered "no" or did not answer) to item 4b saw this question.)*
   - o While I have posted office hours, I also tell my students taht if I'm in my office to please stop in with questions, concerns, issues, etc. by me spending part of my office hours elsewhere students now have to "find me" and I don't want my students to have one more obstacle to communicating with me by having to find me first for those times I would be in the learning commons.
   - o We have our own Learning Commons area in the Business and Technology Building. I always spend time assisting students as needed in that area.
   - o Schedule does not dictate availability for sessions.
   - o My students need me in the computer lab where they are doing their work.
   - o My concern is that LCCC is moving away from teaching students and providing them with the necessary skills and foundation necessary for them to become productive employees. Instead, too much focus is placed on technology and "wowing" the students with the latest gadgets. Certain types of technology (e.g. computers)are a necessity; however, LCCC is a two year college. A number of students lack basic study and academic skills, so bogging the students down with Smartboards and interactive equipment instead of solid face-to-face instruction and assistance is only going to cause the students to be less prepared for the workforce. Technology cannot teach time management, critical thinking, and work ethics. Keep the learning commons area simple, quiet, clean, friendly, and pleasant instead of "wired."
   - o I need to have my office hours in my building where I am accessible to the studetns in my division. I do not think with my specialty that the studnets want to seek me out in another setting away from our resources.
   - o I seem to get more work done in my home office when there is no interruptions.
   - o My books, papers and tasks are located in my office. Students use ~25% of my total office hours -- the rest of my office hours I need to be working. It's too difficult to collect and take things to a different location (and then go back to get the stack of assignments that I forgot).
   - o Limited time already; Is a learning commons really a top priority?

Ludden Library and Learning Commons
Focus Group Responses

Question 1 – Seventy-one percent of faculty respondents claimed that they would be willing to spend part of their office hours in the Learning Commons assisting students (for example in the Writing Center, providing short lessons, making yourself available for tutoring, advising, reviews, etc.) How would you support this?

AM Responses:

"Drank the kool-aid."
Dedicated computer space for instructors would be needed.
- some open areas and some small office spaces

Donate office hours
     Concerns that deans may not approve faculty to hold office hours in Learning Commons
Suggested that some office hours are required in the Learning Commons
Hope to create community between faculty and faculty, student and student, and student and faculty.
Encourage students to participate in Learning Commons (important)

PM Responses:

Will be good to break down walls – build community
Level of support would be good for our students

Question 1A – What kind of services/technologies/support do we need to include to insure this is successful?

AM Responses:

Dedicated space for office hours
Disability resources – screen readers, etc.
- point of contact – need to be available
- especially technology services

Disability Support Services should be moved into the Learning Commons
Training in referral services
Handout need to showcase all services available

PM Responses:

Should be inclusive to have what students need
ITS Help Desk Support for computer lab
- make comfortable for students to ask for help – safe place

Dedicated help desk for faculty
- have student run the help desk for faculty

Outlet placement
- create spaces for students to plug-in electronic devices

Standardization of software
WiFi connection should be a strong signal

Question 1B – If you would not support this, why wouldn't this be a forum that would work for your schedule and objectives regarding student learning?

AM & PM Responses:

Everyone in both the morning and the afternoon focus groups supported the Learning Commons.

Question 2 – In what ways do you foresee utilizing the Learning Commons to improve student learning in your classes?

AM Responses:

Instructors referring students to other instructors
- students hear information different ways
- figure out different paths to the same information

Greatest value is peer-to-peer contact
- learn from each other
- figure out what instructors' want and desire

"Happy Accidents" can occur (like casual collisions)
Faculty lectures
- targeted to faculty
- have dedicated space for these lectures/forums
- students may attend
- role-model learning to students

Student can see they are not the only ones who struggle
Change the Writing Center to incorporate communication and reading

PM Responses:

Referral services
More access for students to have access to software
- Adobe suite
- Business building software
- CAD
- other proprietary software

Faculty muse be willing to commit to serve and support the Learning Commons

Question 3 – Are there areas that we are missing for the Learning Commons to succeed?
Example Services: 24-hour computer lab with ITS support, Writing Center, Math Lab, Language Lab, Student Success Center, Multimedia Production/Presentation Center, Center for Teaching & Learning, Faculty Learning Lounge, Print Production Center, and Café.

