

What a difference a library makes:

lessons on impact measurement from
the LIRG/SCONUL Impact Initiative

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*“Wert und Wirkung – Outcome in Bibliotheken”
Round Table
Dusseldorf, 30th. November 2006*

Agenda

- *LIRG/SCONUL Impact Initiative*
 - What was the *Initiative*?
 - What led to the *Initiative*?
 - What did the *Initiative* involve?
 - What were the outcomes of the *Initiative*?
 - Where now? [SCONUL *VAMP* Programme]
- Some final thoughts and conclusions

**Can a library
change your life?
This one can.**

**What was the
LIRG/SCONUL Impact Initiative?**

Assessing a library's impact

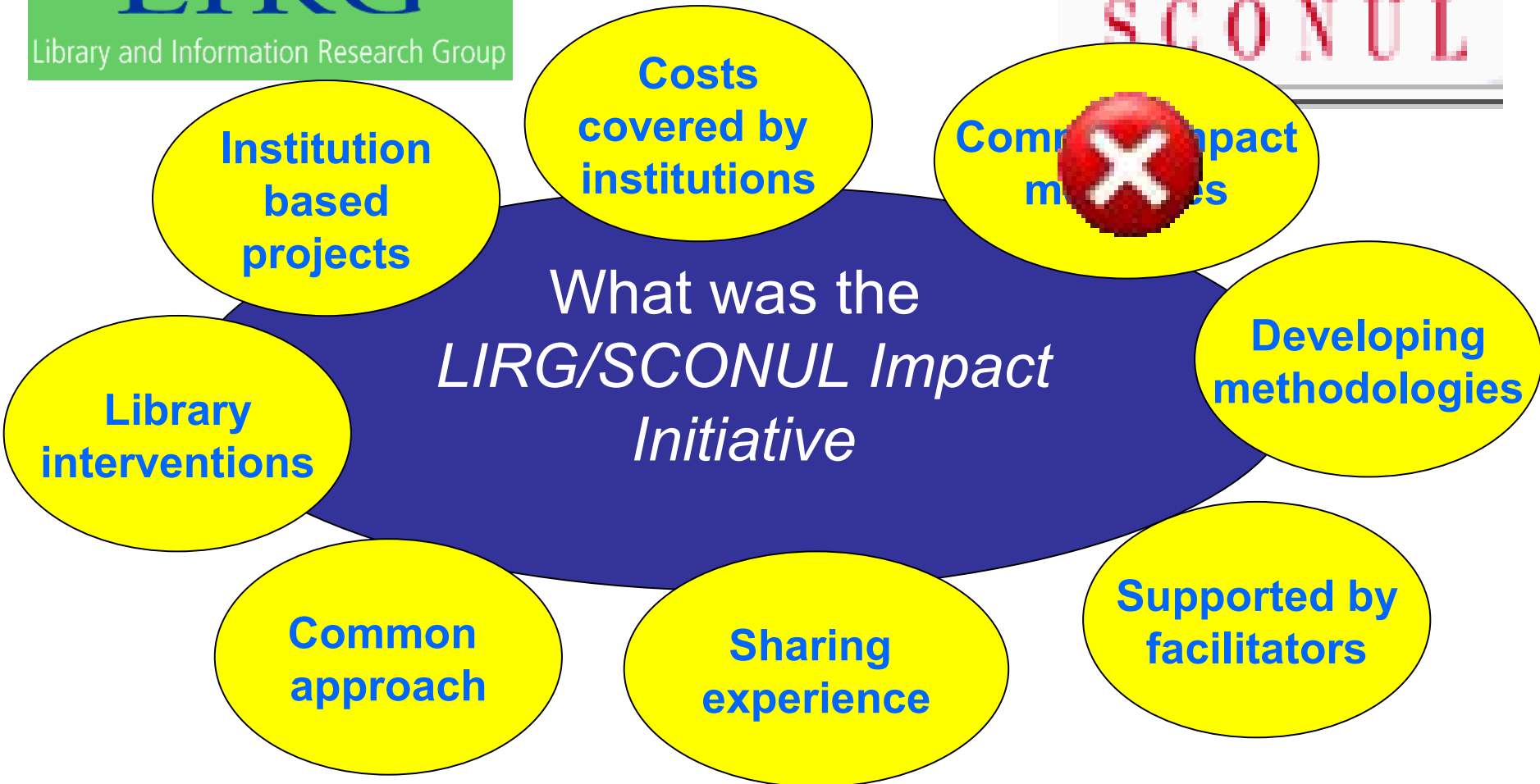
What are the
LIRC and JOL Impact
Initiative?



