Spoon River College
Learning Resource Center
ANNUAL REPORT 2018-2019

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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.

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
- Provides web and print based materials to support academic instruction for distance learning students
- Consults with faculty and staff in regards to 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 various 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 2015 - 2016	Number of Views AY 2016 - 2017	Number of Views AY 2017 - 2018	Number of Views AY 2018 - 2019
1565	2373	3840	4779

Databases

Databases are an online collection of scholarly articles and eBooks made available for a subscription price to libraries. In order 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 2015 - 2016	# of Views AY 2016 - 2017	# of Views AY 2017 - 2018	# of Views AY 2018 - 2019
Academic Search Complete	5002	4658	4058	6310
CINAHL Plus with Full Text	1498	880	1509	1450
PsycARTICLES	596	603	771	960
Total Databases	**8776**	**9450**	**9423**	**12162**

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.

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
OneSearch	**3216**	**2298**

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 additional 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 contains over 150,000 nonfiction scholarly books and has proven to be a welcomed addition especially with our distance education students.

Circulation

	AY 2015 – 2016	AY 2016 - 2017	AY 2017 - 2018	AY 2018 - 2019
Books, eBooks, AV, Reserves	747	1,684	1708	963
EBSCO eBook Academic Collection	408	603	512	568

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.

In order 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 provides possible 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 2015 – 2016	AY 2016 - 2017	AY 2017 - 2018	AY 2018 - 2019
Received	62	73	54	84
Loaned	71	142	415	503

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 in accordance with the Information Literacy Competency Standards for Higher Education from the Association of College & Research Libraries (ACRL). These standards provide a framework using an outcomes-based approach to information literacy instruction.

Reference Services

Method	AY 2015 – 2016	AY 2016 – 2017	AY 2017 – 2018	AY 2018 - 2019
Email	16	21	13	7
Phone	17	23	12	5
Walk-in	32	37	68	106
Canvas	0	0	19	17
Total	**65**	**81**	**112**	**135**

Faculty can request an information literacy workshop for their classes. The below table shows the number of workshops has increased from 9 in AY 2018 to 15 in AY 2019.

Information Literacy Instruction

	AY 2017 - 2018	AY 2018 - 2019
Number of Classroom Workshops	9	15

An embedded librarian is a librarian that is integrated into a class for a period of time to support the students in their research process. When embedded, the librarian is moved out of the traditional library setting and into a new framework for providing library services. Technology has afforded us the opportunity to reach out to students more than the physical library has ever enabled. Embedding a librarian into the Canvas online classroom allows the student to have access to the librarian 24/7 to provide point-of-need services. SRC's librarian began a pilot project with specific sections of General Psychology classes during the fall 2017 semester. As the table below shows, the number of course sections increased in AY 2019.

Embedded Librarian

	AY 2017 - 2018	AY 2018 - 2019
Number of Course Sections in Canvas	7	11

Student Success Coaches

Our Student Success Coaches are trained to assist 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 identify possible solutions or refer students to the appropriate resources. Below is a list of typical success coach responsibilities:

- Assistance with tracking down "missing" students
- Notification of students when their grades are slipping
- Academic assistance (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)

In a Pinch Workshops

The Student Success Coach can provide 'In-a-pinch' services to faculty who will be absent from class and cannot cancel. In those situations, the student success coach will go into those classrooms and provide workshop information on a chosen topic, provide faculty-designated instruction to the student, or proctor exams where appropriate. Some common workshop topics include:

- Time Management and Study Skills
- Plagiarism
- Researching Tips and Techniques
- Test Anxiety
- Job Searching and Interviewing
- Resume and Cover Letter Writing
- Choosing a Major/Career Planning

Student Workshops

The Student Success Coaches coordinate with Student Services staff each semester to create a schedule of workshops on various academic topics to promote the necessary skills students need to successfully complete their education.

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, assisting with creation of a time management plan, and help 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. Subsequent to proctoring the exams, the LRC staff provides appropriate feedback to faculty.

