

2012-05-08

# Fast Track Learning Commons

Dexter, Paul

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Dexter, P, Grubb, B. & Moore, E. "Fast Track Learning Commons". Presented at the 6th Canadian Learning Commons Conference, May 7-9. 2012, University of Calgary, Calgary, Alberta, Canada.

<http://hdl.handle.net/1880/49134>

*Downloaded from PRISM Repository, University of Calgary*



# **Fast Track Learning Commons**

*Paul Dexter*

*Bill Grubb*

*Ed Moore*

# Who We Were

**USM Libraries  
3 Campuses / 3 Libraries  
"in silos"**

- A stand-alone Learning Center on the Portland campus with three subject areas and no web presence
- Math tutoring in the Gorham Math Center, and 10 hours weekly of Writing Assistance in the Gorham Library



# The Conversation



David Nutty,  
Director of USM Libraries



Beth Higgins, Executive Director of  
Student Success



Ed Moore, Circulation Associate,  
Gorham Library



Bill Grubb, Head of Reference



Paul Dexter,  
Coordinator of Student Success Center



Casandra Fitzherbert,  
Head of Access Services

Creating a Community of Collaboration,  
Communication, Conversation, Independent  
Learners, Questions, Assessment & Learning

# The Solution!

Partner: “The whole is greater than the sum of its parts”

- Share space
- Share staff
- Eliminate duplication of services

*The goal: to enhance student learning and ultimately student success through partnerships*





Spoke with Seattle University and Dr. James Elmborg at University of Iowa



### December 2011

Major construction completed and the new spaces are occupied



Implementation plan and grant submission

| September 2011 |     |     |     |     |     |     |
|----------------|-----|-----|-----|-----|-----|-----|
| SUN            | MON | TUE | WED | THU | FRI | SAT |
|                |     |     |     | 1   | 2   | 3   |
| 4              | 5   | 6   | 7   | 8   | 9   | 10  |
| 11             | 12  | 13  | 14  | 15  | 16  | 17  |
| 18             | 19  | 20  | 21  | 22  | 23  | 24  |
| 25             | 26  | 27  | 28  | 29  | 30  |     |

- Construction begins and the new service model is implemented in temporary space
- Gorham location operates amidst construction
- AskOnline is implemented

# Concept to Reality



### Summer 2011

Plan, meet with stakeholders, secure resources (CTEL), training



- Literature reviews, conversations among partners
- Visit Plymouth State University, Champlain College



No grant, but USM funds project at \$420,000



An architect is chosen and online platforms are examined to host tutoring and research assistance



The Student  
 "The Student is the Center of the World"  
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 "The Student is the Center of the World"



to the planning  
 separate spaces.

pace

stance

| DECEMBER 2010 |     |      |     |       |     |     |
|---------------|-----|------|-----|-------|-----|-----|
| Sun           | Mon | Tues | Wed | Thurs | Fri | Sat |
| Note:         |     |      |     |       |     |     |
|               |     |      |     |       |     |     |
|               |     |      | 1   | 2     | 3   | 4   |
| 5             | 6   | 7    | 8   | 9     | 10  | 11  |
| 12            | 13  | 14   | 15  | 16    | 17  | 18  |
| 19            | 20  | 21   | 22  | 23    | 24  | 25  |
| 26            | 27  | 28   | 29  | 30    | 31  |     |

Spoke with Seattle University  
and Dr. James Elmborg at University of Iowa

| <b>JANUARY 2011</b> |            |             |            |              |            |            |
|---------------------|------------|-------------|------------|--------------|------------|------------|
| <b>Sun</b>          | <b>Mon</b> | <b>Tues</b> | <b>Wed</b> | <b>Thurs</b> | <b>Fri</b> | <b>Sat</b> |
| 30                  | 31         |             |            |              |            | 1          |
| 2                   | 3          | 4           | 5          | 6            | 7          | 8          |
| 9                   | 10         | 11          | 12         | 13           | 14         | 15         |
| 16                  | 17         | 18          | 19         | 20           | 21         | 22         |
| 23                  | 24         | 25          | 26         | 27           | 28         | 29         |

