

Amanda Osborne
Department of Library and Information Science, University of Southern Mississippi
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Dr. Jeffery Hirschy
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Thesis: In the last twenty years, research about academic libraries providing outreach to high schools has continued to emerge as a trend as librarians at both the secondary and post-secondary level address issues of college readiness among incoming Freshman. The research shows that collaborations between academic libraries and high schools better prepare students for the transition to college.

1. Adeyemon, E. (2009). Integrating digital literacies into outreach services for underserved youth populations. *Reference Librarian*, 50(1), 85-98.
<https://doi-org.lynx.lib.usm.edu/10.1080/02763870802546423>

Analysis

This article focuses on the role of the academic library as a research partner for high school students who have typically been underserved by secondary and post-secondary educational institutions. This particular article focuses on digital literacy instruction as opposed to more traditional information literacy skills, like locating print sources in a physical library. Digital literacy instruction is specifically addressed in other articles in this bibliography including the research of Bruch and Frank (2011) and Kinikin (2013). These authors cite the use of online tutorials/modules to facilitate outreach initiatives to high school students. Other articles cited in this bibliography mention providing access to digital research tools, like online library databases, as a component of their outreach to high school students; however, Adeyemon (2009) focuses specifically on the benefits of digital literacy instruction for at-risk student populations.

Reflection

Adeyemon's article not only appeared as a result in the initial search using the bibliometric formula outlined below in Burhanna (2007); but also, the article was included in final article/chapter of the book by Burhanna (2013), which is listed later in this bibliography. Digital literacy instruction is relevant to today's students as the use of technology is more widely relied on for academic research in both high school and college courses. Even though the data by Adeyemon (2009) is limited to at-risk students who participated in a digital outreach initiative, 20 years of research cited in this bibliography documents a positive correlation exists between the academic library and high school seniors in relationship to targeted literacy skill instruction for college readiness (Angell & Tewell; 2013; Bruch & Frank, 2011; Buchansky, 2021; Burhanna, 2007, 2013; Carlito, 2009; Groves, 2019).

2. Angell, K., & Tewell, E. (2013). Collaborating for academic success: A tri-institutional information literacy program for high school students. *Public Services Quarterly*, 9(1), 1-19. <https://doi.org.lynx.lib.usm.edu/10.1080/15228959.2013.758974>

Analysis

This article focuses on the outreach efforts of the Sarah Lawrence College Library to students at Yonkers High School in New York. The authors describe how academic librarians provided information literacy instruction to high school students that included a library orientation for students and support for inquiry based research. Drawing on the authors' first-hand experience with the program; interviews with participating teachers and librarians; and evidence from peer-reviewed articles, the article offers recommendations for best practices that can help high schools and academic libraries develop and maintain successful collaborations. The recommendations are considered to be reliable since they are based on multiple data collection methods, despite the fact that the program and reviewed sources are almost twenty years old.

Reflection

Adeyemon's article appeared as a result in the initial search using the bibliometric formula outlined below in Burhanna (2007). One unique aspect of the featured partnership is that it included individualized instruction for students through one-on-one conferences with academic librarians about the students' research topics. Outreach was also a multi-year initiative, which is unique as most of the programs described are singular events. As juniors, the students were introduced to the available resources available in the academic library through a semi-independent research experience. Students returned to the academic library as seniors to complete independent research projects with the reference librarians providing individualized support. Outreach with a research-centered focus helps students become familiar with the academic library's resources. It also helps students build relationships with academic library staff who can provide additional support for first year college students.

3. Barry, M.E., Snyder, R.J. & Matheuws, K.B. (2021). Motivations and challenges of academic library support during the transition to college. *Portal: Libraries and the Academy*, 21(3), 511-529.

Analysis

The keywords academic libraries AND outreach AND high schools were used to find this article by searching full-text, peer reviewed academic journals from 2012-2022, in the ERIC and Library & Information Science Source (LISS) databases. These keywords most accurately reflect the topic of this study and returned several results. In this particular article, the authors surveyed academic librarians to determine what drives outreach to high school students and what obstacles limit or prevent initiatives for the purpose of studying their "role in the adjustment to college." This article supports the thesis by examining the function of the academic library in a collaboration to support high school students.