In the table below, the number of tests indicates the total tests taken in the LRC at each campus. The number of students indicates the total number of different students that have used the LRC for the purposes of taking an exam. These numbers are derived from students logging into the TutorTrac system and indicating the reason for their visit as "taking a test".

Proctoring – Canton LRC

Academic year	# of tests	# of students
2014-2015	459	209
2015-2016	347	169
2016-2017	396	179
2017-2018	376	156
2018-2019	304	93

Proctoring – Macomb LRC

Academic year	# of tests	# of students
2014-2015	275	124
2015-2016	247	108
2016-2017	332	133
2017-2018	214	92
2018-2019	100	45

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. For writing tutoring, we utilize an online tutoring service called Tutor.com. The math and science tutor also provides online tutoring for students taking online courses or who cannot otherwise travel to one of the Learning Resource Center locations. 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 aforementioned 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.

Peer Tutoring – Canton LRC

Academic Year	Total # tutored students	Total hours spent in tutoring
2014-2015	36	95.08

Academic Year	Total # tutored students	Total hours spent in tutoring
2015-2016	16	33.16
2016-2017	58	141.95
2017-2018	50	116.91
2018-2019	50	137.50

Peer Tutoring – Macomb LRC

Academic Year	Total # tutored students	Total hours spent in tutoring
2014-2015	44	147.78
2015-2016	22	37.00
2016-2017	79	123.71
2017-2018	55	146.58
2018-2019	58	155.97

Professional Tutoring – MATH & SCIENCE

Academic Year	Subject	Total # visits/submissions	Total hours spent in tutoring
2014-2015	Math/Science	54	67.09
2015-2016	Math/Science	102	126.08
2016-2017	Math/Science	135	149.86
2017-2018	Math/Science	55	68.20
2018-2019	Math/Science	53	63.16

Professional Tutoring (online only) – MATH & SCIENCE

Academic Year	Subject	Total # sessions	Total hours spent in tutoring
2018-2019	Chemistry	36	12.87

Professional Tutoring (online only) – WRITING

Academic Year	Subject	Total # visits/submissions	Total hours spent in tutoring
2014-2015	Writing	397	N/A*
2015-2016	Writing	140	92.00**
2016-2017	Writing	306	209.13
2017-2018	Writing	101	67.80
2018-2019	Writing	120	75.73

*Students submit writing assignments and/or papers to the tutor for review and feedback. The students do not spend time in a tutoring session. **Began using Tutor.com for online writing tutoring.

LA 100: Opportunity for Student Success course

The Success Coaches on both campuses use the On Course curriculum to teach a course to students who find themselves on academic probation. The design of the course is meant to instruct students on life skills and choices that will foster independent learning and empower them to become successful completing students who are better equipped for the workforce upon graduation. Strategies such as note taking, study skills, budgeting, networking and time management are all discussed throughout the course. Those skills are put into practice through the various exercises and assignments. 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.

As part of the Title III grant, a student success contract was used by the coaches for all students who were part of a cohort. This cohort was defined by a specific set of criteria; most specifically, a student who placed into two or more developmental classes. This practice was useful, but the process was lengthy and time-consuming for both the coaches and students and was eventually dropped due to lack of efficiency and efficacy. A revised version of the academic success plan was reinstated during the 2015-16 academic year. The new 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 2014	24	50%	42%
Spring 2015	46	35%	28%
Fall 2015	13	69%	54%
Spring 2016	29	79%	48%
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%

*NOTE: Our data only included the students who were enrolled from fall 2014 to spring 2019 and obtained a grade in the course. We did not count those that dropped or withdrew as we are attempting 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 assists faculty and students by sending out notices to withdraw. After midterms, the Success Coaches request a list of students who will absolutely 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 withdraw process. If the Success Coach is unsuccessful communicating with the student via phone, the coach then contacts the student in writing to advise the student to 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
2014-2015	2860	191	7%	311	38
2015-2016	2562	295	12%	528	57
2016-2017	2499	409	16%	754	62
2017-2018	2930	395	13%	701	54
2018-2019	2665	450	17%	764	61

*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 benefitting students, is an area that our current success coaches have worked very 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 difficult 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 withdraws 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 2018 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 2018 Grade Results Summary

In the fall of 2018, there were a total of 342 referrals for a total of 295 courses.