Implementation plan and grant submission



| <b>FEBRUARY 2011</b> |     |      |     |       |     |     |
|----------------------|-----|------|-----|-------|-----|-----|
| SUN                  | MON | TUES | WED | THURS | FRI | SAT |
|                      |     | 1    | 2   | 3     | 4   | 5   |
| 6                    | 7   | 8    | 9   | 10    | 11  | 12  |
| 13                   | 14  | 15   | 16  | 17    | 18  | 19  |
| 20                   | 21  | 22   | 23  | 24    | 25  | 26  |
| 27                   | 28  |      |     |       |     |     |

| <b>MARCH 2011</b> |     |      |     |       |     |     |
|-------------------|-----|------|-----|-------|-----|-----|
| SUN               | MON | TUES | WED | THURS | FRI | SAT |
|                   |     | 1    | 2   | 3     | 4   | 5   |
| 6                 | 7   | 8    | 9   | 10    | 11  | 12  |
| 13                | 14  | 15   | 16  | 17    | 18  | 19  |
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| <b>APRIL 2011</b> |            |             |            |              |            |            |
|-------------------|------------|-------------|------------|--------------|------------|------------|
| <b>Sun</b>        | <b>Mon</b> | <b>Tues</b> | <b>Wed</b> | <b>Thurs</b> | <b>Fri</b> | <b>Sat</b> |
|                   |            |             |            |              | 1          | 2          |
| 3                 | 4          | 5           | 6          | 7            | 8          | 9          |
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| <b>MAY 2011</b> |            |             |            |              |            |            |
|-----------------|------------|-------------|------------|--------------|------------|------------|
| <b>Sun</b>      | <b>Mon</b> | <b>Tues</b> | <b>Wed</b> | <b>Thurs</b> | <b>Fri</b> | <b>Sat</b> |
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## **Summer 2011**

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secure resources (CTEL), training

## September 2011

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## **December 2011**

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and the new spaces are occupied



# The Final Product

The architect listened and brought learning space concepts to the planning process, such as the use of color and low book shelving to separate spaces.

**A central, obvious service desk for librarians and student workers & graduate assistants**

**Tech-enabled group study rooms, bookable online**

**Flexible, comfortable spaces and furnishings**

**Dedicated faculty/student collaboration space**

**A presentation recording studio**

**Online scheduling for all tutoring, research, writing, and technological assistance**

# Portland



# Gorham

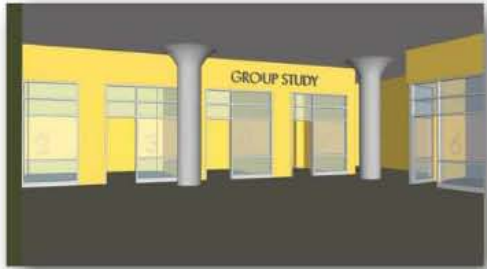
Seminar Classroom

Group Study Rooms

A/V Recording "Vault"



Learning "Pods"



Computer Clusters



Faculty Work Rooms

Commons Help Counter "The Desk"



A/V Media Lab



Student Lounge Area



USM LEARNING COMMONS RENOVATIONS • GLICKMAN LIBRARY  
RESEARCH • LEARNING • WRITING • TECHNOLOGY

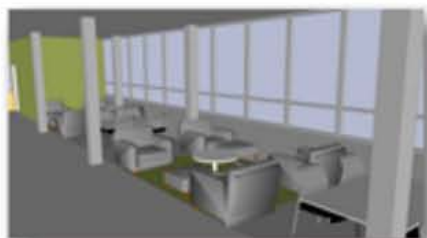


# Portland



Student Lounge Area

Seminar Classroom



Group Study Rooms

Faculty Work Room /  
Technology Assistance

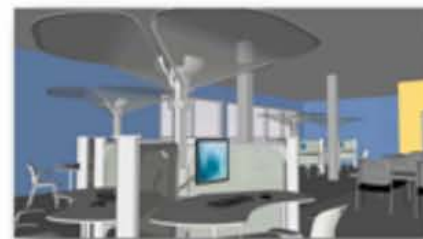


Renovated Entrance



Corridor Glazing

Learning "Pods"



**USM LEARNING COMMONS RENOVATIONS • GORHAM LIBRARY**

RESEARCH • LEARNING • WRITING • TECHNOLOGY









# Fully integrated service

Service “islands” within the library were replaced with fully integrated services from one desk.

- Gorham: Circulation, tutoring, reference/research, testing, tech assistance, and more....
- Portland: Reference/research, tutoring, testing, recording studio oversight, tutorial production, and more...



