

How do we know what works?

Designing an impact framework to evaluate the role of student engagement

Madalene George

Student Engagement Coordinator, University of Worcester Library Services

RAISE Committee Member

Format of the session



What do we do?



How do we
measure impact?

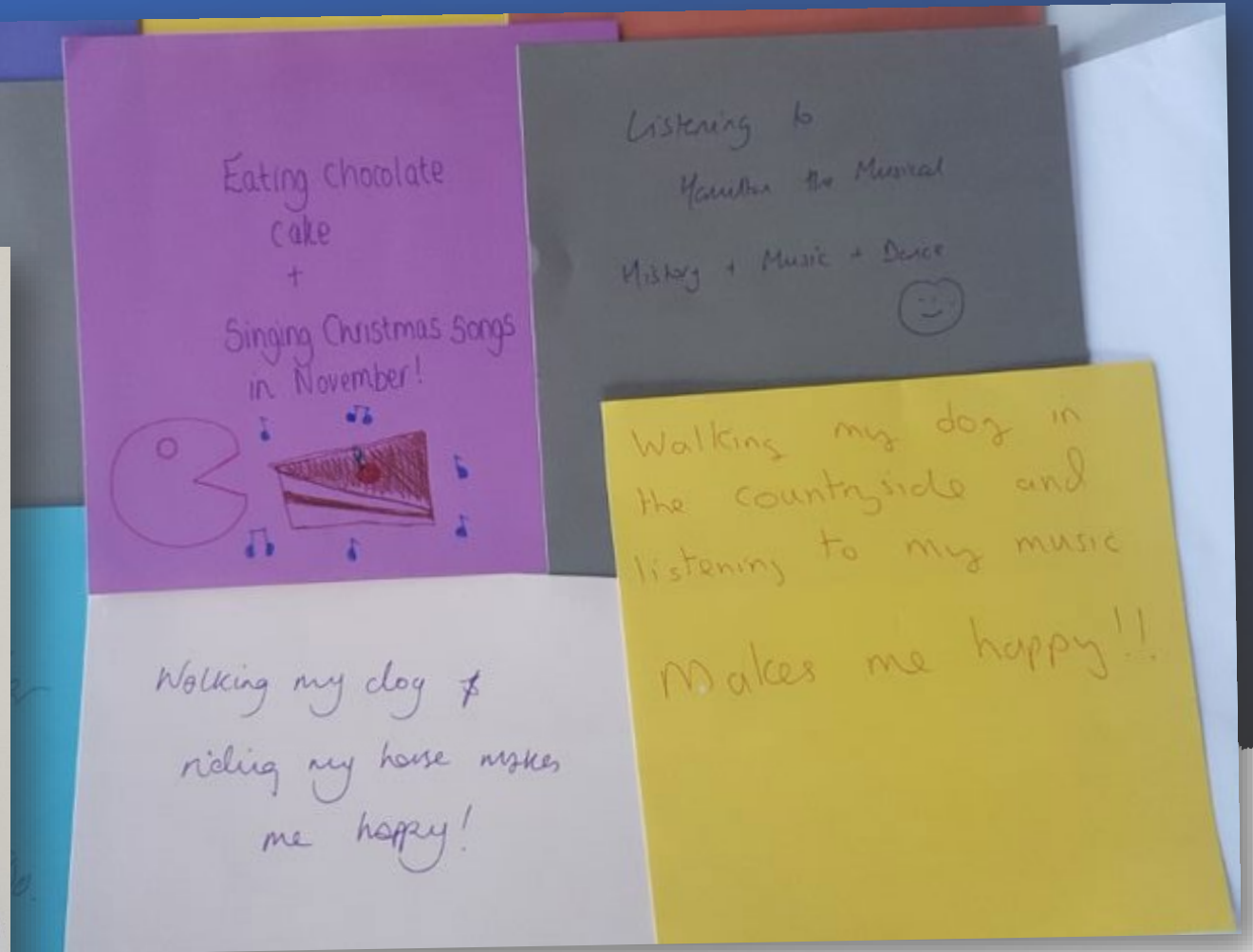


How do we
communicate impact?

Student engagement at University of Worcester



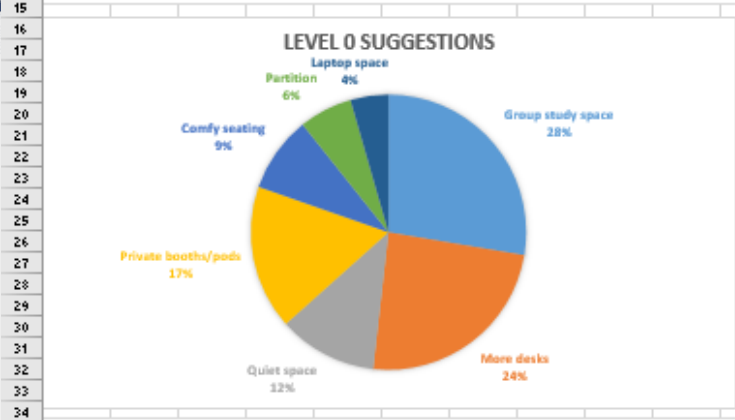
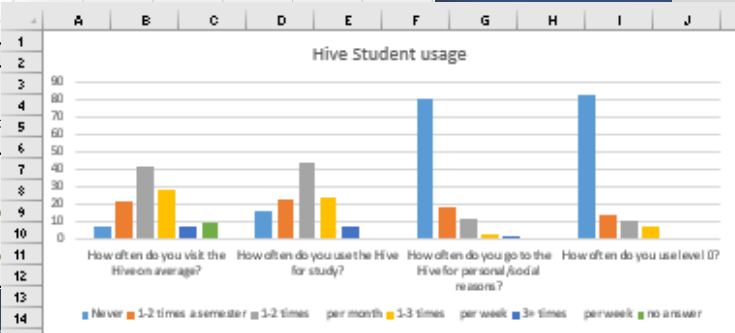
What does that mean?



Why did we need a new approach?

