



Motivations and Challenges of Academic Library Support during the Transition to College

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abstract: High school students' transition to college-level research is often discussed among school library and media specialists and academic librarians. The authors conducted a survey to gather data about the academic library's role in the adjustment to college, with the intention to identify compelling or recurring themes and share the results in multiple studies, each narrow in scope. For this study, the authors present a focused analysis of a subset of survey data. More specifically, they analyze the motivations and challenges associated with supporting the college transition as reported by academic librarians who identified K-12 outreach as one of their primary duties. Respondents indicate that their chief motivation is the desire to prepare high school students for a successful academic adjustment to college, regardless of where they eventually enroll. The main challenge the librarians experience is a lack of resources (specifically time, staffing, and money). The authors also situate this subset of survey data among relevant literature on college readiness and library first-year experience to advocate for academic librarians' support of college research readiness.

Introduction

Academic libraries have served high school student users in myriad ways for decades.¹ Supporting students' transition to college has often been cited as one of the primary motivations for doing so.² Nationwide concerns about college access and affordability have led to the growth of dual enrollment (sometimes called dual credit) programs, during which students earn college credit while attending high school.³ For example, Ohio students in grades 7 through 12 can enroll in College Credit Plus (CCP). Enacted in 2015, CCP includes options for students to achieve college

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credits—on campus, in the high school classroom with a university instructor, online through the university's course management system, or in the classroom with the high school teacher using the university's content and materials.⁴

Such programs will no doubt impact the transition to college for participating students and educators, including librarians. Considering that dual credit students are officially enrolled in institutions of higher education, the nature of the academic library's support for the adjustment to college has the potential to shift or increase, as it has done for the authors. Meanwhile, some academic librarians remain unaware of dual enrollment programs.⁵ Additional factors such as cuts in library personnel and resources and college enrollment trends will likely influence these efforts in the future. While many considerations affect academic librarians' ability and willingness to serve high school students or to actively support their transition to college, the ongoing conversation indicates that many librarians are motivated to do so despite the challenges.

The authors surveyed academic librarians to gather data about their support for high school students during the college transition. This article seeks to provide a detailed analysis of two data points. More specifically, the authors report their analysis of the motivations and challenges associated with supporting the adjustment to college as reported by academic librarians who identified K–12 outreach as one of their primary or secondary job duties.

Literature Review

To situate this study, the authors consulted literature about the motivations and challenges associated with academic library support for high school students, much of which paralleled the survey results collected. For this study, the authors included only literature published after roughly 2000. More recent research is relevant because it likely takes into consideration recent educational trends.

Motivations

The following themes emerged while analyzing survey results and reviewing the literature: college readiness, community engagement, and recruitment.

College Readiness

Conversations in the education literature regarding college preparedness provided relevant context for this study. David Conley articulated the difference between satisfying admissions criteria (college eligibility) and the skills and knowledge students need to successfully complete entry-level college courses (college readiness).⁶ The Standards for Success project initiated by the Association of American Universities and the Pew Charitable Trusts produced "Understanding University Success," a report which presented the knowledge and skills, both disciplinary and general, that college-prepared students need "to succeed in entry-level university courses."⁷ Most relevant to this study, Conley detailed research skills necessary for college-level work, all of which fit within two themes: (1) Successful students understand and use research methodologies, and (2) Successful students know how to use a variety of sources and utilize them properly.⁸



Many stakeholders in secondary and higher education settings have discussed students' preparedness, or lack thereof, for successful college-level research.⁹ Some have asked variations of the question "What skills do students need?" Others have proactively offered advice highlighting important abilities incoming college students should possess.¹⁰ Among the most popular skills mentioned were evaluating sources¹¹ and developing search strategies or techniques,¹² both of which were included in the Standards for Success project.¹³

Researchers have collected data from undergraduate students about their perceptions of their own research skills during the transition to college. For example, students interviewed during a study by Project Information Literacy admitted that their high school research habits were not sufficient for college-level research.¹⁴ However, when Don Latham and Melissa Gross investigated undergraduates' information literacy proficiency alongside reflections on their K–12 information literacy experiences, the students demonstrated "varying levels of proficiency in information literacy, yet almost uniformly reported confidence in their abilities to find and use information."¹⁵

