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Partnering and Programming for Undergraduate Honors Students

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Abstract

Purpose—This paper sets out to describe successful partnerships between Purdue University Libraries' faculty and directors of undergraduate honors programs. By reporting the results and implications of these collaborations and sharing effective approaches for building new partnerships, the author hopes to provide ideas and suggestions for others considering similar collaborations and services.

Design/methodology/approach—During the 2006–2007 academic year, the Instructional Outreach Librarian at Purdue University, West Lafayette, began partnering with directors of honors programs and consequently implemented new services for undergraduate honors students. The paper cites examples, including one pilot program in particular—a research workshop for freshmen honors students in the College of Liberal Arts. Also included are recommendations and effective approaches for partnership building, survey results, and plans for future programming and services.

Findings—These partnerships have strengthened the Libraries' visibility and effectiveness in preparing undergraduate honors students for college-level research and lifelong learning. Though frequent communication and an invested recognition of shared goals is essential, partnerships between librarians and honors programs directors are a natural fit, as both groups work toward undergraduate learning and academic achievement.

Practical implications—Partnering and collaborating with groups outside the library contributes to the effectiveness of library services. This is particularly the case for environments where a naturally broad opportunity may not exist, as is the case at Purdue University, which lacks a core curriculum and information literacy requirement. The efforts described in this paper are transferable and could serve as useful models for librarians considering similar partnerships and programs.

Originality/value—Advocating libraries and the importance of information literacy skills is essential in today's digital information age. Reaching out to potential users and partnering with relevant

groups and individuals in the community are invaluable in making known the Libraries' mission and importance.

Keywords: universities, degrees, undergraduates, education, partnership

Introduction and Literature Review

Why outreach?

In today's confusing and overwhelming information world, librarians cannot afford to be passive service-providers. Many groups and individuals do not recognize librarians as valuable aids and allies in navigating this complex digital information world, in part due to the continually evolving nature of the libraries' and librarians' role on campus. Thus, librarians must actively seek out potential users, assess changing information needs, and advocate and communicate the importance of library services and information literacy skills in the information age. Librarians must proactively determine the needs of various user groups and respond by developing tailored services to serve them more effectively and widely.

One way academic libraries are responding to meet diverse user needs is by creating specialized positions that work broadly across multiple communities. Outreach-centered library positions and outreach initiatives are increasingly prevalent in today's libraries, as reflected in the literature. In 1998, The Association of Research Libraries (ARL) published a SPEC Kit entitled *The Role of ARL Libraries in Extension/Outreach* (Lee and Jenda, 1998), containing policy and mission statements, promotional pamphlets, and descriptions of more than ten outreach programs and services offered in research libraries across the country. Also included in the SPEC kit were survey results from 61 university libraries regarding participation in university outreach and extension activities, revealing the majority of respondents' mission statements included components regarding outreach and/or extension. Boff et al. (2006) analyzed outreach-focused position announcements listed in *College and Research Libraries News* from 1970 through 2004, and concluded that such positions have been on the rise, with the greatest number of advertisements significantly appearing in four of the five most recent years of their study. *The Reference Librarian* has dedicated two issues to the topic of outreach in libraries—one in 2000 and another in 2003. Both issues were copublished as monographs (Arant and Mosley, 2000; Kelsey and Kelsey, 2003). Over the last five years, many librarians have published articles describing outreach programming in their libraries (Perry, 2002; Cawthorne, 2003; Traister, 2003; Walters and Williams, 2003; Walter, 2005; Cummings, 2007; Nelson, 2007). The majority of outreach services described therein and those underway in libraries everywhere involve reaching out to and tailoring library services for specific user groups, such as undergraduate honors students. Additionally, many of these services and initiatives are made possible because of effective strategic partnerships, which help to ensure the success of such programs while effectively advocating the relevance of libraries and library services in the digital information age.

Why honors students?