Short Loan/ Non loan/ AV collection survey				
Are you aware of the following collections?			Total Number of groups	16
			Total number of participants	46
	Yes	No		
Short Loan	39	7		
Non loan	19	27		
AV	8	38		
Do you understand the following collections?				
	Yes	No		
Short Loan	36	10		
Non loan	22	24		
AV	5	41		
Have you used the following collections?				
	Yes	No		
Short Loan	24	22		
Non loan	3	43		
AV		46		
Do you think there should be a Short Loan section?			Questions added from group 7 onwards	
	Yes	No	Not sure	
	14	9	8	

Why/ Why not?	If yes, what should go into a Short Loan section?
Good to have some books that cannot be borrowed by the public	Core texts- but only if there is a loanable copy- it should be a 'last resort!'
doesn't happen- it has only happened to me once in nearly 3 years.	
I suppose you need short loan in case everything is out for that subject but there should still be enough core texts on the shelves.	Stuff that is precious e.g. CD roms etc. but not sur text books should be included unless there are loads of others on the normal shelves too becaus 2 days is too short if you need the whole book



2016/17 Student Engagement Impact write up - Word

File Home Insert Design Layout References Mailings Review View Zotero Tell me what you want to do...

Read Mode Print Layout Web Layout Views Outline Draft Ruler Gridlines Navigation Pane Show Zoom 100% One Page Multiple Pages Page Width New Window Arrange All Split Synchronous Scrolling Switch Windows Macros Properties View Side by Side Reset Window Position Window

Background

In January 2016 two 0.5ft Student Engagement Coordinators were recruited to join the Library Services team. The aim of the role was to work alongside students to gather meaningful feedback, encourage dialogue between the service and its users and promote opportunities for students to contribute towards the development of the service. The Student Engagement Coordinator role consists of the delivery of both one-off engagement projects and a number of ongoing, year-round projects including the development of Refia, the Library Services mascot and the delivery of a student work placement programme and Library Representatives (Bees) initiative.

In order to effectively assess the impact of the new role, a cycle of impact measuring was built into planning and reflective processes of every engagement project. This meant that the identified aim(s) and expected outcome(s) of each project could be compared with the actual outcomes and impact measured following its completion.

In order to assess the overall impact of the Student Engagement Coordinator role for the 2016/17 academic year, the actual outcomes of student engagement activity in the academic year 2016/17 will be measured against the expected outcomes of the role defined ahead of the academic year.

Stated aims of the role

At the outset of the 2016/17 Academic year, the aims of the Student Engagement Coordinator role were defined as follows:

- To include student voice in all student-facing service decisions e.g. staff recruitment, amendments to resource lists etc.
- To gather detailed student feedback about the service in general but particularly target identified areas of concern e.g. lower NSS scores, the provision of study spaces
- To increase dialogue with the student body through a variety of traditional and non-traditional means
- To create a sustainable culture of engagement that can be built on in future academic years
- To ensure the impacts of the student engagement projects and the student engagement role are fed back to colleagues and students

Expected outcomes of the Student Engagement role

After the first full academic year of Student Engagement activity, we hoped to be able to measure the following outcomes:

- The successful delivery of a range of student engagement projects contributing to the development of the service
- An upturn in the number of students engaging with Library Services projects
- An upturn in the variety of students engaging with Library Services projects (e.g. traditionally less engaged student groups/ students from traditionally less engaged courses)
- An upturn in the number of social media followers & engagement on social media from UW students
- An overall measurable upturn in student satisfaction with Library Services (particularly from target student groups) evident within UWSS and NSS results and free text comments
- Evidence of staff and student awareness of the impacts of engagement projects and the student engagement role

Individual projects

Over the course of the 2016/17 academic year, Student Engagement Coordinators planned and delivered 13 individual campaigns using the pre and post-project impact documentation:

- Welcome Week feedback
- Induction/Volunteer stand
- Volunteer feedback
- Students in recruitment
- Induction 'shelves' project
- Targeted 'CMO' focus groups
- Short loan/ non loan/ AV project
- Resource list impact campaign
- Study mapping
- Feedback wall
- Reference management software focus groups
- Resource list Beta view focus groups
- Induction 2017 talking heads

What data did we gather to measure the impact of these projects?

In the 2016/17 academic year, each engagement project had its own individual set of identified aims and desired impacts. For example, projects such as the Welcome Week feedback campaign and induction 'shelves' were intended to create a welcoming Library Services environment and serve as an 'ice-breaker' to encourage future student engagement. Other projects, such as the resource list impact campaign were designed to communicate key Library Services messages to students, whilst the short loan and study mapping campaigns, feedback wall and various focus groups were intended to generate a dialogue with students and encourage them to help shape the development of the service. Finally, projects such as the volunteer stand, enlisting students to assist in recruitment and creating 'talking heads' videos for future induction campaigns were designed to encourage students to take an active role in the design and delivery of Library Services.

In order to measure the combined impact of these projects, the following qualitative and quantitative data was collected:

Quantitative

- The number of individual student engagement projects designed and delivered in the 2016/17 academic year
- The number of students who participated in student engagement projects in the 2016/17 academic year
- The number of students from target 'harder to reach' subject areas who participated in student engagement projects
- The levels of student satisfaction with Library Services as measured by the UWSS and NSS results

