The Many Faces of Embedded Librarianship: How do we Evaluate Effectiveness?

Lindsay Blake, MLIS, AHIP
Darra Ballance, MLIS, AHIP
Maryska Connolly-Brown, MLIS
Kathy Davies, MLS
Kim Mears, MLIS, AHIP
Peter Shipman, MLIS
Robert B. Greenblatt, M.D. Library
Julie K. Gaines, MLIS, AHIP
GRU/UGA Medical Partnership Campus Library
Objectives

• Project overview
• Survey of embedded librarians
• Creating a tool kit for embedded program evaluation
• Where are we going now?
Project Overview

• Phase One
  – Review the literature on embedded librarians in universities, focusing on health sciences
  – Survey librarians for information on embedded librarianship including any current evaluations

• Phase Two
  – Create an assessment instrument to evaluate embedded programs
  – Validate and pilot the assessment instrument
# Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2013</td>
<td>Completion of literature review</td>
<td>Darra Ballance and Julie Gaines</td>
</tr>
<tr>
<td>September – November 2013</td>
<td>Creation of the survey on Embedded Librarians</td>
<td>Embedded Team</td>
</tr>
<tr>
<td>December 2013</td>
<td>Apply to IRB for exempt status</td>
<td>Lindsay Blake</td>
</tr>
<tr>
<td>January - February 2014</td>
<td>Distribution to of the survey to listservs</td>
<td>Lindsay Blake</td>
</tr>
<tr>
<td>March 2014</td>
<td>Compilation and analysis of survey results</td>
<td>Embedded Team</td>
</tr>
<tr>
<td>April - October 2014</td>
<td>Creation of evaluation instrument for embedded programs</td>
<td>Embedded Team</td>
</tr>
<tr>
<td>November - December 2014</td>
<td>Validation of evaluation instrument</td>
<td>Embedded Team</td>
</tr>
<tr>
<td>January 2015</td>
<td>Piloting of instrument</td>
<td>Embedded Team</td>
</tr>
<tr>
<td>May 2015</td>
<td>Reporting of results</td>
<td>Embedded Team</td>
</tr>
</tbody>
</table>
Survey of Embedded Librarians

- Based on your professional responsibilities, do you consider yourself to be an embedded librarian? Embedded Librarian: "Embedded Librarianship is a distinctive innovation that moves the librarians out of the library...forming a strong working relationship between the librarian and a group or team of people who need the librarian's information expertise." (Shumaker, 2012)

Pie chart:
- 72% Yes
- 28% No

N=311
Where are you embedded?

- Dentistry: 7%
- Medicine: 36%
- Nursing: 31%
- Pharmacy: 8%
- Hospital or Clinic: 27%
- Allied Health Sciences: 16%
- Other: 53%
What user groups do you work with?

- Faculty: 71%
- Student: 46%
- 1st or 2nd Year Medical: 14%
- 3rd or 4th Year Medical: 20%
- Medical Resident: 30%
- Researchers: 47%
- Clinicians: 53%
- Other: 21%
With whom do you spend most of your time?

- Faculty: 25%
- Student: 27%
- Clinician: 17%
- Researcher: 8%
- Medical Resident: 11%
- Other: 7%
- 1st or 2nd Year Medical Student: 3%
- 3rd or 4th Year Medical Student: 2%
Embedded Activities

- Performing Complex Searches: 162
- Teaching Basic Search Skills: 156
- Teaching Advanced Search Skills: 146
- Assisting Students with Presentations: 101
- Partnering with Faculty on: 94
- Curriculum Development: 84
- Co-Teaching with Faculty: 84
- College Committees: 67
- Other: 43
- Co-locating in a Dept: 30
- Attending Morning Report: 30
- Attending Morning Rounds: 28
Evaluations of Embedded Programs

- 179 answered - 32% conducted evaluations
- Only 9 people answered they had conducted more than 1-5 evaluations in the past three years
- 68% had not done any evaluation – formal or informal
- Most frequently used evaluation methods
  - Questionnaire or Survey – 71%
  - Saved emails – 66%
  - Informal collection of experiences – 55%
Creating an Evaluation Tool

• Created a survey of current embedded practice
• Enlisted the aid of our Educational Innovation Institute (EII)
• Analyzed current embedded practice survey – EII statistician
• Began with discussions on the purpose of this instrument – EII program evaluation expert
• Formed objectives and overarching goal
• Began developing evaluation questions – EII evaluation expert
Creating an Evaluation Tool

• Narrow focus to academic health sciences libraries
  – Broad range of survey responses indicated a need to clearly define process
  – Focus on our knowledge area to make the tool more relevant and valid

• Survey instrument – ease of use, familiarity

• Use library data already collected

• Create an evaluation tool kit
  – Student, faculty, clinician survey and library data
Lessons Learned

• Discussion is good, but you need to start with a goal and form measurable objectives.
• Look for low hanging fruit – what are you already doing that can be used?
• Validation has many facets – use as many as you can
• Have others look at your survey, evaluation instrument, test, etc.
Future Directions

• Finish editing questions in evaluation tool kit
• Create focus groups to review survey
  – Students, faculty and clinicians from each embedded area
• Send survey to experts for validation purposes
  – Evaluation expert, academic librarians, embedded librarians
• Pilot evaluation at Georgia Regents University
We would like to thank the Research Committee and members of the Southern Chapter/MLA for the funding to conduct our research.
Questions?