Because of their striking motivation and prior academic success in high school, instructors often assume honors students possess more highly developed research skills, that they will be able to effortlessly navigate the university library's systems and resources, and that they enter these competitive programs fully understanding the difference between authoritative, scholarly resources and articles found in *Wikipedia*. Studies show, however, that honors students fare no better than mainstream students when it comes to experiencing "library anxiety" and lacking information literacy and research skills (Snavely and Wright, 2003). In fact, Snavely and Wright cede that little has changed since Wilson and Mulcahy (1987) reported their research findings, claiming the research skills of honors students are not superior to those of mainstream students, and that they instead "require more focused attention than the average student due to their higher research expectations" (p. 702). Additionally, honors students are often involved in research projects early in their academic careers. More extensive library orientation and research preparation may be needed to bolster early academic success and ready them for the more advanced and subject-specialized library instruction and services they will require later in their academic careers.

Within the last ten years, several articles have been published describing outreach initiatives and programming geared toward honors students. At the University of Louisville, librarians organized workshops covering computer and research skills as part of an introductory course for honors students, and the authors noted relationships formed between library staff and honors coordinators were essential for success (Holtze and Johnson, 2002; Johnson and Laning, 2000). Librarians at Oakland University developed the role of librarian liaison to the Honors College, and the liaison offered tailored services for honors students, including a flyer highlighting library services, a display case for student projects, and individual research consultations (Kraemer et al., 2004). Librarians at Pennsylvania State University supported honors students' research needs by teaching a credit course covering information literacy and research skills, for which they designed a research portfolio project as an assessment tool (Snavely and Wright, 2003).

This paper argues that partnership-building between librarians and those affiliated with honors programs benefits student learning and success. Collaboration and consistent communication between these groups improves and supports honors students' information literacy skills and research endeavors.

Purdue University, West Lafayette: Outreach Initiatives and Undergraduate Instruction

New strategic plan, new position

In the fall of 2006, the Libraries' first Instructional Outreach Librarian was hired at Purdue University, West Lafayette, to partner with groups on and off campus, and to develop, implement, and promote library services for previously under-represented user groups. The new position was created to support the Libraries' goals of learning and engagement, two of three main principles in the Purdue Libraries' Strategic Plan: 2006–2011 (see www.lib.purdue.edu/admin/stratplans). The Instructional Outreach Librarian reports to the head of the Hicks Undergraduate Library, a library that focuses primarily on the learning and information literacy needs of first- and second-year students.

During her first several months at Purdue, the new librarian began familiarizing herself with the campus and community by performing informal needs assessments. While exploring and researching the activities of a variety of programs on campus and in the greater Lafayette/West Lafayette community, she sought out programs with similar goals, in which the Libraries could play a part or provide new services. As part of these initial efforts, the librarian met with individuals heading school and departmental honors programs, to identify and evaluate the research and information needs of this particular group of Purdue undergraduate students.

Purdue's undergraduate honors programs

Purdue University, West Lafayette, hosts 11 honors programs for undergraduate students (see www.purdue.edu/futureboilermaker/academics/honors_program.shtml), including college and school-specific programs as well as an interdisciplinary University Honors Program (UHP). As participants in these programs, the majority of undergraduate honors students—regardless of program or major—take part in substantial research projects while attending Purdue. Many are encouraged, and some required, to partner with departmental faculty on research projects. Most honors students write about and present their research at least once during their undergraduate studies at Purdue. For example, first-year Dean's Scholars in the College of Liberal Arts present their research projects annually at an Honors Colloquium. Also, honors students in the sciences participate in poster presentations, which are judged at an annual Undergraduate Research Symposium. Generally, Purdue honors students are motivated and care a great deal about their academic success. Most plan to enter graduate programs after completing their undergraduate degrees. Their motivation and involvement in activities such as paired research projects and research symposia presentations seem to make honor students especially eager to see the value of more extensive library and research orientation programs and other services, and more willing to participate.