Are we making a difference?

What was the
*LIRG/SCONUL Impact
Initiative?*

Can we demonstrate it?



**What led to the
*LIRG/SCONUL Impact Initiative?***

- **“Effective academic library” seminar**
 - Impact of libraries on learning, teaching, and research
 - Leeds, October 2001
 - Organised by Library & information Research Group (LIRG)
- **“Do libraries aid learning?” conference**
 - Scarborough, December 2002
 - Jointly organised by LIRG and SCONUL

**What did the
LIRG/SCONUL Impact Initiative
involve?**

The LIRG/SCONUL Impact Initiative

Two phases

**LIS-IMPACT
mailing list**

**Mid-year
review**

**End of
phase
review**

**Initial 2-day
workshop**

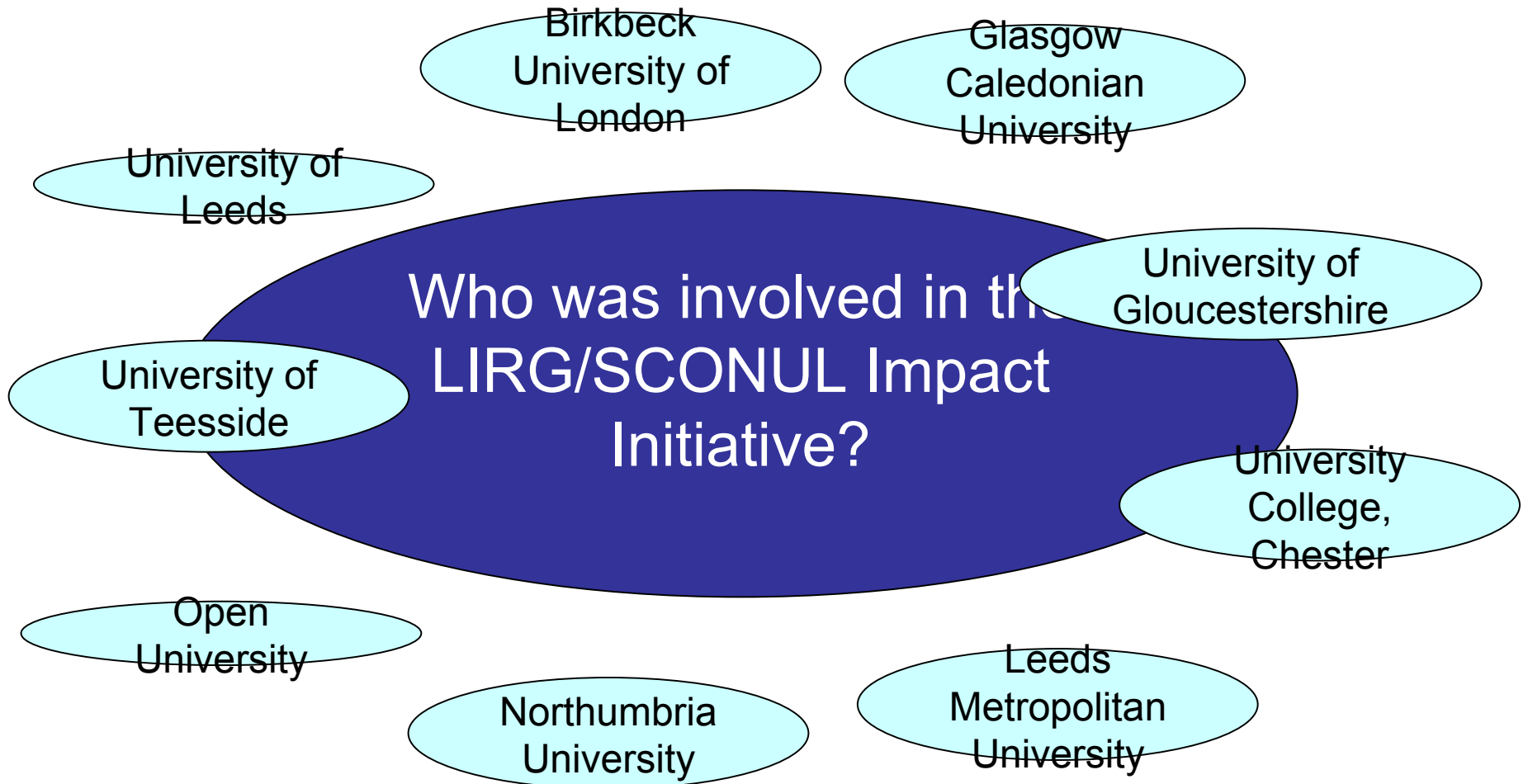
**Phase 1
July 2003-
July 2004**

**Phase 2
July 2004-
Dec 2005**

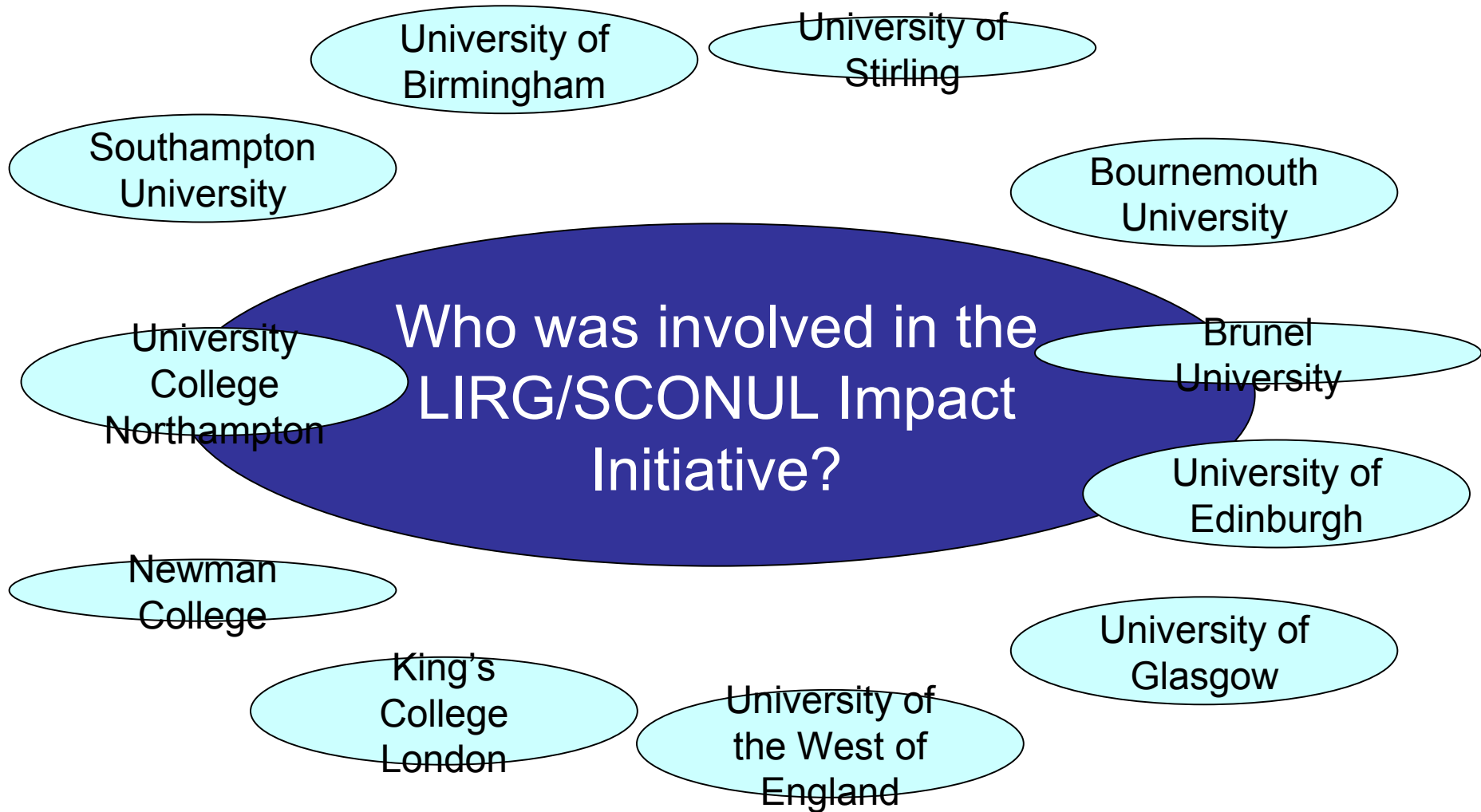
**Volunteers
sought**

Selection

**Phase 1
Institutions**



**Phase 2
Institutions**



Impact of an online induction tutorial [Birkbeck]

