

With a Village: Community One Book Partnership Ameliorates College Preparation Deficit

Sarah Fay Philips and Emerson Case

In regions of low college-going rates it is imperative that academic libraries partner with the wider community on literacy outreach programs. Many universities strive to serve the residents of their service area through various educational, economic and cultural outreach activities. This paper describes a mutually beneficial partnership that links the California State University Bakersfield University Library and the campus First-Year Experience Office to a grass-roots One Book One Community (OBOC) collaboration with key partners throughout Kern County, California. Over the years this OBOC program has grown into a successful collaboration connecting the campus to local entities and feeder high schools. This partnership has evolved into a true town-gown united effort to promote multiculturalism, literacy and college preparation, supported by stakeholders who recognize that through reading, young people and adults alike connect with books that reflect their life experience.

Literature Review

There is limited scholarly literature on academic libraries working with public libraries and other community entities. This may be partly because although these partnerships operate in many different forms, post-secondary education institutions and public library partnerships are one of the least common types

and most that do exist are between small junior colleges and small, rural public libraries.¹ The aim of the OBOC is to “promote reading and discussion in a community by encouraging everyone to read the same book.” OBOC began in 1998 when The Washington Center for the Book at the Seattle Public Library created *If All Seattle Read the Same Book*.² What started as an effort to foster literacy “transformed itself into a community building effort” as diverse residents were able to connect with each other by sharing a common experience.³ The majority of OBOC programs are hosted by public libraries with cooperation and financial assistance from other local groups. Less well known are “OBOC programs initiated and coordinated by academic libraries for an entire community, and those in which several libraries and institutions serve as partners and collaborate throughout the projects’ planning and implementation.”⁴ It has been noted with successful OBOC programming that the reason for the success “was because it was truly a collaborative effort. The steering committee was made up of representatives from key segments of the university and town community.”⁵

Background

Beginning as an attempt to expand the off campus audience for the author’s keynote address for the Cali-

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California State University Bakersfield (CSUB) First-Year Experience (FYE) Common Reader, our Program has grown into a multi-pronged attempt to unite the campus with the general public, and better prepare students for college. This has allowed the University Library to become central in an effort to work with different public constituencies not normally connected to post-secondary education institutions, but who recognize that developing reading and writing skills are active behaviors that foster learning. Partnering with the campus' FYE Office provides a solid basis on which to begin building community relationships. Each year, the selected reading is a required component of CSUB 101 & CSUB 301 [courses designed to help new students successfully navigate the university] and English 80, English 100, & English 110 [General Education composition courses]. With this foundation established, the FYE Office and University Library partnered with the Kern County Public Library (KCPL) to offer additional programming and allow the community to benefit from the well-established campus experience.

This outreach effort was initially in response to a 2008 Brookings Institute report which positioned Bakersfield as the least-educated metropolitan area in the United States where only 14.7% of adults 25 and older have a bachelor's degree, and only 70.2 percent of adults 25 and older have a high school diploma.⁶ Students in the area, who lack a college-going model at home, are at a distinct academic disadvantage when they arrive at a University. In Fall 2010, only 18 % of incoming students at CSUB came from families where a parent has a bachelor's degree, 25% where a parent has no high school diploma or GED, and 15% came from families where neither parent has more than an 8th grade education.⁷

The Program also attempts to address problems in college-going rates. In addition to having an extremely elevated High School dropout rate (over 16%), Kern County has the lowest college-going rate in California at 44.1%. The problem is particularly acute among the socioeconomically disadvantaged (31.7 percent) and English learners (11.3 percent).⁸

Finally, for the students in our service area who do attend college, our Program attempts to address the rampant under-preparation for university-level work. Only one-quarter of CSUB's regularly admitted first-time freshmen place into both college-level English and college-level math. Once again, this problem is even greater for minority students.⁹

Community Partners

In an attempt to address these critical problems, the CSUB University Library, the CSUB FYE Office and the One Book, One Bakersfield (OBOB) committee developed a three-pronged approach that includes 1) the Runner Reader Program, which focuses on first-year students at CSUB, 2) the OBOB collaboration, which focuses on Kern County as a whole by sponsoring community events that are educational and open to the public with no admission charge, and 3) an intervention at feeder schools. (For an example of events see appendix A.)

