

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 can be satisfied with a one-time assessment:



1. Librarians provide information literacy instruction to students regardless of track or status.



2. Information literacy instruction would be assessed throughout the students' academic career.



3. At least three classes per academic college would include an embedded librarian.

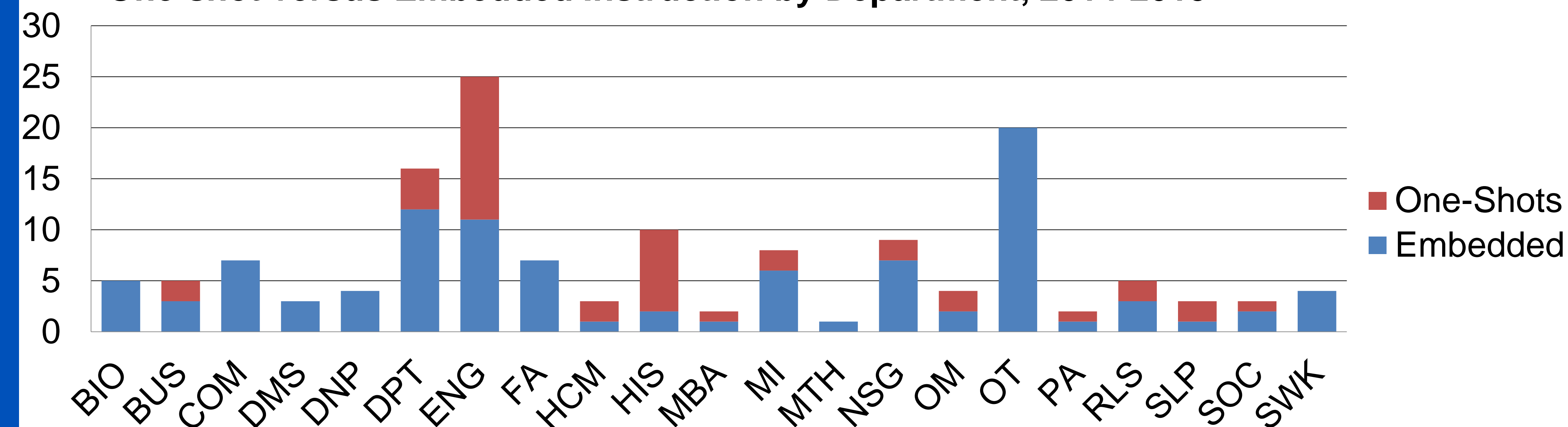
METHODS

- 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.

