

Librarians Without Borders: Reaching Out to Students at a Campus Center

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Librarians without Borders

Reaching Out to Students at a Campus Center

The Outpost Services Team was created at Rutgers University Libraries by the New Brunswick Libraries' Information Services Steering Group to study the demand for services at locations outside the physical library buildings. Upon the recommendation of the group, the team planned an exploratory pilot study to investigate the need for library services at campus centers—places where students and faculty members regularly gather for eating, socializing, and using other available services. A part of the main information desk of Rutgers University's Busch Campus Center was used to set up the outpost. Traditional reference-desk type of service was offered using networked digital resources. Reference statistics and feedback surveys were collected, providing data for evaluation. The pilot study was a unique endeavor to reach out to less frequent users of libraries, learn about the expectations of students and faculty, and communicate to them about how they can benefit from using library resources and services. This article presents the details of planning the pilot study and a summary of findings and conclusions.

Reference services are in crisis. Reference services are one of the core functions that libraries traditionally perform for their communities.¹ The Association of Research Libraries (ARL) indicates that the percent change of reference transactions in research libraries fell 21 percent between 1991 and 2001 at an average annual percentage drop of 2.6 percent.² The public service aspect of reference services makes this function even more indispensable for libraries. The trend toward declining numbers of reference queries is of deep concern to libraries, and major efforts are under way to better understand the trend's causes.

Libraries across the country are seeking new and innovative solutions to increase the popularity of refer-

ence services. New forms of reference services are being offered primarily online or in electronic format, such as e-mail or real-time/live reference.³ A survey of seventy ARL libraries conducted in 2001 found that nearly all of them offered e-mail reference services. The survey further reported that 29 percent of the libraries were already offering real-time reference.⁴ Other responses from libraries to the decline in reference transactions include fundamental rethinking of the use of library space and buildings for supporting users' needs. "The Information Commons as a conceptual, physical, and instructional space, involves an organizational realignment from print to digital environment."⁵ A survey of literature by Cowgill, Beam, and Wess explains the various adaptations of Beagle's model for the Information Commons. Several libraries have used the Information Commons concept and physically reorganized or renovated library space so that users can access both library and nonlibrary services conveniently. Services such as cafeterias, lecture halls, and lounge or reading areas have also been considered to attract students into libraries. Other institutions have taken the idea of Information Commons outside the library buildings into microcomputer labs on the university campus as a way to reach out to users.⁶

In addition, academic libraries are using outreach services to increase the visibility of the library to students. These services usually include reference and research assistance to remote or distance education

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users, special user groups such as international students, users with disabilities, or other targeted groups.⁷ Further, libraries are using outposts to build new relationships with other constituents of the university campus, such as residences (dormitories or graduate housing), that serve the same customers, namely, students and faculty. Such outreach activities are critical, especially for larger universities, considering the size of their student and faculty body.

Rutgers University Libraries is comprised of twenty-six libraries and centers, including one virtual library (RU-Online). These libraries are geographically dispersed across New Jersey on campuses in New Brunswick, Piscataway, Newark, and Camden. In 2002 the libraries employed eighty-eight librarians (not including staff and student assistants) and had holdings of more than three million volumes, serving a community of more than 50,000 students and 2,465 faculty members.⁸ The libraries on the New Brunswick and Piscataway campuses are together referred to as Rutgers New Brunswick Libraries. Librarians at Rutgers have been attempting to gain new knowledge about user expectations and needs through a variety of instruction and reference outreach initiatives. Along these lines, the Outpost Services Team was created by the Rutgers New Brunswick Libraries' Information Services Steering Group (NBL ISSG) to study the demand for services at locations outside library buildings.

Planning the Pilot Study

The NBL ISSG, in its strategic planning process, put forth the following objective: “[C]ontinue to explore innovative ways of offering information/reference services.” Further, it identified some of the ways that could be used to experiment with outreach services, “such as establishing library outposts in dorms or student centers, and establishing library cyber-posts.”⁹ Accordingly, NBL ISSG set up the Outpost Services Team, which was composed of three librarians from different New Brunswick-Piscataway libraries, with the intention of bringing together reference librarians with diverse subject backgrounds.¹⁰ In the spring of 2002, NBL ISSG charged the team with experimenting and developing a framework for carrying out this objective. It recommended that the team initially set up a pilot study at campus centers during the spring semester. The goal of the pilot study was to explore the interest in and need for library services among students and faculty who congregate at campus centers.