AM Responses:

Mini-lectures/seminars for APA, Chicago, MLA, etc. and other topics
Pooling of resources into one areas
Disability Support Services
Exam Lab
Dedicated website for the Learning Commons

PM Responses:

Individual study rooms
Outlets
Collaboration units
Displays and exhibits

Question 4 – How do you see your role in helping the Learning Commons succeed?

AM Responses:

Referral, referral, referral
- Having information available for other services available on-campus
Everyone present was willing to donate office hours, mini-lectures, handouts, materials, etc.

PM Responses:

Being advocates for students
- referring students
Offering to help staff
Center for Teaching Excellence could be moved to the Learning Commons
- have disciplined specific presentation rooms

Appendix 4: Campus Computing Lab Hours

Arp Building Computer Lab
Arp Building, Room 148 is an open computer lab with 10 computers.
Monday-Friday 8 a.m.-8 p.m.

Business and Technology Commons
There are two open commons areas in the Business and Technology Building; one on the lower floor and one on the upper floor. These areas are open any time the building is, which typically is 6 a.m. to 10 p.m.

Ludden Library
Fall and Spring Semester Hours
       Monday-Thursday 8 a.m.-9 p.m.
       Friday 8 a.m.-4:30 p.m.
       Saturday 10 a.m.-4 p.m.
       Sunday 2:30 p.m.- 7:30 p.m.
Summer Hours
       Monday-Thursday 8 a.m.-6 p.m.
       Friday 8 a.m.-3 p.m.
       Saturday 12-9 p.m.

Student Computer Center, Fine Arts Building, Room 171
Fall and Spring Semester Hours
       Monday-Thursday 7:30 a.m.-9 p.m.
       Friday 7:30 a.m-5 p.m.
       Saturday-Sunday 10 a.m.-4 p.m.
Summer Hours
       Monday-Thursday 7:30 a.m.-6 p.m.
       Friday 7:30 a.m.-4 p.m.
       Saturday 10 a.m.-2 p.m.

Appendix 5: Center for Teaching and Learning Prospectus

Charge:

In late October 2012 President Schaffer formed a Task Force charged with the development of a prospectus/business plan for the establishment of a Center for Teaching and Learning at LCCC. The Center was proposed as an avenue for the development and promotion of excellence in teaching at the College. More specifically, the Center would provide the mechanism in which the College would positively and purposefully develop its faculty into the best community college educators in the region. Dr. Schaffer asked that plans for the Center have a significant focus on the development of new faculty at the college and look at continued professional development of all faculty at LCCC as well.

What follows is a summary of the Task Force work to date. Through a series of meetings and online collaboration managed through a wiki, the Task Force has arrived at a CTL Mission, Vision, and Overarching Goals and Objectives. Included as well is a preliminary discussion of staffing ideas provided for purposes of securing the funding needed to get the Center off the ground in FY2014. The Task Force recognizes that additional conversations are needed to further discuss the curricular offerings and programming of the Center.

Center for Teaching and Learning,
Mission Statement:

"To offer all who teach diverse development opportunities conducive to enhancing student learning and teaching excellence."

Center for Teaching and Learning,
Vision Statement:

"A community engaged in a spirit of creativity, collegiality, and scholarship that is devoted to the purposeful and informed development of all those who teach."

Center for Teaching and Learning,
Overarching Goals:

The objectives are shown as bulleted indents under the goal they serve.

1. **Foster a collaborative culture of exemplary teaching where faculty is dedicated to continual progress toward excellence**
   o Promote a community of teacher-scholars where the theory and practice of teaching and learning are valued, shared, and sustained
   o Promote purposeful orientation and mentoring among the faculty
   o Support a climate conducive to open, regular, and collegial discourse about teaching and learning
   o Provide opportunities for faculty to share teaching experiences and expertise
2. **Provide resources that foster the professional growth of faculty as teachers and advisers, particularly in ways that impact student learning**

- o Offer physical spaces for faculty collaboration on teaching and learning
- o Provide a Center for Teaching and Learning library of educational books and media
- o Develop and maintain a website that serves as a collaborative and informative space
- o Offer instructional technology resources (e.g., interactive white board, LMS, etc.)

