

Spoon River College

Learning Resource Center

ANNUAL REPORT 2020-2021

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Mission

The Learning Resource Center integrates academic support services and resources for students, faculty, and the SRC community in order to promote teaching effectiveness, student success, learning opportunities, and student retention.

We carry out this mission by:

- Providing *tutoring, mentoring, and learning resources* to help students achieve academic and personal goals
- Providing access to library services, collections, and resources in order to meet the intellectual, creative, and professional needs of students, faculty, and residents of the community college district
- Supporting the instructional objectives of the faculty with a goal of increasing student success and retention

History

Spoon River College received a 5-year Title III grant that began in 2005. One of the primary goals of the grant was to create an Academic Success Center (ASC). In the fall of 2006, Academic Success Centers were opened on both the Canton and Macomb campuses. During that time services included peer tutoring, online tutoring offered through Smarthinking, success coaching, intervention for ‘at-risk’ students, professional tutoring, advising, Math Homework Hall, study groups, computer assistance, workshops, and a place to study. In Macomb, library services were merged with the ASC when they moved to a bigger location (now the Student Lounge) in 2007. Due to additional growth, the Macomb ASC location moved again in 2010 to the renovated auditorium on the second floor.

Upon completion of the grant in September of 2010, the centers were integrated into the college budget and continued to operate for an additional five years. During that time, services and staffing were adjusted based on the needs of students. In 2014, plans for merging the library and Academic Success Center began to take shape. In the fall of 2015, the Pat Russell family made a sizable donation to the SRC Foundation. As a result, the library was renamed the Patricia H. Hoeft Russell Learning Resource Center. These funds made it possible for much needed library updates such as carpeting, a new circulation desk, new shelving, computer stations, and furniture.

In the spring of 2016, we closed the doors to the ASC and moved all staff into the library. Given the renaming of the library and the merging of the ASC staff and services, the acronym “ASC” was no longer needed. The Canton library became the Russell LRC and the Macomb Academic Success Center became the Macomb LRC. The Learning Resource Centers now house both library services and student success services and serve as a “one-stop-shop” for both students and faculty.

Effects of COVID-19

The 2020-2021 academic year continued to pose unique circumstances due to the COVID-19 pandemic. However, after implementing additional virtual options for students and faculty via Google Meet and creating a *COVID-19 Requirements* guide that both LRC's could follow, students were able to access the LRC's in person or online. Many instructors moved more class time online so there was less face-to-face time on campus. Therefore, in-person visits to the LRC's are likely much lower than previously reported numbers. Tutoring numbers were also lower than previous semesters. Additional notes have been included with some of the tables included in this report.

Services

Library Services

Library services are available to students, faculty, staff, and members of the community college district. The library, housed on the Canton campus, supplies a wide variety of instructional materials for use in the academic setting. In order to reach students, faculty, and staff not located on the Canton campus, the library website includes access to the online catalog, subscription databases, eBooks, Library guides, videos, interlibrary loan services, and an order form to request physical items for delivery. In-person, email, or phone reference services and orientations are available. Although the Macomb LRC does not house physical stacks of materials, staff can assist students with the above-mentioned services that are available online, by email, or by phone.

Our librarian uses the Standards for Libraries in Higher Education as a guide to manage the Russell LRC. These standards were developed and approved by The Association of College and Research Libraries (ACRL) Board of Directors. They are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions' missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. Below is a list of services and responsibilities provided by the Librarian:

- Offers research and reference services by email, phone, or in-person
- Collaborates with faculty for information literacy training in the classroom
- Supplies web and print based materials to support academic instruction for distance learning students
- Consults with faculty and staff regarding copyright laws and fair use of materials in the online and physical classroom
- Manages access services, including circulation, reserves, Interlibrary Loan, special collections, and historical archives
- Maintains the library's web page, digital integration, and instructional technologies
- Manages the promotion of available resources to students and faculty
- Citation and plagiarism assistance is available
- Plans, organizes, and administers the library's resources including the acquisitions, cataloging, and management of print, media, serials, electronic resources, and other ongoing subscription services.
- Keeps up to date with new and emerging technologies to improve the student experience

Research Guides

In the fall of 2015, the library implemented LibGuides as a service in order to better meet the needs of students. LibGuides is an easy-to-use content management system provided by SpringShare. Librarians can use it for a variety of reasons – to pull together knowledge and share information, organize class and subject specific resources, and to increase the usage of library resources. Our librarian has continued to build a collection of research guides on diverse topics from searching databases to choosing and citing your sources. Faculty can also request to have a LibGuide/Research Guide created for a course – specific to a single assignment or an overall process.