A college or university campus center combines student organization activities and social, dining, entertainment, and academic events into one area or building. The rationale behind choosing the campus center as a venue for the outpost service was that the location attracts students from all around the campus. It is a place where students are involved in a variety of activities, including meeting

friends, eating, exercising, playing games, studying, tutoring, checking e-mail, using postal services, faxing documents, attending special lectures, holding meetings, watching television, and shopping. Students “want an environment more like the ‘one-stop shopping’ of the malls they frequent. More convenience. More interaction. Better amenities.”¹¹

Libraries can exploit the place utility of campus centers that attract students regularly. “Place utility makes a product accessible to potential customers where they want it.”¹² In this project, the outpost was to be set up in a centrally located place where students came to use several services. Adding on library reference services in this way makes the service accessible to users where they may want it. It can persuade students who do not visit the library often to use library resources and privileges and gives such students the opportunity to use some library services more conveniently. At the same time, librarians can also learn about the expectations of the students with regard to library services. In this way, libraries can possibly expand their domain of library use by encouraging increased use of library resources by students and faculty, especially the less frequent users.

An outpost program of this nature had not been set up by the Rutgers University Libraries before; therefore, not much in-house background information was available. The team searched the literature to specifically find similar outpost projects carried out by other libraries. Westbrook and Waldman’s article briefly describes the University of Michigan’s Info*Fest program that was held on three nights in residence halls at the university. The program was somewhat like an orientation program or information fair and introduced library services, resources, and staff to the first-year students. The article also mentions that Indiana University Library (Bloomington) successfully adopted the Info*Fest model. As a result of this program, the library reported an increase in circulation and use of library resources.¹³ Another study, “Meeting Students on Their Own Turf,” conducted by librarians at Bowling Green State University in 1995, offered library reference and user education services at residence hall computer labs. According to the author, the attempt to reach out to students was not successful since only eight questions were asked during the twelve evenings the service was provided. The study mentions that library resources were rarely used in the residence hall computer labs and that the library was considered an important place to study.¹⁴ It should be noted that both of these studies were conducted when the availability of online resources in libraries and remote access was still relatively new (1995 and 1993 respectively). Since then libraries have changed the ways in which they provide resources (especially on the Web), and users seek information and learn in different ways. These two articles provided some general ideas regarding academic libraries’ use of different types of outpost services. However, discussion of this subject in general is inadequate. In light of this, the

team decided that an exploratory approach was appropriate for this study. Since the team members were heading into unexplored territory, the study was designed to determine if there were sufficient grounds for pursuing such programs on a more permanent basis in the future.

Providing a Reference Type of Service

The team members discussed library services that could be offered and selected locations within campus centers that would be best suited for the outpost. Campus centers offer an easy-going, convenient environment for students to access library services. At the same time, making library services available within such a friendly environment would allow the team members to build relationships with the users. The team decided that offering reference services would be a very effective tool to reach out to students.

“The reference function can be characterized as ‘expert help,’ incorporating subject-specific knowledge, research skills, and the ability to instruct students and faculty.”¹⁵ In traditional reference service, the librarian answers all types of questions from behind a desk. The reference desk “has long been a mainstay of the academic library.”¹⁶ It is a place where the user could stop by to ask questions. Individualized attention is given to each patron. “The traditional model of reference service emphasizes the values of personal service, access to information, knowledge of discipline and collections, accuracy and timeliness.”¹⁷ Westbrook and Waldman have attributed the achievements of University of Michigan, Ann Arbor’s outpost project to the personal acquaintances made with users.¹⁸ Hence, providing this type of service seems to be the ideal approach.

Setting up informative materials to promote library services at the outpost desk seemed appropriate, especially considering the traffic and visibility of the location. The outpost desk at campus centers can be very effective as a public relations platform for promoting library services. Different types of promotional materials, such as library information brochures, banners, and posters were planned for display at the outpost desk.

For the pilot study, the team sought to combine the values of the traditional model of reference service with modern-day digital resources. A kind of hybrid form of service was planned, using digital reference resources to answer as well as educate the user on some of the aspects of the research process involved in finding resources at the library.