Impact of an online information skills tutorial [Gloucestershire]

Information literacy strategy: awareness of the strategy and its impact [Glasgow Caledonian]

Information literacy: impact on students' skills development and collaboration with academic staff [Leeds]

Information literacy strategy: awareness of the strategy and its impact [Leeds Metropolitan]

E-resources: impact on students' skills development and collaboration with academic staff [Chester]

Information and IT skills: impact on confidence and competence in independent and lifelong learning [Northumbria]

Impact of library services to partner institutions [Teesside]

Impact of library support on the research process [Warwick]

Information literacy programme: impact on information literacy amongst students [Open University]

Library support for
non-traditional students
of modern languages
University of
Southampton

Information skills for
research postgraduates
Brunel
University

Integrated enquiry desks
King's
College, London

Single point of
access for IT and
Library enquiries
Staffordshire
University

Equality of access
to e-resources
Bournemouth
University

Institutional Repository &
Scholarly Communications
Advocacy
University of
Birmingham

Support for
widening participation
University College
Northampton

Support for
widening participation
Newman
College

Increasing amounts
spent on
electronic information
services (EIS) each year
University of
the West of England

Subject-specific
electronic resources
& the research process
University
of Glasgow

Subject-specific
electronic resources
& the research process
University of
Edinburgh

Student use of subject
resources web pages
University of
Stirling

What is it that you are trying to achieve?

2. Specify objectives for intervention

Impact process model

How do you know you achieved it?

4. Identify possible impact measures

How will you collect it?

data methods

Collect and analyse data

An example Information literacy framework

Objective

To raise awareness
of the importance
of information literacy
amongst students
and academic staff

Success Criteria

Every member of
academic staff
aware of the
Information
Literacy Framework

Evidence & collection method

Learning Advisers
to carry out personal
or telephone interviews
to assess level
of awareness

An example Information literacy framework

Objective

To equip students
with the skills
to become
independent seekers
and discerning users
of information
in their studies

Success Criteria

More diverse range
of information sources
cited in bibliographies

Evidence & collection method

A team of Learning
Advisers to review
student bibliographies
in partnership
with selected
academic staff

An example Information literacy framework

Objective

To integrate
information literacy
into the student
curriculum

Success Criteria

Evidence that
information literacy
is increasingly
integrated within
the curriculum

