

# Meeting Students Where They Are:

## Piloting Pop-Up Reference to Increase Access to Information Literacy Services

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# Chico State - Campus Snapshot

- 17,488 enrolled students
- Majority-minority student body
- 52% of student body is First Generation
- 33% of student body is Hispanx/Latinx identifying
- Designated Hispanic Serving Institution
  - 2014 HSI designation by the Hispanic Association of Colleges And Universities
  - 2015 HSI designation by the Department of Education

# Meriam Library



# The Traditional Reference Desk

- Formal service point
- Authority figure at a desk
- Triaging: In-person, phone, chat, email
- Intimidating to students (Green, 2012)
- Evokes library anxiety **(No citation necessary!)**

# The Traditional Reference Desk



# The Traditional Reference Desk

- Students of color and first generation students use library spaces more (Albarillo, 2018; Dabbour & Ballard, 2011; Kuh & Gonyea, 2003) but some studies show they are **less likely** to seek help at a reference desk (Elteto & Lim, 2008)
- Reluctance to approach authority figures for assistance (Miller, 2012)
- Reference interactions down across the board (Martell, 2008)
  - National Center for Education Statistics Academic Library Survey: 1999 - 2004: **-25%**
  - Association of Southern Research Libraries: 1999 - 2006: **-41%**
  - University of Maryland: 1995 - 2005: **-47%**
  - Association of Research Libraries: 1995 - 2006: **-54%**

# The Traditional Reference Desk - Equity Issues

- Hispanx/Latinx identifying students rarely ask for help from:
  - People based on their position
  - Strangers
- Personal relationships play a much larger role than position of authority
- Key terms and themes in interviews:
  - Community environment
  - Person-to-person
  - Comfortable
  - Relationship
  - Connection
  - Communication
  - Trust

“The number one thing I would do  
is try to **bring trust to a student.**”



“You get to know the librarian personally, so I think it  
**builds the relationship**  
of librarian-to-student,  
and that way if you ask a question  
it will be easier for you.”

# Enter Pop-Up Reference!

## Goals:

- Move away from the traditional reference desk set-up
- Remove perceived authority issues / library anxiety
- Meet students where they are
- Partner with on-campus organizations
- Partner with student-centered spaces
- Increase access to information literacy assistance
- Create more equitable learning opportunities

## Writing Center

- One-on-one writing tutoring
- Part of Student Learning Center
- 1 hour appointments & 30 minute drop-ins

THE  
WRITING  
CENTER



## Student Transition & Retention (STAR) Center

- Brand new
- Academic Preparation and Support
- Historically underserved students



# Collaborative Outreach

- Reservations vs. Immediate
  - Boundaries and relationship-building
- Soft pilot approach to truly be student-centered
- Setting up times based on Reference Desk data
  - Tuesdays & Wednesdays 5-7pm & 10-noon
- Different spaces, different approach
  - Extended outreach vs Intentional Outreach



## Promoting Pop-Up!

- Campus Announcements
- Signage, Flyers, & Monitors
- Social Media
- Referrals & Word of Mouth



TO DO: FINISH RESEARCH PAPER

# GET RESEARCH HELP



Tuesdays & Wednesdays; 5-7pm  
MLIB 4th floor - next to the Writing Tutoring



## THE BREAK DOWN

DO YOU NEED HELP.....?



STARTS | SEPTEMBER 24, 2019

TUESDAYS AND WEDNESDAYS | 10AM - 12PM

STAR CENTER - MLIB 161

Made with PosterMyWall.com

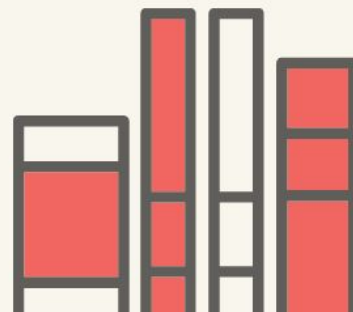


MERIAM LIBRARY

## EVENING DROP-IN RESEARCH HELP

Get help from a librarian on brainstorming  
**research topics**, finding **credible sources**,  
reading **scholarly articles**, creating an  
**annotated bibliography** & more!