Establishing Partnerships with Campus Center Administration

Early in the planning process, a meeting was arranged with the associate dean of Rutgers College and the director of the Rutgers College Student Centers to discuss the proposal to set up the library outpost in campus centers. Rutgers College

is the largest of the New Brunswick-Piscataway colleges at Rutgers University. This proposal was intended to build a strategic alliance between the libraries and college student center administration that would be mutually beneficial. Working closely with the university administration was imperative to the success of the implementation of the pilot study. Despite the fact that many areas within the Busch Campus Center, such as computer rooms and lecture halls, are available only through fee-based rental, the campus center administration offered a space at the main information desk free of cost for the libraries to set up the outpost. Since the campus centers and the libraries share the same customer base to a large extent, both stood to gain equally from such a partnership. The campus center administration perceived potential advantages for itself by including library services in their list of services, while the library sought to reach out to more users, especially the infrequent users of libraries.

Selecting a Location for the Pilot Study

At the Rutgers University New Brunswick-Piscataway campuses, there are five campus centers: Rutgers Student Center, Douglass College Center, Cook Campus Center, Busch Campus Center, and Livingston Student Center. The Rutgers Student Center and the Busch Campus Center (BCC) are the largest in terms of space and number of visitors (foot traffic). The team therefore decided to consider these two campus centers out of the five in order to reach out to the largest number of users. Furthermore, consultations with the director of the Rutgers College Student Centers and associate director of the Busch Campus Center regarding the suitability of providing library services at either of these campus centers helped the team select the outpost location. The determinants for selection between the two centers were feasibility, cost, and time needed to set up a library outpost. Both campus centers had facilities available to set up the outpost, though BCC was more readily available in terms of space, furniture, equipment, and technical resources and could be adapted very quickly with minimal cost compared to Rutgers Student Center. Therefore, the team decided that BCC would be the most effective location for the pilot study.

The information desk at BCC is strategically located—it is at a point central to the three entrances into the building. The campus center administration offered one half of the circular information desk for the library outpost. Centrality of the desk and traffic of more than fifteen thousand visitors per day gave the outpost high visibility. The desk provided a convenient place for students, faculty, and the public to stop by and ask questions. In addition, computers with e-mail capabilities were situated immediately adjacent to the information desk. Since students tend to frequent these computers to check their e-mail, there was an added advantage of indirectly drawing traffic to the library outpost.

The information desk also could be conveniently used as a library reference desk without major changes or construction. There was enough space to place two computers, connections to the network, and a printer. In addition, security in the building permitted us to leave the computer equipment and library materials on the desk without having to set them up and dismantle each time.

In light of the high visibility of the location, convenience for users, mutually beneficial and friendly partnership with campus center administration, and low setup costs, the decision to conduct the pilot study at the BCC was confirmed by the team.

Selecting the Period for the Pilot Study

Once the location was selected, the first step was to decide on the time frame for the pilot study. April 8 through May 8, 2002 (which was between spring break and exams) seemed most suitable, as this was the “research/term paper” time in the semester. During this period when students are writing their term papers, they are likely to request more help with library research. The team decided that this period of time would be sufficient to study and gather data to investigate demand for library services.

Selecting the Hours and Days for the Pilot Study

According to statistics provided by the administration office at BCC, the peak hours for foot traffic in the building were 11:00 A.M. to 2:00 P.M. and 8:00 P.M. to 11:00 P.M., Monday through Thursday. Based on this information, the team decided to keep the outpost open on these four weekdays for the entire peak morning hours, but only 7:00 P.M. to 9:00 P.M. during the evening. The libraries provide reference services typically until 9:00 P.M. Therefore, the team determined that these evening hours would suffice to test the demand, while more realistically taking into account the availability of reference staff.

Scheduling Staff at the Outpost for the Pilot Study

The team had initially considered operating the outpost with volunteer librarians. However, the team members decided to staff the outpost desk themselves, since they were given time off from their regular reference schedules to work on this pilot study. This step allowed team members to be consistent in following methods, making observations, and noting statistics while conducting the project.

For the first week, two team members were scheduled to work each day and evening shift. After initial observations

of the number of reference transactions, it was decided that for the rest of the pilot study period only one team member would cover the outpost. The reference transactions were monitored daily so that other members of the team could be scheduled should any increase in activity be noticed. Scheduling was done one week in advance, considering each member’s calendar and reference traffic statistics from the previous week.

