



# Counting on making a difference: the LIRG/SCONUL Impact Initiative

## Speakers

Philip Payne, Leeds Metropolitan University  
John Crawford, Glasgow Caledonian University  
Wendy Fiander, University College, Chester

The eVALUEd Conference, Austin Court, Birmingham  
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# The LIRG/SCONUL Impact Implementation Initiative

Philip Payne

Head of Learning Support Services  
Leeds Metropolitan University

# Impact: what is it?

- Going beyond inputs/outputs
- Are we making a difference?
  - Contribution to learning, teaching, and research
  - Support of institutional strategy
- Not easy to measure/assess

# Why try to measure impact?

- Demonstrate our contribution
- Support management of change

# LIRG/SCONUL Impact Initiative Background

- Personal interest
  - satisfaction surveys vs impact assessment
  - awareness and use of e-services
- Leeds seminar
- Scarborough seminar
- Phase 1 of the initiative

# LIRG/SCONUL Impact Initiative

## Who's involved?

LIRG

SCONUL ACPI



# LIRG/SCONUL Impact Initiative Planning Team

- Philip Payne (SCONUL ACPI)
- Angela Conyers (SCONUL ACPI/LIRG)
- Noeleen Schenk (LIRG)
- David Streatfield (IMA)
- Sharon Markless (IMA)

# LIRG/SCONUL Impact Initiative

## The 10 Participating Institutions

- Birkbeck College
- Chester University College
- Glasgow Caledonian University
- University of Gloucestershire
- Leeds Metropolitan University
- University of Leeds
- Northumbria University
- Open University
- University of Teesside
- University of Warwick

# LIRG/SCONUL Impact Initiative

## What's involved?

- Common approach across all institutions
- Individual projects with institutional project teams
- Emphasis on collaboration/sharing
- Electronic mailing list (LIS-IMPACT)
- Seeking sector-wide impact measures

# LIRG/SCONUL Impact Initiative Topics

Birkbeck College	Library Induction/Information literacy
University College Chester	Electronic resources
Glasgow Caledonian	Information literacy
Gloucestershire	Information literacy
University of Leeds	Information literacy
Leeds Metropolitan	Information literacy
Northumbria	Information literacy
Open University	Information literacy
Teesside	Partnership students
Warwick	Support for research

# LIRG/SCONUL Impact Initiative

## The Approach

- Specifying objectives
- Determining success criteria
- Establishing impact measures
- Identifying evidence needed
- Choosing methods for gathering evidence

# LIRG/SCONUL Impact Initiative

## Evidence collection methods

- Face-to-face interviews
- Phone interviews
- Focus groups
- Observation
- Analysis of bibliographies
- Questionnaires

# LIRG/SCONUL Impact Initiative Timetable

December 2002	Scarborough seminar
Early 2003	Discussions with IMA
May 2003	Support from LIRG and SCONUL
June 2003	Recruitment of institutions to participate in Phase 1
July 2003	Impact Implementation seminar at Charlecote
December 2003	Mid-year review seminar in Leeds
July 2004	End of year review meeting

# Glasgow Caledonian University

John Crawford  
Library Research Officer  
Learner Support  
(Library)

# Related work and baseline data 1

- Annual Satisfaction survey using SCONUL template
- Usage of electronic information services (EIS) – Staff and students; citations study
- Drumchapel Project – exploratory project on ICT and IL skills in a secondary school in a deprived (SIP) area of Glasgow
- Participant in Jubilee Project

# Related work and baseline data 2

- Participant in emeasures Project
- Case study for eVALUEd Project
- Son of Drumchapel Project – will explore the integration of information literacy teaching skills between secondary and tertiary education
- Reasonable familiarity with the literature

# Value and Impact at GCU – working with LMU - Objectives

- To raise awareness of the importance of information literacy amongst students and academic staff
- To equip students with the skills to become independent seekers and discerning users of information in their studies
- To integrate information literacy into the student curriculum
- To enable graduates to be confident in their ability to use information in their work places and their lives

# Success criteria

## Objective 1

- Every member of academic staff aware of the Information Literacy Framework
- Key stakeholders actively promoting the Information Literacy Framework
- Information literacy included in student progress files

# Success criteria

## CHOSEN SUCCESS CRITERION

- 1 As GCU has no information literacy policy we will draft one.
- Method - Small working party to examine this
- 2 Information literacy included in student progress files.
- Method – Academic liaison librarians work with all schools