Tuesdays & Wednesdays, 5-7pm  
by 4th floor Writing Tutoring/red Author wall

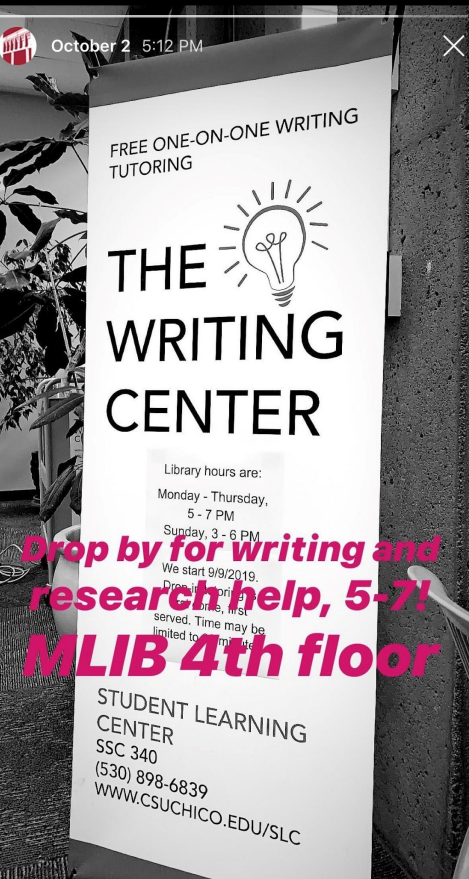


[Introducing joint Research and Writing Help in Meriam Library.](#)

Want to write a great paper? Meriam Library is now offering drop-in research help Tuesdays and Wednesdays from 5-7pm alongside 4th floor Writing Tutoring. Students can get help from librarians on brainstorming research topics and finding credible sources.



10:43



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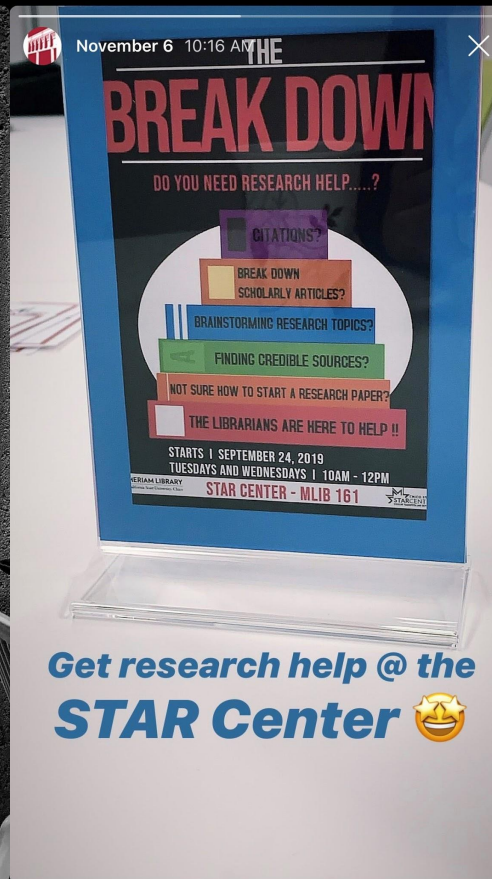
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# Assessment

- RefAnalytics (quantitative data)
  - **Fewer** and **Longer** transactions at pilot locations
- Writing reflections (qualitative data)
  - More **in-depth** research assistance per transaction
  - Personal connections with students

## Reference Desk - **4.5 min**

### Duration

Value	Count	%
No Data	3	0%
Under 3 mins	855	66%
3 - 15 mins	377	29%
16 - 30 mins	46	4%
31 - 60 mins	10	1%
60+ mins	2	0%

**\*\*M-Th 10am-5pm, F 10am-3pm**

## STAR Center - **17.9 min**

### Duration

Value	Count	%
No Data	0	0%
Under 3 mins	4	20%
3 - 15 mins	7	35%
16 - 30 mins	6	30%
31 - 60 mins	2	10%
60+ mins	1	5%

**T and W 10am-12pm**

## Writing Center - **26.1 min**

### Duration

Value	Count	%
No Data	0	0%
Under 3 mins	0	0%
3 - 15 mins	4	36%
16 - 30 mins	3	27%
31 - 60 mins	4	36%
60+ mins	0	0%

**T and W 5pm-7pm**

## What we learned...

- **Location** “...anywhere students congregate is a venue for academic work...” (Foster & Gibbons, 2007, p.68).
- **Approachability** is often related to visible identities of librarians (Bonnet & McAlexander, 2012).
- **Personal connections** count!
- Other **times** and **locations**?
- **Strategic** promotions

“It helped me **get to know the librarian** and it helped me bond while doing work **so we understood each other...**”

“I really appreciate how **accessible** the research assistance was. The librarians were so helpful and **friendly**, making research even more interesting for me. Also, having **evening times** work perfectly fine because I was already done with my classes for the day at the time.”

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*Ask Me Anything!*



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Questions?

???



Ask Me  
Anything