Library orientation for first- and second-year students at Purdue University

Purdue University's Data Digest (see www.purdue.edu/DataDigest/pages/students/stu_full_part.htm) reports 8,470 incoming freshmen joined the Purdue University, West Lafayette, community in the fall of 2006. Annually, The Office of Student Access, Transition, and Success facilitates "Boiler Gold Rush" (BGR), a week-long orientation before classes begin. This event welcomes and introduces every new group of incoming freshmen to the university with a variety of assemblies, tours, fairs, and social events.

Currently, the Libraries' contributions to BGR are threefold:

1) libraries' faculty and staff participate in a student information fair, where they distribute to attending freshmen marketing giveaways as well as flyers and handouts covering library locations and services;

2) Purdue librarians briefly address the entire group at an assembly, where they advocate library services in a fun and energetic presentation, to encourage new students to use the resources and services available to them; and

3) librarians in the John W. Hicks Undergraduate Library offer several optional sessions during orientation week that provide additional opportunities for students to learn more about library systems, policies, and services.

Additionally, incoming international students are oriented to the libraries with a presentation and tour of the Undergraduate Library and have the opportunity to visit with librarians across campus by attending open houses or library orientations at subject-specific libraries relevant to their major.

Undergraduate orientation and instruction challenges

The immense number of incoming students and the university's lack of a core curriculum are two challenges the Libraries' faculty and staff face in meeting their learning and instruction goals. Most incoming students are introduced to the Libraries at a ten-minute presentation during BGR or by picking up a flyer at one of the fairs, but few have the opportunity to learn about and absorb the extent of the services and resources provided to them, and perhaps even more importantly, how to use them. While librarians at Purdue frequently offer traditional one-shot sessions within commonly associated library-related courses such as Communication and English Composition, the quantity and type of instruction vary widely and are under the discretion of current teaching assistants.

The Libraries' faculty strive for course-integrated instruction, and some endeavors are very successful. Librarians at Purdue have developed substantial information literacy components in the Pharmacology curricula as well as Bioinformatics and Engineering; they also teach courses in Nursing Informatics and Chemistry Information. For the most part, however, these courses and the Libraries' subject specialists focus library orientation and instruction efforts on upperclassmen, graduate and professional students, and faculty. With hopes of meeting wider, more broad-based audiences, librarians at Purdue created CORE (Comprehensive Online Research Education), an online information literacy tutorial to be used by students individually or as part of a course. The Libraries also offer a one-credit, elective information literacy course listed through the General Studies Department.

Offering consistent, timely, and effective library orientation and instruction for incoming undergraduate students is a challenging goal. Without a core curriculum or information literacy requirement, this will continue to be a challenge at Purdue. Therefore, many librarians target particular user groups to help ensure undergraduates receive the information needed for academic success at Purdue and ultimately for lifelong learning. Strategic partnerships are essential for the effectiveness of these library services and programs.

Partnering for Learning and Success: Approaches and Techniques

Beginning new partnerships is not always easy. Tact, open communication, and a positive attitude are essential in beginning any new collaborative endeavor. Norlin and Morris (2000) offer straightforward practical advice for academic librarians considering partnership-building. Their article, which focuses on partnerships between academic libraries and campus

minority cultural centers, advocates the necessity of partnerships on campus for exchanging ideas and combining resources. The Purdue Libraries' Instructional Outreach Librarian successfully based her approach to partnership-building with undergraduate honors programs on six steps recommended by Norlin and Morris (2000). The following steps, modified to apply to honors programs specifically, highlight the librarian's approach to forming partnerships with honors program directors:

Step 1
Find out what undergraduate honors programs are on campus, including campus-wide programs and those affiliated with departments, colleges, and schools.
It was fairly simple to determine what sorts of undergraduate honors programs exist on the Purdue University West Lafayette campus. A search from the university's homepage retrieved a site listing all programs and including brief program descriptions, admissions criteria, and contact information.