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Community Engagement

In part, academic librarians' desire to serve high school students may stem from librarianship's core professional value to provide information access to all library users.¹⁶ Some academic stakeholders who developed partnerships with K–12 were motivated by the opportunity to engage with the local community, which, particularly for public or land-grant institutions, often aligned with their institution's mission or vision.¹⁷ Related motivations included supplementing public or school library resources to meet high school students' needs and preparing the local workforce,¹⁸ thus contributing to economic development.¹⁹ Finally, Veronica Calderhead acknowledged that exposure to academic library research had the potential to influence lifelong learning and information-seeking behaviors, whether or not students pursue higher education.²⁰

Recruitment

Some authors viewed the opportunity to work with K–12 students as a way to promote higher education generally²¹ or to recruit students to their institution.²² Many library educators documented case studies during which high school instructors and students visited academic libraries to complete research assignments.²³ Cosgrove noted that when academic library personnel assume that the students visiting their library "will be going to college, the message sent is a powerful one: 'you are capable of pursuing higher education and you should do so.'"²⁴ This idea reinforces one already conveyed by their high school teachers: "The very presence of the class in a college library means that the teacher believes that they are capable of using college-level materials."²⁵



Research also indicates that campus visits influence students' decisions to apply to a college.²⁶ June Audrey Williams contends that the aesthetics of campus facilities

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generally play a role in college choice.²⁷ Another study finds that, while the library facility, specifically, was not a significant factor in college choice for most students, it played a small role for some.²⁸ Although there is no guarantee that a college visit will result in matriculation, experiences at the academic library have potential to influence a student's decision to apply.

Challenges

Despite these worthwhile reasons for supporting the transition to college, many academic librarians experience challenges related to this role. Each of the following issues are well-documented in these study results and in the published literature.

Impact on Staff and Affiliated Users

Academic librarians have documented a decades-long conversation about the benefits and challenges of serving unaffiliated users.²⁹ For as long as the broader conversation about serving unaffiliated users has taken place, academic librarians have consistently identified high school students as one of the most frequent user populations.³⁰

Weighing on the minds of those who serve unaffiliated users is how college students, staff, and faculty may be impacted; in other words, they wonder if serving that population will take time or resources away from the library's primary users.³¹ Where resources are stretched thin, staff attitudes can suffer, resulting in less than ideal user services for all.³²

Logistics

Predictably, lack of field trip funding prevents many groups from visiting academic libraries.³³ Time,³⁴ space for large groups,³⁵ and crowding at service points are often cited as challenges for academic libraries while serving high school students.³⁶ Additional issues include campus parking availability for large groups,³⁷ borrowing privileges,³⁸ and electronic access barriers for guest users visiting academic libraries.³⁹

In the case of dual enrollment students, academic and school librarians alike cite difficulties accessing library subscriptions as a significant challenge. Firewalls in schools prevent some students from using the academic library's subscriptions; others are never granted remote access to library resources, for whatever reason, by the institution.⁴⁰

Communication

Some academic librarians have noticed a lack of awareness among high school educators about college research assignments and expectations, and they have made efforts to communicate what will be expected to K-12 educators and teacher-librarians as a means to support student transitions to college.⁴¹ Other librarians have noted that, for



dual enrollment students who earn enough credit to enter college as juniors, the sudden adjustment to upper-division research expectations may overtax their ability to succeed.⁴²

Methods

The authors used basic qualitative research and nonprobability sampling to gather data about the motivations and challenges experienced by academic librarians in their efforts to serve K–12 students and partner with K–12 educators to implement service initiatives.⁴³ They sent an online survey to various professional mailing lists that serve state chapters of the Association of College and Research Libraries (ACRL) and national interest-specific groups, such as those focused on information literacy. Respondents accessed the survey via a link embedded in a recruitment e-mail that introduced the study. After providing an informed consent statement, the authors invited anyone who worked in an academic library to participate, regardless of their affiliation with K–12 outreach. The survey consisted of 32 questions that included demographic, informational, and open response questions (see the Appendix). This article reflects the responses of librarians who perform K–12 outreach as one of their primary duties, a subset of the larger study. This includes 68 of 248 responses that reported such outreach as a primary or secondary role of their job.