Reflection

This article provides a clear understanding of the reasons academic librarians provide outreach: college and career readiness for students; public relations opportunity with the community; and recruitment for higher education and library patrons. The authors provide an extensive

bibliography of sources used to support their findings. Of note, Burhanna (2006) and Cosgrove (2001), who are referenced later in this bibliography, are both cited as evidence for the authors' argument, which lends credibility to the research of the studies included here. The article's bibliography also reveals new sources relevant to the thesis statement, such as the 2003 report by David T. Conley that revealed college readiness skills were on the decline at the beginning of the 21st century, prompting academic libraries to focus on transition outreach initiatives that are described in many of the works cited 2001-2013.

4. Bruch, C., & Frank, K. (2011). Sustainable collaborations: Libraries link dual-credit programs to P-20 initiatives. *Collaborative Librarianship*, 3(2), 90-97.

Analysis

This article was located using a variation of the bibliometric formula referenced in the Burhanna (2007) citation included in this list. Rather than using the keyword "outreach" as search term, "partnerships and collaboration" was used instead to locate additional sources that support the thesis. The authors' idea to pilot outreach services to dual enrollment high school students has also appeared in other sources in this list (Bruch & Frank, 2011; Davis & Watson, 2017; Kinikin, 2013). The authors choose dual enrollment students based on the recommendation offered in Burhanna and Jenson's 2006 article, "Collaboration for Success: High School to College Transitions," which is not included in this bibliographic list but cited by Bruch and Frank (2011) as influential to their outreach approach. Burhanna, who is recognized later in this bibliography for his significant contributions to the research on academic library outreach to high schools, is considered an authority on the subject, lending credibility to Bruch and Frank's work.

Reflection

Even though the outreach described in Bruch and Frank's research resulted in establishing a model for services to the university's English composition courses, there are still valuable take-aways for traditional high school programs. For example, the outreach identified that high school dual enrollment courses, like English composition, often lacked the rigor of traditional college composition classes leaving students unprepared for the demands of college academic courses. Outreach efforts, therefore, sought to address inconsistencies between the high school and college courses by offering information literacy instruction to students. The authors mentioned using online modules to facilitate information literacy instruction. More in-depth information about the creation of an online tutorial is provided Kinikin (2013), which Burhanna (2013) includes in his book referenced below.

5. Buchansky, H. (2021). Connections beyond campus: Ontario university library outreach programs for high schools. *Partnership*, 16(1), 1-24.
<https://doi.org/10.21083/partnership.v16i1.5770>

Analysis

This article used surveys and interviews with academic librarians to collect data about the various types of outreach services offered by academic libraries to high school libraries in Ontario, Canada. The location of the study does not limit the findings for American academic and school librarians. The author notes that Canadian students' informational literacy skills upon entering college have declined in recent years. A similar trend is prevalent among American

students. Therefore, the author's findings are relevant for librarians in both countries. The currency of the information is reflected in the 2021 copyright date, showing that academic library outreach to high schools has remained a trending topic of interest among librarians at both the secondary and post-secondary level for two decades.

Reflection

The article lists the types of academic library outreach noting that tours and information literacy instruction make up the majority of services. The most noted benefit of outreach involved exposing students to the academic library and the college campus, increasing students' awareness of and access to higher education. The most noted challenges included the allocation of time and space to conduct programs. While the article did not add anything new to the existing literature, the author did point out that the academic libraries included in the study did not use any type of formal instrument to evaluate their program, which the author found to be true of other similar reports. Therefore, an examination of evaluation tools to measure the effectiveness or impact of an outreach service is needed to truly determine the value of collaborations between academic libraries and secondary schools.

6. Burhanna, K.J. (2007). Instructional outreach to high schools: Should you be doing it? *Communications in Information Literacy*, 1(2), 74-88.

Analysis

The author of the article has written and published a number of peer-reviewed texts about the Kent State University Library outreach program to high school students, *Informed Transitions*. Burhanna's article, therefore, is a reliable source of information as the author draws on his personal experiences developing and implementing the *Informed Transitions* outreach program. This article was published six years prior to the author's book and serves as a seminal text within the limited scope of research on the topic of academic library outreach to high schools despite the 2007 copyright date.