Step 2
Investigate program requirements, admissions processes, the number of students admitted, and programming and partnerships that may already exist. Look for information on program websites and in online newsletters and campus newspaper archives. It is best to attend the first meeting informed and with direct questions to ask of potential partners.
The online list of honors programs provided by the Admissions Office also indicated whether or not each program included a substantial research component or requirement. This information was a key criterion for choosing which programs to target. The librarian explored each program's website to learn about the sorts of projects in which students were involved, curricula and course requirements, program-specific orientation programs, and other related events, groups, and individuals.

Step 3
Depending on resources and staff available, target particular programs or contact all program directors and request a meeting to discuss ways that the libraries could better serve students and faculty affiliated with the program. At the meeting, ask questions about the program and perceived student needs, and listen attentively and enthusiastically. Bring a list of realistic suggestions for programming and collaborations.
Purdue's Instructional Outreach Librarian initially identified five undergraduate honors programs, all of which were chosen because their curricula required of students a substantial research project. Of the five program directors contacted, theses three quickly responded, indicating interest in partnering:

1) the College of Liberal Arts Honors Program,
2) the University Honors Program, and
3) the College of Agriculture Honors Program.

The librarian met with each program director or directors separately. At each meeting, the librarian asked prepared questions about the program as well as students' research needs. Specific actions for new services and/or programs were established.

Step 4

Follow up after the meeting. Send a brief email restating interest in collaborating as well as common goals and next steps. Communicate further about ideas that were discussed at the meeting and decide on those which can be realistically accomplished.

After each meeting, the librarian quickly followed up with program directors to reiterate actions decided upon, timeframes, and possibilities for future directions. Communication continued consistently after initial meetings.

Step 5

Put together a plan with specific tasks and/or programs to be offered and accomplished by specific dates. Discuss progress regularly.

Though each initial meeting produced actionable items for new services and programs to occur within the next academic year, the first and largest new program that was planned was a workshop for a particular group of first-year honors students in the College of Liberal Arts. Dates were agreed upon, and the librarian and program director communicated regularly about content, planning, and student needs. The librarian and director also decided to generally assess student needs and research confidence-levels with a pre-workshop survey.

Step 6

Evaluate the partnership on a regular basis. Follow up after implementing any new service to discuss and evaluate successes and challenges. Continually assess the partnership and results of new programming and services for continual improvement.

The librarian and honors program directors regularly communicate via email and meet at least once a semester to discuss programming, student and faculty feedback, successes, and areas for improvement. They also frequently exchange ideas for future services and programming.

Pilot Program: Library Orientation and Research Workshops for Dean's Scholars in Liberal Arts

During the 2006–2007 academic year, these partnerships resulted in program development and new services for students. Of these efforts, the most developed was a workshop for a particular group of first-year honors students in the College of Liberal Arts.

Dean's Scholars in Liberal Arts: the program

Every year, the Dean's Scholars Program in the College of Liberal Arts admits approximately 40 students. This program, which is a competitive opportunity for academically motivated undergraduates, offers a $2,000 stipend, enables first-year students to partner with departmental faculty members on a research project, and offers "the opportunity to

learn and grow in a community of dedicated scholars," according to the program's website (see www.cla.purdue.edu/honors/HPdeanscholar.htm). Past research projects completed by Dean's Scholars in the Liberal Arts have covered diverse topics, including silence in communication, maternal behavior, medieval history, and Victorian political cartoons. All Dean's Scholars in the College of Liberal Arts participate in a one-credit seminar during their first year at Purdue. The course covers topics to support their success in the program, including mentoring and project and course selection. As a result of the Instructional Outreach Librarian's partnership and contact in the College of Liberal Arts Honors Program, she was invited to meet with first-year students participating in the seminar course during the Spring semester. Together, the program's associate director and the librarian decided a research workshop would be beneficial for the students and could serve as an opportunity for them to gain a more in-depth and hands-on orientation and exposure to college-level research and the resources and services available through the Purdue Libraries.

