

Student Engagement Impact Report

2017-18

What have we done?

Projects

In the 2017-18 academic year, the Student Engagement team have worked on 13 individual engagement projects and 2 ongoing longer term projects: work placements and the Bees. Full details of the individual projects, their outcomes and impact can be found [here](#).

University of Worcester
Library Services

Student Engagement Projects 2017-2018

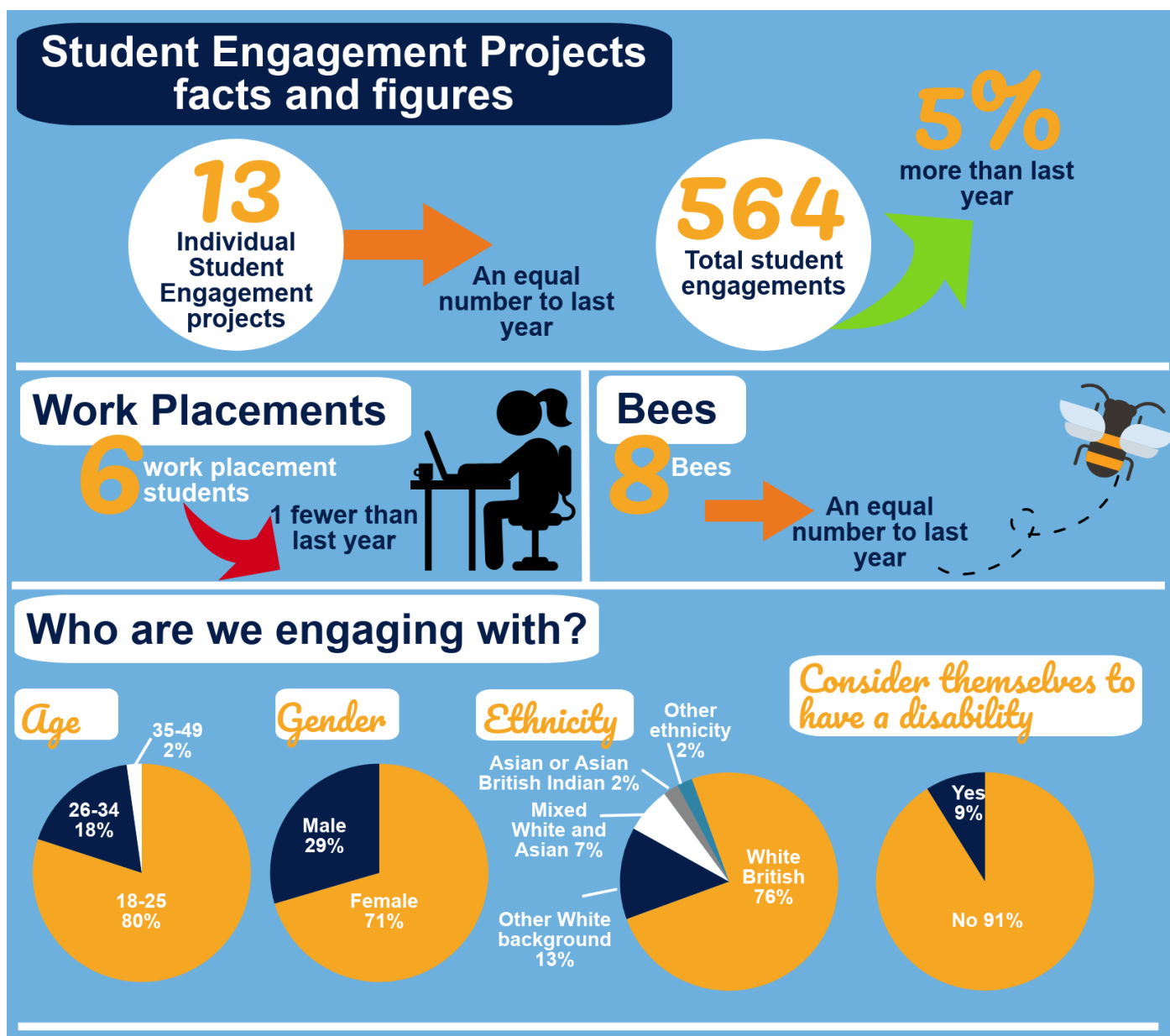
- Welcome Week
- Riverside observation
- Student satisfaction analysis
- Library catalogue
- Study skills
- Independent studies
- Referencing Guides
- Subject forums
- You said we did campaign
- Short loan observations
- Postgraduate feedback
- Live chat conversations
- Work placements
- Bees

Who are we engaging with?