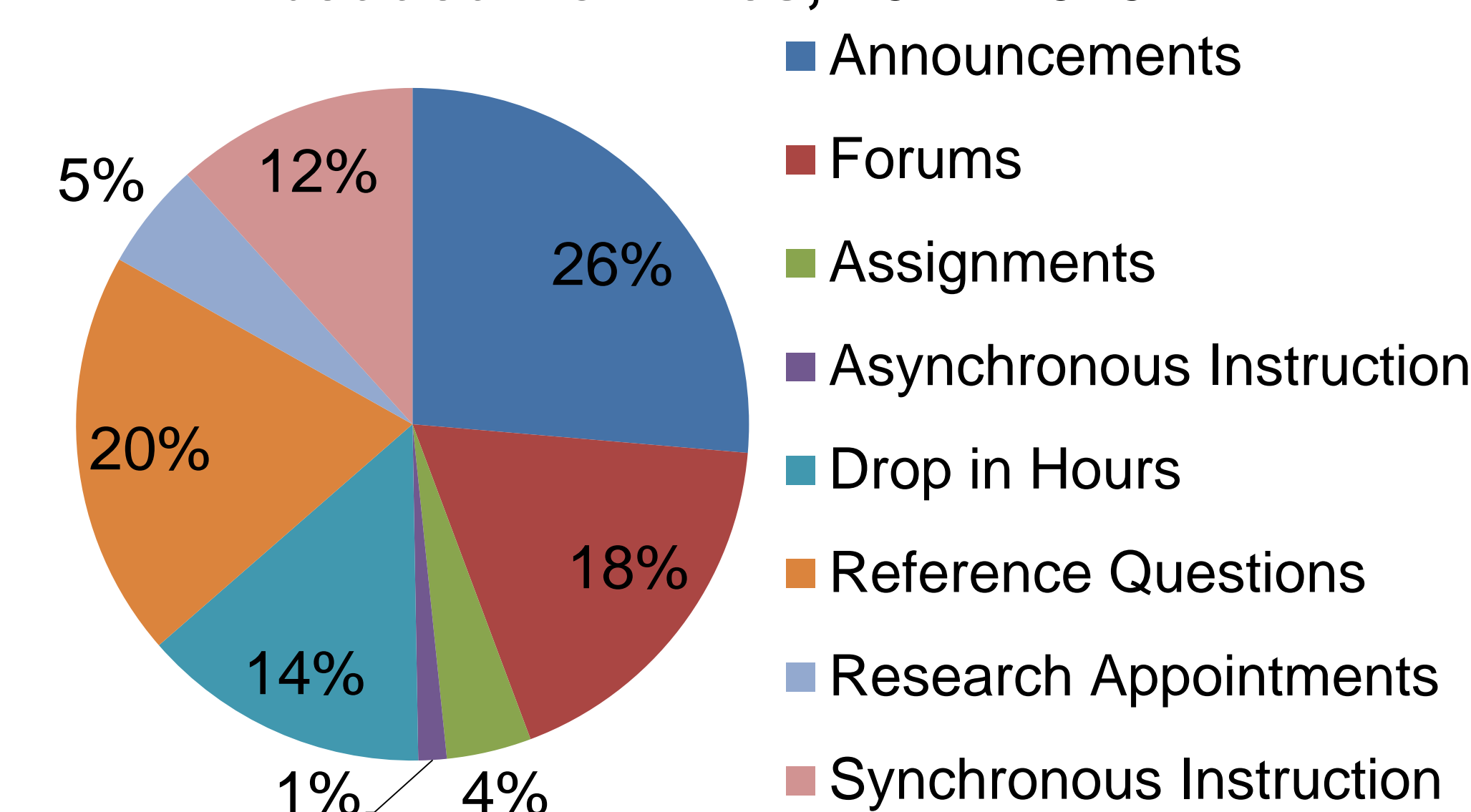
One-shot versus Embedded Instruction by Department, 2014-2015



- Embedded activities were recorded by librarians using Google Forms (<http://bit.ly/EMBDSTATMU>) based on the Standards and Framework as a foundational guide.
- Activities were based on the appropriate resources to share with each class and ranged from Class Announcements to Synchronous Instruction.

Embedded Statistics	Type of Embedded Activity*
* Required	<input type="checkbox"/> Asynchronous Instruction (Video Recording)
Date*	<input type="checkbox"/> Discussion Board Forum/Ask-a-Librarian
Your answer	<input type="checkbox"/> Drop-in Hours (On Campus)
Time	<input type="checkbox"/> Drop-in Hours (Adobe)
Your answer	<input type="checkbox"/> Reference Question – Adobe
Duration	<input type="checkbox"/> Reference Question – Email
Your answer	<input type="checkbox"/> Reference Question – Phone
Faculty	<input type="checkbox"/> Assignment Assessment
Your answer	<input type="checkbox"/> Announcement
Class Name	<input type="checkbox"/> Other:
Your answer	Assignment/Interaction – Question Type*
	<input type="checkbox"/> Authority is Constructed and Contextual
	<input type="checkbox"/> Information Creation as a Process
	<input type="checkbox"/> Information has Value
	<input type="checkbox"/> Research as Inquiry
	<input type="checkbox"/> Scholarship as Conversation
	<input type="checkbox"/> Searching as Strategic Exploration