Reflection

This article was discovered by applying a bibliometric formula that included searching the Library & Information Science Source (LISS) database for full-text, peer reviewed academic journals about school libraries AND academic libraries AND outreach. This source was cited seven times in the LISS database; it is the most cited source featured in this bibliography using the bibliometric formula referenced above. Since 35% of the articles in this bibliography cited Burhanna's article as a source, the positive impact this article has had on the existing body of literature on academic library outreach to high schools is significant. It establishes the author and his work as paramount to other similar studies.

7. Burhanna, K.J., ed. (2013). *Informed Transitions: Libraries Supporting the High School to College Transition*. Libraries Unlimited.

Analysis

Overall, Burhanna's 2013 compilation of articles featured in his book supports the argument that successful partnerships help students, who transition to college after graduation, better prepare for and meet the academic demands of post-secondary institutions. The first two sections of the

book provide necessary background information that define the problems that led academic libraries to develop outreach programs at both the secondary and post-secondary levels. In “Section III: Programs and Resources,” seven articles/chapters describe outreach initiatives directly related to high school students. Two of which were also located using the bibliometric formula described in the previous Burhanna (2007) annotation. Those two articles are featured in this bibliographic list along with three articles/chapters from Burhanna’s book. Altogether, Burhanna’s work showcases the various types of outreach academic libraries have provided to high schools since the beginning of the 21st century.

Reflection

Since Burhanna serves as the Director of the Informed Transitions outreach program for high school students at Kent State University Library, his work is essential to the purpose of this study. Even though the majority of this bibliography showcases the results found by using the bibliometric formula referenced in the previous Burhanna (2007) citation, this source happens to be one of three that was located prior to establishing the parameters of the bibliometric study. Burhanna’s first-hand experience with providing academic library outreach and his extensive research on the top solidified his authority on the topic and justified the inclusion of this book in the bibliography listing.

8. Cameron, L., Montgomery, L., Bauer, A., Anderson, K., & Filippelli, C. (2019). Spectrum of value: State universities supporting k-12 teachers. *Portal: Libraries & the Academy*, 19(4), 565-575. <https://doi-org.lynx.lib.usm.edu/10.1353/pla.2019.0035>

Analysis

This article was not located using the initial bibliometric formula referenced above in Burhanna (2006). Rather, I found this article by looking at the research that cited Burhanna (2006) as a source. This article presents a case study of how six academic libraries in Arkansas provide outreach to K-12 teachers through an online Web directory of curriculum resources created by the Council of University of Arkansas College and Research Libraries (CUACRL). The CUACRL created the Education Resources Portal, which features annotated web links to lesser-known high quality curriculum materials that are low-cost or free for teachers. The authors used survey data from 511 school employees, mostly teachers, to design the portal.

Reflection

This article is unique from others in this list because it describes an outreach to teachers rather students. While the article does not directly address academic outreach to high school students to prepare them for the transition to college, it does present a different approach to outreach that could be adopted to fit the needs of students rather than teachers. The authors chose to use the Web directory approach because it was a low-cost way to support teachers. A similar idea could be implemented for students featuring open access Web sources suitable for high school students. In Mississippi, K-12 students have free access to MAGNOLIA, the state sponsored database that includes open access resources as well as access to EBSCO databases like Academic Search Premier. However, academic librarians could use the ideas in this article to expand use of open access resources for high school students.

9. Carlito, M.D. (2009). Urban academic library outreach to secondary school students and teachers. *Urban library journal*, 15(2), 1-10.
<https://doi-org.lynx.lib.usm.edu/10.31641/ulj150203>

Analysis

While the focus of this article is on academic library outreach in urban settings, the activities and recommendations are applicable to institutions in other types of communities. The Marvyn H. Sterne Library at the University of Alabama at Birmingham provides instruction for area high school students and teachers both on and off campus. The library's goal is to boost academic research skills among high school students to prepare them for the rigor of college level work. Additionally, the library seeks to promote post-secondary educational opportunities for students upon graduating from high school. This article was located in the using the bibliometric formula discussed in the Burhanna (2006) entry. It is one of nine sources yielded from the initial search on academic library outreach to high schools. Although the source is over ten years old, the information falls within the scope of the twenty year study.