Research Guides

Number of Views AY 2016 - 2017	Number of Views AY 2017 - 2018	Number of Views AY 2018 - 2019	Number of Views AY 2019 - 2020	Number of Views AY 2020 - 2021
2373	3840	4779	6723	5505

Databases

Databases are an online collection of scholarly articles and eBooks made available for a subscription price to libraries. To reduce pricing for subscription databases, the library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI). CARLI brokers E-Resources, with over 500 databases available for discounted prices.

EBSCO Databases

Top 3 Databases	# of Views AY 2016 - 2017	# of Views AY 2017 - 2018	# of Views AY 2018 - 2019	# of Views AY 2019 - 2020	# of Views AY 2020 - 2021
Academic Search Complete	4658	4058	6310	6360	8654
CINAHL Plus with Full Text	880	1509	1450	NA*	-
PsycARTICLES	603	771	960	908	998
Total Databases	9450	9423	12162	7268	9652

NOTE: For a measure of activity with databases, it is recommended to look at the total of abstract requests by the user. This chart shows the number of articles the users hovered over or clicked on to open.

*No longer have a user license agreement for CINAHL due to low usage numbers. This was a nursing database, but after discussion with nursing director, it was determined that this was not a necessary resource and return on investment was not substantiated.

EBSCO Discovery Services

Many of the library's databases are provided via EBSCO. In the fall of 2016, we added EBSCO Discovery Service, a versatile discovery tool for searching across all library resources. This includes database articles, eBooks, and physical items in the library, such as books and DVDs. We aptly re-branded the tool

“OneSearch” to reflect its ease of use to students. Previously, students had to search a single database from a listing of links and sometimes weren’t sure where to start with a particular topic. They might have to search several different databases before finding the results they were looking for. With OneSearch, students can type in search term(s) for a topic and the results displayed will be an aggregated listing of all database and catalog results.

OneSearch – EBSCO Discovery Service

	AY 2017 - 2018	AY 2018 - 2019	AY 2019 – 2020	AY 2020 – 2021
OneSearch	3216	2298	1891	1422

NOTE: For a measure of activity with databases, it is recommended to look at the total of abstract requests by the user. This chart shows the number of articles the users hovered over or clicked on to open.

Circulation

With the merging of the ASC and library services, we found that space was needed for more seating. We also discovered that the book and media collections needed to be updated. We began a withdrawal project in November of 2014; the item count at that time was almost 35,000 books, media items, reference, and reserves. The item count now stays at just under 13,000. We decided to supplement the collection at the beginning of the academic year of 2015 with EBSCO’s eBook Academic Collection. This collection holds over 150,000 nonfiction scholarly books and has proven to be a welcome addition, especially with our distance education students.

Circulation

	AY 2016 - 2017	AY 2017 - 2018	AY 2018 - 2019	AY 2019 - 2020	AY 2020 - 2021
Books, eBooks, AV, Reserves	1,684	1708	963	580	545
EBSCO eBook Academic Collection	603	512	568	392	382

Interlibrary Loan (ILL)

Through the Office of the Secretary of State, the Illinois State Library created a resource sharing model for the citizens of Illinois. Academic, public, school, and special libraries, through their system membership, work together to share resources. It is further enhanced by the statewide delivery service, The Illinois Library Delivery Service (ILDS). The Russell LRC is fortunate to receive daily deliveries through ILDS. The outcome increases services to SRC’s students, faculty, and staff.

To cut costs for our Online Public Access Catalog (OPAC), and software that accompanies the catalog, the library shares cost and is a member of a consortia of over 150 libraries in central Illinois, Resource Sharing Alliance (RSA). During the spring 2017 semester, the librarian opened the library’s holdings to allow patrons of libraries within the consortia to place an ILL on the LRC’s physical collection. This in turn allows SRC students, faculty, and staff, to place an ILL on member libraries. We believe this explains the sudden increases in ILL usage for the 2017 – 2018 academic year.

Many of the items we loan through ILL are sent to local high schools. This allows potential future students to see the types of resources that SRC has to offer. Additionally, through this process SRC is inherently marketed to borrowing patrons within the consortia.