Pre-workshop surveys

In an attempt to gauge the perceived information needs of the Dean's Scholars and to better understand what they may have learned previously, the librarian designed a pre-session survey (see the Appendix) that the program director and instructor administered to all students several weeks before the scheduled workshop. While the students surveyed for the purposes of this pilot project may not represent a statistically significant sample for drawing conclusions about the information literacy skills of all undergraduate honors students or even all honors students at Purdue University, the results provided the librarian with some idea of the students' confidence in using the Libraries' resources and services and raised interesting questions for further, more extensive studies.

The results revealed students' lowest confidence levels pertained to a general understanding of how to use the Libraries at Purdue. Specifically, many were not confident they knew where to go for research help, or understood how to use the Libraries' online resources. On a five-point scale indicating confidence level (1 being "not at all confident" and 5 being "very confident"), 66 percent of students surveyed marked 3 or below to the following statements:

- "I understand how to use the Purdue Libraries" and
- "I know where to get research help."

The second statement to which students responded with the least amount of confidence was, "I am able to use the Libraries' online resources", which was marked 3 or below by 45 percent of students. It is important to note, however, that 80 percent of students marked a high confidence level of "4 or 5" in reference to the statement "I am able to find scholarly information." While this contradiction may not surprise academic librarians, its implications are significant. Though the Dean's Scholars expressed they were not confident using the Libraries' systems—online or otherwise—and most did not know where to go for research assistance, an overwhelming majority believed they were finding plenty of "scholarly information" elsewhere.

These results pose many questions, including, "Where are the students finding scholarly information, if not through the Libraries?" Perhaps even more importantly, "Do they understand what scholarly information is?" Conversations with faculty teaching honors seminars reveal many do not, and that honors students cite *Wikipedia* articles and popular websites as often as mainstream students. These implications and questions were not fully explored for the purposes of this initial workshop, but the author believes they are worthy of further exploration and research.

In addition to ranking confidence levels for five statements, most students also listed specific questions or problems they hoped would be addressed during the session, including for example, how to use the databases, how to find articles, and how to effectively perform research for a paper or project.

The workshop

The librarian led the same workshop (excluding minor changes based on post-workshop feedback from the first two sessions) with all three groups of students. The 50-minute session, entitled "How Do I Find an Article on My Topic? (And Other Common Queries): A Research Session for LA Honors Students," focused on frequently asked questions (FAQ) posed by undergraduate students at Purdue as well as common research "problems" and issues noted by librarians and teaching faculty. The librarian began each session with a scenario, a believable research assignment covering a topic in the humanities. Students were first asked to read the scenario and brainstorm about how they would tackle such a research question. They were asked to consider how they would begin and where they would go for information. After several minutes, the librarian led a brief group discussion, asking students to describe their research processes and how they would tackle the research question. The librarian asked each group of students if they began a research project by searching for information in popular free search engines like Google or Yahoo!. Not surprisingly, this question was answered each time by a classroom full of nodding heads and raised hands. Thus, the librarian began the informative portion of the session by explaining that searching for information in popular, free search engines is only one of many steps in the research process, which should also involve topic development, finding background information, searching for books, and finding scholarly research articles. Students were told they would have a better understanding of how to complete all steps of the research process by the end of the session.

In this context and the context of the research question scenario introduced at the beginning of the session, the librarian covered topics addressing common issues and problems in undergraduate-level research, while answering FAQs and providing an overview of the systems and services offered by the Purdue Libraries. Major topics included website evaluation and the "free web" versus the "hidden web" and demonstrations of the most relevant sections of the Libraries' homepage, including the Catalog, Student Account Log-in, the Libraries' chat reference service, and Interlibrary Loan. Students were encouraged to follow along at their own computers as the librarian demonstrated.

The session ended with an interactive activity, in which students were asked to perform guided searches in databases using advanced search functions. The librarian divided the large group into three smaller groups, and asked students to perform at least one search

in a popular database. Each group was "assigned" a different database, and students were given a handout listing and explaining a variety of advanced search functions. After about ten minutes, a member of each group was asked to demonstrate his or her database search to the rest of the class. This activity, which engaged students by giving them the opportunity to teach and learn from their peers, proved to be an effective way of exposing a large group of students to multiple databases in a short period of time.