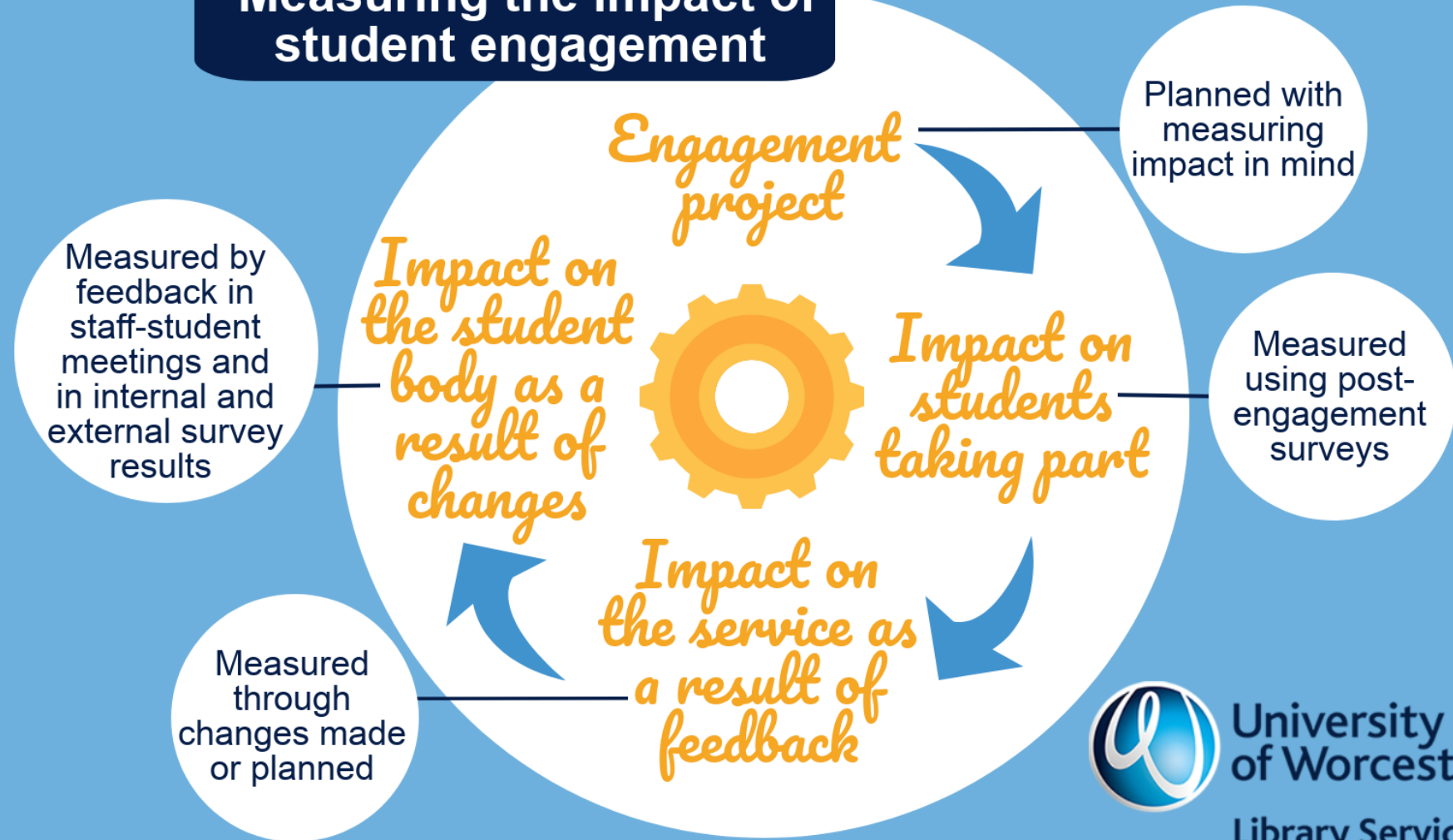
Qualitative

- Relevant feedback from students participating in engagement projects
- The existence of any evidence of 'engaged' students sharing their experience with 'less engaged' students
- The levels of student satisfaction with Library Services as measured by the free text comments from UWSS/ NSS

When compared to overall student levels, these figures illustrate a disproportionately high level of engagement amongst students from Institute of Science and Environment and Humanities and Creative Arts. In many ways, this represents a positive outcome as students from these subject groups have traditionally displayed lower levels of satisfaction with Library Services. However, the figures also suggest that engagement activities are, to some extent, failing to reach the rest of the student body. Further work with these groups is needed to ensure all students have access to the service and its resources.