# Success criteria

## Objective 2

- Increased use of electronic information services – including off-campus
- More effective use of EIS
- Changing pattern in subject enquiries with fewer basic enquiries
- More diverse range of information sources cited in bibliographies

# Success criteria

## CHOSEN SUCCESS CRITERION

- Increased use of electronic information services – including off-campus
- Method – 1 use EIS Usage stats
- 2 Simple electronically administered survey based on EIS study which will try to measure integration into students' learning and the curriculum

# Success criteria

## Objective 3

- Incorporation of information literacy into progress files/VLE modules
- Evidence that information literacy is increasingly integrated within the curriculum
- Increased involvement and participation by LIS staff at course planning stage

# Success criteria

## CHOSEN SUCCESS CRITERION

- Incorporation of information literacy into progress files/VLE modules
- Method – Run focus groups of academic staff comprising high and low users

# Success criteria

## Objective 4

- Evidence that graduates feel confident in their ability to use information in their work places and their lives
- Increased use of information sources in personal and work place decision making

# Success criteria

## CHOSEN SUCCESS CRITERION

- Evidence that graduates feel confident in their ability to use information in their work places and their lives
- Method - Send questionnaire on information literacy to alumni

# So what we did

- Information Literacy policy – small working party
- Information literacy included in student progress files – progress thro' University committees?
- EIS Usage stats – progressed thro' e-measures Project
- Simple electronically administered survey based on EIS study – administered February 2004 using Survey Monkey
- Incorporation of information literacy into progress files/VLE modules – focus group December 2003

# So what we did - more

- Evidence that graduates feel confident in their ability to use information in their work places and their lives – used Alumni database to send out questionnaire, March - April 2004. About 450 replies from UK and abroad
- And – citation analysis project (left over from EIS Project) being written up

# What has been done so far

- Information Literacy policy – document OK but?
- EIS usage – integration into the curriculum currently being written up – picture of steady progress but Library not the only factor
- Alumni questionnaire – still to be analysed. Picture of massive change since 1997 and skills learned at GCU being applied in the workplace
- Student progress files – getting lost in University bureaucracy

# What has been done so far – focus group with staff

- Need for a hierarchy of information literacy skills appropriate to different levels of student
- Communication needed between modules within a programme
- Embedding information literacy in the curriculum
- Key role of academic staff
- IL is a lifelong learning skill applicable in the workplace and the wider world
- EIS – bad points as well as good ones-  
uncritical use - plagiarism

# Interim conclusions

- Easy to organise survey and evaluation, influencing the University is the long haul
- Integration into the curriculum is probably the key issue
- Library is one factor among others – academic staff, overwhelming pressure to use IT, innovative L & T agendas
- Are/should IL skills be taught in the secondary sector – impact on HE

# Some comparative data EIS student study

School	Athens registered
Nursing	90%
Health + SocCare	66%
Life Sciences	51%
Law and Soc Sci	45%
Computing + Mathematics	41%
Business	38%
BNE	32%
Engineering	13%
Average	49%

# Interpretation

- There is a hierarchy of usage of EIS
- Factors are –
- An innovative Learning and Teaching Agenda
- Problem based learning
- Continuing relationship of learning to work
- Progression and retention
- What did Richard Wilson say?

# University College Chester

Wendy Fiander  
Assistant Director  
Learning Resources

# University College Chester

## Project objectives

1. To increase the perceived value of the resources that are delivered electronically
2. To improve collaboration with academic staff about the appropriate use of e-resources, delivered via our MLE (IBIS)
3. To equip users with skills to access and exploit appropriate e-resources

# Success criteria

- **Objective 1 – Increase the perceived value of e-resources**
  - Increased usage of e-resources
  - More appropriate and effective use of e-resources
  - Shift in budget spent on printed and e-resources
  - Reduced cost per search of e-resources
  - References to e-resources in reading lists
  - Mention of e-resources in user feedback
  - Increase in knowledge of the Learning Resources role in e-resource delivery
  - Increased assessment of information literacy in the curriculum

# Success criteria

- **Objective 2 – Increase collaboration with academic staff**
  - Increased number of e-resources on the module learning space
  - Increased number of departments working with a librarian to link e-resources to module learning space
  - Increased references to e-resources in reading lists
  - Number of citations of purchased e-resources in student assessments

# Success criteria

- **Objective 3 – Improve user skills to access e-resources**
  - Usage of user education services concerning e-resources
  - Citations of purchased e-resources in student assessments
  - Number of modules or programmes with information literacy skills as an explicit learning outcome