The authors engaged in open and axial coding in which all survey responses were coded by one author during the first round of coding and reviewed by the other two authors in the second and third rounds.⁴⁴ The coding was accompanied by discussion of codes to ensure a common understanding and consistent application. For this article, the authors focused on the themes that were mentioned most frequently, often 10 or more times.

Due to nonprobability sampling, the findings of this study may not be generalizable to all academic libraries or librarians. Further, the study was limited to librarians who performed K–12 duties in their jobs as a primary or secondary role. While this may omit nuances of a broader understanding, the authors felt it important to focus on those who actively work with K–12 communities, given the focus of this article. Analyzing the responses of those who would like to provide outreach to the K–12 community but are not tasked to do so in their daily work is beyond the scope of this article. Last, this study did not include the perspectives of K–12 educators.

Findings

Given the current focus on student success in higher education, it was expected that many survey participants would cite contributions to student achievement among the highest of motivations for finding ways to support high schoolers' transitions to college. In fact, when asked what factors reinforce their library's desire to provide outreach to

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high schools, the majority of respondents (57, or 84 percent) selected “aid the transition to college.” Community engagement and recruiting students each received 49 votes (72 percent). The findings in this study mirror the motivations, concerns, and challenges echoed in the library literature of the last several decades, with the main challenge cited by participants in the open-ended responses being a lack of resources (time, staffing, and money). Multiple-choice responses reinforce these concerns. Participants overwhelmingly selected time (53, or 78 percent) and staffing (36, or 53 percent) as challenges they experience related to providing high school outreach, and when asked for the single biggest obstacle, most (26) chose time constraints.

The data about the motivations and challenges participants experience demonstrate the importance of addressing these issues, given that they are ongoing concerns in both the K–12 schools and the academic libraries serving these students. Though the evolving ways in which we describe and think about the transition to college allow for new discussions around student success, recruitment, and retention, many of the core elements remain the same. The rest of the findings section summarizes data collected from the following open-ended questions: (1) What are your motivations for providing outreach to high schools? (2) What internal frustrations (related to your own institution) do you experience related to providing outreach to high schools?

Motivations

Participants were primarily motivated to provide outreach to K–12 students because they found value in promoting student success. Twenty-six respondents indicated a desire to enhance student achievement, regardless of whether the learners were in high school or dual-credit programs, and often without concern for whether they would eventually enroll full-time at the librarian’s institution. For some participants, the motivation was personal, and for others, there was also institutional support for the mission. Although these respondents indicated that student success was their primary motivation for providing K–12 outreach, their comments also mentioned a multitude of complementary reasons for finding value in this work.

In describing student success, participants often indicated that K–12 outreach and instruction meant providing students with a sense of the expectations for college-level academic work. As one respondent put it, “I think it is helpful for students to have an understanding of ‘what lies ahead’ in terms of expectations of college.” Some academic

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librarians were motivated to teach K–12 students because they might eventually enroll at the librarian’s university and therefore have a better chance of doing well. In these cases, “the number one motivation is preparing incoming students to be successful here at our college.” But there was also an emerging theme from the participants that they were motivated by a student-centered, rather than institution-centered, philosophy, inspired to contribute to the students’ success and adjustment to college regardless of where the young people



eventually matriculated: "Whether or not they choose our institution for college, there is a chance they will be better prepared no matter where they go, and if all of us take that approach, then we are helping each other's students succeed across the whole state in their transition to college." This theme also played out in the idea that outreach work promotes the value and role of the library broadly as a contributor to student success: "Providing outreach allows us to advocate for libraries and reiterate to students the role the library plays in helping them succeed academically."