Reflection

The article also provides insight into the specific issues related to serving under represented populations. As noted in Adeyemon's entry cited above, the focus of academic library outreach for marginalized high school students is an important aspect of the research for librarians to consider since the public school population within the last twenty years has shifted to include more students from diverse backgrounds. Libraries, as noted by Carlito (2009) and Adeyemon (2009), play an important role in supporting non-traditional students who choose to pursue post-secondary educational opportunities as most represent first-generation college Freshman.

10. Cosgrove, J.A. (2001). Promoting higher education: (Yet) another goal of bibliographic instruction of high school students by college librarians. *College & Undergraduate Libraries*, 8(2), 17-24. https://doi-org.lynx.lib.usm.edu/10.1300/J106v08n02_02

Analysis

This article was located using a variation of the bibliometric formula referenced in the Burhanna (2007) citation. The search terms school libraries AND high school seniors AND academic libraries were used, which resulted in finding most of the same articles from the previous searches with the addition of this article. While the article does not add anything new to the existing information on outreach activities, it does highlight another important related idea: outreach as public relations. In an era where libraires need to demonstrate "added value" to their respective communities to secure a share of limited resources, outreach is an opportunity to build relationships between students and the university, tout the benefits of pursuing a college degree, and attracting new library users.

Reflection

Considering that this is the most dated entry in the list, the author's use of "bibliographic instruction," is archaic. The preferred term today is "information literacy." The scope of information literacy instruction has also changed in the last twenty years to include an emphasis on digital skills, like database and internet search strategies. The author does not provide a discussion on "marketing" and "public relations" in the 2022 sense of the words. Nonetheless,

Cosgrove offers librarians a different perspective on how outreach adds value to the library as a vital campus resource. Further discussions on academic library outreach to high school students from a marketing and public relations perspective should be considered.

11. Davis, G.M., & Watson, E. (2017). Creating an online information literacy course for concurrent enrollment students: A collaboration with a state-sponsored online school. *College & Undergraduate Libraries*, 24(1), 29-50.
<https://doi-org.lynx.lib.usm.edu/10.1080/106913116.2016.1190676>

Analysis

Like other articles cited in this bibliography, Davis and Watson (2017) examine how academic library outreach can impact dual enrollment students. With the increase of dual enrollment programs at high schools, academic library outreach programs to this group of students have grown as well. The work of several authors cited in this bibliography, including Adeyemon (2009); Bruch & Frank (2011); and Kinikin (2013) report on libraries that have developed outreach to develop the literacy skills of high school students enrolled in dual enrollment programs. This article is about the Boise State University librarians creating a one hour literacy skills course for dual enrollment students at the Idaho Digital Learning Academy that is similar to the one required of all Freshman at the university.

Reflection

This study was located using the bibliometric formula outlined in Barry, Snyder, & Matheuws (2021). It supports the thesis by describing the authors' process of creating an online course for dual enrollment students to learn college research skills. The authors were underwhelmed with their results. Enrollment in the course did not meet their expectations. They recommend that librarians assess the need for a particular program and the availability of library resources before investing in project development. A cost-benefit approach to program planning can help librarians determine the overall value of a proposed program to both the students and the library before making the decision to develop the idea fully.

12. Foote, C. (2016). Building success beyond high school with career-and college-ready literacies. *Knowledge Quest*, 44(5), 56-60.

Analysis

This article was found prior to implementing the bibliometric formula described in Burhanna (2007). It does not include information on academic library outreach to high school students. However, Foote's work is still relevant to the discussion as it provides insight into gaps in the literature. Foote focuses on the school librarian's role in preparing students for life after high school. School librarians can facilitate information literacy instruction using an academic library website to teach students how to use resources available at the post-secondary level, such as Ask-a-Librarian and one search discovery services. Foote also suggests that school librarians can plan a field trip for seniors to visit the academic library. Even though Foote does not describe a formal outreach effort between the academic and school library, the discussion still has merit considering not all secondary schools would have access to outreach opportunities hosted by academic libraries.

