

Planning for Fall: Sustainable Collaborations in High School to College Transitions

LIRT Transitions to College Committee - 6/23/2021

Room 1: How to Initiate HS/College Collaborations

Moderator: Becca

- Participants have no current collaborations or limited collaborations currently - one-off requests mostly. Most of it is ad hoc.
- Some of us are working with dual enrollment students. We serve them to varying degrees.
 - Mercer County CC, NJ visits all dual enrollment classes 2x per semester!
 - We are eager to ensure that we provide equitable services to our on campus and off campus high school concurrent students.
- Everyone (so far) would like to start or expand their collabs. Several in exploratory phase of collaborating.
- How do we work with students that aren't as well resourced? Several are in this situation. We have resource rich and lacking students.
- Many are hoping to get tips, frameworks, etc. out of this session.
- Some states offer a "full package" of resources of shared tools (databases) or have formalized MOU for use and borrowing privs.
- Joyce Valenza from Rutgers will be presenting at ALA this Saturday 6/26 about research on high schoolers transitioning to college. Students knew brand names and younger student versions, but not the college versions.
 - What if there were a YouTube channel where academic librarians gave a front door tour for students?
 - "Information equity backpack" - students are all differently prepared for the academic experience. We need to look at the various different needs. How do we figure out how to help these students?
 - See also https://sites.duke.edu/library101_instructors/2018/08/13/information-privilege/
- High school students may lack the ability to use a physical book to do research.
- A strong or stronger first year experience (FYE) is a goal for some.
- Secondary librarians met with college librarians. Secondary group's concern - lack of skills to succeed in college.
- Institutional partnerships exist (i.e. resource access and the like), but they are not programmatic in terms of instruction
- Some convos between media specialists and academic librarians, as well as with AR DOE

- Big losses of school librarians nationwide - would love for ALA to step up in terms of advocacy.
- Question: Are university librarians actually ready/qualified to work with incoming students who are not already at a certain info lit level?

Room 2: How to Assess/Evaluate Collaborations for Administrative or Pedagogical Purposes

Moderator: Alice Wilson

What do you hope to get out of this session?

What strategies have you found helpful?

What challenges have you encountered?

Want to be more intentional with assessment of K-12 collaborations

Want to find ways to gauge effectiveness of programs and ensuring that we're impacting student learning and the transition from high school to school

Applying for a grant to start a program about orientation for admitted students from two neighborhood high schools that serve underrepresented groups and first-generation college students.

Exploring how assessment connects with instructional design. Wants to be intentional about assessment from start to finish.

How do you assess when you outreach but there are no high school librarians? Looking for ways to provide instruction and assess to provide to accreditation. How do you make assessment scalable?

Having a contact at the partner school can be very helpful.

Works closely with Office of Student Affairs. Sees which schools to which they outreach. Provides tours to those students. At the end, has students evaluate session with emojis. Want to tamp down on anxiety they might be feeling.

Plan with the end in mind when planning assessment

Metacognitive information literacy assessment that could be useful to use with high school students and new college students: librarians in the Information Literacy Advisory Group of Oregon (ILAGO) developed the [Information Literacy Reflection Tool \(ILRT\)](#). The ILRT is not an assessment that generates a score or a grade, it invites people to reflect on how they approach and use information and prompts them to consider what constitutes information literacy. It contains a curated list of statements derived from threshold concepts articulated in the ACRL Framework for Information Literacy for Higher Ed. As part of three years of research and testing, the instrument was used in Fall 2019 with students in 20 foundational writing courses at Portland Community College, as well as several first-year-experience courses, also at PCC.