Thirteen respondents indicated that their primary motivation for providing K–12 outreach was to address what they saw as a skills gap in incoming university students. Student success and perceived shortcomings appeared as related concepts in the responses, often expressed as two sides of the same coin—a desire to promote and provide students with the skills that will help them achieve academic success, while also identifying the abilities that they lack and that the academic librarians can assist in providing. This motivation was a desire to "aid in the transition to college—so many classroom faculty remark on how unprepared for college first-year students are. We try to shine a little light on what college assignments are like, what students need to know to successfully complete them." There was also a perception among many of the respondents that first-year students at the university lack some of the information literacy and research skills they need to achieve academic success: "I feel there is an information literacy gap between what high school students are taught and what college students are expected to know. While many students can bridge that gap, some inevitably struggle to catch up . . . and reaching them at an earlier age seems valuable."

Eleven respondents cited promoting or encouraging higher education as a key incentive for providing K–12 outreach. This motive was perhaps best exemplified by one participant's response: "I am from a working-class background and a first-generation college student myself. I know from first-hand experience that being on a campus and being able to experience yourself doing college-level research can help students from traditionally underrepresented groups to see themselves as future academics."

The promotion of higher education overlapped with the concept of recruitment of prospective students when respondents identified the value of K–12 outreach. While student recruitment itself was not the primary motivation for the majority of participants, they viewed it as an indirect benefit or result of outreach activities. The motivations for providing K–12 outreach might be different for various campus entities, while still allowing for a productive K–12 and university partnership. For example, one participant identified that the outreach performed by librarians and educators to K–12 students works at their institution precisely because it accomplishes this dual purpose—" [Nonlibrary] campus constituents see the role as recruitment, while the library and faculty/teachers see the primary function as student learning."

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Challenges

Perhaps not surprisingly, respondents indicated that their K–12 outreach work is constrained by issues related to inadequate resources, specifically involving time (11), staff or

staffing (10), and money (9). Although a number of participants indicated one of these constraints as a sole or primary frustration to doing the K–12 outreach work, their description of the problems often overlapped. For example, a lack of adequate staffing at academic libraries might mean insufficient time to provide adequate outreach and relationship-building with area schools.

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One participant wrote, “I would like to expand the opportunity to other local schools, but I have not determined timing or staffing to make that work.” Another indicated that “we do not have enough staff or overtime budgeted to support the number of high schools partnering with my institution to offer [the dual-enrollment program] College Credit Plus. We are rapidly approaching the point where there are simply not enough hours in the week to complete everything requested of the library.”

Challenges related to money were described either in terms of a lack of funding on the university side (for librarian positions, overtime hours, or outreach initiatives) or on the K–12 side (for library media specialist positions, busing to and from the university, paid substitutes for the teachers attending the university trip, and the like). One respondent noted that “high schools often balk at sending students to our campus for instruction because of the cost, particularly the cost of transportation,” and another wrote, “I would love to see a better collaboration with inner city schools, who just don’t have the funds to bring their students to see our college.” However, the majority of the participants who indicated that funding was an issue primarily described the problem in terms of a lack of money for staffing support from their university.

Often respondents described their work as just responding to incoming requests for instruction, rather than proactively building a program of outreach, due to lack of staffing or time. Some responses described the staffing issue as related to the library having only one person responsible for the first-year experience (FYE) and outreach initiatives, and not enough support from colleagues or administration to allow for an expanded program of outreach to traditional high school or dual-enrollment students. One participant noted that “our librarian staffing is at an all-time low . . . so each of us find the responsibilities on our plate ever growing . . . I don’t get to do much intentional HS outreach, rather I just make sure any incoming requests are arranged and fulfilled.” For some, the challenge was “gaining support of all subject specialist librarians to participate in outreach to community users.” Others expressed frustration that “some [academic librarians] do not view community users, including high school students, as a part of their target population,” making it difficult to provide adequate staffing for K–12 outreach or expansion of such initiatives. As one participant summarized the situation, “I generally do all of the outreach work because we just don’t have the people to go around . . . but it can lead to a bit of burnout.”