Evidence & collection method

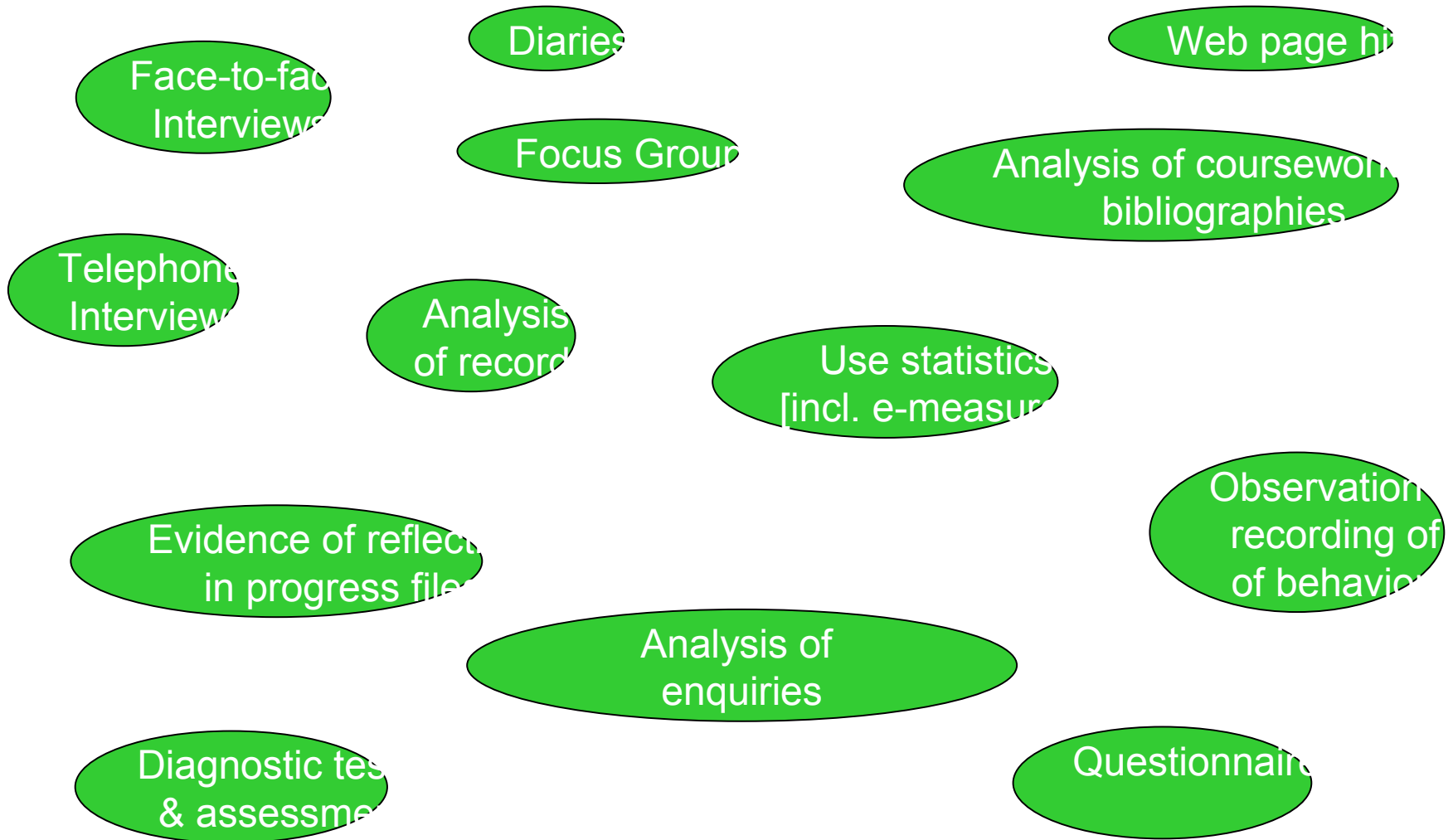
To use an Information
Literacy teaching
audit to assess
current level
of integration

Possible measures of impact

Increased use of resources	Higher self-assessment of confidence
Wider range of resources used	Higher scores in tests or
Broader profile of use	Web site or more
Increased number of library resources	Library in committee minutes
Increased literacy in	Higher levels of awareness of resources, services, and initiatives
Increased citation of library resources in bibliographies	Higher levels of satisfaction

Surrogate measures of impact

Methods used to collect evidence in the LIRG/SCONUL Impact Initiative



**What were the outcomes of the
*LIRG/SCONUL Impact Initiative?***

What did participants in the *LIRG/SCONUL Impact Initiative* find?

Birkbeck	On-line induction tutorial	High use of induction package. Improvement in knowledge of the Library but no consistent improvement in information searching techniques.
University of Gloucestershire	Information skills tutorial	Integrated, context driven approach, to information skills has had a positive effect on student skills. Sub-standard referencing needs attention across all areas of the University.

What did participants in the *LIRG/SCONUL Impact Initiative* find?

Glasgow Caledonian University	Introduction of information literacy framework	“More sharply focussed” appreciation of importance of information literacy skills amongst alumni than current students.
Leeds Metropolitan University	Introduction of information literacy framework	Around 50% of academic staff received the booklet outlining the framework. 20% had not read it. Initial results show that information skills teaching has led to an improvement in student bibliographies.

What did participants in the *LIRG/SCONUL Impact Initiative* find?

University of Leeds	Information literacy initiatives	Evidence that students can improve their information literacy skills using generic e-learning resources. Online tutorials revised and improved.
Northumbria University	Students' confidence and competence in information and IT skills	Students' use of information resources was strongly influenced by their academic tutors and was largely assessment driven.

What did participants in the *LIRG/SCONUL Impact Initiative* find?

<p>University College Chester</p>	<p>E-resources availability</p>	<p>Number of electronic resources cited in reading lists was disappointingly low. Most links from VLE modules to e-resources were in those departments where the librarian had been working with academics.</p>
<p>University of West of England</p>	<p>Availability of electronic information resources</p>	<p>Clear evidence that the impact of electronic information services will increase as a result of the University's developing e-learning culture.</p>

University of the West of England

Measuring the impact of library's electronic information services (EIS)

“We gained some tangible evidence of the impact of EIS, and clearly demonstrated how this is likely to increase as a result of UWE’s developing e-learning culture. This represents valuable information for the strategic planning of the library service.”

