THE BAIT OR THE SWITCH? STRATEGIES FOR REACHING STUDENTS

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Reference Librarian/Instruction
Department Chair – Learning Resource Center
The library is a great place, but why aren’t more people in it, and why are people in the library sleeping?
How do you get students like this in the library?
THE ANSWER

BUILDING RELATIONSHIPS
The basis of any good relationship is understanding

- Understanding is a step by step process
- What is your purpose as an institution?
- Who are your patrons?
- What are their needs?
- What are our patrons limitations?
- What are our limitations?
OUR MISSION

The mission of Baton Rouge Community College is to identify and meet the educational needs of its community through innovative, dynamic programs that are accessible to all.

Baton Rouge Community College seeks to provide practical, well-rounded education that provokes thought, ignites creativity, spurs innovation, and strengthens our global community by improving the quality of life for its citizens.
OUR VISION

Baton Rouge Community College aspires to be the leader in providing world class educational opportunities for our community. World class is
• Excellence in teaching
• Access for all, and
• A sustaining resource for the economic development for the state of Louisiana.
OUR CORE VALUES

INTEGRITY
• Promote the highest level of ethical behavior and professionalism.
• Commit to a sense of honesty and fairness.

DIVERSITY/RESPECT
• Acknowledge the dignity, the equality and the value of every individual.
• Encourage individual differences of opinions, thoughts, and ideas.

TEAMWORK/RESPONSIBILITY
• Promote excellence and quality in programs and services.
• Provide opportunities to work together to further excellence, efficiency and growth.

ACCESSIBILITY
• Provide and open environment that promotes equal opportunities.
• Maintain a safe, barrier-free environment.
Who are we serving?

Students

Faculty

Community
Why are your students here?

- In our case the reason that students are here vary.

- Transfer to four year institution
- Specialized Job Training (PTEC, Nursing, Education and STEC)
- Certification
- Workforce, Corporate, and Continuing Education
WHO ARE YOUR STUDENTS?

Spring 2007 enrollment was at 6,297

<table>
<thead>
<tr>
<th>Major</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science (Science)</td>
<td>1,528</td>
</tr>
<tr>
<td>Associate of Science (Business)</td>
<td>234</td>
</tr>
<tr>
<td>Associate of Applied Science (Business)</td>
<td>367</td>
</tr>
<tr>
<td>Associate of Applied Science (Process Tech)</td>
<td>297</td>
</tr>
<tr>
<td>Associate of General Studies (General Studies)</td>
<td>1,667</td>
</tr>
<tr>
<td>Associate of Arts Liberal Arts</td>
<td>756</td>
</tr>
<tr>
<td>Undeclared</td>
<td>1,262</td>
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</table>
**WHO ARE YOUR STUDENTS?**

Fall 2007 enrollment was at 6,963

<table>
<thead>
<tr>
<th>Major</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science (Science)</td>
<td>1,486</td>
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<tr>
<td>Associate of Science (Business)</td>
<td>524</td>
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<tr>
<td>Associate of Applied Science (Business)</td>
<td>489</td>
</tr>
<tr>
<td>Associate of Applied Science (Process Tech)</td>
<td>299</td>
</tr>
<tr>
<td>Associate of General Studies (General Studies)</td>
<td>1,786</td>
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<tr>
<td>Associate of Arts Liberal Arts</td>
<td>693</td>
</tr>
<tr>
<td>Undeclared</td>
<td>1,135</td>
</tr>
</tbody>
</table>
WHAT’S COMING DOWN THE PIPELINE?

- **AS Nursing**
  - Can only accommodate 60 students in a class

- **New this fall**
  - AS in Teacher Education
  - AS in Criminal Justice
  - AAS in Entertainment Technologies

- **New this spring**
  - AAS Science Technology (Environmental/Engineering)
  - AS Computer Science/Digital Technology

- **Upcoming**
  - AAS/Certificate Construction Management
WHO ARE OUR FACULTY?

- Full-time
  - Believe that they are overworked
  - Believe that they have too much to cover in a semester

- Adjuncts
  - Who are they?
  - They don’t even have an office
WHO IS THE COMMUNITY?

- People who live in the surrounding area
- Neighboring schools
- Local Businesses, Civic Organizations, and Industry
- LCTCS
The library serves a different purpose for each type of patron.

They are all linked together.

- Sometimes to reach one with have to go through another.
### What are our patron’s needs?

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
<th>The Community</th>
</tr>
</thead>
</table>
| - Research  
- Research Assistance  
- Bibliographic Instruction  
- A quiet place to study  
- A group study environment | - Bibliographic Instruction  
- ILL  
- A support network | - Research  
- Research Assistance  
- A relationship |
WHAT ARE OUR PATRON’S LIMITATIONS?

- Access (of all kinds)
- Not technology savvy
- Does not ask questions
- Does not fully understand what the library has to offer
- Does not know HOW to use a library
- Does not know HOW to properly evaluate information
- They don’t know what they don’t know
WHAT ARE THE LIBRARY’S LIMITATIONS?

- Ourselves
  - We sometimes don’t understand that the library is here to serve the patron
  - We get bogged down in other duties
- Space
- Collection
- Staff
WHAT IS THE LIBRARY’S FUNCTION?

- An analysis of your patrons and mission statement helps you to understand what the library’s function should be (beyond the basics)

- However...
  - Our patrons don’t know what the library’s function is or they are not interested
**Why don’t they know?**

- **Students**
  
  - More comfortable using a public library
  - Do not understand how an academic library works
  - Are uninformed of library services
  - Don’t know the value of good research
  - Have had bad experiences with librarians/libraries in the past
  - We do not market ourselves
Why don’t they know?

