

EMPORIA STATE UNIVERSITY

Going Where They Are:

Measuring the Impact on Student Learning
of Intentionally Embedded Librarians

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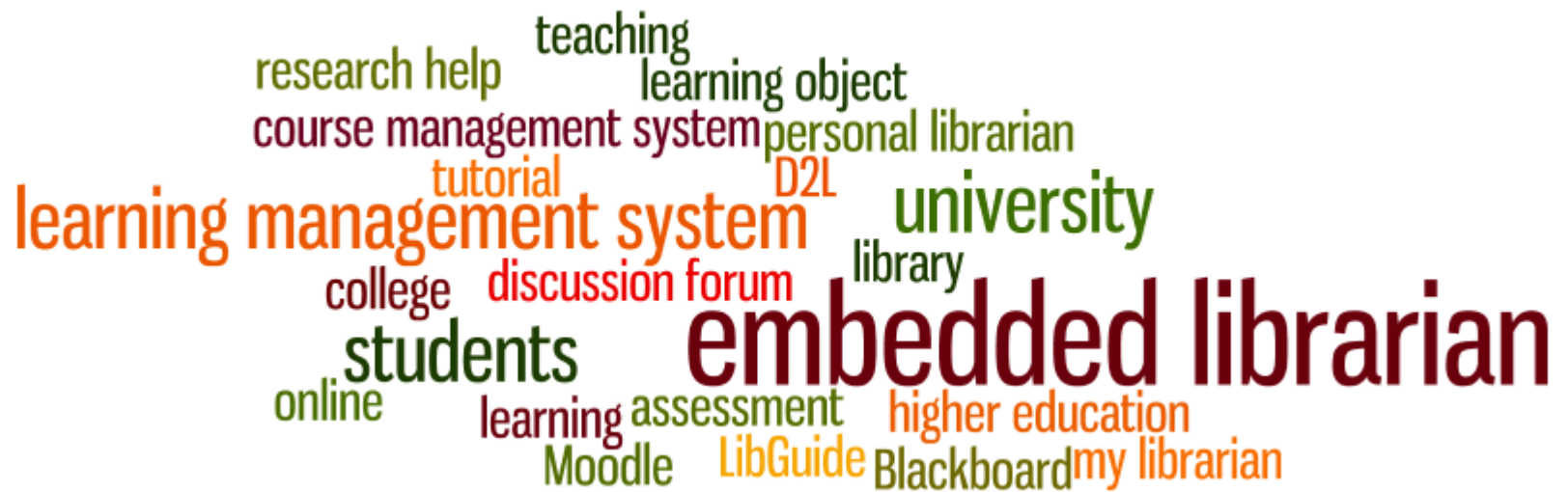
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Introduction



“Embedded librarianship involves the delivery of highly customized and highly valued information and knowledge services to a customer group with well defined needs.” (Shumaker, 2010)

Embedded Librarianship at ESU: Disciplines

Subject Areas Presently Covered at ESU by Embedded Librarians:

- ❑ Psychology/Counselor Education
- ❑ School of Library and Information Management (SLIM)
- ❑ Education
- ❑ Instructional Design and Technology (IDT)
- ❑ Health, Physical Education, and Recreation (HPER)
- ❑ Biology

Embedded Librarianship at ESU: Organizations and Other Campus Groups

- ▣ Student Organizations
- ▣ TRIO, Trad+ Students, International Students

Assessment: What Does Success Look Like in Embedded Librarianship?

Barbara Walvoord's take:

"Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning....Assessment involves communicating across cultures, within and outside the institution."