Interlibrary Loan

Items	AY 2016 - 2017	AY 2017 - 2018	AY 2018 - 2019	AY 2019 - 2020	AY 2020 - 2021
Received	73	54	84	46	69
Loaned	142	415	503	887	445

Reference Services

The librarian provides information, research, and reference services for students, faculty, staff, and members of the public. These services are performed by email, phone, or walk-in. When providing reference services, instructional guidelines are used per the Information Literacy Competency Standards for Higher Education from the Association of College & Research Libraries (ACRL). These standards supply a framework using an outcomes-based approach to information literacy instruction.

Reference Services

Method	AY 2016 – 2017	AY 2017 – 2018	AY 2018 - 2019	AY 2019 - 2020	AY 2020 - 2021
Email	21	13	7	7	5
Phone	23	12	5	10	8
Walk-in	37	68	106	35	41
Canvas	0	19	17	19	1
Total	81	112	135	71	55

Faculty can request an information literacy workshop for their classes. The small or non-existent numbers for classroom workshops over the past two academic years are due to the COVID-19 pandemic.

Information Literacy Instruction

	AY 2017 - 2018	AY 2018 - 2019	AY 2019 - 2020	AY 2020 - 2021
Number of Classroom Workshops	9	15	3	9
Number of College Workshops	-	-	2	-

Student Success Coaches

Our Student Success Coaches are trained to help students with learning new study strategies, overcoming test anxiety, and designing academic and career goals. The coach serves as an advocate to make sure that students are aware of all services, including academic support, college, and community resources so that students have every opportunity to be successful in pursuing their educational goals. The coach is available to discuss student concerns such as work, childcare, housing, transportation, time management or other personal matters that interfere with academic performance. The Success Coach can also help find workable solutions or refer students to the right resources. Below is a list of typical success coach responsibilities:

- Help with tracking down “missing” students
- Notification of students when their grades are slipping
- Academic help (with assignments, scheduling tutoring, or creating a time management plan)
- Updates on student progress
- Help with forming and facilitating study groups
- Registrations and demos of the online tutoring submission form
- Brief orientations about student success services
- In a Pinch Workshops (by faculty request)

Class Visits

The Student Success Coaches and Library Services Coordinator visit several classrooms at the beginning of each semester to familiarize students with our center, staff, and resources. These class visits help to serve as a preventive measure to foster student success.

Online Learning Support

The Student Success Coaches provide support to online students as it relates to instruction, technology, and services. The coach can provide guidance to help students complete online courses successfully by providing an opportunity to discuss issues and concerns and participate in problem solving. Examples include providing instruction on the use of the Learning Management System, guiding the creation of a time management plan, and helping with interpreting the differences between face-to-face and online instruction.

Proctoring

The LRC works with faculty in a variety of ways. In addition to using the early alert system, exams can be proctored in the LRC. For students who missed an exam, are taking an online exam, or have special needs for testing, the LRC provides accommodations. After proctoring the exams, the LRC staff provides feedback to faculty.

In the table below, the number of tests shows the total tests taken in the LRC at each campus. The number of students shows the total number of different students that have used the LRC for the

purpose of taking an exam. These numbers are derived from students logging into the TutorTrac system and marking the reason for their visit as “taking a test”.

Proctoring – Canton LRC

Academic year	# of tests	# of students
2016-2017	396	179
2017-2018	376	156
2018-2019	304	93
2019-2020	149	89
2020-2021	220	70

Proctoring – Macomb LRC

Academic year	# of tests	# of students
2016-2017	332	133
2017-2018	214	92
2018-2019	100	45
2019-2020	118	89
2020-2021	49	24

Facilitated Study Groups

Our students tell us that their study groups are one of the best ways that they can study and learn the course material. Study groups give our students the opportunity to share notes, find new strategies for studying, review for exams, and form friendships with others in the classroom. These study groups are formed in a variety of ways including partnerships with faculty members, student-driven, and Student Success Coach or tutor facilitated.

Professional and Peer Tutors

Tutorial services are offered in the Learning Resource Center in subject areas that include Math, English, History, Psychology, Sociology, Political Science, Chemistry, Biology, Physics, Physical Science courses. We have three professional tutors – one for math and science and two for Nursing. In conjunction, we also use an online tutoring service called Tutor.com. Students can receive tutoring in a large variety of subjects using this service. It’s available 24/7 and can be found on any course menu within Canvas.