# Results

- Gained political traction and attention
- Positioned the library as a forward-looking partner
- Increased service offerings
- Improved and expanded tutoring services
- Increased referrals from across campus

## Learning Commons Feedback Spring 2012

Education [Edit](#)

[Design Survey](#)

[Collect Responses](#)

[Analyze Results](#)

[View Summary](#)

[Browse Responses](#)

[Filter Responses](#)

[Crosstab Responses](#)

[Download Responses](#)

[Share Responses](#)

Default Report

[+ Add Report](#)

### Response Summary

Total Started Survey: 11  
Total Completed Survey: 11 (100%)

Select a page to view below or [view all pages](#):

[#1](#)

PAGE: 1

1. How did you hear about The Learning Commons? (Please check all that apply)

[Create Chart](#)

[Download](#)

|   | Response Percent | Response Count                 |
|---|------------------|--------------------------------|
| From another student  | 60.0%            | 6                              |
| At an Orientation event                                     | 40.0%            | 4                              |
| Printed materials (flyers/brochures)                        | 30.0%            | 3                              |
| From one of my professors                                   | 40.0%            | 4                              |
| During a class visit from a Learning Commons representative | 10.0%            | 1                              |
| From my academic advisor                                    | 40.0%            | 4                              |
| Via email   | 10.0%            | 1                              |
| Didn't know until I arrived at the library                  | 30.0%            | 3                              |
| Other (please specify)                                      |                  | 2                              |
|   |                  | <a href="#">Show Responses</a> |
| <b>answered question</b>                                    |                  | <b>10</b>                      |



# Online Tools



- AskOnline : online portal for all tutoring
- OpenRoom: online scheduling of all group study rooms
- LibGuides: research guides, tutor-support resources, and a platform for online tutorials
- LibAnswers: FAQs and chat service for integrated services
- Online tutorials/presentations: co-created between Reference Librarians and tutors within disciplines

# What Worked

- Funding from multiple sources
- Weekly meetings of all partners
- Creation of partnerships and the strengthening relationships

*Get students excited  
and invested!*

- USM Libraries
- Student Success
- CTCL
- Athletics
- Greek Life
- Biology
- Math
- English
- Business
- IT

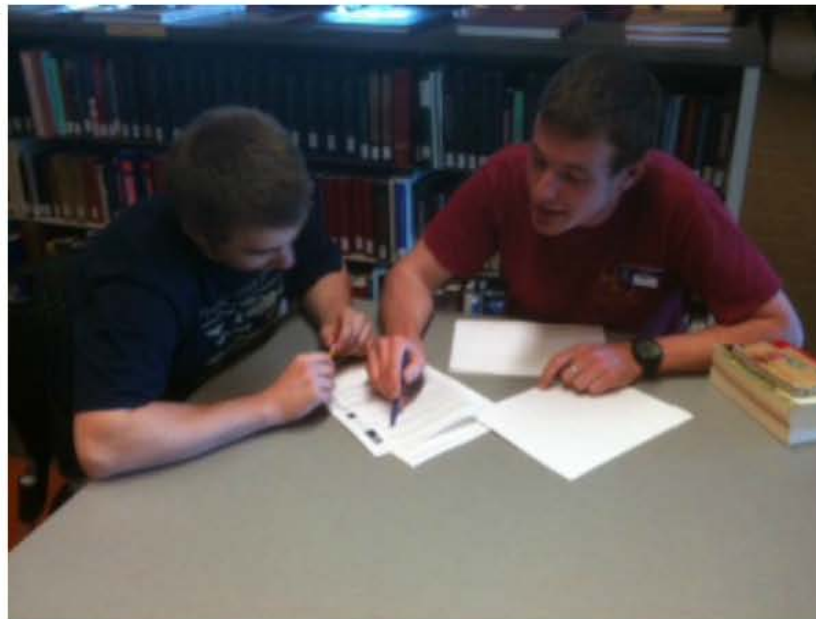
# Challenges

- **Construction issues  
(budget, carpet, power)**
- **Student training**
- **Staff hesitation**
- **It's no longer a quiet floor**



# Advice

- **Partnerships work; get buy in!**
- **Focus on student needs, not staff “needs”**
- **Find an architect who shares your vision**
- **Plan on delays**
- **Maximize electrical outlets or ports**
- **Expect staff hesitation**



# What's next?

- Create new partnerships
- More fully integrate information literacy
- Peer-academic coaching
- Explore additional technologies
- Marketing



*Questions?*

[usm.maine.edu/learningcommons](https://usm.maine.edu/learningcommons)



**Thank you!**