REACHING OUTSIDE K-16 CLASSROOMS: THE MANAGEMENT AND ASSESSMENT OF LIBRARY OUTREACH SERVICES

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OUTLINE OF PRESENTATION

- Management models for outreach in academic libraries
- Outreach activities at California State University Northridge
- Assessment and outreach
- Workshop activity/Discussion
Questions You Might Be Asking

- Can tours, instruction, marketing—all parts of a co-curricular program—increase your library’s visibility, as well as student information literacy?

- What are some best practices for outreach management and programming that will help your library achieve a balance with core services and duties?
DEFINITION OF OUTREACH

“Outreach is in the eyes of the beholder....Many would agree that it means reaching out to those outside the library, but opinions differ on specifically to whom. Some would say to the community or to our users or to our clientele...most academic librarians assume that outreach is meant for their own campus communities, specifically faculty and students”.

HOW OUTREACH IS WORKING IN ACADEMIC LIBRARIES

- Trend in academic libraries of having a full-time position dedicated to outreach
- A form/expression of public relations & marketing
- Defining outreach both within and beyond the walls of the campus
- Outreach to K-16 learning communities, feeder institutions (relations between 2 and 4yr institutions), public-public, public–private partnerships.
Is there a right or a wrong way to conduct outreach to support information literacy programming?

- Outreach to special groups of remote users
- Multicultural outreach
- Collaborative outreach partnerships with university and college departments and community organizations
- Outreach Web sites targeting special groups
- Marketing library services and resources
- Information literacy as a form of outreach
- Multi-media kiosks and exhibits
- Outreach to nearby/feeder institutions (Community College or other 4 year institutions)
- Outreach to new faculty and transfer students
“It is no longer sufficient for 21st-century academic librarians to simply advertise their services within the physical confines of their buildings...

Librarians must take a proactive approach, viewing the strategic marketing of their services and resources as critical to their continued survival...

Librarians cannot simply talk about their importance to the ‘learning community,’ they must become a part of it, actively learning the skills needed to market their libraries.”

Achieving a Balance Between Core Services & Outreach

- Strategic planning to maintain primary public services (reference & instruction)
- Workload
- Relationships (External & Internal)
- Funding/Budgeting for Marketing & Branding Outreach Efforts
- Examination of mission and target audiences (External & Internal)
- Developing Models of Engagement
Faculty Outreach – Liaison Model

- Collaboration between librarians & faculty within department partnering structures
- Instructional outreach designed with formal structuring partnerships between librarians assigned to departments
- Outreach for curricular change through engagement & shared governance
Programs representing effective outreach & collaboration between academic affairs and student affairs units include:

- Learning Communities
- First-Year Experience
- Diversity Programming
- Leadership Education
- Service Learning
FINDING PARTNERS TO ACHIEVE SHARED GOALS

- Smoothing Transition from high school to college & increasing information literacy skills
- Increasing retention and matriculation
- Improving Research Skills
- Promoting Awareness of Services
- Increasing Awareness of Local Shared Resources (public libraries, school libraries, academic libraries)
- Recruitment to colleges & universities
OUTREACH & AP PROGRAM MISSION

The Oviatt Library’s Advanced Placement (AP) Program serves as one tool that reaches out to regional high school students. The program builds:

- Community awareness of library & university
- Collaboration with local educators
- Information literacy skills among high school students
Local Community Need for CSUN Oviatt Library Outreach

- Matriculation
- Feeder Schools
- College-Level Information Literacy Preparation
CLIENTELE BASE

- Northridge Academy High School (located on CSUN campus)
- Granada Hills Charter High School (walking distance to campus)
- 23 other Valley high schools
- CSUN high school enrichment programs
OVIATT LIBRARY AP PROGRAM

Students:
- may borrow up to three items at a time
- may receive reference assistance from librarians
- have access to computers in Reference Room
- must be listed on school-provided roster
- apply each academic year
- must submit completed permission slips
INFORMATION LITERACY PREPARATION
2008-2009 ACADEMIC YEAR

- Library Lectures – 61 lectures; 1,500 students
- Library Tours – 14 tours; 240 students
- Book Borrowing Statistics
  - Northridge Academy H.S. – 133
  - Granada Hills Charter H.S. – 315
  - All Other Participating H.S. – 212
Library lectures prepare high school students for college level research. Successful students are able to:

- Identify the research question
- Create a search strategy
- Determine the types of sources appropriate for an assignment
- Locate books in the library catalog and articles in library databases
- Extract relevant information
- Cite sources in MLA citation style
### HIGH SCHOOL INFORMATION LITERACY GRADING RUBRIC

<table>
<thead>
<tr>
<th>Standards Met</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Extracting relevant information</td>
<td>Info clearly relates to the main topic.</td>
<td>Info clearly relates to the main topic.</td>
<td>Info has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Integrating info, finding a relationship between all resources used</td>
<td>Info clearly integrated. Relationship between all sources is present.</td>
<td>Info is integrated. Relationship between sources is present with the exception of several errors.</td>
<td>Info is not integrated and there are no relationships between the sources.</td>
</tr>
<tr>
<td><strong>Sources Used</strong></td>
<td>Selecting credible sources in quantity and diversity to fulfill requirements</td>
<td>All sources fulfill the assignment requirements of credibility, quantity and diversity.</td>
<td>All sources fulfill the assignment requirements of credibility but with 1-2 errors in quantity and diversity.</td>
<td>Some sources are not credible.</td>
</tr>
<tr>
<td><strong>Sources Cited</strong></td>
<td>Citing sources according to MLA citation style</td>
<td>All sources (info and graphics) are accurately documented in the text and in a Works Cited list using MLA.</td>
<td>All sources (info and graphics) are accurately documented in the text and in a Works Cited list using MLA but with a few formatting errors.</td>
<td>Some sources are not documented in the text or in a Works Cited list.</td>
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**Note:** This Information Literacy Rubric is designed to be applied in conjunction with a Writing Rubric designed by NAHS English teachers.
OUTREACH THROUGH TECHNOLOGY
Web 2.0
- Text Messaging
- Twitter
- Facebook
- Myspace
ASSESSMENT & OUTREACH

- Needs assessment—why do outreach?
- Outreach plans
- Post outreach assessment
- Assessment as outreach
Why Does Your Library Need to Do Outreach?

- Determined by the four other “Ws”
  - Who?
  - Where?
  - What?
  - When?
- How do you do outreach needs assessment?
WHO/WHERE IS YOUR COMMUNITY?

- On campus
  - Curricular or course-integrated
  - Co-curricular or student clubs and organizations; Greek life; sports; pre-professional societies
  - Related student support services, e.g., writing center, career center, health center
  - Faculty development, teaching & learning centers

- Distance learners

- Off campus
  - Feeder schools
  - Potential donors
  - Community organizations
WHAT DOES YOUR COMMUNITY NEED THAT YOUR LIBRARY COULD PROVIDE?

- Library research and information literacy skills
  - Curricular and co-curricular resources for particular student populations
  - Life skills information
  - Faculty research skills support
- Access to general and specialized collections
- Study space
- Lounge areas
- Computing
- Document delivery
- Meeting and/or presentation rooms
- Free cultural programming
WHEN DO THEY NEED IT?

- **Just in Time**
  - Curricular or course integrated instruction
  - Access to collections
  - Study space
  - Computing
  - Document delivery

- **Just in Case**
  - Co-curricular
  - Life skills
  - Cultural programming
  - Lounge areas
HOW TO ASSESS OUTREACH NEEDS

- Environmental scans
  - Campus self-study reports
  - Institutional research data
  - Re-accreditation reports
- Surveys and other formal assessment
- Personal contacts and other anecdotal evidence
  - Department meetings
  - Service on campus committees
  - Questions received at service desks
  - Suggestion “box”
  - Complaints
- Literature reviews
NEEDS ASSESSMENT & PLANNING

- Use needs assessment data to:
  - Prioritize user needs
  - Develop a timeline
  - Create outreach activities
POST OUTREACH ASSESSMENT

- Evaluation tools
  - Surveys
  - Skills tests
  - Longitudinal studies
  - Statistics on library use
- Collect and analyze data
- Revise outreach plan
- Close the loop
Assessment as Outreach

- Publicizing surveys creates good will
  - . . . and expectations that may need managing!
- Assess new services and publicize good news
- Publicize positive results of patron satisfaction surveys
- Publicize negative results of surveys and how the library is responding to the needs of its users
- Publicize Return on Investment (ROI) results
LIBRARY OUTREACH HIERARCHY OF NEEDS*

Please answer the following:

1. Do you currently have an outreach program?
2. If not, why not? What are your barriers for having an outreach program?
3. If you already have an outreach program, how can it be improved?
4. Why is outreach good for your institution?
5. What are some ideas you are taking home with you today?
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