Bruce Ryan 2/22/2024

1. How do you define 'impact' in your work or practice?

Feedback surveys

Student feedback

Impact...
This is notoriously difficult to
define and even harder to measure.

In an academic library—number of information
literacy sessions taught and number of students

User feedback

Enable people to change their behavior

Altmetrics

Making a difference...
...to behaviour or learner outcomes.
But massively hard to measure.

Student engagement with and enjoyment of our service

Impact means
An observable change in behaviour,
changing someone else's practice

Students successfully completing a research assignment

What impact is not...
Just counting stuff.

Individuals reached and citations

I'm a government librarian and so the measures
would be different from a lot here. For us it would be
seeing an impact on policy or an effect on research.

Changes in learners' experiences

Seeing/hearing how students will incorporate
the IL skills they learned in their current projects

Seeing positive outcomes in things like improvements in digital skills

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Student feedback on improved grades

Student success and achievement

Number of users (students) reached via teaching or 1-1s.
Quantitative and qualitative survey feedback.
NSS score.
SCONUL data benchmarked against other institutions.
Student attainment - working on how we measured our impact on student attainment.

People using it in everyday work

Death by survey

Re defining impact as value...looking at impact case studies where IL has given value

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Student feedback. Returning students.

An improvement in students' marks, ultimately

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service usage, and when people provide feedback on how our service has changed their behaviour or outcomes

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Impact
Hard to get acceptance that IL is even worth considering in schools so even harder to show or measure impact. Differences in terminology don't help

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Better informed library users

Increased engagement with the library service

Measuring impact when you teach
This is really hard. What does it mean - results improve? Students give you positive feedback? How do you know if they have actually developed their IL abilities? It's going to be very messy

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Wider contribution
Changing existing approaches, policies, improving skills in measurable ways, getting interest from outside your

own silos of work and contributing on a wider level - getting work known externally and in other disciplines

I prefer to focus on understanding- impact seems to be a very positivist, neoliberal term

Students/users being able to do something new or do something at a higher level as a result of their library use

Successful graduates

UX research - identifying student pain points and targeting those. Do we teach students things they need to learn, at a moment when they're useful for them?