We also hire peer tutors each semester. The subject areas offered via peer tutoring vary from semester to semester and are the result of recruitment efforts. The Success Coaches request input from instructors in the areas with the highest demand for tutoring (Math, English, and Science). Once the peer tutors are hired in the concentrated areas of need, they are evaluated for additional courses that they may be eligible to tutor.

Peer tutors are subject to a screening process and must have completed any course in which they tutor. They must have earned at least a B or higher in those courses and be recommended by the corresponding instructor. Peer tutors must complete a regiment of training that includes a brief one-on-

one orientation with the success coach, training materials involving job requirements & expectations, confidentiality, sexual harassment, mandated reporting, office safety, as well as tutoring scenarios.

Students are encouraged to schedule appointments or drop in for tutoring services based on posted hours for peer tutors at either center. During the academic year, the Canton center is open from 8am to 4:30pm, Monday through Friday. The Macomb center is open from 8am-4:30pm, Monday through Thursday, and 8am-4pm on Friday.

Tutoring data for the past five academic years is provided in the tables below. Again, low numbers for the 2020-2021 academic year are due to the COVID-19 pandemic. A third table for “Online Tutoring - all campuses” was added below due to the addition of peer tutoring also occurring online.

Peer Tutoring – Canton LRC

Academic Year	Total # tutored students	Total hours spent in tutoring
2016-2017	58	141.95
2017-2018	50	116.91
2018-2019	50	137.50
2019-2020	61	110.16
2020-2021	9	9.5

Peer Tutoring – Macomb LRC

Academic Year	Total # tutored students	Total hours spent in tutoring
2016-2017	79	123.71
2017-2018	55	146.58
2018-2019	58	155.97
2019-2020	37	103.09
2020-2021	8	10.5

Online Tutoring—all campuses

Academic Year	Total # tutored students	Total hours spent in tutoring
2020-2021	37	60.0

Professional Tutoring – MATH & SCIENCE

Academic Year	Subject	Total # visits	Total hours spent in tutoring
2016-2017	Math/Science	135	149.86
2017-2018	Math/Science	55	68.20
2018-2019	Math/Science	53	63.16
2019-2020	Math/Science	5	6.08
2020-2021	Math/Science	-	-

***For the 20/21 school year, math/science is reported in online tutoring. Services were offered virtually due to COVID-19.**

Tutor.com tutoring – All Subject Areas

Academic Year	Total # sessions	Total hours spent in tutoring
2018-2019	156	88.6
2019-2020	178	100.35
2020-2021	117	63.13

LA 100: Opportunity for Student Success course

In the fall of 2019, Student Success Coaches adopted the use of *Teach Yourself How to Learn* authored by Dr. Sandra McGuire (Learning Center Coordinator at LSU). Dr. McGuire offers a realistic, reader friendly, and research-based approach to learning. She focuses on students fostering using metacognitive strategies to be reflective and thoughtful of their own learning experience. Through her focus on the “Study Cycle”, McGuire offers the reader helpful tips for studying more effectively while also focusing on the enormous role of one’s mindset in their academic outcomes. Overall, the goal of the course is to instill wise choice-making skills sufficiently so that the student applies what is learned in the course and raises his/her GPA. The greater goal is that the student will increase his/her GPA sufficiently to be removed from academic probation.

An academic Success plan is used with students who are referred through the SAGE referral system. This plan encourages important skills such as time management, attendance, and study time. Once referred, the Student Success Coaches meet with the student and help them to set goals and break down the tasks needed to meet those goals. The student will meet with the Success Coach three times throughout the semester to check in and evaluate their progress.

LA 100 Effectiveness

Academic Year	# of students enrolled	% of students earning 2.0 or above during session	% of students raising cumulative GPA above 2.0
Fall 2016	10	70%	30%
Spring 2017	32	81%	41%
Fall 2017	12	33%	8%
Spring 2018	34	50%	29%
Fall 2018	4	75%	50%
Spring 2019	23	43%	26%
Fall 2019	10	70%	70%
Spring 2020	19	68%	47%
Fall 2020	0	No students enrolled	
Spring 2021	16	63%	44%

***NOTE:** Our data only included the students who were enrolled from fall 2016 to spring 2021 and obtained a grade in the course. We did not count those that dropped or withdrew as we are trying to evaluate the effectiveness of the course by looking at the impact taking this course may have on the student’s ability to improve their academic standing after completing the course. The intent is that students who end up on academic probation and then complete the LA 100 course are then more equipped to achieve academic goals.