Reflection

Foote's article jumpstarted the present inquiry into academic library outreach to high schools. Several articles in this list report on the college readiness skills students need in order to be successful beyond their senior year of high school. While the present study focuses mainly on the ways academic libraries provide outreach to high school students, Foote's article takes a different approach by examining the role school librarians play in providing information literacy skill instruction. This article also highlights that information literacy skills needed to be successful in the post-secondary arena. Foote's work also points to the gap in literature that addresses the information literacy needs of students choosing to follow a career path after graduation. This is the only article in the bibliography that considers how information literacy instruction benefits high school students who choose to forgo college for a career.

13. Groves, C. (2019). The power of partnerships. *Reference Services Review*, 47(2), 193–202.
<https://doi-org.lynx.lib.usm.edu/10.1108/RSR-02-2019-0010>

Analysis

This article was identified when the bibliometric formula described in Burhanna (2007) was used to locate articles for this bibliography. Groves cites many of the same studies listed here to justify the need for academic libraries to offer outreach to high school students. It is well documented throughout the sources included in this list that academic libraries support students as they transition from high school to college through outreach programs. This article supports earlier findings that show a positive correlation between academic library outreach that include literacy skill instruction and the ability of students to perform well on their college assignments. While findings are not unique in relationship to other articles in this bibliography, the study does provide additional support for the thesis with current data from 2019.

Reflection

The article details the outreach efforts of Middle Tennessee State's Walker Library. Walker Library provided outreach to 200 advanced placement seniors from Central Magnet School. Outreach included a tour of the library and provided access to the library's databases for research. Groves (2019) reports that tours and database access are commonly used in outreach programs for high school students. Even though the research of Groves (2019) is limited by the number and type of students involved in the study, the findings are similar to those reported for other subgroups in different school settings like minorities (Adeyemon, 2009); dual enrollment (Bruch & Frank, 2011; and Kinikin, 2013); urban areas (Carlito, 2009). Furthermore, Groves reiterates the findings of Buchansky (2021) that valid assessments are needed to evaluate the effectiveness of the outreach program.

14. Kinikin, J. (2013). HeLIOS: Hemingway library information online skills tutorial. In K.J. Burhanna (Ed.), *Informed Transitions: Libraries Supporting the High School to College Transition* (pp. 201-8). Libraries Unlimited.

Analysis

This article/chapter is included in this list to provide more information about academic library outreach to high school students involving the creation and use of an online literacy skills tutorial. This article was located using the bibliometric formula described in Barry, Snyder, &

Matheuws (2021). The article also appeared as a chapter in the book, *Informed Transitions*, written by Burhanna (2013) that is referenced earlier in this list. The use of online tutorials as outreach was cited previously in the article by Bruch and Frank (2009). However, Kinikin (2013) provides a better description of how the actual tutorial was created, and a link to the finished product is included (<http://helios.weber.edu/>). The website states that as of 2016 the tutorial is no longer being updated. Nonetheless, the tutorial is still operational and could be used as an example by other librarians interested in creating a similar outreach.

Reflection

Librarians at Weber State University (WSU) in Ogden, Utah, created HeLIOS in response to a notable decline in the literacy skills of Freshman at the turn of the 21st century. In 2005, librarians at WSU along with teachers and media specialists from the Ogden school district began work on the creation of the tutorial. In 2007, WSU received a grant to fund the initiative, and content creation was completed in 2008. In 2009, the tutorial was piloted by a couple of high school classes. Survey data from this test reported a number of issues with the tutorial. After another grant was secured to pay for redesigns to the original version of the tutorial, it was finally finished and launched in 2011. The project took six years to complete. The online version available today includes improvements mentioned in the article/chapter under “Future Plans.” It is interesting to read through the article/chapter and be able to see the finished product.

15. Le, V., Mariano, L. T., & Faxon-Mills, S. (2016). Can College Outreach Programs Improve College Readiness? The Case of the College Bound, St. Louis Program. *Research in Higher Education*, 57(3), 261–287. <https://doi.org/10.1007/s11162-015-9385-8>

Analysis

Unique to other entries cited in this bibliography, this study evaluates the college readiness program, College Bound, St. Louis (CB). CB is not an academic library outreach; however, CB data lends statistical support to the literature. The authors also reiterate the recommendations of Buchansky (2021) and Groves (2019) that studies need assessment data to establish the credibility of results. The authors state that “the number of external evaluations ... is relatively sparse” since government funded agencies and universities often lack “financial resources necessary for data collection, analysis, and other evaluation activities” (Le, Mariano, & Faxon-Mills, 2016). Therefore, this article helps to fill in a gap in the literature because data about academic library and high school partnerships is very limited. However, universities are more likely to require statistical evidence to support resource allocation.