Partnering with KCPL since 2010, the first joint selection of CSUB and KCPL was *Burro Genius* by Victor Villaseñor, providing an excellent way for our academic library to meet its outreach goals. The themes from the book, autobiographical stories from the experience of Villaseñor as a young Latino in California, resonated with both the Kern County community and student population at CSUB. Centered around *Burro Genius*, numerous events took place on campus and throughout the community in the two months prior to generate interest in the author's visit. The events started with National Hispanic Heritage Month and included art exhibits, a history forum, panel discussions, dramatic readings of the work, a film series, dance performances, and a symposium on Hispanic writers.

Building from the successful community support in 2010, the members of the OBOB selection committee determined to use this template to ensure the on-going success of the Program and designated the campus' selection, *The Other Wes Moore* by Wes Moore, for the Fall 2011 OBOB. As was done for *Burro Genius*, numerous events centering around *The Other Wes Moore* took place throughout the Fall and included a large number of new and existing public partners. With every new partnership, we gained greater connection to different parts of the community, which generated enthusiasm among new community members who could share valuable expertise and knowledge. Experienced partners know to expect the same next year and can prepare to be more involved and find others to join the effort. New partners in 2011 included churches, a homeless center, law enforcement agencies, the local housing authority, elementary and high schools, the local newspaper, a community college, a public radio station, politicians, museums, a local television station, the county Arts

Council, and theater groups. Exploration of the novel in these varied settings proved to be fertile ground for individuals to share and/or learn about their own culture or that of others involved.

Feeder School Outreach

Starting in Fall 2010, community donations purchased copies of the Common Reader for seniors at Independence High School (IHS) in Bakersfield. This cohort of High School seniors joined CSUB freshman in participating in the Runner Reader Program by reading and studying the novel in their English classes through an Expository Reading and Writing Course (ERWC) module specifically created for the Program. The materials in the module, which address critical reading and writing skill areas, were developed following a format originally created by the California State University system's Early Assessment Program and are aligned with the California English-Language Arts Content Standards. In addition, during the course of the fall term, seven different interventions at IHS were conducted and IHS students were encouraged to attend OBOB events, especially the author's keynote speech at the University campus.

For the initial intervention at IHS, co-author Dr. Emerson Case led class discussions that focused on the differences between the cultures of high school and college. During his first visit to each class, copies of the Common Reader were distributed to IHS students. As a second intervention, a CSUB composition instructor led a discussion that focused specifically on the differences between writing expectations at the high school and university levels. As a third intervention, IHS students gathered in the school theater to experience an interactive and multi-media college-level lecture, given by a visiting professor, which was contextualized with the novel. For a fourth intervention, which each year proved to be the most popular with the IHS seniors, four second-year CSUB students visited the students at IHS, leading a discussion on the differences between the two levels from the perspective of the college students themselves. In an effort to begin to connect IHS students to the community, the fifth intervention included IHS students in book discussions at a local bookstore. As the sixth intervention, IHS students participated in an essay writing contest which was based on the work that they had completed using the ERWC materials. CSUB professors serve as the judges for the contest. Finally, IHS

students joined CSUB students at the author's keynote address on campus, which included a presentation by the author, a question-and-answer session, and a book signing.

These interventions, built off the structure that was already in place through the Runner Reader Program, were designed to aid both the students at IHS, as well as faculty at IHS and CSUB. For the high school students, the Program was designed to 1) give them a more realistic picture of college and university expectations, 2) help them achieve a greater sense of community, and 3) introduce them to specific people on the University campus—both peers and instructors—that they could turn to for the support they will need to succeed in college. For IHS and CSUB, the Program was designed to 1) provide opportunities for teachers from both the high school and college levels to have substantive interaction with each other, 2) help teachers and faculty learn about the challenges faced by the two different systems, and 3) create greater trust between CSUB and a feeder high school.

The collaboration between IHS and CSUB “provides a significant and unique partnership,” reports Mark Olsen, IHS English teacher, who spearheaded the intervention at the school. “Integrating a similar college level reading, writing, and academic experience within a high school course allows multiple benefits to the students. They get the opportunity to meet various university professors and students which give them a first-hand experience of college-like lectures and expectations. The high school seniors read the same book as the first year experience students, participate in similar academic activities, and write to a college level essay prompt judged by university faculty. These opportunities help them see in a very real sense what college will entail.” Olsen also points out that such experiences provide teachers at the high school level with the chance to interact with their university counterparts, helping them to better understand college-level standards. “This articulation between high school and college” Olsen continues, “successfully addresses the need to more effectively prepare our students for the culture of college and enhance their first year.”¹⁰