# What we did - 1

- Already collecting statistics of e-resource use, from suppliers and via our MLE system
- Part of the SCONUL E-measures project, so we are already reviewing the collection of e-resources statistics

# What we did - 2

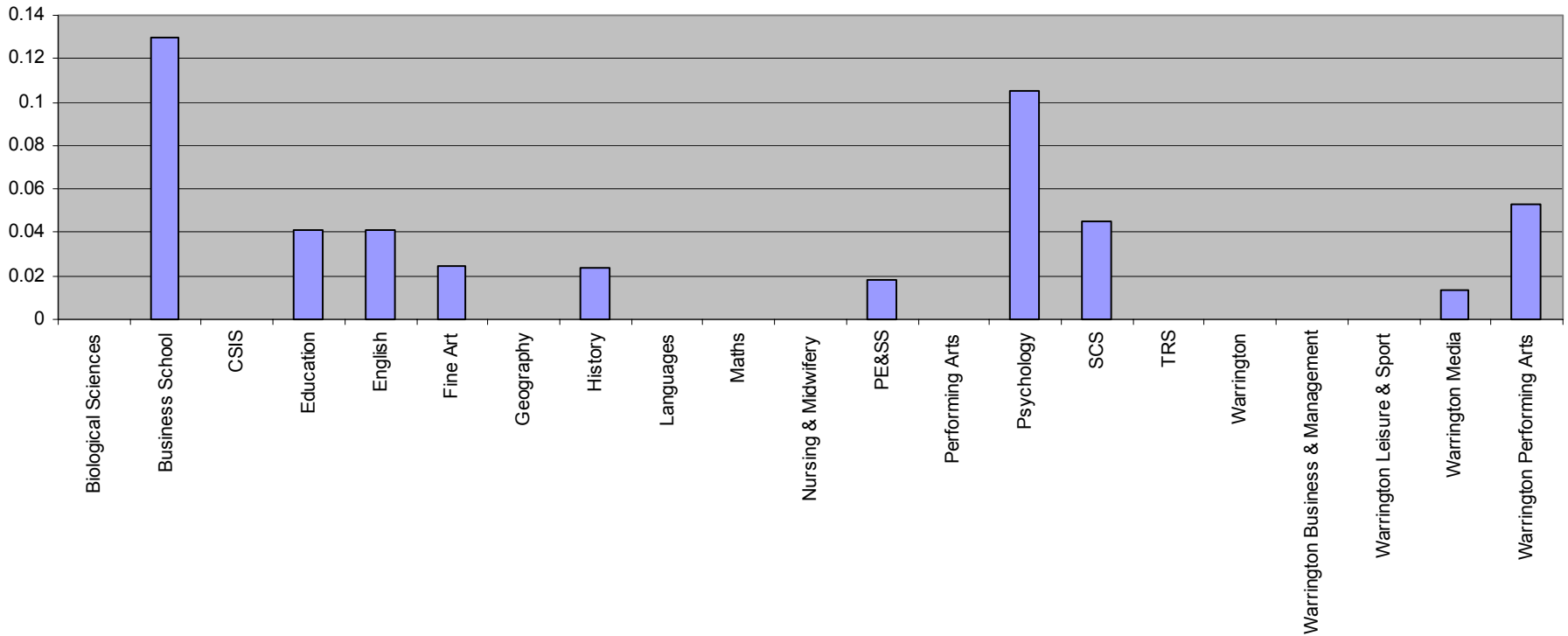
- ‘Stratified random’ sample of 100 modules from Semester 1 and 100 from Semester 2.
- For each module, we collected the following information:
  - Number of free and purchased e-resources cited in module reading lists, as percentage of all citations
  - Number of free and purchased e-resources with a link from module learning space
  - Any reference to information literacy as a learning outcome within module descriptors