Across all projects we engaged with a total of 564 students this, a modest increase of 5% on the previous academic year.

This year, we have introduced measures to record, where possible, the types of students who are engaging with us. In order to do this, students who had participated in more interactive student engagement projects were asked to complete a voluntary equal opportunities survey. The survey can be viewed [here](#).

Having gathered this information, the next step will be to compare these statistics to those for the wider University of Worcester community to assess the extent to which the students we currently interact with represent the University as a whole.



One of the ways students have engaged with Library Services is through our work placements offer. Overall, we had one student fewer than last year completing a placement with us in the 2017-18 academic year. As with the previous academic year, all placements were taken up by students from the Institutes of Humanities and The Arts.

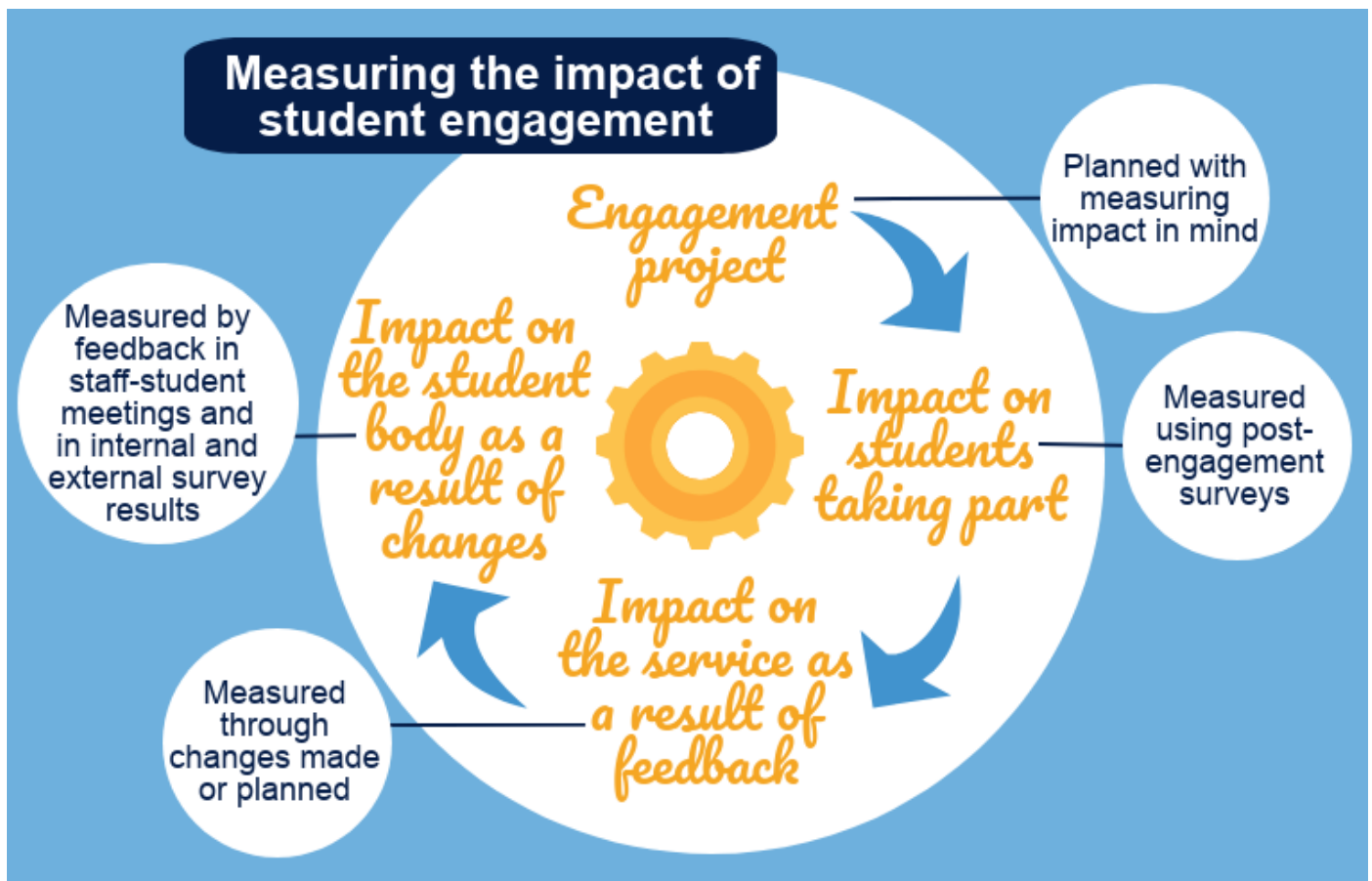
Student Work Placement facts and figures