- Faculty

  Do not think in terms of what the library/librarian can do for them

  Not interested in trying new concepts

  Are embarrassed to admit what they don’t know

  We do not market ourselves
Why don’t they know?

- Community

Do not realize that they are welcome

We do not market ourselves
# Why don’t Students Use the Library

<table>
<thead>
<tr>
<th>It’s not fast enough</th>
<th>Tools are intimidating</th>
<th>No reason to want to use the library</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack research skills</td>
<td>• Why can’t I find a journal in the card catalog?</td>
<td>• No higher standard for conducting research</td>
</tr>
<tr>
<td>• Students are not good time managers</td>
<td>• Where is the card catalog?</td>
<td>• Don’t see the need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Never been to the library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I can use the internet instead</td>
</tr>
</tbody>
</table>
BAIT AND SWITCH TACTICS
Body language

THE BAIT

LOOK IT UP!
Body language
What is positive body language?
Body language
Body language
MORE BAIT

- **Approachability**
  - You must be approachable to the student
    - Go to where they are – be visible
    - Don’t let them know that this is the 100th time you have seen this assignment
    - Emphasize in BI sessions that the Reference Desk is there to help them
  - Before you know it you’ll have a reputation as the helpful librarian

- **Network**
  - Go to open house and student orientation
    - Why should this be the job of an outreach librarian?
  - Host one shots that highlight a particular topic that is of interest to students.
Baiting Student Relationships

- Outreach
  - Signage for marketing
  - Informative talks
  - Book talks
    - Community author
    - Scholarly
  - One Book, One Community
  - Use the student newspaper
  - Student government
  - Festivals and fairs
  - Library Club
Baiting Student Relationships

A visit from Campus Federal Credit Union
BAITING STUDENT RELATIONSHIPS

*Raising Respectful Children in a Disrespectful World* Jill Rigby
Baiting Student Relationships
They might even get to meet the governor.
BAITING STUDENT RELATIONSHIPS
Baiting Student Relationships

At spring fling with the literacy bears.
THE SWITCH

- Instructional handouts/resources that address the students' needs
  - BEAR Bytes (Books and Electronic Access to Resources)
  - Blackboard Library Resource Module
  - Walking tour

- Courses
  - CSSK 101
  - LIBS 101
Accessing NetLibrary

The Baton Rouge Community College is pleased to offer its patrons access to NetLibrary, a collection of over 50,000 electronic books. Patrons need to come to the library to access NetLibrary for the first time, in order to create their own account. This account will then be accessible from any computer with an internet connection.

To use NetLibrary, access the BRCC webpage, then click on the BRCC Library link. On the right side of the Library webpage, you will see a link to NetLibrary. Click there, and then again on the www.netlibrary.com link that appears on the next page.
Baiting Student Relationships
THE SWITCH – BUILDING FACULTY RELATIONSHIPS

- To reach the student you sometimes have to go through faculty
- Problem – Faculty do not understand what the library can do for them or their students
THE SWITCH – BUILDING FACULTY RELATIONSHIPS

Solutions

- Design a blackboard module explaining the library’s resources
- Design BI sessions around a particular assignment
  - Make it a requirement
- Host professional development sessions
  - “Using the Library to Foster Information Literacy”
  - “Using the Learning Resource Center to Foster Life Long Learning”
  - “Using Primary Sources”
  - “Government Information: You Paid for it, Now Learn How to Use it”
  - “Introduction to Remote Access”
  - “Introduction to BRCC E-Learning Resources”
  - “Create a Teaching Portfolio”
THE SWITCH – BUILDING FACULTY RELATIONSHIPS

Solutions

- Network
  - Sit on campus wide committees
  - Stop to speak with faculty members
  - Keep your ear to the ground (or to the door)
  - Let them know that they can call you

- Outreach
  - Library open house
  - E-news
  - Subject brochures
  - Electronic and physical subject guides
  - Library newsletter
  - Faculty orientations
THE SWITCH – BUILDING FACULTY RELATIONSHIPS

- Make suggestions to faculty
  - Take their assignment and make it better
    - Tactfully of course
  - Encourage better research papers by:
    - Focusing on the entire research process
      - Encourage faculty to schedule time for students to have access to a reference librarian in addition to the initial BI session. This can be outside class time
    - Restricting content
      - Wikipedia banned as a citation source
      - Restrict the number of internet resources
      - Educate faculty that databases are NOT an internet resource
THE SWITCH – BUILDING FACULTY RELATIONSHIPS

- Bend over backwards without bending over backwards
  - Librarians are not babysitters, nor are we desperate for work
  - Require proper notice for scheduling BI sessions
  - Require that a meaningful assignment accompany BI sessions

- We must communicate that we are competent professionals
Building Library-Community Relationships

Visit local schools (catch them young)
BUILDING LIBRARY-COMMUNITY RELATIONSHIPS

Reach out to civic organizations
How do we know this works?

- Libraries live and die by statistics
  - From July 2006-January 2007 Reference has fielded 3,134 inquiries compared to the 1,932 inquiries fielded within the same time frame in 2005-2006. This is a 62.2% increase.
    (This number does not include directional inquiries)
  - From July 2006-June 2007 Reference fielded 4,939 inquiries compared to the 2,805 inquiries fielded within the same frame in 2005-2006
Comments

• The info. was helpful but for future reference I will probably still need a little help! –A student from a BI session

• The presentation was great. There was so much I didn’t know and I have been here for 2 years! - A student from a BI session

• The reference desk ladies are very helpful. They answered all of the questions I had. Thank you reference desk!!! –online comment box
Questions?
What do you do in your library?
For a copy of this presentation go to
http://nicole.morello.net