The 2012 selection, *The House on Mango Street* by Sandra Cisneros, moved the feeder school outreach significantly toward connecting with future students and reinforcing academic preparation at earlier levels by including a local elementary school district. The col-

laboration between CSUB, OBOB and the Bakersfield City School District (BCSD) was “important as this partnership allowed for direct connection to be made between future and current college students,” maintains Carol Mehochko, BCSD Administrator of English Language Learners Services. As Mehochko explains,

Wide reading and reading comprehension are two areas that can be predictors of students’ academic success. With this community read, we were able to target middle school and upper elementary school students as well as their parents in their primary language to work on these skills. These students represent those who will be eligible to attend a CSU or UC in the next five to ten years. In the past, BCSD has had staff members contribute to the community planning of various *One Book* events and activities; however, this time the district was able to use specific categorical funds to extend that actual author’s visit as scheduled for the *One Book* activity. Therefore, the parents and students participated in various events related to the read but were able to extend that learning with a firsthand opportunity to listen to and ask questions of the author, Sandra Cisneros. Without the collaboration and the already established event, this connection would not have occurred and we were grateful to be partners in this event.”¹¹

University Library Roles

Critical reading fosters critical thinking and academic libraries can and should be involved in encouraging reading. At all age levels, students who are less inclined to read for fun achieve lower reading and writing scores on standardized tests, and during their teenage years young people are less and less likely to pick up a book and instead engage in electronic media that often require no more than passive engagement.¹² College bound students are “hampered by a decline in the amount and variety of reading at the secondary school level, fostering a lack of contextual understanding with which to appreciate the variety and extent of college reading assignments”.¹³ The practice of book length reading encourages the development of comprehension, critical thinking, and the skills to navigate through large amounts of text necessary to a successful academic experience. Academic Librarians

can work to improve “the place of reading in the lives of the public ... ensure[ing] that those same students have an aptitude for learning when they reach college campuses.”¹⁴

Unfortunately academic librarians often see the role of encouraging pleasure reading as outside their purview and university libraries have shifted away from promoting recreational reading.¹⁵ Partnerships between academic libraries and public libraries should be considered natural because of the shared mission to develop and guide lifelong learners and promote a culture of reading. It is imperative that academic libraries recognize the benefits of collaboration with school and public libraries in the education of children and the recruitment of young people into colleges, as well as their graduation from colleges and universities.

In this partnership, the University Library played several roles. Like most universities, our budgets are shrinking and librarians are asked to do more with less time, staffing, and money. But, by collaborating we were able to accomplish more and reach a broader audience than before. At CSUB, librarians are instrumental in selecting the Common Reader text and developing information literacy modules to support the FYE curriculum. Library faculty have served on the OBOB planning committee since before the FYE partnership, and the CSUB librarian plays an integral role in the Education Committee’s material development. The library designs and maintains a high profile graphic display introducing the campus community to the Common Reader with a designated book collection and related circulating materials. Starting in Fall 2011 the University Library organized a book club to support the Read and worked with a General Studies course to provide a built-in audience of students to complement the faculty, staff and community members who attended.

The University Library plays a central role in the author’s campus visit through the annual afternoon awards ceremony and reception for the author which provides a culminating focal point for OBOB and allows disparate entities to focus on one contextualized event. The Friends of the University Library, who are influential members of the public, host the invitation-only event, making this gathering the premier intellectual affair of the season. Also invited are members of the OBOB committee, faculty who teach the composition and FYE courses, and members of the

campus leadership. The event also allows the campus to connect to the high school community since essay winners receive their awards at the event. Contest winners receive their awards from the common read author and the president of CSUB and are thus able to have one-to-one interactions with the author and with campus constituents. Individuals have joined the Friends solely to gain access to this intimate event with the author. The University Library reception has elevated the author campus visit to a sought after event.

Discussion of Results

This highly successful Program has helped make students at all levels feel more connected to their libraries and community, and the outreach has also resulted in partnerships and collaboration that provided opportunities to share limited resources, better serve new user groups, and extend the University Library's reach throughout our service area.¹⁶ This Program has connected our campus to the larger community in new

and more meaningful ways, including to local businesses. "We are part of a giant community event that allows us to participate in one of our favorite things—working with the community and promoting literacy!" asserts Thomas Robinson, the Business Development Manager for Russo's Books, a locally-owned, independent book store. "The fiscal impact is icing on the cake," he states. "I look forward to doing it every year!"¹⁷

By aligning the University Library with campus and community programming we created relationships with current and future students and members of the public. Students identify with the book and author from their first year at the university, and participating in the Program links students to the community. The wider community has become connected to a post-secondary education institution in new ways because the university provides a physical focal point for this culminating experience for all involved and allows all of these disparate entities to focus on one contextualized event.