# Module data collected

1						From Module Handbook				From IBIS Module Space			
2		Dept.	Module	Description	Level	No. of items on Reading List	FREE Internet sites NOT linked from instt	FREE Internet sites LINKED from JD&W	No. e-resources purchased by LR listed	No. of items on Reading List	FREE Internet sites NOT linked from instt	FREE Internet sites LINKED from JD&W	No. e-resources purchased by LR linked to
3	1	Biological Sciences	BI1013	Biomedical Lab Practice	1	0	0	0	0	6	5	1	0
4	2	Biological Sciences	BI1502	Introduction to Chemistry for Biologists	1	1	0	0	0	13	2	0	0
5	3	Biological Sciences	BI2028	Behaviour Management	2	1	0	0	0	14	2	8	0
6	4	Biological Sciences	BI3043	Animal Behaviour & Conservation	3	12	0	0	0	0	0	0	0
7	5	Biological Sciences	BIM031	Nutrition & Dietetics	PG	5	0	0	0	6	0	0	0
8		<b>Department Average</b>				<b>3.8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7.8</b>	<b>1.8</b>	<b>1.8</b>	<b>0</b>
9													
10	6	Business School	BU1012	Business in its Environment	1	3	0	0	0	21	0	0	0
11	7	Business School	BU2020	Marketing Planning & Management	2	4	0	0	1	3	0	0	0
12	8	Business School	BU3011	European Issues: Corporate Strategy 1	3	15	2	0	1	45	1	0	0
13	9	Business School	BU3025	International Marketing	3	23	7	0	6	28	3	1	4
14	10	Business School	BUH104	Managing Financial Resources	HND	17	3	1	4	4	0	0	0
15	11	Business School	BUM102	Organisational Behaviour	PG	23	0	0	2	26	3	0	2
16		<b>Department Average</b>				<b>14.17</b>	<b>3.00</b>	<b>0.17</b>	<b>2.33</b>	<b>21.17</b>	<b>2.17</b>	<b>0.17</b>	<b>1.00</b>
17													
18	12	CENS	SSM006	Science of Weight Control	PG	31	0	0	0	12	0	0	0
19	13	CENS	XNM001	Cardiovascular Anatomy & Physiology	PG	2	0	0	0	2	0	0	0
20		<b>Department Average</b>				<b>46.5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>
21													
22	14	CPHR	PHM004	Project Management	PG	10	0	0	0	14	0	0	0
23													
24	15	CSIS	CO1021	Introduction to Computer Application	1	3	0	0	0	4	0	0	0
25	16	CSIS	CO2250	Multimedia Skills for Study & the Workplace	2	10	1	0	0	10	1	0	0
26	17	CSIS	CO3007	Advanced	3	No Reading List	0	0	0	5	0	0	0