Center Statistics

Student Referrals

Spoon River College uses a software tool (TutorTrac) that allows for several methods of tracking, but it's primarily used for tracking student visits to both centers. This software includes a student referral system called SAGE. This system allows instructors to funnel their concerns to the student and the Success Coach at the same time. By logging in to the system, an instructor can create a referral; specify the areas of concern, the grade, and recommendations for the student all in one screen. Once the instructor submits the referral, a copy is sent to the student, the instructor and the Success Coach. The instructor may also create blind notes to the Success Coach on the student when the referral is sent. Once the student Success Coach receives the referral, s/he looks up the contact to schedule an appointment with the student. S/he then counsels those referred students in their specific areas of need. Finally, the Success Coach sends a follow up correspondence to the referring instructor as needed through the system.



The LRC also aids faculty and students by sending out notices to withdraw. After midterms, Success Coaches request a list of students who will not pass the class. The success coaches compile the list and use it to contact the students by telephone to explain the instructor's concerns, the impact that failing to withdraw can have on their GPA and overall success and finally, the withdrawal process. If the Success Coach is unsuccessful at communicating with the student via phone, the coach then contacts the student in writing to recommend that the student withdraw from the course in order to avoid an F on their transcript.

The table below displays the total number of referrals received by the Success Coaches on both campuses, the total number of students that were referred, as well as the number of faculty members that used the referral software. One point to note is that the number of referrals exceeds the number of students, indicating that some students received more than one referral.

SAGE Usage

Academic year	Total Enrollment	Total # referred students	Percentage of students referred	Total # of referrals received	Total participating faculty
2016-2017	2499	409	16%	754	62
2017-2018	2930	395	13%	701	54
2018-2019	2665	450	17%	764	61
2019-2020	1959	517	26%	1172	67
2020-2021	1923	432	22%	893	62

*Total enrollment is determined from the following dates July 1st – June 30th of a given academic year

Encouraging faculty to use the system by helping them understand what we're tracking and why it's helping students, is an area that our current success coaches have worked extremely hard to improve. As shown in the table above, you can see that the number of participating faculty has increased since 2014.

Evidence of student success as a result of referrals is a tricky thing to measure. The ultimate goal of the referral process is retention – intervening at the point of need to help the student generate a plan for course/degree completion. However, in some cases, a faculty member may submit a referral to recommend that a student should withdraw from a course. If the student withdraws and is otherwise retained as a student, this could be seen as a success. However, that student did not successfully complete the course for which s/he was referred.

The following data was collected from the fall 2020 semester. Students may receive more than one referral per course (duplicated total). In order to report on the grade a student received in the course, duplicate referrals were removed so that the percentages reflect one grade per student per course (unduplicated total).

Fall 2020 Grade Results Summary

In the fall of 2020, there were a total of 451 referrals for a total of 345 course grades.

- 45% of referrals resulted in a grade of D or higher
 - 36% of those were a grade of C or higher
- 21% (71 out of 345) of referrals resulted in a grade of F or FA (Failure due to lack of attendance)
 - Of those 71 referrals, only 11% indicated that the student needed to withdraw from the class, but the students did not take the necessary steps to withdraw
- Of the 45 unduplicated referrals that included a recommendation for the student to withdraw from the class,
 - 31 resulted in a drop or withdrawal
 - 8 resulted in a grade of F or FA
- **Overall, 76% of referrals resulted in a passing grade, drop, or withdrawal**
 - **67% of referrals resulted in a grade of C or higher, drop, or withdrawal**

Student Success Coaches encourage faculty to submit referrals during week one of the semester to report students who are either not participating or not attending class. The goal in this process is to help the student with any barriers so they can successfully continue with the class rather than dropping it. Of the 37 early referrals that were received, 60% did not result in the student being dropped due to being marked as “not attending” on the financial aid rosters.

Fall 2020

Grades	Number	Percent
A's	15	4%
B's	42	12%
C's	65	19%
D's	32	9%
F or FA's	71	21%
Withdrawals	108	31%
Drops	12	3%
TOTAL (unduplicated)	345	100%
TOTAL (duplicated)	451	100%

Center Usage

Each of the Canton and Macomb campuses has a Learning Resource Center and tutoring center. There is duplication of visits between those centers in the table below. These figures reflect the number of students using the sign in stations as they enter and exit the LRC.