- 44% of referrals resulted in a grade of D or higher
  - 30% of those were a grade of C or higher
- 29% (86 out of 295) of referrals resulted in a grade of F or FA (Failure due to lack of attendance)
  - Of those 86 referrals, 16% indicated that the student needed to withdraw from the class, but the students did not take the necessary steps to withdraw
- Of the 33 unduplicated referrals that included a recommendation for the student to withdraw from the class,
  - 18 resulted in a withdrawal
  - 14 resulted in a grade of F or FA
- ***Overall, 71% of referrals resulted in a passing grade or withdrawal***
  - ***56% of referrals results in a grade of C or higher or a withdrawal***

Fall 2018

Grades	Number	Percent
A's	8	3%
B's	30	10%
C's	50	17%
D's	42	14%
F or FA's	86	29%
Withdrawals	78	26%
Incompletes	1	0%
TOTAL (unduplicated)	295	100%
TOTAL (duplicated)	342	

Center Usage

Each of the Canton and Macomb campuses have a Learning Resource Center and tutoring center. There are duplication of visits between those centers in the below table. 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 2014	4560	5092.31	484	9
Spring 2015	3447	3910.37	422	8
Fall 2015	5050	5047.62	451	11
Spring 2016	4322	3648.65	380	11
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

*ASC and Library merge

Recent LRC Initiatives

The effectiveness of the Student Referral Process

Two different data projects were conducted during the spring 2019 semester that provided more insight as to the effectiveness of the student referral process. The first one was prompted by the Dean of Student Services who had concerns about the group of students receiving a final grade of D, F, FA, or W in the fall of 2018. She wondered how many of those students had been referred and asked the LRC to provide some data from TutorTrac. Specifically, she wanted to know how many students were referred and of those, how many were recommended to withdraw? Additionally, how many of those were first time referrals to the LRC (i.e. did the LRC receive a referral prior to the recommendation to withdraw)?

As the pie chart below shows, 77% of students receiving a final grade of D, F, FA, or W were not referred to the LRC. Only 23% were referred. Of those students, 34% were recommended to withdraw and of that group, 86% were first time referrals.
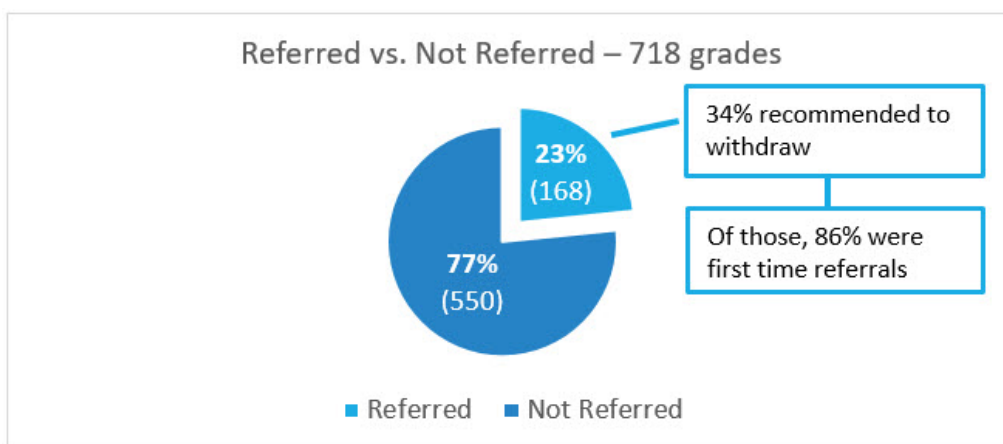

Figure 1

When looking at Student Referral grade outcomes, we also wanted to see what impact referrals have on overall retention. We wanted to know if students who were not retained from fall 2018 to spring 2019 had been referred to the LRC. In collaboration with our IT department, we were able to get a report with students who were both retained and not retained (excluding those who graduated) from fall to spring. The total number of students was 1,380. Of those, only 182 students (16%) were referred to the LRC.