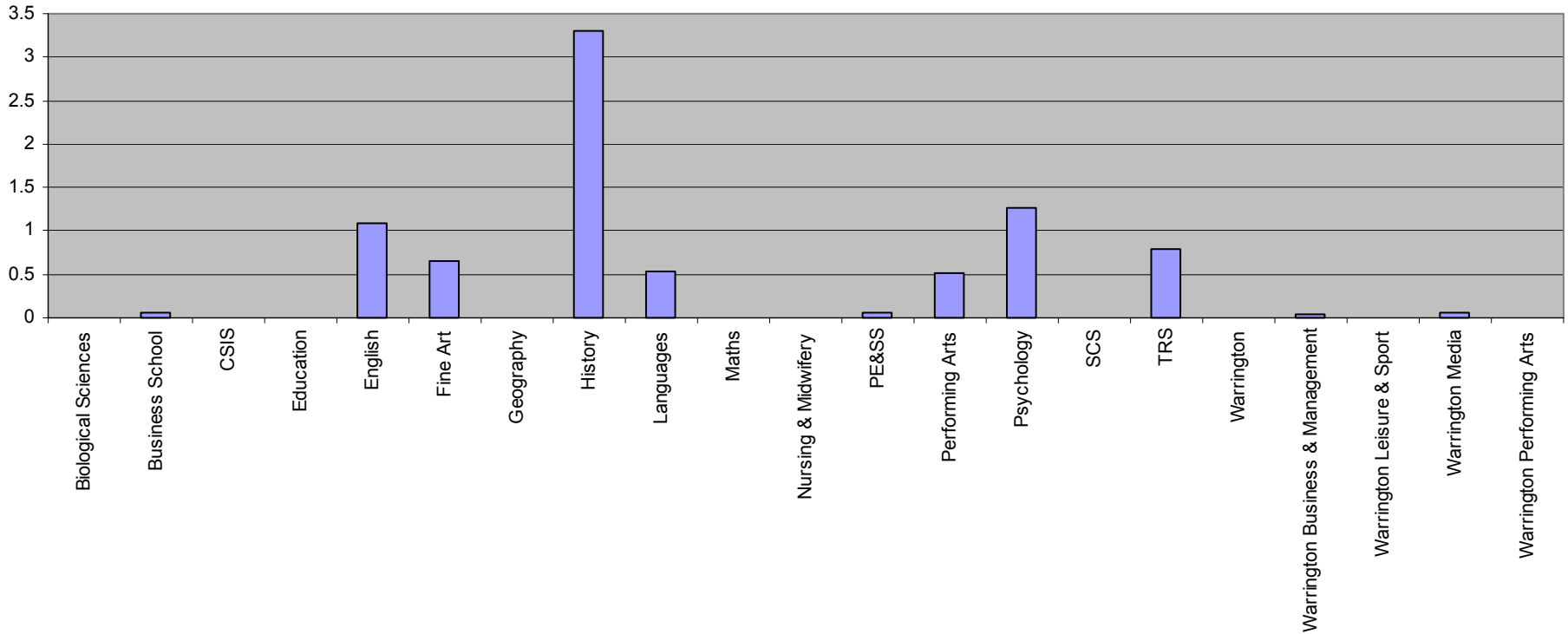
# Module data collected

From Module Handbook  
No. of purchased e-resources



# Module data collected

From IBIS VLE  
No. of published e-resources



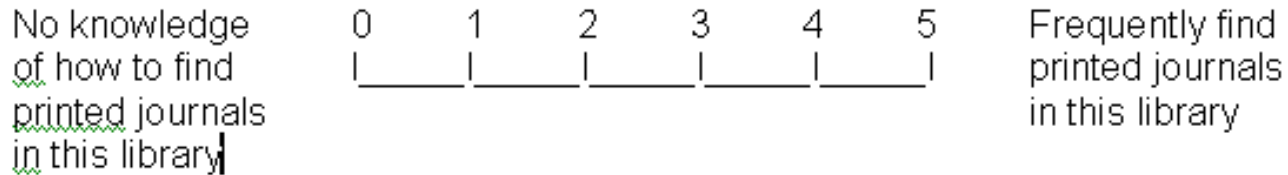
# What we did - 3

- Collected bibliographies from 20% sample of 2003 dissertations
- Counted number of free and purchased e-resources cited
- Will repeat for 2004 dissertations to assess any changes in use of e-resources

# What we did - 4

- Self-assessment questionnaire to some students before their first library induction session
- Same questionnaire to the same students sent by post at the beginning of Semester 2
- Interviews with some students about reasons for the difference in the 2 self-assessments.
- We asked for a self-assessment for 5 aspects of library skills in terms of:
  - use
  - knowledge
  - confidence
- Scale from 1 - 5