In addition to scheduling issues, the team members discussed how they would present themselves at the outpost. They decided to be somewhat more casual in appearance and demeanor than they might have been within the libraries. It was felt that a casual approach might appeal to those students who may not usually approach librarians. The team members also decided to wear name badges clearly identifying them as Rutgers librarians.

Assembling Materials Needed for the Pilot Study

A networked computer with a printer was set up at the outpost to handle reference questions that could be answered with digital resources accessible from the Rutgers University Libraries’ Web site as well as from the World Wide Web. The team members considered different kinds of materials that might be useful to hand out to users or help organize information at the outpost. These included fliers and brochures (about library services, remote access, borrowing privileges, hours, library locations and maps, and Web evaluation tips), display racks to hold these handouts and signs, office supplies, a box to collect surveys, and name badges to identify the Rutgers librarian on duty.

Advertising the Outpost

The target audiences for advertising this service were the students and faculty. A memo was sent to the associate dean of Rutgers College about setting up the library outpost service at the campus center as a pilot study. The dean in turn informed undergraduate program directors and faculty advisors to encourage students to use the library service from the campus center.

The team also chose to advertise library services directly to students. Flyers were posted at BCC as well as in student dormitories specifying the dates and time of the service. A banner with the Rutgers University Libraries’ logo and URL was displayed across the front of the outpost desk. A poster-sized version of the “Librarians without Borders” flyer was placed at the main entrance to BCC. Another poster titled “Librarians Can Help You . . .” was set up alongside the outpost listing a few examples of how librarians could provide reference assistance. Furthermore, a press release was drafted for the *Daily Targum* (Rutgers University newspaper)

and for the “News and Events” feature on the Rutgers University Libraries’ Web site.

Data Collection

As part of the study, the team collected statistics and conducted an opinion survey to gain insights into the students’ interest and demand for reference services outside the traditional library location.

Data sheets were used to gather statistics. The topics for data collection were adapted from those used traditionally at Rutgers reference desks. Tenopir identifies some of these in her article:

Traditionally, librarians track activity at the reference desk by counting every question posed to the reference staff. A total monthly and yearly number may be reported to upper administration to show how busy the reference area is, to justify increased staffing, or to demonstrate to funders the importance of reference. The report may be a simple total, or may be refined by categories, e.g., ready reference, in-depth reference, directional (“Where are the magazines?”). Some libraries translate these categories into time spent with a patron, such as under two minutes or over ten minutes.¹⁹

Data were collected to allow a quantitative and qualitative analysis of reference desk activity at the outpost. Besides the number and duration of the reference transactions, data were collected to permit a compositional analysis of the questions asked at the outpost. These data forms included separate areas to note the number of reference and directional questions. Further, shifts during which questions were asked (day or evening), and subject categories that broadly classified the questions were noted as a part of the data collection. The team members also recorded examples of reference questions answered on the data sheets.

In addition to the data sheets, a survey was also conducted to gather students’ opinions about the outpost service. The opinion survey was kept brief so that users could quickly fill it out as they passed by or stopped to ask questions. The surveys were left visibly on the desk for anyone to complete. Sometimes the librarian at the outpost handed a survey to the user after answering a reference question.

Pilot Study Findings

Summary of Statistics

The pilot study started on April 8, 2002, and ended on May 8, 2002 (a day before examination week). This spanned thirty-one days of the spring semester during which students typically work on their research or term papers. Out

of the thirty-one days, the pilot outpost service was provided five hours per day (three hours in the morning and two hours in the evening), Monday through Thursday, for a total of ninety-five hours on nineteen days. In this section, a summary of the statistics collected by the outpost services team is presented.

Data were collected to show the general level of activity at the outpost desk as well as to better understand the differences in the type of questions asked during the pilot study period. Figure 1 shows that among the total of 205 questions asked at the outpost during this period, most of them consisted of directional questions (82 percent), indicating that reference questions comprised only a small portion of the total. The proportion of directional questions was 42 percent higher than what was reported within the Rutgers New Brunswick Libraries for approximately the same period.