Reflection

The CB evaluation concluded that program participation increased college preparedness for “low income, minority, and first-generation college students” (Le & Faxon-Mills, 2016). Data collected from school district test scores on local, state, and national assessments along with National Student Clearinghouse data showed students involved in the CB outreach demonstrated increased academic performance on college readiness tests and increased enrollment in two and/or four year programs after graduation. CB targeted ninth grade students through a series of programs aimed at increasing disadvantaged students’ “social capital” (Le & Faxon-Mills, 2016). The authors define “social capital” in this context as the students’ knowledge about college

including the admission process and required academic skills. The studies of Adeyemon (2009) and Carlito (2009) also focus on the social benefits of outreach between academic libraries and schools in large urban communities with a high density of underserved populations. Therefore, data from this article could be used to predict outcomes in other similar settings and demographics.

16. Lewis, Z. & Matheuws, K.B. (2020). Aligning experiences: Comparing and contrasting k12 and post-secondary space, resources, and services to smooth the college transition. *Public Services Quarterly*, 16(1), 12-19.
<https://doi-org.lynx.lib.usm.edu/10.1080/15228959.2019.1681344>

Analysis

This article was located using the bibliometric formula in Barry, Snyder, & Matheuws (2021). Lewis and Matheuws (2020) state, “This article adds to the body of college readiness literature” by offering recommendations for “collaboration,” “orientation programs,” and “literacy initiatives.” The authors studied the similarities and differences between school and academic library environments by observing K12 library spaces. The academic librarians were surprised to learn that school libraries functioned quite differently than their academic counterparts. As a result, the academic library adjusted their existing outreach efforts to increase collaborations with high schools. They altered their check out policies to be more student friendly to encourage students to check out books more regularly. They also increased instructional opportunities for students and teachers to assist with the high school to college transition.

Reflection

Overall, the results of the research are limited by the location of the study in the rural Appalachian Ohio region at 13 schools in an impoverished area. The authors found that the school librarians functioned in a multitude of roles limiting their ability to teach information literacy skills that prepare students for college research. This realization prompted the authors to adjust their expectations of the local school library’s role in relation to college readiness. The authors also found that the policies, processes, and instructional resources did not meet the needs of students and teachers. Rather than introduce new services or programs to improve the collaboration between the academic library and the school, existing efforts were realigned to have a greater impact on college readiness.

17. Martin, C.M., Garcia, E.P., & McPhee, M. (2012). Information literacy outreach: Building a high school program at california state university northridge. *Education Libraries*, 35(1/2), 34-47.

Analysis

This article was located using the bibliometric formula described in Barry, Snyder, & Matheuws (2021). It is similar other articles in this list because it describes how academic librarians collaborated with teachers to create an instructional outreach program for students at a local high school. Oviatt Library at California State University Northridge (CSUN) began serving the students at Northridge Academy High School (NAHS) in 2004. NAHS is an urban high school in Los Angeles, CA. 65% of NAHS students are Hispanic, and 90 % of all students receive free

and reduced lunch. Outreach to urban high schools serving mostly poor, non-white students has been a focus of other articles in this list including Adeyemon (2009); Carlito (2009); and Le, Mariano, & Faxon-Mills (2016).

Reflection

This article did not offer any new insights about the topic. The program provided students with access to the library via a tour, borrowing privileges, and instructional lessons. It is assumed that students did not have access to a school library because instruction on how to locate books and check them out was one goal of the program. The authors also noted that the challenge of transportation for students was not an issue because NAHS was located on the same campus as CSUN, so students walked to the library. An assessment of the program was not conducted either, so the research is based on anecdotal evidence and observation. As noted in previous articles by Buchansky (2021), Groves (2019), and Le, Mariano, & Faxon-Mills (2016), the absence of an assessment component to measure the impact of the program on student learning effects the reliability of the study and undermines the results for librarians seeking data to support existing or future outreach initiatives.