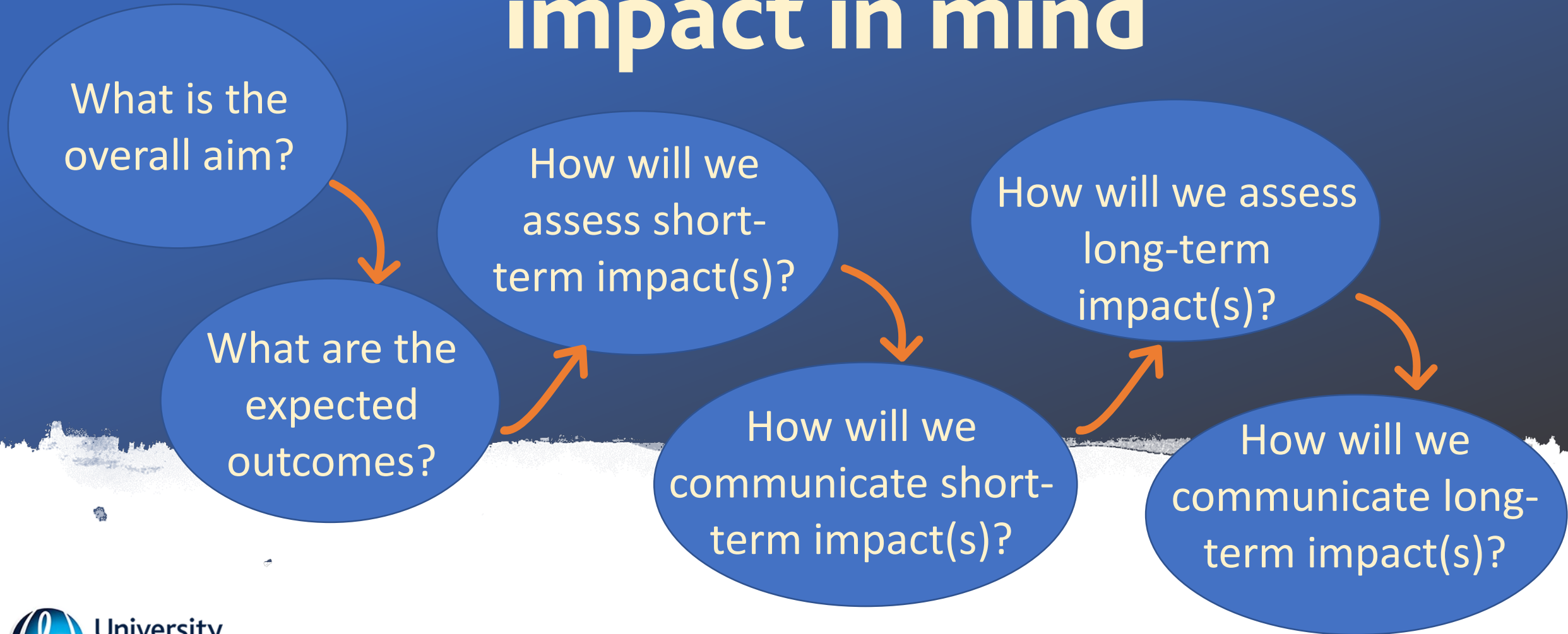
4316 words

Measuring the impact of student engagement

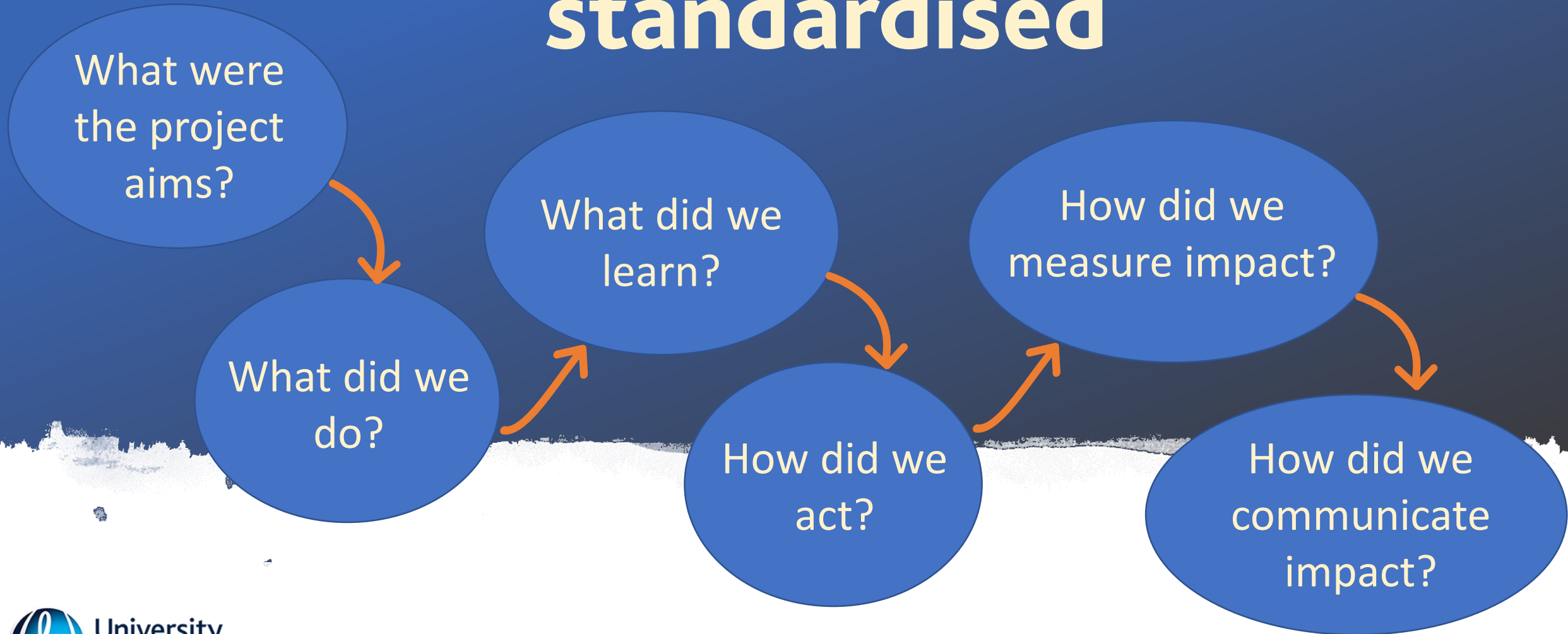


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Projects are planned with impact in mind

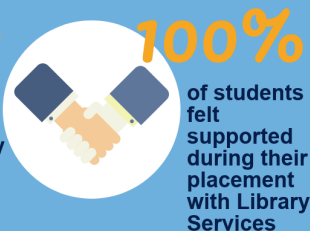
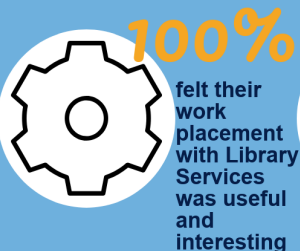


Impact evaluations are standardised



The impact on the students taking part

Impact on students who have completed work placements



I enjoyed working with all staff members as they were friendly and supportive.

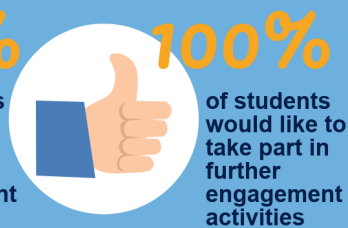
As a busy third year student this research has certainly changed how I engage with The Hive

Working alongside a professional was very new but exciting for me.

I really enjoyed being independent in my project and being able to document my research in the ways that were best for me.

I have thoroughly enjoyed working at The Hive on this project. The staff are very friendly and welcoming.

Impact on students who have taken part



85% of students would share their experience with a friend



70% of students felt they had learnt something as a result of their engagement activity



It was interesting to hear what others on different courses have to say about the library.

Really appreciate people giving time up to help improve Library Services from online and within The Hive itself.

Second year student, 2017

It was useful to be part of an interview process from the other side. It was interesting to see how candidates respond to questions and to a task.

Thank you for the opportunity to have my say about a couple of library bits. It's been great to clear up some of my own misconceptions and also alert staff to a few genuine issues.

Final year student, 2017

Final year student, 2018

Final year student, 2018

Great to be involved, thanks!

Interesting!