Overall, 417 students (30%) were not retained. No referrals were submitted for 84% of the students we lost.

The below pie chart below shows the number of referred students out of the total of 1,380. The percentages represent how many students were retained vs. how many were not retained in the spring of 2019.
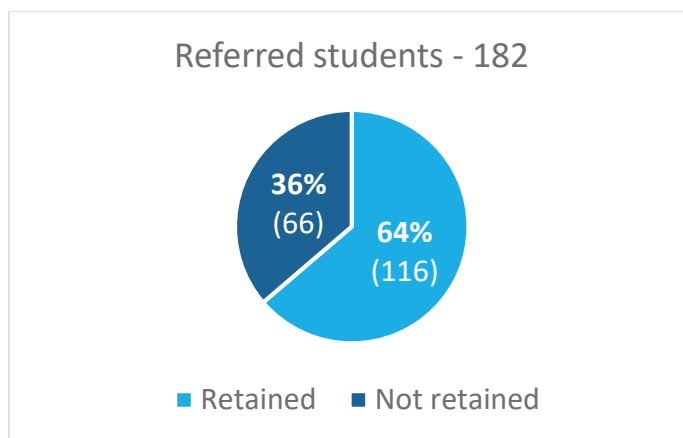
Referred students - 182

36% (66) **64%** (116)

■ Retained ■ Not retained

Figure 2

We were pleased with these results showing that 64% of students that were referred, were retained. However, we were also concerned about the students who were referred, but not retained. We reviewed referral notes to try to find commonalities among those students.

Some common themes that emerged from the referral notes:

- 8 students did not return messages
- 8 students were first-time referrals with a recommendation to withdraw
- 9 students reported issues related to balancing a job and going to school
- 8 students reported struggling with illness
- 5 students reported family related issues

As both a department and an institution, it's important for us to acknowledge some of the common barriers that our students are facing. Once we first become aware of common struggles (such as balancing a job and going to school) we can work towards better serving the needs of students who may be both struggling financially as well as struggling with how to manage their time as best as possible.

Food Pantries

Three years ago, the Learning Resource Center started a food pantry on both the Canton and Macomb campuses after seeing a need. The pantries provide microwavable meals, items to make complete meals, and snack items. When a student visits an LRC food pantry they don't only get food, but also information on local food pantries and/or help applying for food assistance through SNAP.

Staff members work to make sure students are aware of this emergency food pantry. It's listed as one of the many services that the Learning Resource Centers offer and Student Success Coaches share this information with students during student orientation and when they visit classrooms at the beginning of the semester. Also, through their various interactions with students, Student Success Coaches sometimes identify a need and take students to visit the pantry.

In their interactions with students, Student Success Coaches have identified some of the barriers that students face when dealing with food insecurity. One of these barriers is the stigma of needing to ask for

access to food. To help alleviate this, various times throughout each semester LRC staff place a food table outside the doors of the LRC. Our motto for this table is "Take what you need. Leave what you can." This helps us to incorporate the notion of "students helping students". In other words, the table is there for anyone walking by to take an item/items or for people to easily donate items.

Donations to the food pantry are mainly provided by SRC staff and faculty members. Staff and faculty are always welcome to bring in non-refrigerated items to help keep the pantries stocked. Student Success Coaches have also asked for donations during our college wide "Jeans Week" where employees can pay to wear jeans while also supporting a fundraising effort. These funds are then used to purchase necessary items throughout the school year.

Since starting the food pantries, LRC staff have noticed an increased demand. In order to better track the usage of this service, staff members began documenting how many visits to the food pantry we saw in the spring of 2019. The chart below reflects those figures for each campus.

Campus	Semester	Total # of visits to the food pantry
Macomb	Spring 2019	39
Canton	Spring 2019	54

With everyone's combined effort, Spoon River College hopes to continue working towards alleviating the barrier of food insecurity that far too many college students are currently facing.