3. **Promote informed, student-centered teaching that engages students in effective learning**
   - o Identify and promote instructional strategies that maximize student learning
   - o Identify and analyze trends in student achievement gaps
   - o Support strategies to overcome achievement gaps
   - o Encourage a focus on how students learn
   - o Investigate how different teaching approaches can impact student learning

4. **Provide a comprehensive program of faculty support for academic programs and student learning assessment activities**
   - o Build on and facilitate existing faculty development initiatives in the assessment of institutional, program, and course competencies
   - o Provide resources to assist academic units with assessment planning

5. **Support all who teach in achieving their full potential in pursuit of enhanced student learning**
   - o Support effective, evidence-based and inquiry-based scholarly teaching among our faculty
   - o Serve as a hub for the exploration and dissemination of current research in teaching theory and practice
   - o Support initiatives in education research both within and across disciplines
   - o Provide opportunities for renewal and growth in teaching to faculty at all stages of their career
   - o Support faculty self-reflection and provide the opportunity to receive feedback on one's teaching
   - o Provide input on measures of teaching performance
   - o Align the offerings of the Center for Teaching and Learning so they are directly relevant to and supportive of continuous improvement for all those who teach

6. **Establish purposeful connections across all elements of the college in order to support student learning.**

Center for Teaching and Learning,
Curricula and Programming

The proposed focus of the Center is great teaching. The Task Force recognizes that the establishment of the Center poses an excellent opportunity to focus all educators on the science of teaching. We believe a close examination of their students' learning can lead all those who teach to reconsider how they conduct themselves as teachers and the impact of that conduct on student achievement. The Scholarship of Teaching and Learning (SoTL), the Teaching Commons, and the Great Teachers Seminar (Western Wyoming Community College embarked on this initiative in 2012) are among several national movements embraced by college faculty where improved student learning has been attributed to this type of faculty inquiry. Each of these initiatives has in its core a focus on learner-centered teaching, reflective practice, and improved student learning as a direct result of excellent teaching. The Task Force cautions against the adoption of a packaged philosophy for the Center. However, there are common threads in many that we believe can

provide the foundation for the development of excellent teaching practices among all those who teach at LCCC.

An initial brainstorm of topics that could form the Center's curriculum included teaching strategies, learning theory, pedagogy, andragogy, and the effective use of technology. Additional conversation focused on initiatives currently underway at LCCC to address student assessment, student advising, and faculty assessment.

The phrase "all those who teach" appears in several of the statements describing the Center and serves as a reminder that the work of educating in the college community is an endeavor that is shared by many. The Task Force recognizes that the Center must begin its work with an initial audience and proposes that the Center serve first those faculty members beginning their career with the college in the Fall 2014 semester. This would set the stage for a redesign of the new faculty development which currently includes a very loosely defined portfolio component and a mentoring program that has very little structure.

Environment and Staffing

The Center is in need of a home as well as staffing. The Task Force discussed potential physical requirements and optimal locations to make the Center a visible element in the college. One vision of an established Center includes a conference room where small groups could convene and focus on program planning and curricular matters, and a lounge area suitable for group conversations where the college culture of collegiality and collaboration can begin to grow and will be fueled and where conversations around teaching can be shared. Additional needs will be office space, and presentation space where the programming of the Center can be delivered. The establishment of a visible, centrally located and identifiable location for the Center will help to communicate its presence as an important campus entity. The building of a Center that meets these specifications will take time and resources; the Task Force is not proposing that a space of this design is a requirement in the launch of the Center's programming.

The Center's offerings will dictate space and material needs which are likely to flux as the Center develops. The Task Force is confident that existing classroom spaces can be used to meet the needs of the Center in its early years.

In this foundational year, the Task Force proposes staffing the Center with a Director. This position would be charged with formalizing many of the policies and practices of the Center as well as establishing programming objectives to meet the needs of the initial audience identified above. As the Center grows to include outreach across campus it will be important to revisit the position of Director for consideration of administrative assistance to meet the Center's functions.