Dianne Nelson, Faculty Librarian, University of the West of England (UWE)

University of Stirling

Measuring the impact of subject resource web pages

“Although time-consuming, our participation in the initiative has provided staff with new skills, raised the profile of evaluating services within the service and allowed us to design web pages which reflect student needs.”

Alasdair Stewart, Faculty Librarian, University of Stirling

**What did participants
in the *LIRG/SCONUL Impact Initiative* achieve?**

**Deeper understanding of how the Library supports
academic processes**

**Improved dialogue with academics
and stakeholders**

Supported the management of change

Contributed to the development of library staff

Raised the profile of the Library within the organisation

Issues identified in the *LIRG/SCONUL Impact Initiative*



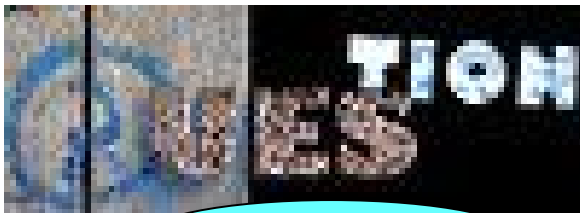
Time



Sharing



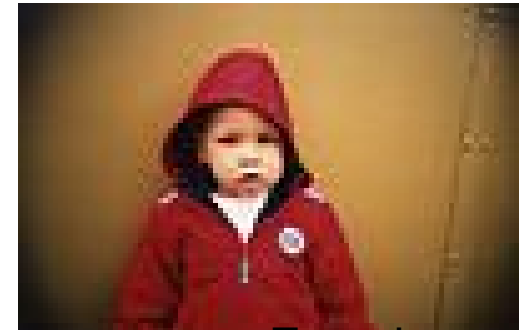
Support



Survey methods



Spelling out



Experience

Developing a community of practice

- Consolidate outcomes as training materials – tools, tips, case studies
- Provide information about institutional context in which tools were developed
- Badge web site as clear outcome but link to other relevant material
- Encourage others to measure impact and deposit materials on web site – across all sectors
- Disseminate the outcomes more widely
- Run more courses on practitioner research

Where next?

- **LIRG**

- *Impact Initiative with HLG and Information Management Associates*

- **SCONUL**

- *Value and Impact (VAMP) Programme*

SCONUL VAMP Project

- *Members' top concerns. Demonstrating value and impact.*
- *Being taken forward by SCONUL WGPI*
- *Funding allocated by SCONUL Executive Board*
- *Small project group*
- *Project Manager: Stephen Town (Cranfield University)*

SCONUL VAMP Project

- Focussed on influencing stakeholders rather than internal management
- Development of web-based framework/toolkit for librarians to use
- Draws upon existing SCONUL WGPI performance and evaluation tools
- Gap analysis
- Commissioning of new products

SCONUL VAMP Project

Phase 1 (March-June 2006)

- Critical review of relevant initiatives – across sectors and worldwide (Evidence Base at UCE)
- Survey of SCONUL members (LISU at the Loughborough University)
- Synthesis of findings and gap analysis
- SCONUL conference workshops

SCONUL VAMP Project

Phase 2 (July – December 2006)