Figure 2 shows a breakdown of questions that were answered at the outpost desk and those that were referred to either the libraries or to the BCC information desk staff. Of the directional questions, close to a third of them were answered at the desk. The rest of the questions were referred to the information desk assistants. Directional questions handled by the team at the outpost included queries about bookstore hours, directions to other buildings on campus, and requests for supplies and college newspapers. It is pertinent to mention here that questions largely referred to BCC activities, such as the location of an event or the need for assistance with BCC equipment (copy machines, television, and so on). The high number of directional questions seems to reflect the impact of proximity of the outpost to the BCC information desk.

Most of the reference questions (86 percent) were answered at the outpost desk. It is interesting to note here that only a small proportion of reference questions could not be answered at the outpost desk itself using the digital resources available. Examples from this proportion includes directing a patron to the science library to obtain an older citation from a physical copy of the *Science Citation Index* not available with the current online subscription and referring a student to the social sciences library to look up an older volume of a communications journal.

Data on duration of reference transactions indicate information about the amount of time spent with each patron to answer a question (see figure 3). About 61 percent of questions took five minutes or less to answer. Almost none of these related to quick reference or access services. Quick reference questions are “queries that require only a single, usually uncomplicated, straightforward answer.”²⁰ A little more than a third of the reference questions were answered in between five and fifteen minutes. No questions involved research beyond an hour. In general, most of the questions involved a small to moderate amount of research to find resources online or at least find leads to answers online. In comparison, looking at the duration of reference statistics for the same time period in the Rutgers New Brunswick Libraries, it was observed that nearly 75 percent

of the reference questions there were answered within five minutes, 19 percent within fifteen minutes, 4 percent within an hour, and 1 percent beyond an hour. It is interesting to note that durations of reference transactions within and outside the libraries were largely similar.

Data were collected relating reference questions to broad subject areas (see figure 4). This helps to determine the relative importance of various subject categories. It is interesting to note that only 8 percent of reference questions related to science, technology, and math. This was a surprising development since BCC is on a science campus and more of these types of questions were expected. A little more than two-thirds of the reference questions asked were of a general nature, such as borrowing privileges for graduate students, finding a chemistry class syllabus online, and locating and printing the Rutgers University historical timeline. The rest of the questions dealt with a variety of topics including Niebuhr's theories of democracy, ethnology, folk law and anthropology, x-ray diffraction, literature reviews in art history, and construction management. Due to the variety and complexity of reference questions, the team felt that in order to provide a "one-stop reference experience," a desk at an outpost in a busy research campus would have to be staffed by librarians familiar with and able to answer questions on all topics at any level of difficulty.

In order to gain information about staffing at the outpost, it was necessary to collect reference statistics separately for the day and evening shifts. Different data sheets were used for each shift to keep the statistics separate. The morning shift consisted of three hours of service and the evening shift of two hours. As shown in table 1, the service was clearly used more during the day shift, when 68 percent of the 205 questions were asked, whereas only 32 percent were asked during the evening shift (table 1). However, it is important to note that the outpost was open for an hour longer during the day shift than the evening shift, which may have led to the higher number of questions asked during the day shift. This information was collected mainly for monitoring purposes, so that other members of the team could be scheduled should any increase in activity be noticed.

Summary of User Surveys

The team members handed out surveys to the users after a reference transaction at the outpost desk. Of the thirty-one surveys handed out after each reference