Costs

In an early conversation regarding the Center Dr. Schaffer indicated an availability of funds to support exploratory visits to other campus Centers, as well as conference opportunities to examine the role of such centers in the community college. Such research represents the only

anticipated costs for establishing the Center outside of actual startup expenses to include recruitment and hiring of a Director and positioning that person in an office on campus. The Human Resources Office provided an annual figure of $78,000 - $81,000 to compensate a Professional Level II position. This figure represents salary and benefits.

Considerations

The Center for Teaching and Learning is an excellent concept that will ultimately serve the students and the academic experience at LCCC for many years to come. This Task Force is prepared to continue working to solidify the plans for the Center in order to pave the way for its inception in FY2014.

Task Force members

Chair: Kari Brown-Herbst
Members: Les Balsiger, Mohamed Chakhad, Trina Kilty, Melissa McAllister, Scott Moncrief, Paulette Pardun, Chrissy Renfro, Cathy Rogers, Maryellen Tast

Appendix 6: Follow-up Recommendations to Support Students with Disabilities

Offer common assistive technology in the Computer Lab, Writing Center, and Exam Lab for those students requiring it. Presently, assistive technology is only located in the Disability Support Services lab with limited availability (core operating hours). Placing assistive technology in the Learning Commons will students will enable student use after core business hours. Assistive technology recommended:

Kurzweil 3000 ($1300-$1500)

Kurzweil 3000 is the comprehensive reading, writing, and learning software solution for any struggling reader, including English Language Learners and individuals with learning difficulties such as dyslexia or attention deficit disorder.

Access to Any Curriculum - The software can access virtually any information, whether it is printed, electronic, or on the Web. Because Kurzweil 3000 is also content independent, it can be used to help students succeed in the classroom, regardless of curriculum or lesson plan.

Inspiration ($29.50-$320 depending on how many licenses)

Powered by the proven strategies of visual learning, Inspiration supports improved achievement for secondary students and adults. Inspiration strengthens critical thinking, comprehension, and writing across the curriculum.

Inspiration is the essential tool students rely on to plan, research, and complete projects successfully. With the integrated Diagram and Outline Views, they create graphic organizers and expand topics into writing. This powerful combination encourages learning in multiple modes. As a result, students gain and retain a better understanding of concepts and demonstrate knowledge, improving their performance across the curriculum.

WordQ, SpeakQ ($279)

WordQ can be used along with any standard writing software (e.g., Microsoft Word, WordPad, Notepad, or Outlook). When you type a letter, WordQ predicts what you might want to write and displays a list of correctly spelled words from which you can choose. When you see the word you want, you can choose it with a single keystroke or with the mouse. If you need help deciding which word to use, each word can be read aloud before you make a selection.

When you finished typing your sentence, WordQ can read it back to you. Then you can hear if there are any mistakes such as missing words or punctuation. Often you can hear mistakes that you can not see.

SpeakQ - You can do everything that WordQ does, plus you can write by speaking. At any time you have the choice of typing with the keyboard, using word prediction, or speaking straight into your text. Speech recognition and word prediction are integrated to enhance the effectiveness of each other.
You can train SpeakQ to recognize your speech using texts provided that match your reading level or you can write your own training texts. An innovative training interface makes training simple. Just listen to the computer speak and repeat after it!

MATH TYPE 6 ($57-$97)

Math Type 6 is an accessible math program for students with physical limitations who are unable to write out math equations.

Exploring the Learning Commons: Tutoring Moves into Hinckley Library

Renee Dechert, Writing Center Director
Susan Richards, Library Director
Carol Zawacki, Peer Tutoring Specialist

Learning Commons Created

In 2010, Northwest College, a community college located in Powell, Wyoming, began a major library renovation. The original project involved increasing library square footage, plus adding a technology-infused classroom, more student study rooms, and a late-night study area. In addition, then Vice President Sher Hruska and Library Director Susan Richards decided to invite two student support services, Peer Tutoring Services and the Writing Center, to move into the library and consolidate services. The remodel would create a reception area for peer tutoring with a small study space and an office for the Peer Tutoring Specialist, as well as another office for the Writing Center Director. Peer tutors would work throughout the library, either at tables or in small study rooms with whiteboards.

