Since its inception in Fall 2015, the Learning Commons at Gavilan College has undergone significant changes in structure and staffing. At the same time, the numbers of students and classes served by the Learning Commons has consistently increased. Several improvements are needed to ensure the Learning Commons ability to best serve the students and classes utilizing the services, including hiring more support staff and dedicating more faculty to the program, increasing student pay to be competitive, upgrading to a new usage-tracking system, upgrading outdated electronic equipment and software, and providing institutional support for strengthening integration of academic support with classroom instruction and other campus resources and for meaningful evaluation of program outcomes. Furthermore, to facilitate the evolving integration of academic support with classroom instruction as a part of guided pathways, the Learning Commons looks forward to receiving institutional support.

Strengths of the Program
- Integrated and collaborative model, ready for guided pathways
- Consistently high usage numbers
- Development of strong assessment measures
- Leadership and collaboration of students, faculty and staff
- Collaborative, cross-disciplinary training for peer educators

Suggestions for Improvement
- Increase peer educator pay
- Increase qualified faculty and staff in the Learning Commons
  - Full-time Program Coordinator (needed to increase collaboration with faculty, to provide sufficient oversight of services, and to perform administrative/programmatic duties)
  - Instructional Program Specialist
- Upgrade equipment and software (i.e. tracking software, MS Office 2016/365, computers)

Trends Affecting the Program
Learning Commons outreach consistently finds that instructors are interested in partnering with the Learning Commons yet have little time during the academic year to commit to intensive exploration and development of Learning Activities to support students in developing the academic skills they need to succeed in their classes. In addition, faculty commonly identify information and technology literacies as "sticking points" for their students, so activities that target these literacies—from reading challenging, discipline-specific text to understanding assignments and navigating databases to evaluating information—are key academic skills. These academic skills map to course SLOs, so Learning Commons-developed activities focus on targeting common, cross-disciplinary SLOs.

In its first two years, either the organizational structure or staffing changed each semester, a challenge that has altered the Learning Commons model and made meaningful evaluation beyond collecting usage data difficult. Timekeeper, the collection system available, does not allow for distinctions in types of services provided, and the Learning Commons relies on a cumbersome mixture of paper in-take forms, Timekeeper, and WCONLINE to track the various ways the space and services are used. The administrative duties are time-consuming for the limited staff (one