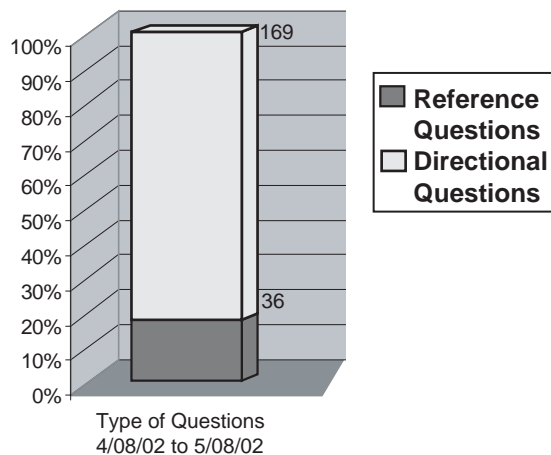


Figure 1
Percentage of Questions: Reference Versus Directional

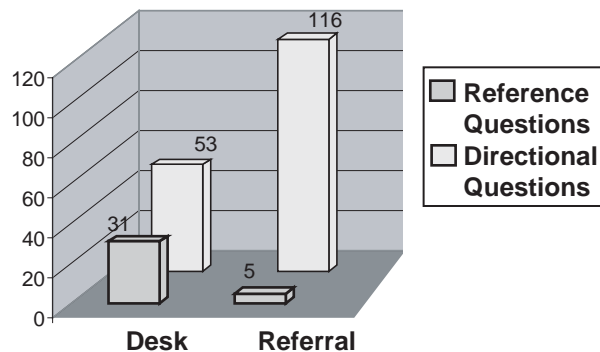


Figure 2
Referrals Versus Questions Answered at the Outpost

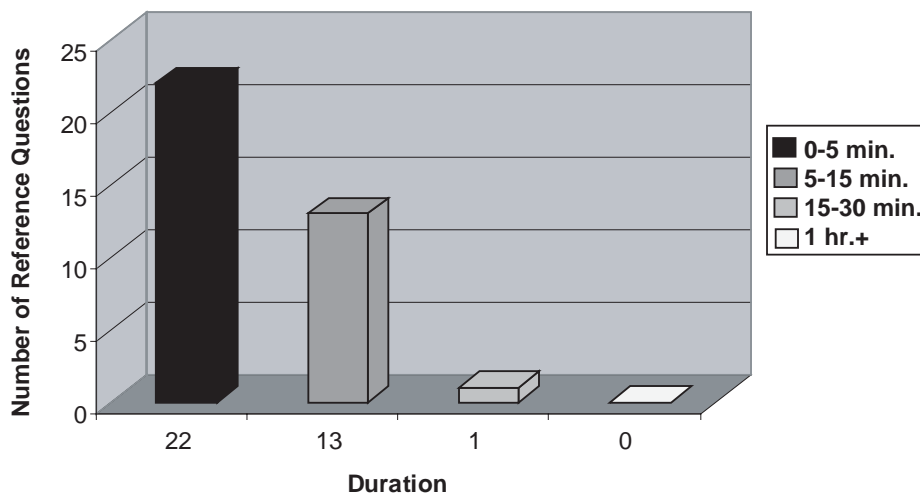


Figure 3
Duration of Reference Transactions

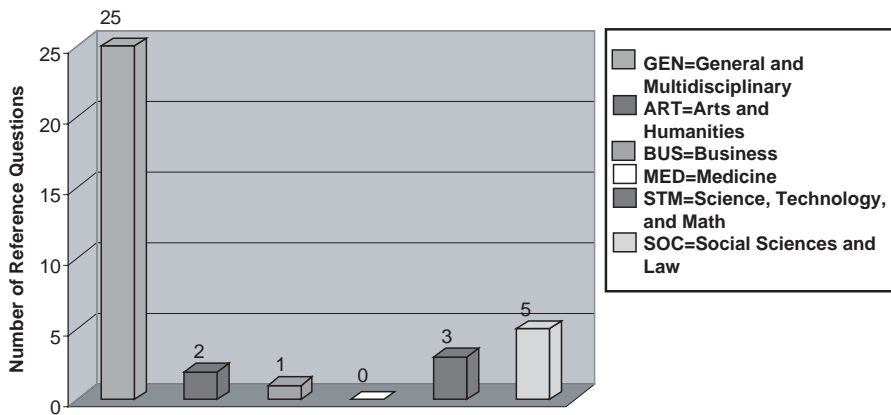


Figure 4

Subject Area Distribution of Reference Questions

Table 1

Comparing Questions Asked During Day and Evening Shift

Type of Question	Total	11 A.M.–2 P.M.	7–9 P.M.
Reference	36	25	11
Directional	169	114	55
All Questions	205	139	66

transaction, the users filled out only a third. The responses to the surveys are summarized below:

- ❖ *Did you find the service useful?* Nearly all of the users responded positively to this question. Some remarked that it was “excellent,” “convenient,” “extremely [useful],” “[an] easier, more convenient location,” and “[the librarians] went out of their way with directions and assistance in a friendly and open manner.”
- ❖ *Would you like to use the service in the future?* About 90 percent responded with a yes, and included comments such as “for sure” and “glad it was centrally placed.”
- ❖ *Where else do you think this service can be offered?* This question was answered by 60 percent of the survey respondents. Interestingly, suggestions for potential locations included “all student centers” and “computer labs.”

