



professional support staff at .5 FTE and faculty at .2 and .4 FTE), and collaboration with already busy faculty takes time and flexibility the current staffing does not allow for. Peer educator training is also time consuming and must be repeated yearly due to high turnover rates caused by students transferring or finding better paying jobs in retail or offices.

Goals and Objectives

The Learning Commons is a means of more strongly integrating classroom instruction and academic support services. The program's Mission is to support Gavilan students in becoming independent and successful learners by collaborating with faculty and other campus programs to target key academic skills students need to meet cross-disciplinary course SLOs. For the next 1-3 years, the Learning Commons has these primary goals:

- Assist faculty in innovating curriculum to support students to meet SLOs.
- Integrate academic support services to increase student usage and satisfaction.
- Increase student and faculty access to and use of collaborative, technology-rich learning environments.

In service of these goals, the primary activities of the Learning Commons include

- 1) **Access to Collaborative Workspace and Technology:** curating both planned and spontaneous learning opportunities for students to work on scholarly activities with other students, faculty, peer educators, and staff in a flexible, technology-rich space;
- 2) **Learning Activities:** developing, implementing, and assessing learning activities in collaboration with faculty to target “sticking points” or key academic skills students need to meet cross-disciplinary course SLOs.
- 3) **Professional Learning:** facilitating professional learning opportunities for peer educators, faculty, and staff to learn about SLOs, academic skills, and best practices in providing academic support.
- 4) **Collaboration & Integration of Academic Support Services:** collaborating with other academic support services to integrate support;

The Learning Commons model has solidified significantly in just 2 years to focus on the cross-disciplinary academic skills commonly found in course SLOs. The first goal for the next 3-5 years will be to increase the number of faculty who participate in learning activities that target these skills. The next goal is to do meaningful assessment of the impact of faculty and student participation in learning activities. The next goal is market widely to the campus through professional-learning opportunities to encourage faculty to target SLOs through participation in learning activities. With an increase in staffing and incentives for faculty to innovate their curriculum and assess SLOs, the Learning Commons model could be more effectively evaluated and marketed, and collaborations with faculty and academic support programs could be more fully explored and strengthened.