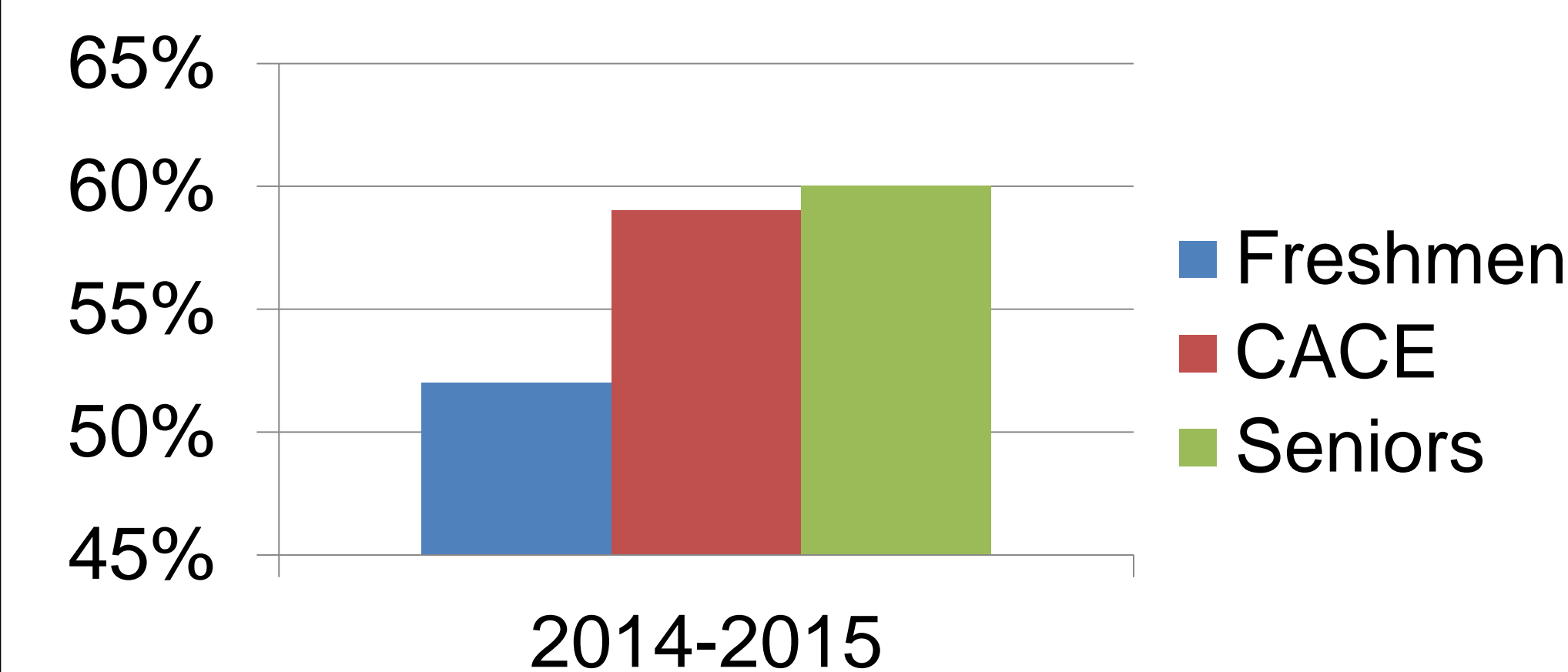
Embedded Activities, 2014-2015



- Instruction and assessment ran in parallel tracks for traditional and non-traditional students.
- SAILS was used to establish baseline competencies for incoming students, and again before graduation, to note change in skillsets. Additional instruction and assessment occurred during first-year courses and throughout the students' academic career.
- Side-by-side SAILS results demonstrate growth from Freshman to Senior years, including CACE.

Instruction and Assessment Timeline		
Traditional	Method	Non-Traditional
Pre-Freshman	SAILS	Matriculation
First Year Experience	Lower Level Instruction and Assessment	RLS 104
Pre-Graduation	SAILS	DEAN 999

SAILS Results by Student Type, 2014-2015



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.

-2015 Faculty 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

http://bit.ly/Kavanaugh_References