The remodel created a learning commons that has altered the way in which the library functions and provided additional learning opportunities for students. A February survey of students reported in the student newspaper, *Northwest Trail,* showed that the library/learning commons became the most popular campus location for studying,[1] and library building usage corroborated the result – a 28% increase in building usage since fall 2010.

With the relocation of peer tutoring and the Writing Center, Hinckley Library began its transition from an information commons to a learning commons. As Scott Bennett writes, "Information commons emphasize the interdisciplinary character of information . . . . In effect, [they] marry the best offerings of information technology staff and of librarians."[2] Bennett goes on to observe:

> The core activity of a learning commons would be not the manipulation and mastery of information, as in an information commons, but the collaborative learning by which students turn information into knowledge and sometimes into wisdom. A learning commons would be built around the social dimensions of learning and knowledge and would be managed by students themselves for learning purposes that vary greatly and change frequently.[3]

Northwest College library and tutoring staff members envision the library physical space and virtual space as more than a place for students to locate information; learning became a more visible and dynamic activity, with faculty and students interacting in new ways.

Hinckley Library, Peer Tutoring Services and the Writing Center all had a heritage of service to enhance student learning. The new learning commons concept has strengthened each unit's ability to deliver that service.

---

[1] Wiley, Cheyenne, "Top Places to Study: Quiet Spaces Make for Popular Study Spaces," *Northwest Trail* 56 (February 14, 2013):6.

[2] Scott Bennett, *Libraries Designed for Learning.* (Washington, DC: Council on Library and Information Resources, 2003), 37.

[3] Ibid., 38.

Hinckley Library

Northwest College's Hinckley Library, with a staff of four professional librarians, supports the curriculum of a two-year college with both a significant population of students who prepare for transfer to four-year programs and a population of students who study for immediate placement in the workplace in areas such as health sciences, photography, agriculture, welding.[4] Mission diversity presents challenges in developing the collection and providing research instruction to students.

In 2007, the State of Wyoming legislature provided significant funding to the seven Wyoming community colleges to jointly purchase electronic library resources. This money enabled librarians to select and provide research-level resources that many comparable community colleges cannot provide. Not only were these resources a boon to the types of assignments faculty could expect students to complete, but they provided a rare opportunity for librarians to fundamentally change the nature of library instruction. At nearly the same time, NWC decided to remodel and add to existing library space.

Peer Tutoring

Northwest College provides free tutoring for any student in any course – anything from math to welding, photography to anatomy and physiology. In order to be a peer tutor, a student must earn an "A" in the course, be recommended by the instructor, complete an online Moodle course, participate in ongoing training, and sign a contract. Peer tutoring typically employs 20-30 peer tutors each semester who provide individual, drop-in, and group study opportunities. Peer tutoring uses *TutorTrac* to facilitate appointment scheduling; the program also provides a means for gathering data.

Until the fall of 2010, Peer Tutoring was housed in the basement of a residence hall at the edge of campus. They shared common space and individual tutoring rooms with several other student services operations. They were crowded, and in spite of extensive public relations work, were not visible to students who could benefit from their services.

The Writing Center

Northwest College also has long provided students with tutoring in writing. Historically the program had four tutors and was located in an empty office in the English Department.   While students availed themselves of writing tutors, faculty members were convinced that there were many more students who could make good use of writing tutoring.   Relocation to the library could change that.

Learning Commons Successes

In 2011-12 librarians conducted 157 research instruction sessions for 2,272 students, a 54% increase from instruction conducted in 2008-09, the year before renovation and the learning commons were completed. Expanded research resources, a state-of-the art classroom, and faculty eager to have their students exposed to the learning commons space and resources contributed to this increase.

After moving to the library, peer tutoring saw a 40% increase in traffic. During 2010-2011, 400 students or approximately 20% of the student population used peer tutoring and the writing center, for a total of 2,816 visits.