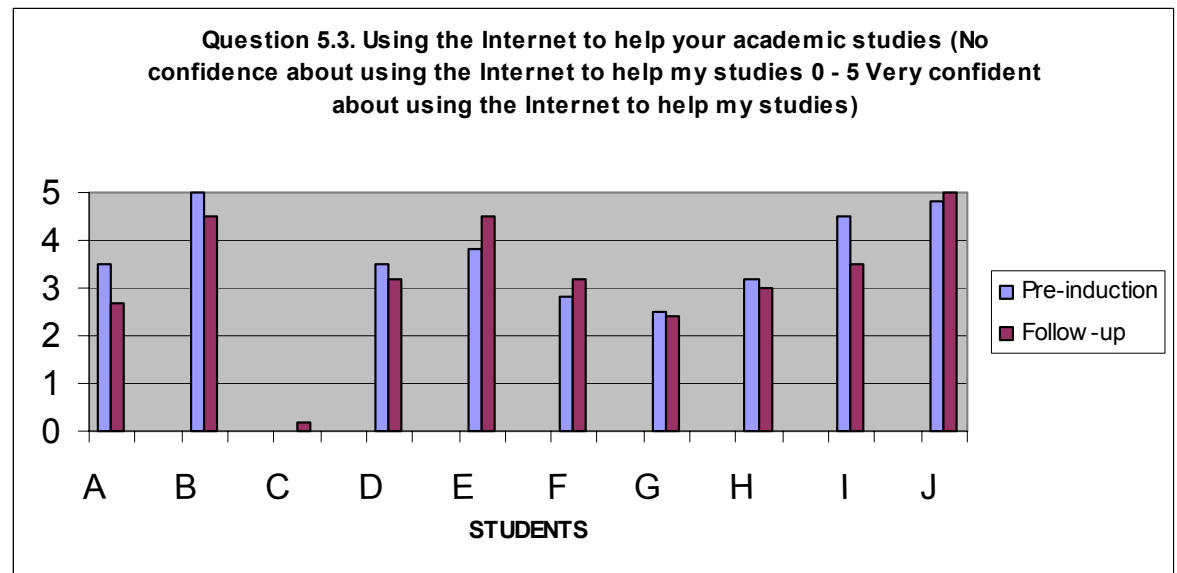
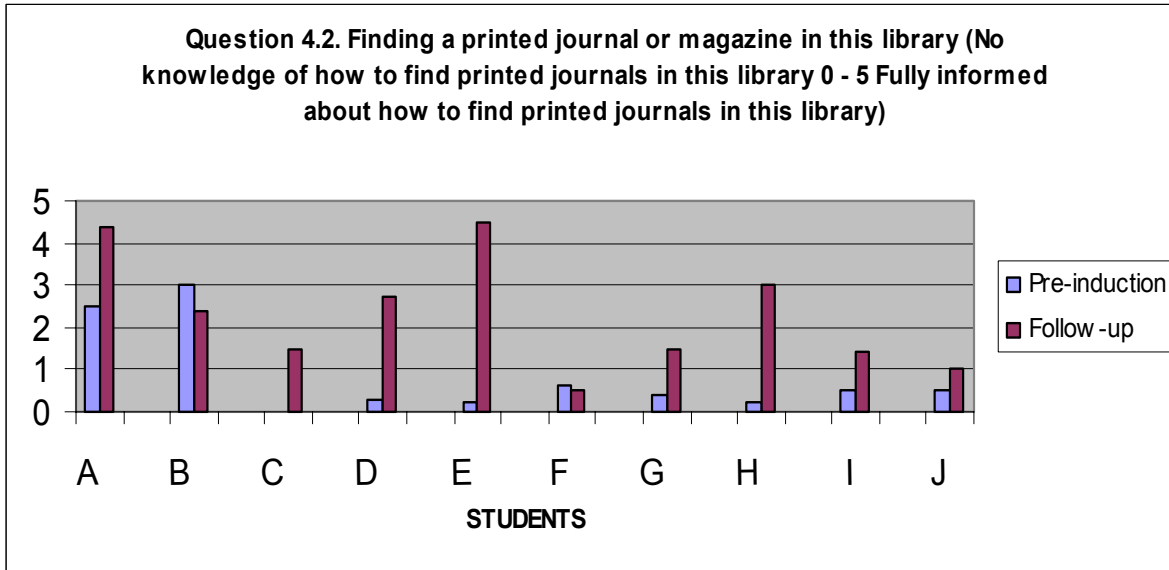
# Self-assessment questionnaire



First questionnaire returned – 203

- Second questionnaire returned – 10
- Interviews conducted - 6

# Self- assessment questionnaire



# Interim conclusions - 1

- The role of the librarians working closely with academic staff to add links to the module learning spaces is important for the marketing and increased use of high quality e-resources
- The amount of clerical, data collection work involved with monitoring the 100 modules each semester and a sample of student dissertation bibliographies would be difficult to sustain beyond the needs of the project **BUT the information gained from this work has already been used to prove the value of librarians' work and to obtain increased staffing.**

**We will try to sustain this work for at least another semester beyond the project, to show the impact and value of our new staff.**

# Interim conclusions - 2

## Self-assessment questionnaire study –

- We would make a few methodological changes in the study involving the self-assessment questionnaires.
- The data from just the few full results obtained shows that the method has potential to show the impact of our user education and user services.

# LIRG/SCONUL Impact Initiative : Where now?

Philip Payne

Head of Learning Support Services  
Leeds Metropolitan University

# LIRG/SCONUL Impact Initiative

## Phase 1

- Review seminar in London in July
- Reports from each participating institution
- Dissemination of findings
- Special issue of Library & Information Research
- Maintain contact through LIS-IMPACT

# LIRG/SCONUL Impact Initiative

## Phase 2

- Another 10-12 institutions
  - Support for research
  - Electronic resources
  - Joint information desks
  - Support for widening participation
- Following same programme
- Self-supporting

# LIRG/SCONUL Impact Initiative

## What have we learnt so far?

- It's not easy to measure impact!
- Get your objectives/success criteria right!
- Evaluation takes time!
- Getting the evidence can be difficult!
- Difficulties getting engagement from others
- It is not easy to isolate the library contribution!

# LIRG/SCONUL Impact Initiative Outcomes

- Common impact measures
- Facilitation of impact benchmarking
- Web site
- Toolkits
- Data base of research instruments

# LIRG/SCONUL Impact Initiative Outcomes

- Higher profile for impact assessment
- More institutions assessing their impact
- Supporting culture of evidence-based practice