Second year student, 2018

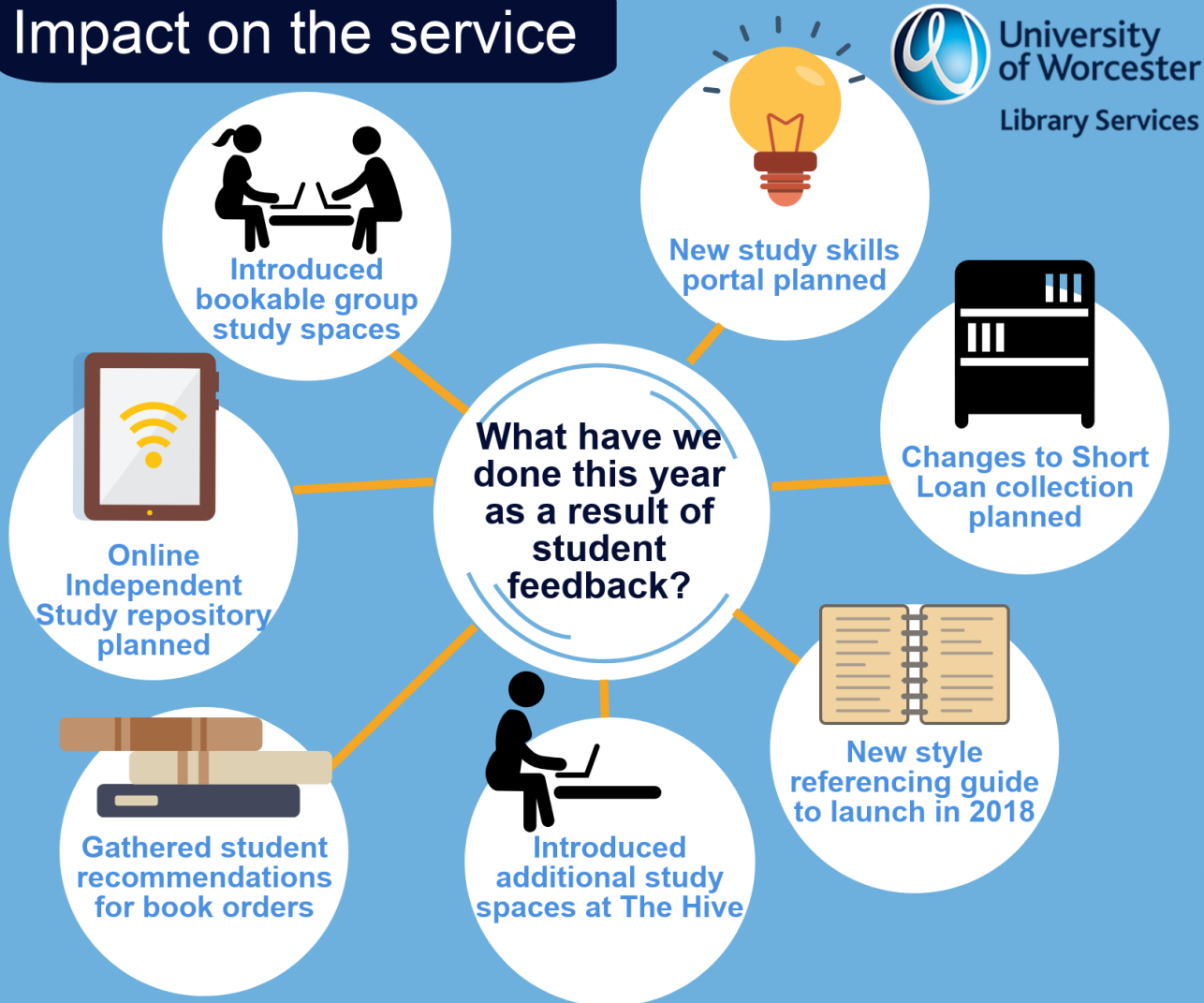
PGR student 2018



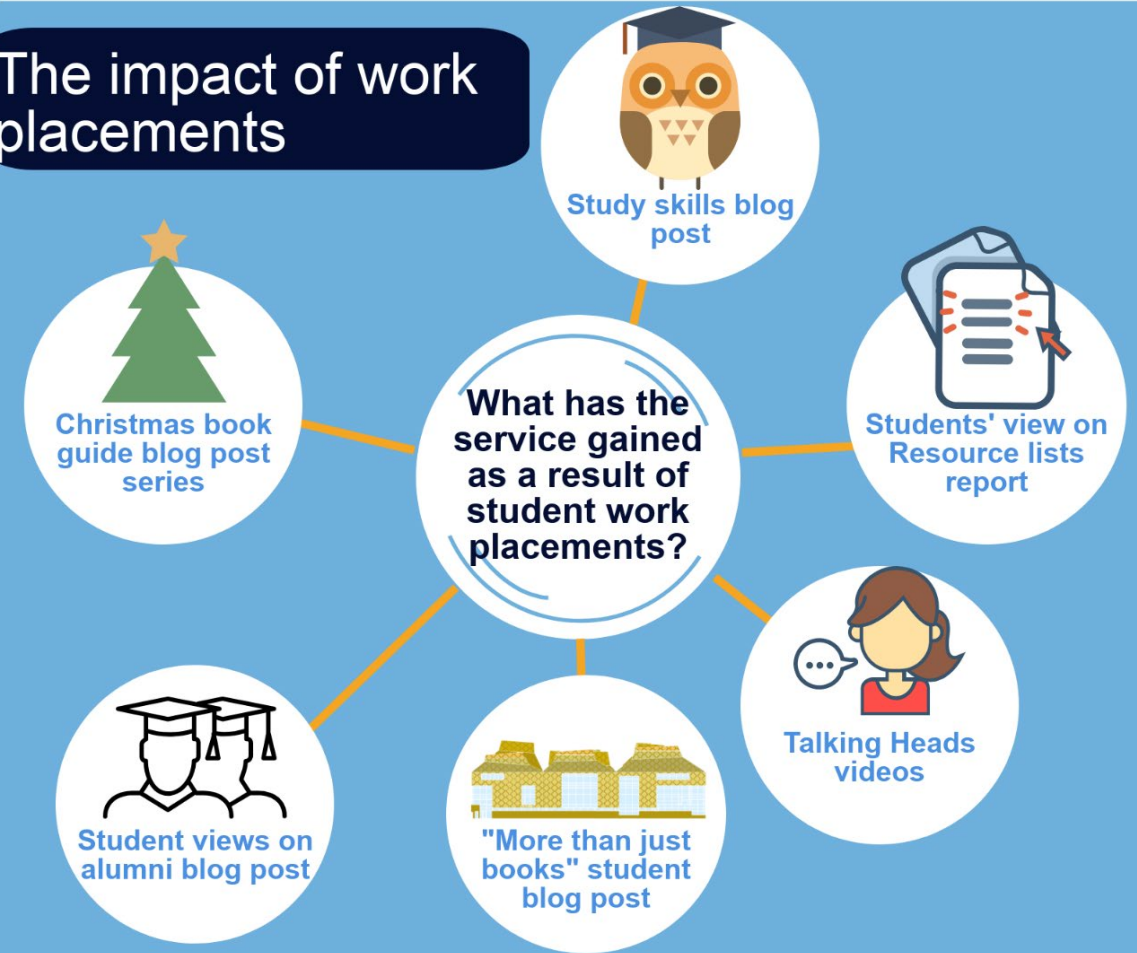
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The impact on the service