Although the participants responded from positions in academic libraries, the work they do and the annoyances they experience are often directly linked to the duties and frustrations (either expressed or perceived) of their colleagues in K–12 schools, both teachers and library media specialists. Participants conveyed an understanding of these challenges in a variety of comments. One wrote: “My motivation is to make sure the students are provided with quality information literacy and to give them access to a library, since many of their high school libraries are underfunded and understaffed.” Another noted that “many of the high schools we work with do not have media specialists . . . We provide the support that they often cannot get at their schools.” One respondent summarized the problem by expressing a desire “to provide support for our community, especially since the high schools don’t have the resources they need for the assignments required of their advanced students, and librarians/media specialists with proper training are often missing.”

Discussion

As evidenced by the vast literature on libraries and the K–12 to college transition, the ways in which we talk about this issue change as the trends in K–12 and higher education evolve. As Arthur Levine wrote, “Education reforms are often animated by shifting, competing, and temporary changes in politics, social conditions and economics.”⁴⁵ Therefore, while these results serve as a snapshot of the motivations and challenges discussed when the survey was taken, responses will fluctuate at different times as educational policies, college student demographics, and other factors change.

Talking about college readiness is in many ways equivalent to talking about the potential for student success, in that it has a direct impact on the academic preparedness, and therefore possible achievement, of each student. In fact, the participants in this study qualified their motivation to work with high school students by talking about their work in preparing students for college-level research and academic expectations, regardless of where the students matriculate. Participants also wanted to promote the library and librarians as contributors to student academic success in the university setting. They perceived a skills deficiency in the incoming students, and the academic librarians who responded to the survey saw their role as bridging that gap through outreach to and work with their K–12 library professional counterparts.

Some students may also need to build confidence to navigate the academic library, as many experience “library anxiety.” This term was coined by Constance Mellon in 1986 when students surveyed indicated they felt nervous about using academic libraries because of the differences (classification systems, for example) between these libraries and the public or school libraries they had used previously.⁴⁶ Since then, some academic librarians have proposed collaborations with K–12 educators to impact students’ attitudes about libraries and build their confidence in using them.⁴⁷ Mariana Regalado also emphasized building self-assurance in first-year students to aid the transition to college.⁴⁸

Participants in this study identified constraints related to time, staffing, and money as the biggest barriers to their outreach work in promoting college readiness and student success. Despite these barriers, or perhaps because of them, collaboration between K–12 and college constituents might help to alleviate some of these concerns and contribute



to making the transition from high school to college more manageable. Various models for these partnerships in the literature might provide opportunities for cooperation between the constituent groups.

Collaboration between academic librarians and K–12 librarians has long been an important way to aid students' transition to college. More than two decades ago, the

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presidents of ACRL and the American Association of School Librarians (AASL) convened a joint committee "charged with recommending ways of initiating and fostering, through the organizational structures of ACRL and AASL, ways and means of affecting closer collaboration between librarians in K–12 and post-

secondary education to the benefit of the constituencies they serve."⁴⁹ Tammy Voelker explored the myriad ways in which academic librarians have supported the transition to college through an extensive annotated bibliography that includes not only the work done by the librarians but also the variety of partnerships between academic librarians and their K–12 counterparts.⁵⁰ Other studies have continued to explore the models of cooperation that serve students as they leave high school and enter college.⁵¹

Future Directions for Research and Practice

The variety of demographic, informational, and open response data the authors collected with their survey provide a wealth of opportunities for additional and more thorough analysis of emerging themes. Future articles might summarize high school outreach program delivery, describe types of K–12 collaborations, or offer analysis of results based on population, geography, or other factors.

Any number of external factors, such as continued personnel and resource cuts in libraries and the changing demographics of college student enrollment, have the potential to influence academic library support for the transition to college. As such, there is value in periodically taking stock of the ways in which academic libraries support students entering college. Responses to a variation of this survey at different times will likely fluctuate as shifting attitudes and institutional priorities are impacted by trends in K–12 and higher education. For example, as higher education institutions place more emphasis on recruitment of students, it would be interesting to see if academic librarians' attitudes toward K–12 outreach and partnerships shift. While our results reinforce themes from some previously published articles and survey results, motivations and challenges have altered slightly due to changing educational priorities and trends.