When the Writing Center moved to the learning commons, staffing was increased to five faculty

---

[4] Northwest College's FTE enrollment for fall 2011 was 1,984 students; fall 2012 FTE was 1,925 students.

tutors and three peer tutors. The faculty tutors have a range of areas of expertise (e.g., ESL, creative writing, technical writing) and provide more advanced feedback for students working on capstone courses or more advanced research. Writing Center Director and Professor of English Renee Dechert is committed to providing opportunities for students who are pursuing English or English Education degrees and wish to develop their teaching skills. Moreover, some students are more comfortable working with peers rather than faculty.

The Writing Center has entered into a highly collaborative relationship with peer tutoring. They share work-study students and often tutors. This arrangement allows the students to get more tutoring work and contributes to the sense of community that exists among the tutors in peer tutoring and the Writing Center. In addition, moving the Writing Center from the English Department had the effect of making the Center less an English resource and more a campus resource. The Writing Center has averaged 297 tutoring sessions per semester since the move, a significant increase in traffic.

Even with faculty and students clamoring to make use of library services, library staff had the following concerns about allowing new tutoring services to be housed in the building:

- What would the relationship between the library and tutoring entail, specifically in terms of communicating with students?
- What library resources (e.g., photocopier, office supplies, etc.) would tutoring have access to?
- How will library staff ensure library resources are used correctly?
- What is the building access policy?
- How do library staff and tutoring staff communicate most effectively?

In the end, none of these issues presented problems in large part because the library staff, the Peer Tutoring Specialist, and the Writing Center Director signed a contract agreeing on policies to address these issues. All involved would agree that the relationship has been beneficial.

Because the new library space was attractive and very functional, the library has had to deny requests by several administrative units to move into the building. None of these requests fit with the philosophy and direction of the learning commons, so were relatively easy to refuse. Any future service units added to the library building (there is no additional space at this time) must have a direct and beneficial link to the learning commons concept.

Faculty Officing

As Writing Center Director, Professor of English Renee Dechert relocated from her office as an English Department faculty member to the library. Concern about what the physical relocation might mean in terms of relationship dynamics with students and colleagues quickly disappeared. The move enhanced interaction with students enrolled in her courses, who Dechert often encountered in the library with questions that she suspected would go unasked if they had been forced to go to her former office. Second, she became a resource for other students, including peer tutors and their students. Often, they would ask questions about navigating the college, such as whether to drop a class or where to go for particular college information. Like most faculty and staff, Dechert was able to provide students with answers or direction. Finally, Dechert noticed that her new office helped her refocus her role as a faculty member. Rather than returning to the faculty after finishing a class, she instead returned to peer tutoring, a place alive with student activity. "Being in peer tutoring reminds me of what my job is about," Dechert said.

Future Plans

Participants in the Hinckley Library Learning Commons are pleased with the results thus far but continue to improve the commons concept. Plans include:

- **Develop joint learning outcomes and an assessment plan.** Each unit (library, peer tutoring, and the writing center) has its own set of learning outcomes and assessment tools. Joint outcomes and assessment will present some difficult challenges, but the group is determined to make this happen.
- **Encourage more faculty to hold office hours in the library.** Already, several faculty have been identified and agreed to be available in the library at least one hour per week. This group of faculty will be from across the curriculum and will complete an evaluation form documenting their experiences. There is no intent to move faculty offices permanently into the building, but to encourage more informal interaction between students and faculty within the learning commons.
- **Train writing tutors to help students with research projects.** Writing tutors typically receive library research instruction as part of their own classes; training to help them make the link between tutoring in writing and getting quality sources to improve students papers will be a further step in the evolving learning commons.
- **Develop more structured learning spaces in the library.**   The library classroom does not provide enough teaching space to serve the busy instruction program and allow faculty who want to teach a class session or two in the library during each semester. While there is no obvious space to create additional formal teaching spaces, the learning commons participants will attempt to identify a way to provide such space.

The evolving learning commons at Northwest College has been an exciting project, one that will most likely never be finished. Librarians, tutoring staff and the Writing Center Director all brought concerns to the new arrangement. Central, however was a mutual commitment to enhanced student learning, Indeed, not only has the learning commons proven to be a success from the staff perspective, but hundreds of students at Northwest are benefitting from this new way of envisioning and delivering traditional services.