Center Usage

Semester	Total Student Visits for both centers	Total Hours	Number of Students	Average # of Visits per Semester
Fall 2016*	6881	6479.74	468	15
Spring 2017	10,293	9818.79	644	16
Fall 2017	6694	6106.24	450	15
Spring 2018	3988	3640.15	405	10
Fall 2018	5788	5910.20	424	14
Spring 2019	4312	4186.14	357	12
Fall 2019	4359	5373.05	389	11
Spring 2020**	1717	2191.57	255	7
Fall 2020	1477	1918.86	263	5.5
Spring 2021	1306	1671.02	230	5.5

*ASC and Library merge

** College closed from March 6 - May 31, 2020, due to COVID-19 pandemic.

Recent LRC Initiatives

CARLI Counts Program

In 2019, our Library Services Coordinator was accepted into a continuing education library leadership immersion program aimed at preparing librarians to make effective use of research findings on the impact of public libraries on student success for the dual purposes of service development and library advocacy. The program was entitled CARLI Counts and our librarian participated in Cohort 2. An appealing aspect about the program is that participants would learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve services and demonstrate their value.

The program began in February 2020 with a meeting in Champaign, Illinois where participants were divided into teams with a mentor that they would stay with for the duration of the program. At the meeting in Champaign, our Library Services Coordinator was able to come up with the initial ideas of a final project. This project would measure the effect that the Embedded Librarian program, along with course specific LibGuides, has on student grades. In March 2020, a shut down due to COVID-19 resulted in moving the rest of the program online. There were previously scheduled webinars before the shutdown that participants were encouraged to attend. In March, the webinar was, “Human Subjects and IRB”. In May, the webinar was about the ACRL project outcome and in June, the webinar was, “Be the Change”. July was supposed to be a second meeting in Champaign, but this was moved online via Zoom over two days. The final webinar was in September, and it was on Data Visualization. At this point in the program, each team had to put together a poster about working collaboratively through the program and worked on completing projects if possible.

Each team presented their poster at the CARLI Annual meeting held in November over Zoom. The program concluded in January 2021 with each participant turning in a final report. Due to the changes in how classes were held in the Fall 2020, our Library Services Coordinator was unable to complete the project she had in mind for a specific class. That project is postponed for a later date and will potentially be modified based on the current needs and direction of our students and the College.

Updated Technology

LRC Website Redesign

The Director of Academic Support and Library Services Coordinator worked with the Web Services Coordinator to redesign the Learning Resource Center website. The previous site was a bit disconnected and in need of a more unified design. User feedback suggested that students were not using the search box to find resources either because they could not find it or were not going to the right page. The biggest change to the site was combining some pages so that the search box was on the main landing page. We also made the search box bigger and added tabs across the top of the box to allow for links to other library services. This provided more room on the page to space items appropriately and direct users to what they are looking for more quickly. Due to a new partnership with an outside web development firm, we expect a second round of web redesign to occur within the following year. This is

good news as our current system has its limitations and we want to provide a better user experience for staff, students, and faculty.

Open Athens Implementation

In Fall 2019, CARLI offered governing members the ability to purchase Open Athens. Open Athens is an identity and IP-based authentication system that provides access to the library's licensed online resources via single sign-on (SSO) technology. It is replacing our previous system, EZproxy, which required you to enter your library card number for access. Open Athens offers a more secure and reliable experience for SRC library patrons. In Spring 2020, the Director of Academic Support and Library Services Coordinator (LSC) met with an EBSCO (who licenses Open Athens) representative who gave more details on the agreement with CARLI and at that point agreed to the purchase. After this meeting, the decision to proceed with implementation began. In April 2020, during the Covid-19 shut down, we began the first steps in implementing Open Athens for Spoon River College. Our project team consisted of three team members. This included the Director of Technology Services and the Director of Academic Support as well as our LSC as Lead, Primary Contact. Over the Summer 2020 & Fall 2020 terms, our LSC worked together with IT and an EBSCO Open Athens representative to ensure that SRC was ready to allow for the implementation of Open Athens. Open Athens went live in January 2021 before the start of the semester to get faculty/staff used to using a new way to access library materials off campus before students began to use the new system. Our LSC created a LibGuide to guide students, faculty, and staff on how to use Open Athens. Our LSC continues to be the go-to person for any questions or issues with Open Athens.