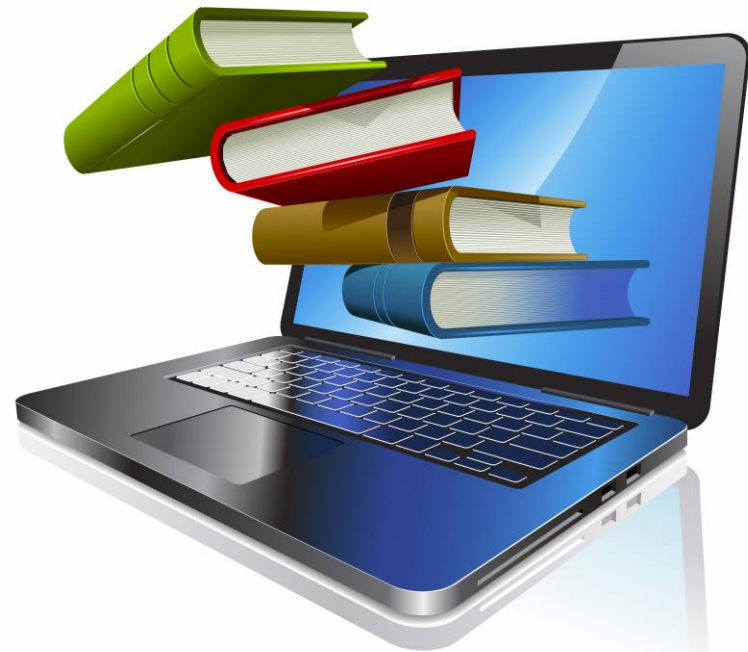
Walvoord concludes,

"The end of assessment is action."

Source: Walvoord, B. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.

Assessment Plans: Embedded Office Hours

- ▣ Conversations with Students and Faculty
- ▣ Recording Statistics in LibAnswers



Assessment Plans: Faculty

CampusLabs – Baseline Module

- CampusLabs: <http://www.campuslabs.com/> and our ESU login is <http://emporia.campuslabs.com>
- Several modules to help in data warehousing and longitudinal analyses for accreditation, but also for assessment of student learning in programs and courses
- Baseline – similar to SurveyMonkey, but intended for internal audiences

Semi/Structured Interviews/Conversations

Assessment Plans: Students

- ▣ Statistics - LibAnswers
- ▣ Surveys
- ▣ Semi-Structured Interviews
- ▣ Formal Meetings
- ▣ Informal Communication

HAVE A QUESTION?

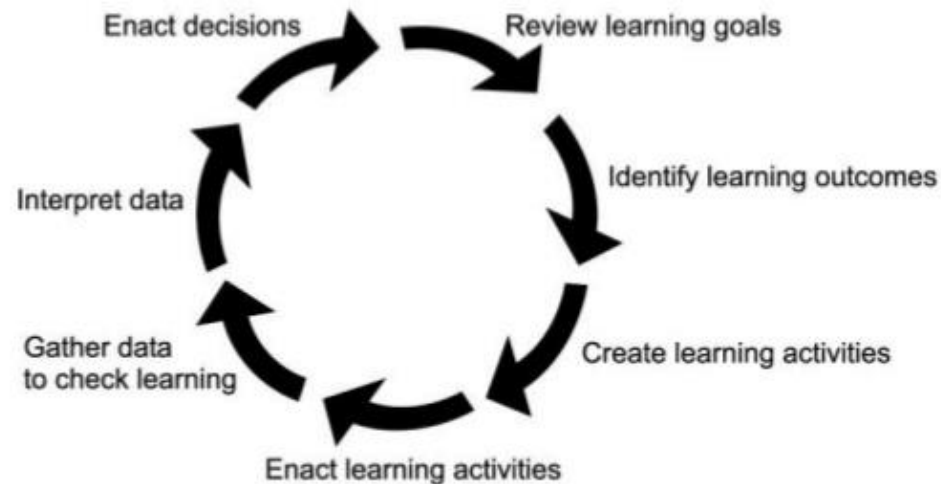
"hi, uh, what's a dactyl?"



ASK YOUR PERSONAL LIBRARIAN!

Assessment: Instruction

Information Literacy Instruction Assessment Cycle (ILIAC)*



*Chaffin, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*, 65(4), 2009.

Assessment Plans: Instruction

Evaluation Forms -- Students

- IDEA Student Ratings of Instruction – used in many ESU departments as standardized course evaluations of student learning
- Summer 2014: Adapted our former student library instruction evaluation form to include two Essential outcomes from ULA IDEA form used for UL100 course
 - Learning how to find and use resources for answering questions or solving problems
 - Learning to analyze and critically evaluate ideas, arguments, and points of view

Purpose: To help us learn more about students' progress with embedded librarianship outcomes **towards the end of a semester** (rather than right after an instruction session!)

<http://emporia.beta.libguides.com/evaluationform>

Next Steps

Zoom (<http://zoom.us>)

- ❑ Technology tool for research consultations with distance education students and faculty (or for anyone who cannot easily do a face to face consultation!)
- ❑ Free to set up; ESU pays for a Pro account that allows permanent hosting of a personal Zoom “room” for ongoing virtual office hours, etc.

Curriculum Mapping/Tiered Instruction and Outcomes

- ❑ ULA faculty: Identifying the required research-specific discipline undergraduate and graduate courses in which we are already embedded
- ❑ Establishing program-level and course-level information literacy outcomes in those disciplines, collaborating with department faculty

Questions??