Room 3: Dealing with Distance - Collaborations that Don't Involve Bus Rides

Moderator: Brendan Johnson

Notes:

- Dual-enrolled students taught at CC in NJ
 - No different instruction between traditional & dual enrolled students
 - Dual-enrolled students needed more engagement and activities
 - 80-something HS librarians in NJ are interested in collaborating with academic librarians
 - Through NJ Association of School Librarians
 - Could dual-enrollment classes/instruction be moved online?
- Partnership with local BOCES (alternative high school education, usually in trade skills)
 - Issues: they need access to academic library databases off-campus
 - Not available to students off-campus- how can we share these
 - Tennessee has a [statewide virtual library](#), largely based on Gale databases (this goes back to the late 90s)
- Other avenues (what librarians can offer)
 - Technology how to -
 - we used to have LinkedIn (formerly Lynda.com) and had a listing a tutorials that talked about email, word, excel, etc that were shared with instructors and students in the student success course
 - Bring speakers from Google to discuss how to use Google resources
 - Open these events to the community (including High School students)
 - Engage students with primary sources (i.e. through history/social studies classes)
 - Citizen Science Wikipedia edit-a-thon
 - Share out institution's digitized special collections
 - Library of Congress or National Archives collections
 - Media Literacy
 - Know your information rights (what information is being tracked/collected about you) and navigating information in the world (information consumption - self-ethnography)
 - Tie in with Digital Privacy Week
 - Social Studies classes?

Room 4: How to Build in Sustainability (e.g. Will the partnership collapse if one teacher, librarian, etc. switches jobs?)

Moderator: Brittany Kester

- Thinking about partnerships between high schools and colleges but also community colleges
- Bringing in other units on campus is one way to sustain partnerships/programs
 - Partnership - Tutoring & Writing Center and the Libraries with high schools
- Involve as many people in the library as possible that will be interested
- Talk to people about why we are doing the project, get on the radar, promote to administrators so that they know how it is contributing and that what you are doing is important
- Once the relationship is established it does get easier and if someone needs to step in others are experienced after the program has been going on
- Mentor someone(s) to take on a leadership role
 - Staff
 - Student workers
 - Graduate Fellows/Interns
- Create documentation - put in shared drive or shared files
 - Who to go to for all of the pieces - passwords, lunch, etc.
 - Have backups
 - Checklist, schedule
- Communication with teachers and others that have been involved
- Campus swag from admissions - partnership with admissions or academic affairs
 - Parent letters to high schools after visit with information about how their students/community/public can use the library even if they are not attending
- Sponsors - create partnerships for funding or swag or coupons, local businesses
 - Think outside your direct contacts
 - This is something that can also be shared with administrators that can help give programs stability
- Career fairs at high schools or community colleges

Room 5: Outreach to Special or Public Libraries for Student Support

Moderator: Jessica Kohout-Tailor

**What partnerships have you formed with special or public libraries to support students?
How do you plan to work together?**

- Partnerships in the community (“digging deeply”) happen through conversations with people and keeping in touch with those people. However, the challenge is making a stronger connection in the K-12 schools to make sure we are providing the programming they need and want to attend.

What successes or challenges have you faced with these collaborations? How would you change your process next time?

- Connecting with those in schools is a challenge.
- Having credibility in communities is important for successful programming and collaborations and part of this credibility is due to screening vendors and presenters at college readiness programming for families (FAFSA, Application, college essay writing, soft skills, interview skills, how to use the internet, writing thank you notes, preparing portfolio, what to do after acceptance, integrating poetry into applications)
- Some recommend using free programming ideas from places like Princeton and using staff for college readiness programming

What outreach strategies have you used or plan to use with these libraries?

- With students being virtual in NY, they were able to reach families through email blast via a connection to school, while other contacts they heard no response. Do you start with Parent Coordinator, Dean, Principal? It is difficult to find the best strategy.
- Some find that making this connection is difficult and inconsistent. They have had difficulty connecting with school administration.
- Others have had success contacting the teachers directly.
- A Teen Librarian in the group found that their college programming has been unsuccessful, but having fun programs rather than academics has been successful. It seems to have been through word of mouth and pre-COVID, they would go into the classrooms.
- Some have found more success going through school librarians than classroom teachers and others have found better success with individual English teachers.
- Publicize programming on public library website
- Word of mouth, sending emails individually, trying to get on schedule to attend department meetings when trying to build buy-in with academic librarians/libraries
- Knowing the curriculum has been helpful for outreach

How do you navigate not stepping on toes when public libraries work with schools?

- Some have had success when the school gave a recommendation from the school administration for the public libraries to come into the schools and partner with them with particular topics

- Some have asked if schools if they have a media specialist before going into a school in order to not step on any toes