18. Smeralid, A.M. (2013). College student for a day: Facilitating successful field trips to an academic library. In K.J. Burhanna (Ed.), *Informed Transitions: Libraries Supporting the High School to College Transition* (pp. 201-8). Libraries Unlimited.

Analysis

Smeralid's chapter was located before the bibliometric formula was used to search for articles. A search of the USM library catalog returned this chapter from the book edited by Burhanna (2013). At the time, Burhanna's relationship to the topic was unknown. Information about outreach in the form a field trip supports the thesis, so Smeralid's chapter was selected as a source. This chapter provides background information about academic library and high school collaborations. Smeralid follows this with a detailed description of how librarians can collaborate with a school to plan a field trip for students to visit the academic library. Checklists are included in the chapter that breakdown the essential parts of planning a field trip. The author recommends that visits include an assignment and occur in small groups. Assessment tools to evaluate student learning before and after the field trip are also discussed.

Reflection

Planning a field trip requires a lot of preparation at both the school and library levels. Therefore, collaboration between the two is essential for success. Outlining roles, responsibilities, goals, and assessments will help ensure a successful field trip. The chapter recommends including an assignment and rotating groups through a series of activities during their visit. Overall, this chapter can serve as a guide for teachers and librarians who want to plan a visit to the academic library. While visits to the academic library are referenced frequently in the sources in this list, this chapter informs the reader of the steps involved in planning a visit and offers practical suggestions for managing students when they arrive.

19. Vercelletto, C. (2018). Teaming up for college readiness. *Library Journal*, 143(14), 26-27.

Analysis

This article was located using the bibliometric formula in Barry, Snyder, & Matheuws (2021). It is similar to other articles by discussing three successful collaborations between academic libraries and high schools. Vercelletto (2018) describes three successful outreach programs at Kent State University (KSU), Arkansas State University (ASU), and University of Wisconsin-Madison (UWM). The KSU program, Informed Transitions, was started by Burhanna (2007; 2013) and referenced earlier in this list. ASU's outreach, Building Bridges, in collaboration with Credo Reference, provided 12 high schools licenses to Credo and used the Credo SEEK tool to facilitate research with students. The author's description of UWM's outreach lacked a catchy title; but, an overview of the program's activities was provided. All three examples included a discussion of factors that influenced the evolution of each program, which is useful to the topic.

Reflection

The ASU outreach is the only program that included an assessment component. The library, however, did not conduct the evaluation. ASU's Institutional Effectiveness office compared the data of Freshman who participated in the program while in high school to that of students who did not. Vercelletto (2018) describes the results with one sentence, "All results were shared." It is unclear if the evaluation supports the main idea of the article: outreach is beneficial to students transitioning from high school to college. Even though the data is not included, the evaluation method could serve as a model for other institutions who have the resources to collect and analyze the data.

20. Zoellner, K., & Potter, C. (2010). Libraries across the education continuum: Relationships between library services at the university of montana and regional high schools. *Behavioral & Social Sciences Librarian*, 29(3), 184-206.
<https://doi-org.lynx.lib.usm.edu/10.1080/01639269.2010.498761>

Analysis

This source was located using a variation of the bibliometric formula described in Burhanna (2007). Searching for academic library AND high school library returned many of the same articles in this list and four new sources, including the research of Zoellner & Potter (2010). This article was included because the 2010 copyright date was more recent than the 2002 date of the other three sources. This study is similar to the one by Lewis & Mathuews (2020) referenced above but on a much larger scale. It is important for academic libraries to understand the differences between school and academic library resources since the two can "vary widely." Collaboration between school and academic libraries can "bridge the divide that exists between secondary and post-secondary library resources" (Zoellner & Potter, 2010).

Reflection

The location of the school has a significant impact on the availability of library resources. Collaborations between school and academic libraries benefit students by providing access to resources that are otherwise unavailable. If the goal of outreach is to prepare students for the academic demands of college, then they must have exposure to and instruction about the resources they are expected to know how to use in order to be successful. If the school library is

unable to provide students with these foundational experiences, then a partnership with an academic library can help augment students' learning. Davis & Watson (2017) illustrate how outreach that does not align with the needs of teachers or students is not beneficial to the school or academic library; it is a waste of resources.