Impact

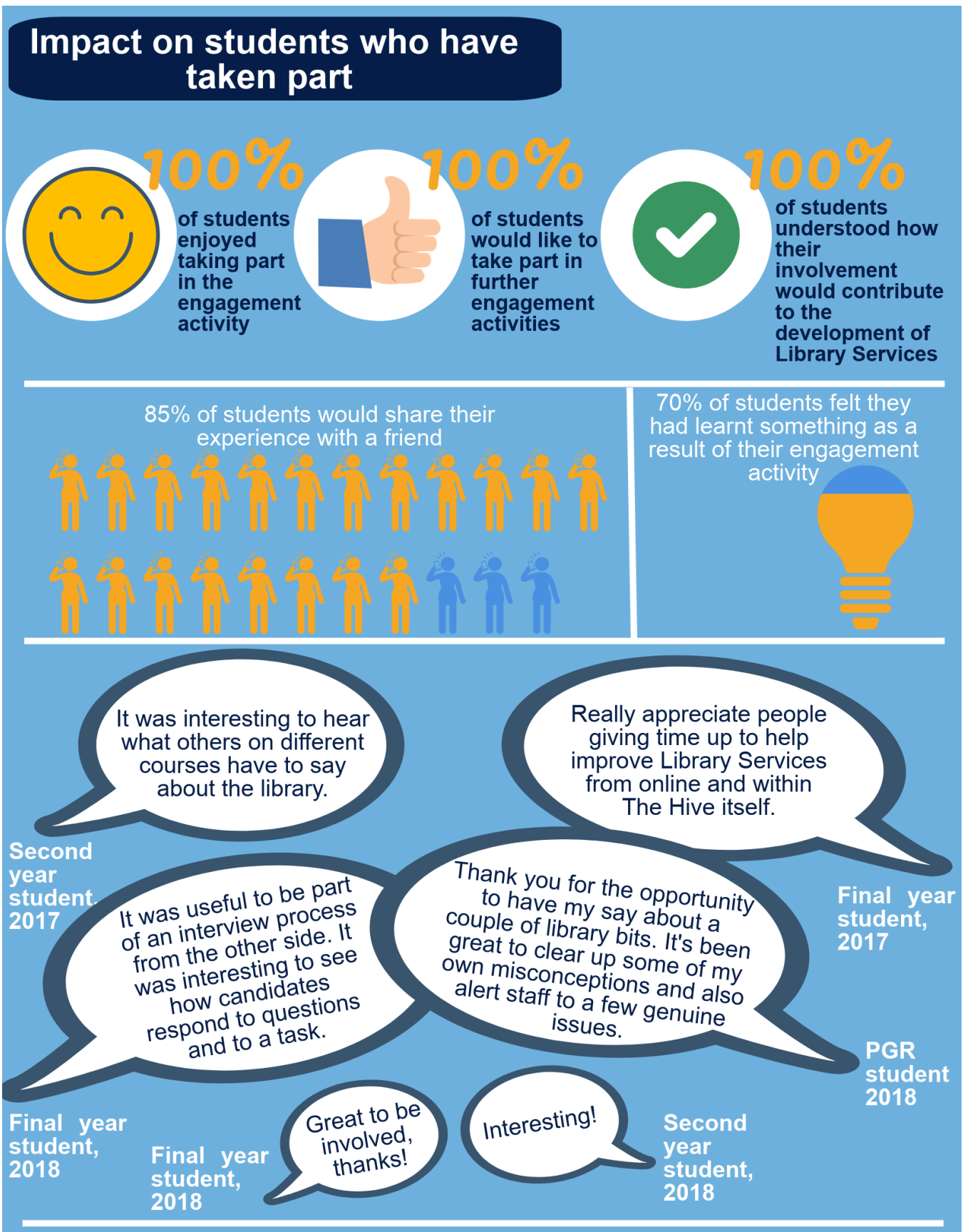
Measuring impact

This year, in addition to the continuation of our pledge to plan all projects with impact in mind, we have also introduced a model of assessing the impact of student engagement that considers three overlapping factors: the impact on the students taking part; the impact on the service; and the impact on the student body as a whole.