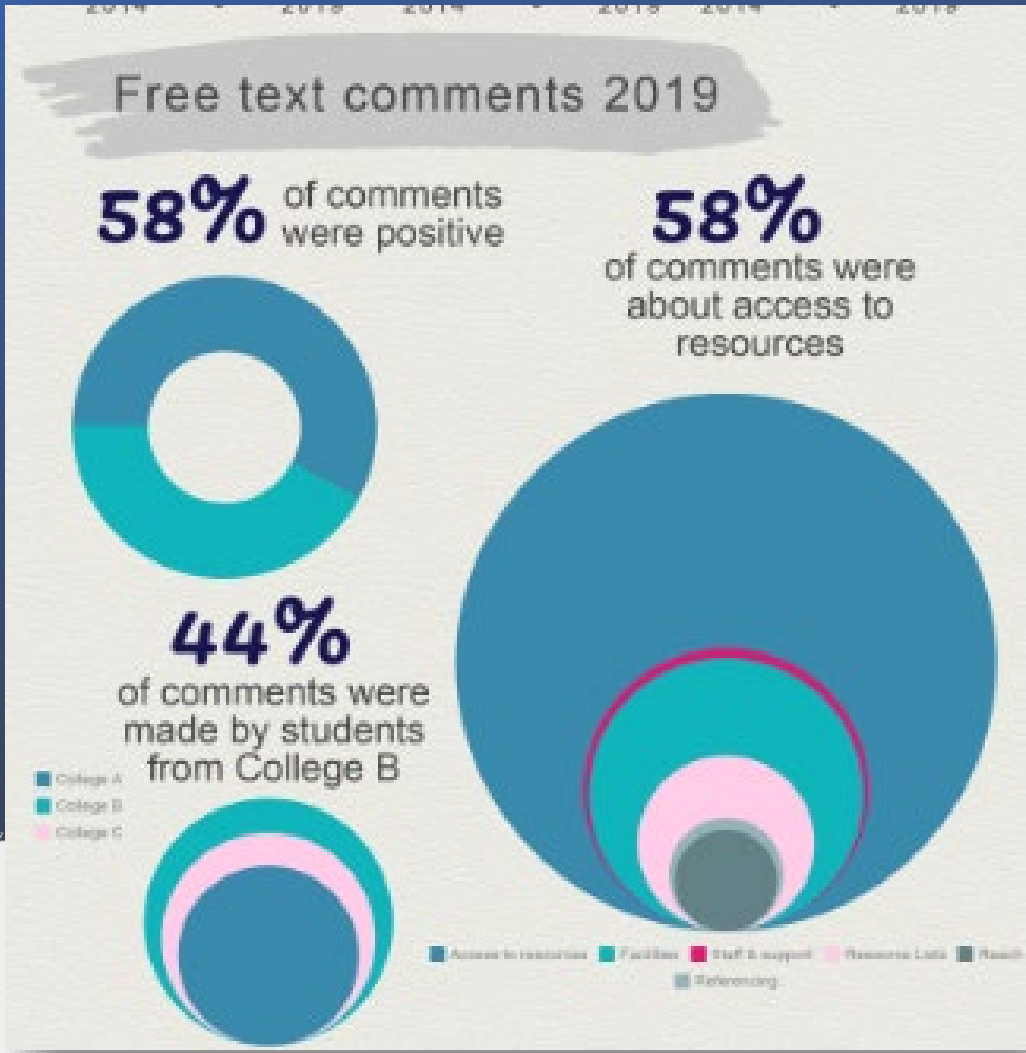
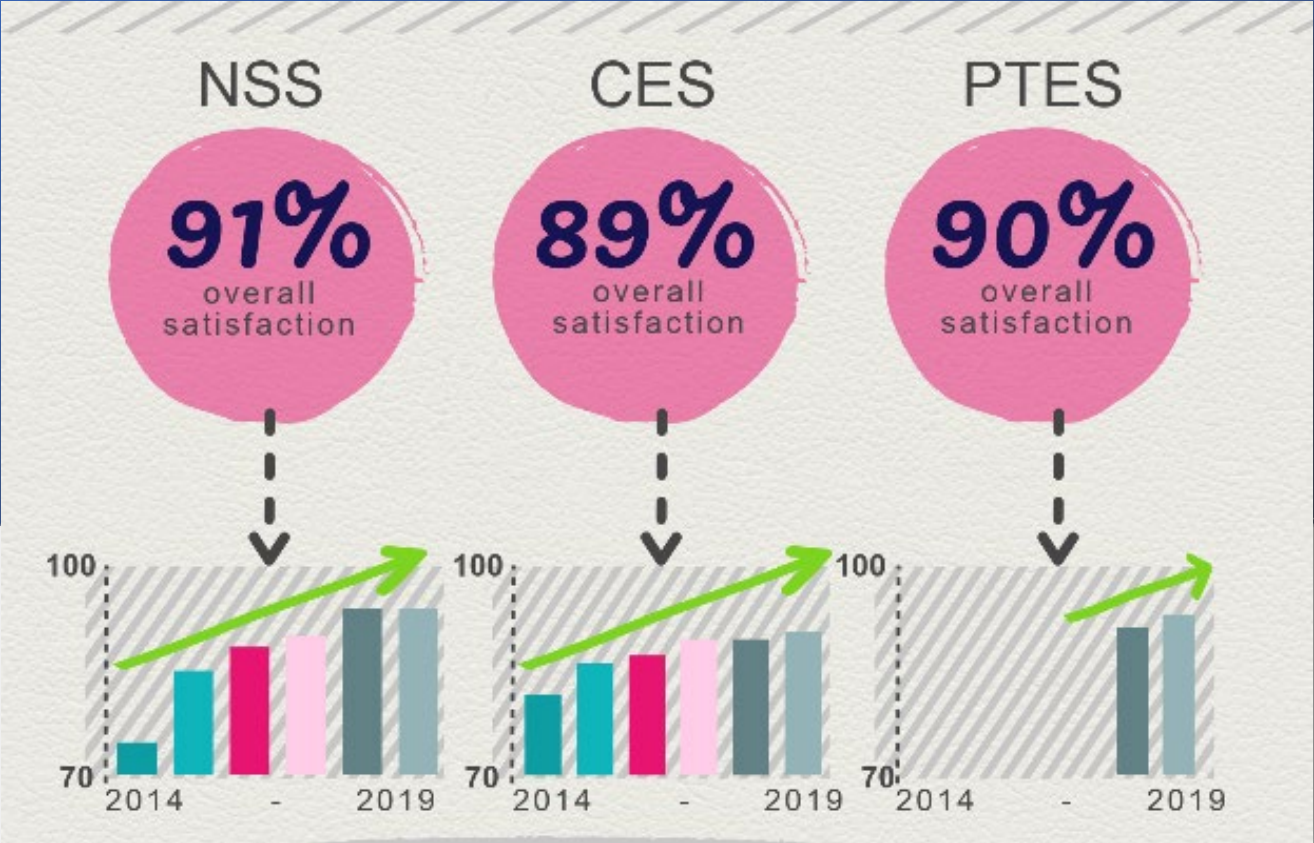
Impact on the service



The impact of work placements



Impact on student experience and satisfaction



Impact on student experience and satisfaction



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Study spaces at The Hive Negative comments made on the NSS 2016-18

Negative NSS free text comments
about The Hive's study spaces



Almost
79%
Fewer negative
comments about
The Hive's study
spaces

What students say about the impact of engagement



The changes that have been made since the last focus group had been very noticeable and feedback has really been taken on board by staff. I really appreciated having the opportunity to discuss issues and see real changes happen as a result

Final year Film Studies
student

Staff are keen to help.
I have seen a big
improvement since the
last focus group

Postgraduate Researcher

The work done to improve
courses so far has been
exceptional and I hope this
continues throughout the
years.