Additionally, it would be valuable to survey K–12 educators to better understand their motivations and challenges behind seeking support from or collaboration with postsecondary librarians. The limitations identified by the academic librarian participants in this study often speak to K–12 school concerns (time, funding, and the like) that would be better explained by K–12 library professionals and teachers themselves. Gaining a more formal understanding from their perspective can inform the work of academic librarians.

Participants in this survey indicated that the role of academic librarians supporting the transition to college has been largely reactive rather than proactive. In other words, many college librarians merely responded to requests from high schools, rather than initiating a structured outreach program to area schools. Staff time has been cited regularly as a significant obstacle to offering services to high school students. Not surprisingly, then, programmatic assessment of librarians' efforts to ease the adjustment to college and studies that seek to understand students' experiences and attitudes have been largely absent from the conversation.

Other factors that may contribute to these missing viewpoints include the necessity to seek parental consent when collecting data from minors, the inability to track students over time, and K-12 partners who lack the opportunity to participate in additional assessments.⁵² Kenneth Burhanna suggested that anecdotal data points are worthwhile for

communicating program value, considering the existing assessment challenges and lack of additional data.⁵³ Evelyn Barker agreed that repeat visits, anecdotal thank yous, or accolades indicate a level of satisfaction with previous experiences.⁵⁴ With the current culture of accountability in higher education, assessment will likely become a necessary component for future K-12 and college partnerships. Those looking for practical advice could consult, in addition to Burhanna,⁵⁵ Shannon Farrell and Kristen Mastel's 2016 article in the journal *In the Library with the Lead Pipe*, which emphasizes intentional outreach and outreach assessment.⁵⁶ Some of their suggestions could be applied to K-12 and college collaborations, and the results would fill a gap in the literature. The authors recognize, however, the additional challenges this kind of assessment presents, as outlined by Burhanna.⁵⁷

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Conclusion

Outreach to K-12 students has been an important aspect of the work of academic librarians for decades. As dual-enrollment programs become an increasingly prevalent aspect of the K-12 to college transition, academic librarians will need to respond to the needs of these students. While the results of this study demonstrate a variety of challenges to this work, particularly related to staffing, time, and available funds, the respondents feel a strong motivation and a clear mission to support students as they leave the K-12 setting and enter the college environment.

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Appendix

Survey Questions

Which of these best describes your current institution?

- Public, two-year (1)
- Public, four-year (2)
- Private, nonprofit, two-year (3)
- Private, nonprofit, four-year (4)
- Private, for-profit, two-year (5)
- Private, for-profit, four-year (6)

Is your institution in a rural or urban setting?

- Rural (1)
- Urban (2)
- Other, please describe: (3)

What is the size of your institution? (FTE)

- 0–5,000 (1)
- 5,001–10,000 (2)
- 10,001–15,000 (3)
- 15,001–20,000 (4)
- 20,001+ (5)

How long have you been a librarian/ library staff member?

0 5 10 15 20 25 30 35t 40 45 50

Number of years ()

How long have you been in your current position?

0 5 10 15 20 25 30 35t 40 45 50

Number of years ()

What is the highest degree you have attained?

- High school diploma/GED (1)
- Associate’s degree (2)
- Bachelor’s degree (3)
- Master’s degree (4)
- Multiple master’s degrees (5)
- Doctorate (6)

What is your job classification?

- Faculty (1)
- Classified staff (hourly) (2)
- Administrative staff (salaried)



What is your job title?

Which statement best applies to you?

- First-year experience and/or outreach to high school students is my primary role. (1)
- First-year experience and/or outreach to high school students is my secondary role. (2)
- My library offers first-year experience/outreach to high school students, but I am not assigned those duties. (3)
- My library does not offer first-year experience/outreach to high school students. (4)

Skip to: Q13 if Which statement best applies to you? = My library does not offer first-year experience/outreach to high school students.