It is important to note that the ten responses received were the result of team members asking patrons to fill out the survey. There was no instance of a user filling out a survey without prompting. Clearly, a low number of surveys were returned. This could be attributed to patrons choosing not to respond or the survey forms not being handed out in time for patrons to respond. In any case, responses with regard to desire have such services in the future, usefulness of the service, and suggestions for alternative locations for similar outposts were very encouraging.

Conclusion

Academic libraries across the United States have been seeking creative ways to reach out to their students with the intention of augmenting and sustaining the demand for library services.

The Rutgers University Libraries’ New Brunswick Libraries’ Information Services Steering Group initiated a pilot study that was an experiment in exploiting the place utility of campus centers, where students tend to regularly congregate. As part of the pilot study, an outpost was set up at the Busch Campus

Center. The outpost operated during a period when students tended to be busy with their research and term papers. During this time, the students were expected to use more research help from librarians. The pilot study team members operated the outpost with the intent of building relationships with students and faculty and promoting library use while they offered reference services. A relationship with the university administration was critical for the successful implementation of the program. The project relied on cooperative efforts and resources of administrators for the setup of the equipment and network facilities that support reference desk activity. The locational advantages of establishing an outpost with a reference desk at the campus center, collaboration with University administrators, and timing of the pilot study (spring semester) led to the expectation that this outreach endeavor by the library would be well received.

Location had a significant impact on the type of service demanded by users at the outpost desk. The higher proportion of directional questions asked indicates that most questions were location-specific. In addition, the number of reference queries asked was also small. Both of these findings contradicted the general expectation of the team that placing such an outpost facility at the campus center in itself would generate a higher reference service activity. The team members perceived that a lack of user expectation of finding such services at the campus center was to be the main factor behind the small proportion and lower number of reference questions asked at the outpost desk than that found within the libraries. This could have arisen because of the newness and lack of awareness of such services at the campus center. In addition, students and faculty visiting the campus center are normally inclined to associate availability of library reference services with the library buildings, not to campus centers. Given the fact that they arrive at the campus center primarily for the purposes of eating and socializing, they may not have regarded a place of such leisurely ambience to be suitable for seeking answers to their research queries.

In order to better evaluate the project, the number of library-related questions asked during the pilot study should be compared to the costs of setting up and maintaining the outpost facility. To do this, it would be necessary to consider all the inputs that factor into the cost of the outpost facility. As part of the partnership with the campus center administration, the location of the outpost at BCC was offered gratis to the libraries. Also, the team members were released from their respective libraries' reference desk schedules. Other librarians and associates within the libraries covered for their project-related absences. These issues make it difficult to estimate cost per question for purposes of comparison. In any case, the low number of reference questions clearly does not justify costs of staffing the outpost facility with librarians mainly for reference desk purposes on a permanent basis at BCC. The team therefore recommended that it is necessary to gain further understanding and insight into user needs and expectations before implementing outpost reference services at campus centers. In addition, the team also suggested that similar outpost projects should ensure awareness of the outpost services through sufficient and effective publicity measures. Nevertheless, the team believes that conducting this pilot study was worthwhile since a number of positive findings emerged.

- ❖ Operations at the reference outpost worked well using only networked digital resources. With the help of these resources alone, a large proportion of questions were handled at the outpost desk itself. The team members did not feel hampered or constrained by the lack of familiar reference materials and bibliographic tools usually available at the reference desks within libraries. This development is reassuring in the sense that such an operation could be carried out with limited resources.
- ❖ The library outpost, being in view of all the entrances to BCC, prompted attention of students and faculty frequenting the premises. It offered an excellent opportunity to explain and promote benefits of services (general or specific) that students and faculty members could expect from the libraries. The outpost event was very useful in encouraging the use of library resources and enhancing visibility of the libraries.
- ❖ At the outpost facility, the librarians were in a strategic position to have direct contact with students and communicate to them how libraries could help them achieve their academic goals. The facility provided a good opportunity for librarians to analyze and evaluate the behavior and expectations of students with regard to the services of the library. The outpost event provided the team with useful directions about how librarians can better engage themselves to serve the needs of their patrons.

Clearly, these features show how such library-college administration partnership projects have good potential to attract less frequent users of libraries, to foster learning

about the expectations of students and faculty, and to communicate to them how they can benefit from using library resources and services. ■

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