Final year Screenwriting
student



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Communicating impact

Feed back to individual participants



Archaeology Students, we're listening to you

How Library Services are responding to your feedback



We wanted to make sure Archaeology students were getting the best possible experience from Library Services, so we asked how we could improve and this is what you said

You said
Sometimes books show on the catalogue as being available but we can't find them when we go to the shelf

So we...
Introduced returns trolleys to make sure books are shelved in the correct place
Formalised our internal system for recording when a book is reported as missing from the shelf to help us take better action
Want to encourage all students to feel confident in reporting missing books to library staff so that we can begin the process to find or replace them

You said
Archaeology books can appear in several different locations across the library- this can be confusing

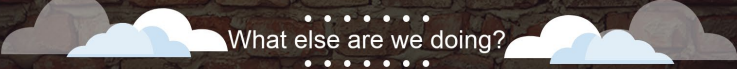
So we...
Produced a floor plan of level 3 to make it quicker and easier to find different sections
Have made it easier to identify a book's shelf mark on the catalogue
Have made it easier to identify books that are part of the level 2 Archives and Archaeology collection by adding a purple cover sticker

You said
It can be confusing and frustrating when a book we need is part of the short loan collection


So we...
Ran an extensive short loan project to investigate the placement and use of the short loan collection. This will result in upcoming changes to the way the collection is managed and shelved
Will do more work to identify any archaeology books currently held in the short loan collection which are now available in an alternative format, for example an ebook, or which would be more appropriately shelved in the main collection

You said
We would like to see more of your Academic Liaison Librarians in compulsory sessions


So we...
Will continue to work with your tutors to identify sessions in which your Academic Liaison Librarians could come in and teach
Continue to encourage you to contact us at askalibrarian@worc.ac.uk, come and see us on the askalibrarian desk at The Hive, or contact your Academic Liaison Librarian directly if you'd like more help
Encourage groups to contact us if you would like to talk about arranging a group teaching session




What else are we doing?




During the student study period, all meeting rooms at The Hive are booked out exclusively for student use. We also create additional individual and group study spaces elsewhere in the building. Speak to a member of staff for more details



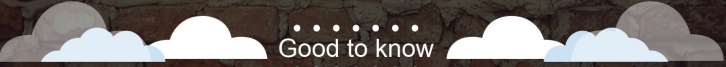
Outside of student study periods you can now book yourself a study space at The Hive up to 48 hours in advance using our simple online booking system. For more details visit library.worc.ac.uk/about/visit-us/book-a-space




Looking for a space for your society meeting or event? Look no further than The Hive. We have a range of spaces that can be booked completely free of charge. Contact chill3@worcestershires.gov.uk to discuss your ideas and requirements



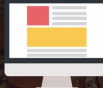
Don't forget, our unique integrated library means Worcestershire Archive and Archaeology resources and staff can be accessed on site. Many items are available on the shelf 8:30am-10pm but you can also access the Original Archive Area and Historic Environment Records during their staffed hours




Good to know



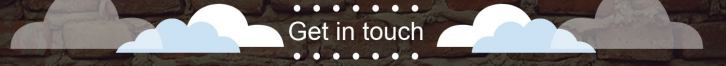
Your Academic Liaison Librarians are here to help you with subject-specific queries. Email askalibrarian@worc.ac.uk or contact them directly to book a meeting: library.worc.ac.uk/about/about-us/staff




The library webpages have a range of 24/7 resources including specially curated subject guides, study skills and referencing advice and links to our range of training videos library.worc.ac.uk




Study Happy is a unique wellbeing programme with events and initiatives designed to help you study healthier, happier, smarter library.worc.ac.uk/study-happy





Get in touch




Email us at askalibrarian@worc.ac.uk




Ask us a question via live chat Monday- Friday 1-4pm



Keep up to date or contact us via Facebook or Twitter [@uwlbservices](https://twitter.com/uwlbservices)



Come and see us at the askalibrarian desk on level 3 at The Hive. There's no need to book an appointment, just drop in Monday-Friday 10am-7pm and Saturdays 10am-5pm