Impact on students who have taken part

Last year we identified that, although we had methods in place to measure the basic impact of student engagement projects, we were not managing to measure the immediate impact, if any, on the students who took part in projects. As a result, this year we have introduced a short feedback form to be completed by all students taking part in interactive engagement activities. This form can be viewed [here](#).

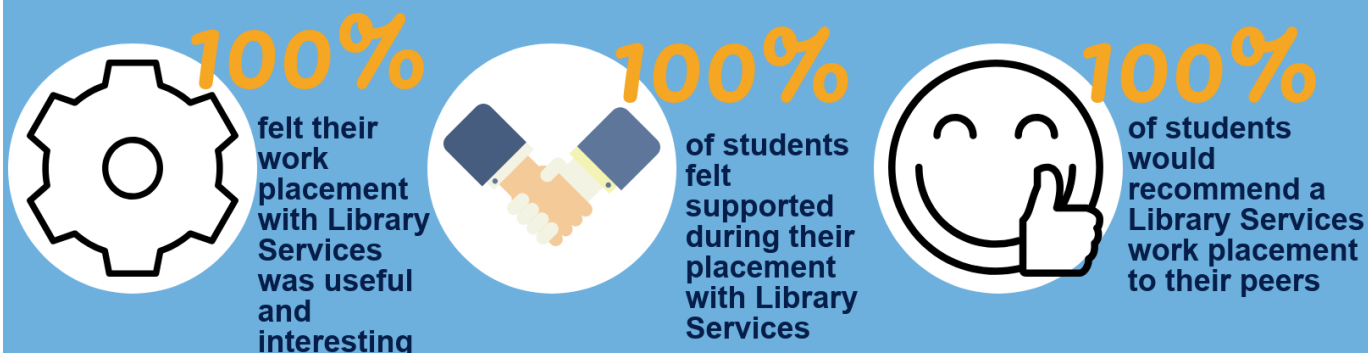


Whilst the results show a broadly positive response with 100% of participants stating that they had enjoyed and understood the activity and that they would want to take part in future student engagement projects, there is room for improvement in the number of students who felt that they had learnt something as a result of their engagement. Next year, we may wish to focus more closely on ensuring that engagement activities also offer participants the opportunity to learn more about the service and, equally importantly, be aware of what they have learnt.

In addition to gathering feedback from individual student engagement projects, we have also updated the way in which we gather feedback from students completing work placements with Library Services. To ensure that the overall impact of work based learning within The Hive can be captured and compared, we worked with colleagues from the wider Hive team to create a single feedback form for University of Worcester work placements, school work experience projects and volunteering placements. This form can be viewed [here](#).

The feedback from this year's work placement students was encouraging, suggesting that Library Services continue to offer placements that students find both engaging and useful.

