Embedding the Frames of Evidence-Based Practice: Intersections in Librarianship
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BACKGROUND
- In Spring 2014, representatives from the library, faculty, and the Center for Adult and Continuing Education (CACE) met to develop a Framework for Information Literacy Instruction and Assessment that aligned with accreditation standards set by the Middle States Commission on Higher Education and ACRL. The Framework was approved by the Core Committee and the Faculty Senate in Spring 2014.
- Assessment began with the 2014-2015 academic year focusing on three objectives recognizing information literacy as a developmental process, and not one which would be assessed throughout the students' academic career.
- At least three classes per academic track would include an embedded librarian.

METHODS
- Librarians, collaborating with subject faculty, provided information literacy instruction on "parallel tracks" for traditional (on campus) and non-traditional (online) programs.
- One-shot and ongoing instruction via embedded librarianship program were offered at multiple times in curricula.
- Embedded librarianship featured most prominently as a universal method to provide information literacy instruction, assess, and establish faculty-librarian-student relationships.
- Formal assessment was placed at matriculation and graduation using the 55-question Standardized Assessment of Information Literacy Skills (SAILS) test, and interspersed informally.

DATA ANALYSIS
- The 2014-2015 academic year saw a 34% increase in unique classes that engaged an embedded librarian along with traditional instruction – 85 of 145 classes in 2014-2015, versus 36 of 145 classes in 2013-2014.
- This also demonstrates an increase from eight classes in 2010 to 85 at the end of June 2015, a 91% jump in the number of classes involved in the embedded librarian program.

RESULTS
- Research interactions increased by 23% between the fall and spring semesters, a time when traditional instruction typically decreases as students "graduate" from basic information literacy competencies to upper-level, individual research in many academic departments.
- Many of the embedded classes reflect upper-, graduate-, and doctorate-level types of reference interactions.
- Discrete student interactions from instruction increased from 365 in 2013-2014 to 1,451 in 2014-2015 with embedded outreach.

CONCLUSIONS
- One of the most successful aspects of embedded librarianship stems from its natural flexibility to meet the unique needs of a specific class, course, or student.
- In an anonymous survey completed by 18 of the 42 faculty with embedded librarianship experience, the response was overwhelmingly positive. Faculty feedback demonstrated the collaborative nature and benefits of embedded librarianship:
  Working with someone who has an intimate knowledge of resources that can enhance my class. Also developing a close partnership with a colleague and enhancing the information literacy of my students.
  Flexibility. The embedded librarian was flexible and attentive to changing student needs.

-Future Survey selected comments

FUTURE RECOMMENDATIONS
- Collaborate and engage with new faculty, orientations, and Centers for Excellence in Teaching and Learning.
- Converse with Core Committees, Faculty Senate, and surveys.
- Evolve with technology, available resources, ACRL Framework, and evolve with new student needs.

REFERENCES