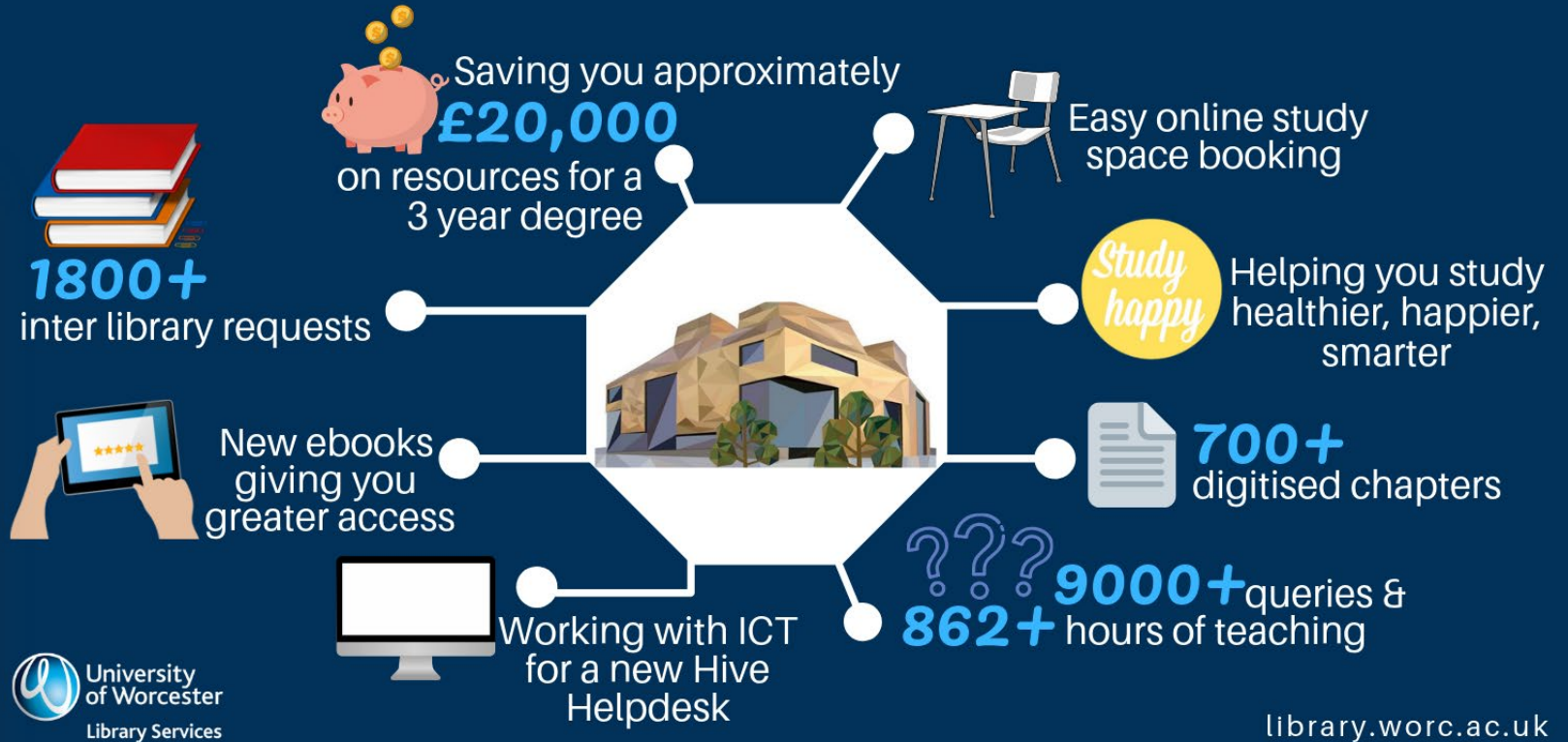


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Find new ways to communicate impact more widely

YOU
SAID
WE
DID

What are Library Services doing for you this year?



library.worc.ac.uk

Study
happy

Bookable Study Spaces at The Hive

01 Oct 2018- 30 June
2019

1090

Student
bookings

totalling over

2,000

hours of study



50%

of bookings were
for meeting
rooms



47%

of bookings were
for Nooks



2%

of bookings were
for group study
tables



April was the busiest
month with

228

bookings

The most popular
individual space
was Nook B



Meeting room 5
was the most
popular room

October June

98%

of users were
University of
Worcester
students

1.5%
were from 2 local
schools & colleges

0.5%
were from another
university



Between

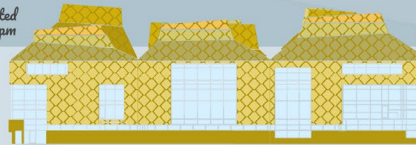
1-3pm

was the most
popular start time
for bookings

2
hours

was the most
popular duration
for bookings

Almost
75% of bookings started
between 10am-4pm



Madalene George August 2019



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This year we've
introduced

12 new bookable
study spaces to help you
#FindYourSpace and
#StudyHappy



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Last year Study Happy
helped over

1400

students study healthier,
happier, smarter
library.worc.ac.uk/study-happy

Study
happy



University
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Library Services

Last year we answered
nearly

1300

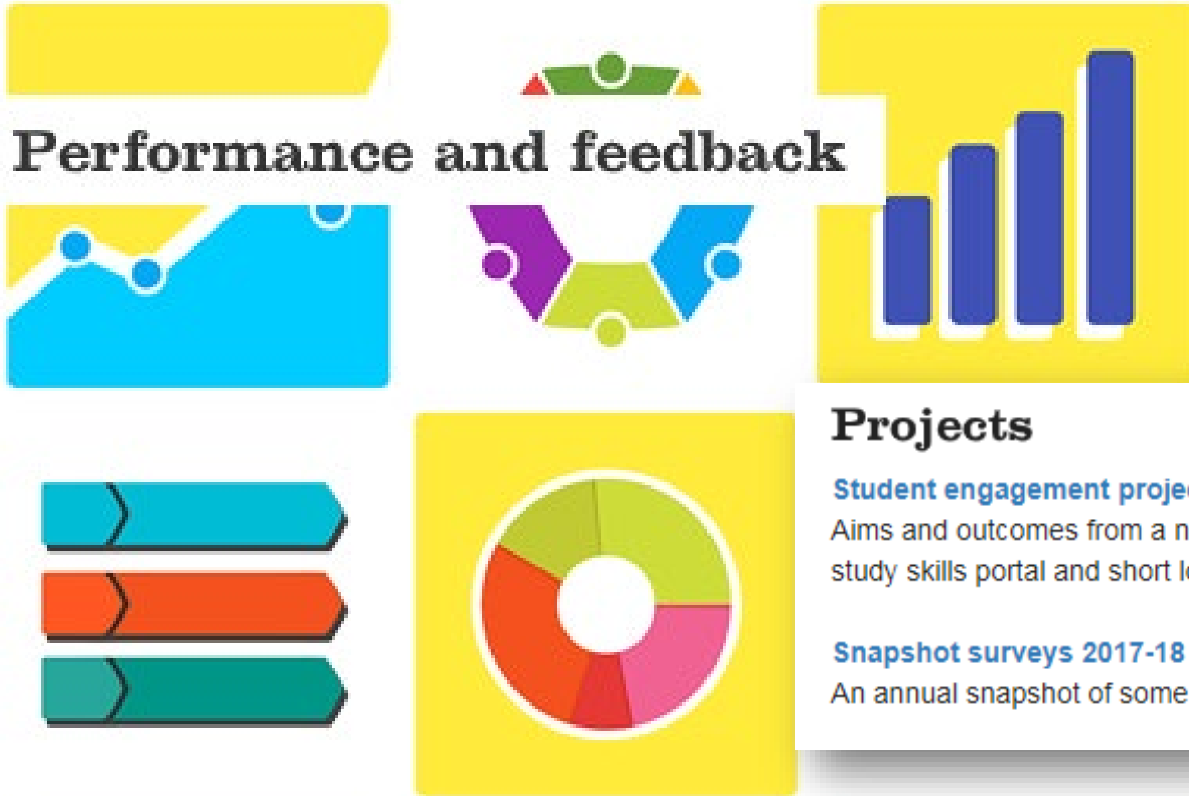
live chats and spent almost
9 days chatting to get you
the answers you needed



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Make impact documents available to all

Performance and feedback



Projects

Student engagement projects 2017-18

Aims and outcomes from a number of student engagement projects, including gathering feedback on Riverside study spaces, a study skills portal and short loans.

Snapshot surveys 2017-18

An annual snapshot of some of our services.

Tools



&



&

Others

What's next?

Roll out the impact framework beyond student engagement

Work on a new impact framework to help colleagues measure the impact of longer-term tasks

Collaborate with colleagues to expand the use of infographics through team subscriptions

Madalene George

Student Engagement Coordinator, University of Worcester Library Services

RAISE Committee member

m.george@worc.ac.uk