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

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

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

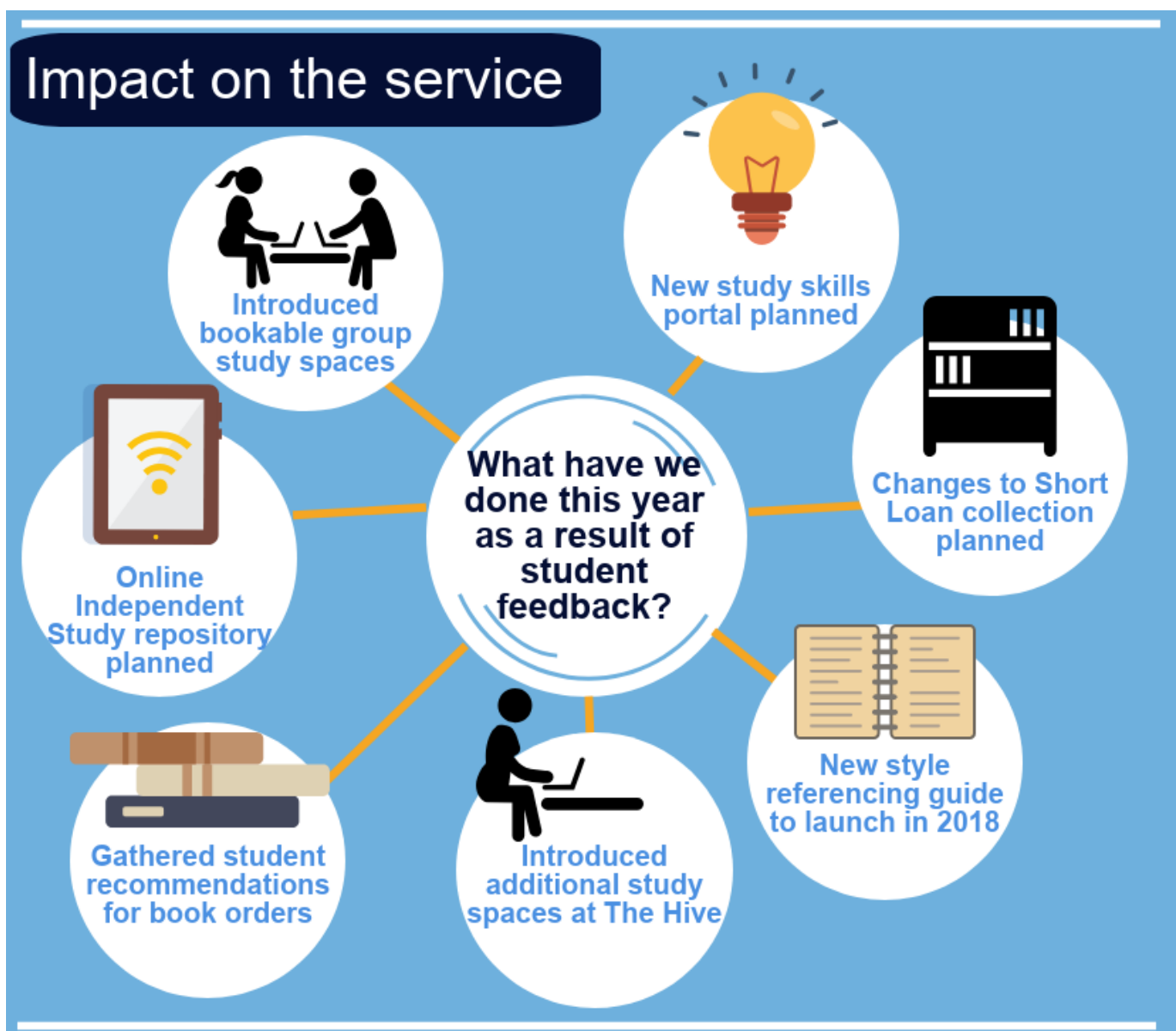
I have thoroughly enjoyed working at The Hive on this project. The staff are very friendly and welcoming.

Impact on the service

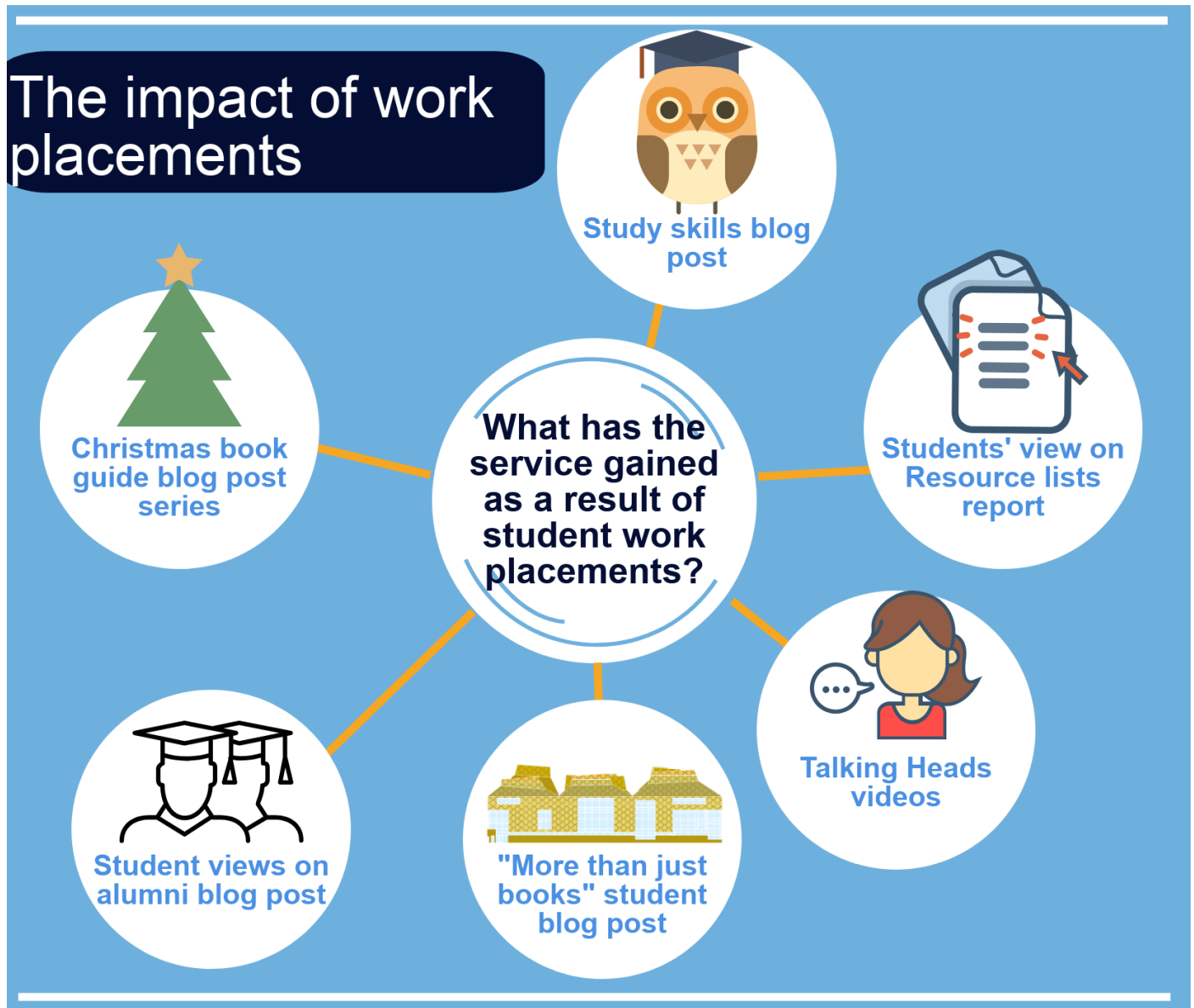
In order to measure the impact of student engagement on the service, we look at changes that have been implemented or improvements that have been made as a result of student engagement projects. In some cases these may have been made as a direct response to student feedback, for example the introduction of additional study spaces at The Hive or development of the Harvard quick reference guide, and in others they have come about as a result of both student voice and an existing desire to develop the service, for example in the case of the changes to the short loan collection.