Appendix A. Fall 2012 OBOB Events

Fri. Sept 7, 5 PM

Exhibit Opening

First Friday: Latination 4, a juried art exhibit dedicated to celebrating and exploring Latino life featuring paintings, ceramics, sculptures, photography and glass. Art pieces will be on display during the month of September. *FREE. Metro Galleries, 1604 19th St., Bakersfield, CA 93301, (661) 634-9598.*

Thurs. Sept 13, 11 AM

Kickoff Event

Kickoff for the 2012 One Book Read will feature special guest speakers, a scene from the play version, and a tour of the historic Noriega House. *FREE. Noriega House, 1325 Baker Street, Bakersfield, CA 93305, (661) 633-9016.*

Thurs. Sept 13, 6 PM

Exhibit Opening

Paul Strand: The Mexican Portfolio—Bakersfield Museum of Art presents one of the towering figures of American 20th century photography, the Strand exhibit features twenty images depicting the landscapes, people, architectures and religious objects he encountered in Mexico in the early 1930s. *\$5 adults; \$4 seniors; \$2 students. Bakersfield Museum of Art, 1930 R Street, Bakersfield CA 93301, (661) 323-7219.*

Mon. Sept 17–Nov 19 / Wed. Sept 19–Nov 21, 7 PM
Writing Workshops

The (In)Visible Memoirs Project Bakersfield—Nick Belardes of Random Writers will teach two 20-hour workshops in which participants will write either prose or poetry, detail scenes from their lives and learn memoir techniques. *Limited seating; location TBA.*

Thurs. Sept 27, 7 PM Bilingual Dramatic Readings

An Evening of Celebration / Una Noche de Celebracion—Latina Leaders celebrate the inspiring language of *The House on Mango Street* with an evening of selected bilingual vignettes from the book performed in both English and Spanish; refreshments will be served prior to the event. *FREE. Beale Memorial Library, 701 Truxtun Ave., Bakersfield, CA 93301, (661) 868-0745.*

Thurs. Oct. 11, 6 PM

Latina Panel Discussion

Local Latina Success Stories: Why This is Now the Norm—Add your voice to an important community conversation about overcoming life obstacles, traditional roles, and achieving career success with local leaders Olivia Garcia, Editor *Bakersfield Life Maga-*

zine; Irma Cervantes, Television Host Univision; Ida Tagliente, Executive Director Kern Adult Literacy Council; and Maria Mercado Director play version *The House on Mango Street*. *FREE. Russo's Books at The Marketplace, 9000 Ming Ave., Bakersfield CA 93311, (661) 665-1643.*

Sat. Oct 13, 10:30 & 3 PM Music & Storytelling
Poetas de Cultura—Celebrate the rich heritage of Mexico with musician and storyteller, Martin Espino in a nontraditional, interactive performance which will appeal to all ages. *FREE. 10:30am—Ridgecrest Branch Library, 131 East Las Flores Ave., Ridgecrest CA 93555 (760) 384-5870. FREE. 3 PM—Tehachapi Branch Library, 1001 West Tehachapi Blvd., Suite A-400, Tehachapi CA 93561, (661) 822-4938.*

Sun. Oct. 14, 10-5 PM Cultural Festival
Guelaguetza 2012—A festival celebrating Oaxacan indigenous culture with folkloric dance, music, art, crafts, and food. For more information, please visit upbj.org. *\$7 admission fee; children under 12 free; with free parking. CSUB Outdoor Amphitheatre, 9001 Stockdale Hwy, Bakersfield CA 93311, (661)778-9159.*

Thurs. Oct. 18, 7 PM Poetry Slam Competition
Mango Street Poetry Slam—Local poets and writers are invited to compete in a poetry slam inspired by the themes of *The House on Mango Street*; cash prize offered. Art Exhibit 7 PM / Poetry Slam 8 PM. The Art Show, *Windows on Mango Street*, will feature local artists inspired by the book's themes; window art will serve as the set design and will be available for sale. Poetry Slam is for mature audiences; refreshments will be served. *\$10 admission fee or \$5 for Poetry Slam competitors. The Empty Space Theatre, 706 Oak Street, Bakersfield, CA 93304. For more information, please call Jesus Fidel at (661) 703-8666.*