At the end of the session, students received handouts, including a guide to the Libraries' homepage, mapping the main and most relevant functions of the Libraries' site, and a list of recommended databases for topics in the liberal arts. These materials were designed to address concerns and problems communicated by the Dean's Scholars in the pre-workshop surveys and by a wide variety of undergraduate students in library instruction classes and reference exchanges, particularly frustration in navigating the Libraries' content-rich website and weeding through lengthy lists of databases.

Feedback and post-workshop surveys

Overall, student feedback was extremely positive. Comments and suggestions were received anecdotally in conversations with students after the workshops as well as from brief post-workshop surveys administered at the end of each session. The post-workshop survey posed two questions of the students:

1) What is something new you learned from this session and/or something you like about it?
2) If you could change something about this session, what would it be?

Many students expressed appreciation for the information and the opportunity to learn how to better utilize the Libraries' resources, services, and systems. Most of the honors students acknowledged that they learned new and valuable information about the Libraries and research in general. Students were happy to hear they could access these resources remotely and at no additional cost to them, a fact that was new and surprising to most, even though they were well into their second semester. Many indicated they had tried using the Libraries' online resources in the past, experienced frustration, and given up. After the session, students indicated a better level of understanding and appreciation of the Libraries' resources.

Specific comments of note from post-surveys include:

- I learned that I can use the databases on my own computer, which makes it a lot more convenient.
- I learned how to better use the advanced options . . . which is helpful for saving time and finding more relevant research.
- [I learned] how to search academic journals. I tried it before once and was doing it all wrong.
- I learned about all the databases. I never knew they were there or that Purdue had so many.

As one of two questions on the post-workshop surveys, students were asked how the librarian could improve the sessions. The most common response was to include more interactive, hands-on elements. Several students requested more in-depth coverage of the databases and advanced search functions and less coverage of more general topics, such as website evaluation and the research process. One student suggested the librarian encourage students to practice searches with their own research topics rather than a sample topic provided for them. These suggestions will be incorporated while planning for future workshops.

For further consideration

This pilot program and other honors outreach services would benefit from more developed assessment tools. It would be both interesting and helpful to more extensively assess a larger group of incoming honors students before taking part in a library workshop such as this one or other library instruction opportunities, and to compare those results with results gathered later in the students' academic careers. The Instructional Outreach Librarian is discussing with program directors the possibility of surveying all incoming UHP students and Dean's Scholars in the Liberal Arts with hopes of following the success of these groups to better determine their needs and to respond with services accordingly. To ensure effective feedback and assessment occurs, open communication and continuing partnership between the Libraries and the honors program directors will be essential.

There are plans to further explore and address student responses in the pre-survey. Since a clear majority claimed they were able to find scholarly information, but admitted they were not confident in using the Libraries' resources and online systems, specifically focusing on the questions "Where are they finding scholarly information?" and "Do they understand what scholarly information is?" Addressing these issues could improve future workshops and information sessions.

Further consideration and discussion should also occur regarding the timing of this pilot program. When the session took place in the Spring semester, the freshmen honors students had already begun substantial research projects. Several students made comments, such as "I wish I had known this earlier." Though the goal is to provide instruction and information at the most relevant and useful times for students, it is still unclear when is most effective. Too early in the fall semester without assignments pending, many students fail to understand why the information is important to them. To address these concerns and issues, the librarian and honors program directors plan to offer a tailored orientation session in the fall, and the librarian will supplement it by offering drop-in sessions and individual and small group consultations, allowing students the opportunity for individualized research help when it is most useful to them. The challenge in providing these services is to provide timely information while avoiding duplication of effort and information-sharing.

The librarian and honors program director have also discussed the possibility of offering a for-credit research/information literacy course geared toward honors students. This opportunity is under consideration, as the Libraries' Curriculum Committee evaluates the Libraries' curriculum and instruction initiatives as well as the feasibility of offering for-credit courses independent of academic schools or departments.