Who performs FYE/outreach to high schools work at your institution? Check all that apply.

- A FYE librarian (1)
- A general outreach librarian (2)
- An instruction librarian (3)
- An access services librarian (4)
- Library support staff (5)
- Other, please describe: (6)

What factors contribute to your desire to provide outreach to high schools (select all that apply):

- Recruiting students (1)
- Aid the transition to college (2)
- Budget cuts for school libraries (3)
- Community engagement (4)
- Demonstrate value of library on campus (5)
- Other, please describe: (6)

Do you think your library and/or university administration values these factors in providing outreach to high schools?

- Yes (1)
- No (2)
- Other, please describe: (3)

How do collaborations with high schools come about? Select all that apply.

- We have a strategic outreach program. (1)
- We respond to requests from high schools. (2)
- Other, please describe: (3)

What is the process for scheduling/planning sessions with high school students? Select all that apply.

- I reach out to the high school personnel via e-mail (1)
- I reach out to high school personnel by phone (2)
- High school personnel reach out to us by e-mail (3)
- High school personnel reach out to us by phone (4)
- High school personnel fill out a Web form (5)
- Other, please describe: (6)



What kinds of high schools do you work with? Select all that apply.

- Public (1)
- Private (2)
- Other, please describe: (3)

What populations of high school students do you serve? Select all that apply.

- 9th grade (3)
- 10th grade (4)
- 11th grade (5)
- 12th grade (6)
- Honors / AP (7)
- Dual-enrollment students (i.e., PSEO [postsecondary enrollment options], College Credit Plus, etc.) (8)
- International baccalaureate (9)
- Other, please describe: (10)

On average, how many high schools does your library work with per academic year?

- 0 (1)
- 1–5 (2)
- 6–10 (3)
- 11–15 (4)
- More than 15 (5)

On average, how many total sessions does your library schedule with high schools per academic year?

- 0 (1)
- 1–5 (2)
- 6–10 (3)
- 11–15 (4)
- More than 15 (5)

What kinds of collaborations take place? Select all that apply.

- Information literacy instruction for high school students (1)
- Workshops for high school teachers (2)
- Library tours (3)
- Other, please describe: (4)

Where do the school collaborations take place? Select all that apply.

- At the college / university library (1)
- At the high school (2)
- Online, synchronous (3)
- Online, asynchronous (5)
- Other, please describe: (4)

What other types of activities / events do high school students participate in while on your campus?
Select all that apply.

- Campus tour (1)
- Admissions presentation (2)



- Financial aid presentation (3)
- Academic support services presentation (4)
- Lunch on campus (5)
- Meet with faculty / academic departments (6)
- Attend a cultural event (7)
- Attend a sports event (8)
- Other, please describe: (9)

What are the challenges you or your institution experience related to providing high school outreach? Select all that apply.

- Time constraints (1)
- Lack of knowledge about high school assignments (2)
- Not enough staff (3)
- Computer access for community users or nonstudents (4)
- License agreements with publishers (5)
- Other, please describe: (6)

What do you consider to be the biggest challenge you or your institution experiences related to providing high school outreach? Select one.

- Time constraints (1)
- Lack of knowledge about high school assignments (2)
- Not enough staff (3)
- Computer access for community users or nonstudents (4)
- License agreements with publishers (5)
- Other, please describe: (6)

What are your motivations for providing outreach to high schools?

What internal frustrations (related to your own institution) do you experience related to providing outreach to high schools?

What do you see as the value of providing outreach to high schools at your institution?

Is there anything else you would like to share about your experience with outreach to high schools?

Display This Question:

If Which statement best applies to you? = My library does not offer first-year experience/outreach to high school students.

Why doesn't your library offer FYE/ outreach to high school students (check all that apply)?

- Time constraints (1)
- Not enough staff (2)
- Not enough money (3)
- Lack of administrative support (4)
- Other, please describe: (5)
- *Display This Question:*

If Which statement best applies to you? = My library does not offer first-year experience/outreach to high school students.

Do you think FYE/ outreach to high school activities would be useful to your institution? Why or why not?



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