Sat. Oct 20, 1 PM Fiction Writing Workshop
Rites of Passage: Writing Coming of Age Stories—Join local notable author Nick Belardes from Random Writers Workshop for a working fiction writing session based on the coming of age themes from *The House on Mango Street*. How do you reflect the turmoil, joy, pain, surprise, confusion, and exhilaration felt in adolescence in your writing? Does ethnicity affect your storytelling? The workshop focus will be on ethnic and coming of age storytelling; be prepared to

write and discuss. *FREE. Beale Memorial Library, 701 Truxtun Ave., Bakersfield, CA 93301, (661) 868-0745.*

Sat. Oct 20, 2 PM Dramatic Readings & Discussion
Mango Street Vignettes—Celebrate the inspiring poetic language of *The House on Mango Street* with an afternoon of selected vignettes; followed by audience discussion and Q&A. *FREE. Tehachapi Branch Library, 1001 West Tehachapi Blvd., Suite A-400, Tehachapi CA 93561, (661) 822-4938.*

Tues. October 23, 4 PM Book Discussion
A Place Called Home—Teens and adults are invited to join a unique book discussion centering on the central themes of *The House on Mango Street*: the power of one's home to define who they are and what they become, especially in today's vagabond society. Conversation leaders will be Thomas Robinson, Russo's Books and Mark Olsen, Independence High School. *FREE. Russo's Books at The Marketplace, 9000 Ming Ave., Bakersfield CA 93311, (661) 665-1643.*

Thurs. Oct 25, 4 PM Children's Art Event
Art in the Afternoon: Draw Your Home—Children will create their vision of home, will learn various art techniques and expand their creativity; fun for the entire family. *FREE. Beale Memorial Library, 701 Truxtun Ave., Bakersfield, CA 93301, (661) 868-0745.*

Thurs. Oct. 25, 8 PM Dramatic Monologues
Mango Street Monologues: Local Lives—An ensemble of local performers will express the themes of *Mango Street* in monologues reflecting their own life experiences; evening will also feature art, music, refreshments and is for mature audiences. *\$10.00 admission fee. The Empty Space Theatre, 706 Oak Street, Bakersfield, CA 93304. For more information, please contact Kevin Shaw at (661) 832-8112.*

Fri. Oct 26, 6 PM Dramatic Readings
Personal Stories—Local writers will be presenting scenes from their own lives in poetry and prose as well as excerpts from *The House on Mango Street*. Dramatic readings presenters are from Nick Belardes's Random Writing Workshop and The (In)visible Memoirs Project Bakersfield, a unique anthology project made possible through Memoir Journal Inc. and a grant from the James Irvine Foundation. *FREE.*

Beale Memorial Library, 701 Truxtun Ave., Bakersfield, CA 93301, (661) 868-0745.

Sat. Oct 27, 11 AM Writing Workshop
Creative Writing Inspired by The House on Mango Street—Explore your creativity through reading selected vignettes in *The House on Mango Street* and be inspired to write your own poetry, prose, and brief vignettes; be prepared to write and discuss. Workshop led by Kern County writer and teacher Kevin Shah. *FREE. Beale Memorial Library, 701 Truxtun Ave., Bakersfield, CA 93301, (661) 868-0745.*

Thurs. Nov. 1—Sat. Nov. 17 Play / Live Theatre
The House on Mango Street—The play version of the acclaimed book written by Sandra Cisneros and adapted for the stage by Amy Ludwig. Local actors will bring the central heroine Esperanza and the other memorable characters from the book vividly alive; all ages welcomed. Play produced by Thomas Robinson, tgrJams Productions, and directed by Maria Mercado. *\$18 admission fee; \$15 children under 12; call for all performance times and additional admission prices. The Spotlight Theatre, 1622 19th St., Bakersfield CA 93301, (661) 665-1643.*

Fri. Nov. 2, 4 PM Cultural Celebration
Dia De Los Muertos Expo—A Mexican cultural event featuring community shrines, live music, folkloric dancers, poets, painters, puppeteers, and other performing artists. The public is encouraged to masquerade in skull theme. *FREE. Golden State Mall, 3201 F Street, Bakersfield CA 93301, (661) 345-5842.*

Fri. Nov. 2, 5 PM Cultural Celebration
Altars de Familia: A Día De Los Muertos Celebration—The evening in the gardens will feature beautifully designed family altars, authentic Mexican cuisine, regional music and dance acts, crafts, vendor booths and much more. *\$1 admission fee, children under 6 free. Bakersfield Museum of Art, 1930 “R” St., Bakersfield CA 93301, (661) 323-7219.*