Continuing Partnerships: Honors Outreach Planning for a New Year

In addition to planning more services for Dean's Scholars in the College of Liberal Arts, program planning continues and expands for other honors students as well, particularly those with which partnerships have already begun. Programming for next year will occur primarily during Fall semester to meet incoming students' orientation needs in time for beginning their first research projects. Programming and services in the spring will be smaller and more specialized depending on individual course and student needs.

This fall, the Instructional Outreach Librarian will meet with all incoming University Honors Program students while they participate in an orientation retreat at a local state park. In an afternoon scheduled with sessions focusing on success at Purdue and in the honors program, the librarian will introduce the library system and reference and instructional services. She will also advertise additional, more in-depth sessions planned for later in the fall, as well as opportunities for drop-ins and appointments. Though the librarian does not anticipate a high retention level of information presented at the retreat, the intent is that the introduction and early exposure will begin to build the foundation of integrating the Libraries into students' college experience.

The Instructional Outreach Librarian contacted faculty teaching honors seminars next fall, introducing herself as an ally in student learning and offering tailored library services, including handouts, assignments, and workshops. The librarian also requested information from faculty about research assignments that will be required of the students, including potential due dates. This information will be helpful in planning content and examples for workshops and for scheduling research consultations, drop-ins, and sessions at opportune times.

Honors program directors with whom the librarian has partnered will advertise drop-in sessions and appointments via flyers and email lists. The librarian plans to station "satellite" reference and research services in their program offices, computer labs, and lounges, to provide a comfortable and nonintimidating space for students to receive research assistance and to meet them where they already are.

The Instructional Outreach Librarian is also exploring interest and support for the inclusion of undergraduate student research—including research projects, papers, and honors theses—in the Libraries' online digital repository. This would allow students the opportunity to participate more fully in the academic research process, including publication and knowledge-sharing.

Conclusion

Like mainstream students, the majority of honors students do not fully understand how to use the Libraries when they arrive on campus and are overwhelmed by a complex research library system. Without targeted outreach programming and services, they may flounder through their research endeavors as undergraduates, or rely solely on Google and avoid the Libraries' resources and services all together. These motivated students are rewarding to work with, and they genuinely appreciate tailored services, in-depth library instruction, and the opportunity to learn how to use the Libraries early in their academic careers.

Honors outreach services and programming at Purdue University, including the pilot program described in this article, are possible because of successful partnerships between the Libraries' faculty and honors program directors. These partnerships prove effective in providing much-needed services for targeted user groups in an environment lacking a core curriculum and information literacy requirement. On large campuses like West Lafayette, it is difficult (if not impossible) to reach all incoming undergraduates effectively, and these sorts of partnerships and tailored services are effective ways of providing library services and instruction for those that may not receive it otherwise. Because of these partnerships and programming, faculty and students realize what the Libraries offer and where and to whom they can go when they need research help. These services and partnerships increase awareness about what librarians do and why these skills and resources are important in the digital information age. Efforts thus far have increased the Libraries' visibility and opened the door for more collaborative programming and partnering on campus.

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Appendix
Dean's Scholars Research Session

Pre-session Survey

Directions
On a scale of 1–5 (1 = not at all confident; 5 = very confident), how would you rate yourself at performing the following research-related tasks? Circle one.

1) I am able to find scholarly information on the internet for research papers and projects.

    1   2   3   4   5

2) I am able to use the Library's online resources (the catalog and databases) to find books and articles.

    1   2   3   4   5

3) I am able to effectively evaluate websites for credibility.

    1   2   3   4   5

4) I understand how to use the Purdue Libraries (i.e., how to choose a library, how to determine if a book is available to check out, how to request an item from another university).

    1   2   3   4   5

5) I know where to get research help if I need it.

    1   2   3   4   5

Please list below any research-related questions and/or problems you've experienced in the past. Also, please list any specific topics, skills, etc., pertaining to college-level research and/or the libraries at Purdue that you would like covered during your upcoming session.