- Review of existing tools
- Development of new tools

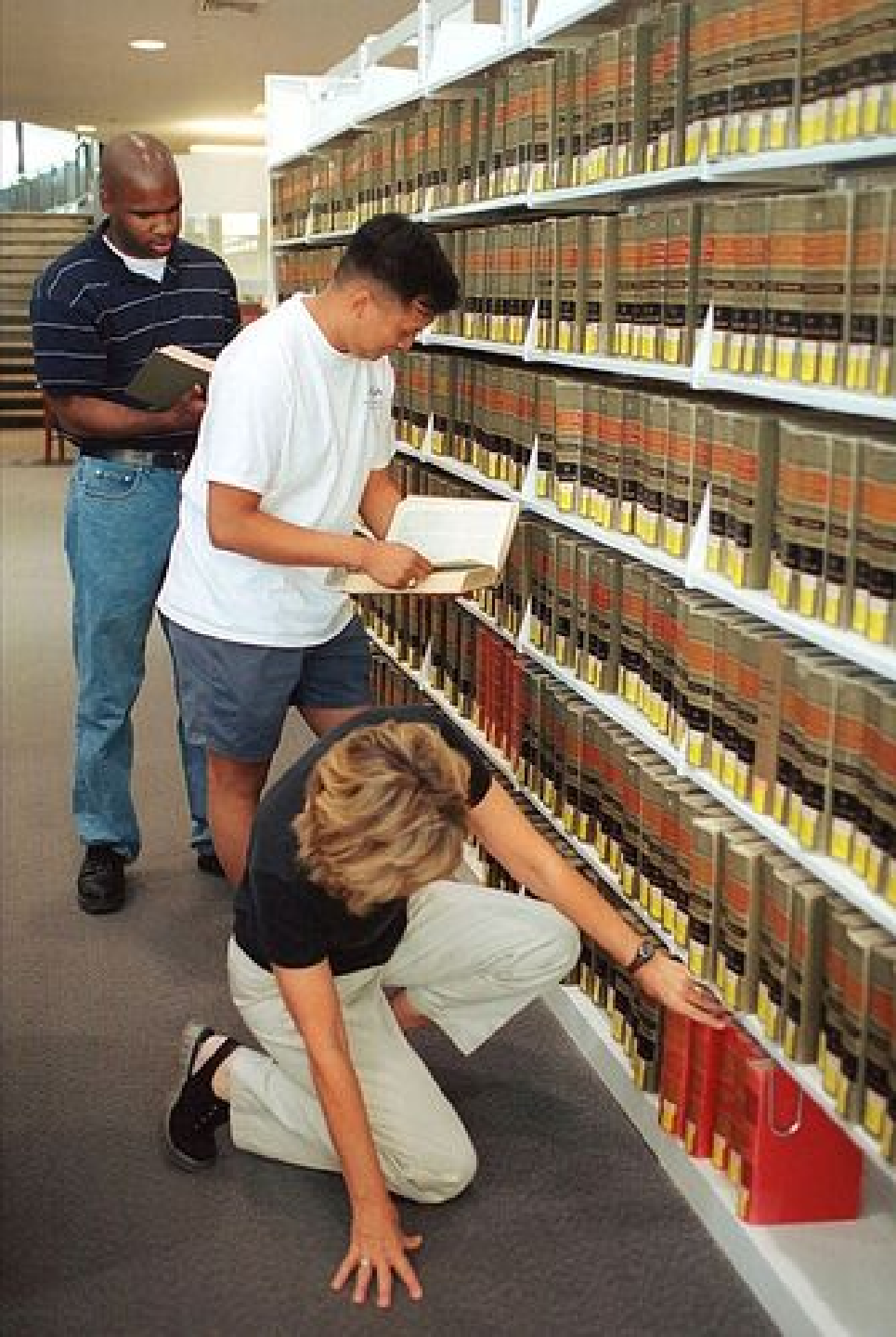
Phase 3 (January-April 2007)

- Development of web site
- Encouraging 'Community of practice'
- Sustainability strategy

SCONUL VAMP Project

- Value and impact guidelines
 - VFM/Economic Impact
 - Impact on Teaching and Learning
 - Impact on Research
- Staffing and operational measures guidelines
 - Staff costing
 - Staff added value

Some final thoughts and conclusions



People

Their awareness
Their knowledge
Their competencies
Their confidence
Their behaviour
Their attitudes

Some thoughts when assessing impact

- What are you trying to achieve?
- Who are you trying to influence?
- Who are you going to involve?
- What resources are you going to need - time/expertise/costs?
- How are you going to use the findings?

Some thoughts when assessing impact

- Not all impacts are positive
- Not all impacts are intended
- Not all impacts are immediate

- Difficulty in separating library impact from other influences

Why the need to demonstrate impact?

- Libraries are expensive. Do they provide value for money?
- Libraries are changing. Are we making the right choices?

More information

SCONUL web site

<http://www.sconul.ac.uk>

LIRG web site

<http://www.cilip.org.uk/specialinterestgroups/bysubject/research>

Special issue of *Library and Information Research* [no. 91, Spring 2005]

<http://www.cilip.org.uk/specialinterestgroups/bysubject/research/puk>

More information

eVALUeD toolkit

<http://www.evalued.uce.ac.uk/>



LIS-IMPACT mailing list & file store

Library and Information Research Group

Interested in joining LIRG?

Interested in subscribing to
Library and Information
Research?

Contact:

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