Sat. Nov. 3, 11 AM or 1 PM Mexican Genealogy Lectures
Genealogy of Mexican Heritage—Researcher Alicia Davila De Laurie will describe the search for her family roots portrayed in her book *The Cactus on My Forehead, Your Mexican Heritage*. The book illustrates and

reveals the Mexican qualities of perseverance, strong cultural values, and family ties. After both lectures, Kern County Genealogical Society members will be available to help participants start their own family history research. *FREE. Beale Memorial Library, 701 Truxtun Ave., Bakersfield, CA, (661) 868-0745.*

Thurs. Nov. 8, 7 PM Author Visit
Evening With the Author: Sandra Cisneros—CSUB presents an evening with the best selling author of *The House on Mango Street*. Cisneros will discuss the remarkable coming age story of Esperanza—sometimes heartbreaking, sometimes deeply joyous. The book’s highly discussable themes of language barriers, poverty, struggle for self-definition, and the achievement of ones hopes and dreams despite societal roadblocks will be highlighted in her talk; book signing will follow. *FREE. Parking Lot “I” is free after 6 PM. CSUB Icardo Center, 9001 Stockdale Hwy., Bakersfield CA 93311, (661) 654-6281.*

Sat. Nov 10, 11 AM Local History Lecture
The Family Stories of Historic Houses in Kern County—Library’s Local History Room Librarian Chris Livingston will present the family legacies behind well-known historic homes in Kern County such as Lopez House, Guild House, and the Noriega House in photo displays, archival materials, and historical documents. *FREE. Beale Memorial Library, 701 Truxtun Ave., Bakersfield, CA 93301, (661) 868-0745.*

Notes

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2. Liza Palmer and Elizabeth Peterson, “Grassroots Collaboration: Growing Community with the “One Book, One Community” Program,” *Technical Services Quarterly* 24, no. 3 (2007): 51-65, doi: 10.1300/J124v24n03_05.
3. Alice Harrison Bahr and Nancy Bolton, “Share the Experience: Academic Library, Public Library, and Community Partnerships,” *Southeastern Librarian* 50, no. 2 (2002): 26-32.
4. Palmer, “Grassroots Collaboration,” 51-65.
5. Grace Jackson-Brown, “Building a “Town and Gown” Col-

- laborative Partnership to Promote Diversity and Literacy: A University Library's Involvement in the National African American Read-In Chain Literacy Initiative," Paper presented at the annual meeting of ACRL, Philadelphia, Pennsylvania, March 30- April 2, 2011, 73-77.
6. Alan Berube, "Educational Attainment," in *The State of Metropolitan America* (Metropolitan Policy Program at Brookings, 2010), 104-116.
 7. Cheryl Holsonbake, "First Generation Analysis—Fall 2010" (presentation, California State University Bakersfield, Bakersfield, CA., May 2011).
 8. Jorge Barrientos, "Both graduation, dropout rates down slightly in Kern," *Bakersfield Californian*, June 27, 2012.; Joanna Lin, "College-going rates vary widely in California," *California Watch*, October 18, 2011, <http://californiawatch.org/dailyreport/college-going-rates-vary-widely-california-13121>.
 9. Terry Dunn, "Academic Progress of CSUB's New Students" (working paper, California State University Bakersfield, August 2009).
 10. Mark Olsen, e-mail message to author, November 17, 2012.
 11. Carol Mehochko, e-mail message to author, November 13, 2012.
 12. Tom Bradshaw and Bonnie Nichols, "Reading at Risk: A Survey of Literacy Reading in America" in *Research Division Report No. 46*, (Washington, DC: National Endowment for the Arts, 2004).
 13. Peter V. Deekle, "Books, Reading, and Undergraduate Education," *Library Trends* 44, no. 2 (1995): 264.
 14. Mardi Mahaffy, "In Support of Reading: Reading Outreach Programs at Academic Libraries," *Public Services Quarterly* 5, no. 3 (2009): 163-173, doi: 10.1080/15228950902904267.
 15. Julie Elliott, "Academic Libraries and Extracurricular Reading Promotion," *Reference & User Services Quarterly* 46, no. 3 (2007): 34-43.
 16. Jill McKinstry and Anne Olivia Garrison, "Building Communities @ Your Library," *College & Research Libraries News* 62, no. 2 (2001): 165-186.
 17. Thomas G. Robinson, e-mail message to author, November 10, 2012.