Since the introduction of the student engagement role, it has become standard practice to include an element of student-facing research ahead of any significant changes to service delivery.

Further details of the changes made as a result of individual projects can be found in the [Student Engagement Projects overview](#).



Projects conducted by students during work placements have also had outcomes that have contributed to Library Services delivery.



Impact on the student body

The impact of student engagement work on the entire student body, in addition to just those students involved with engagement, is much harder to measure accurately but is a crucial element in judging the overall success of the role. We have looked at the following criteria, each of which can, in part, help form a picture of this wider impact of engagement:

- Formal and anecdotal student feedback on changes made to the service as a result of student engagement activities, for example in CMC meetings, engagement sessions or in free text comments on surveys.
- Students' overall satisfaction with Library Services as measured by the NSS and CES, PRES and PTES statistics and free text comments.
- Targeted student groups' satisfaction with Library Services as measured by NSS and CES, PRES and PTES statistics and free text comments.
- Students' willingness to engage with student engagement projects in the coming academic year.

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

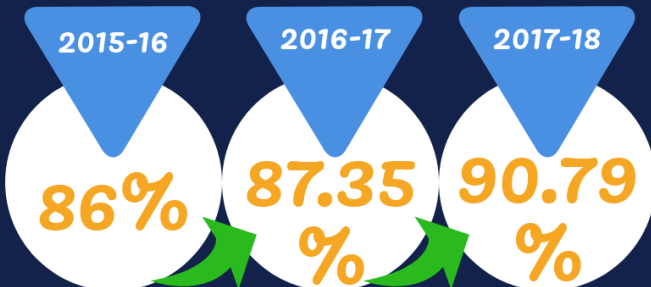
The work done to improve courses so far has been exceptional and I hope this continues throughout the years.

Final year Screenwriting student

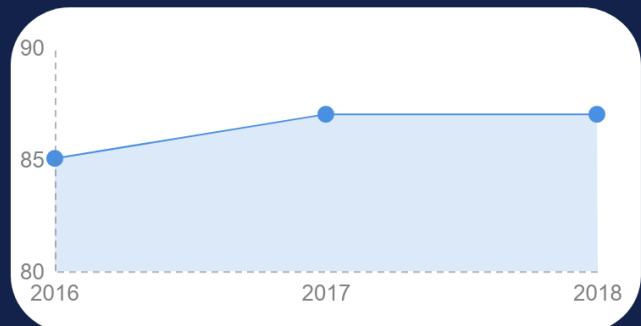
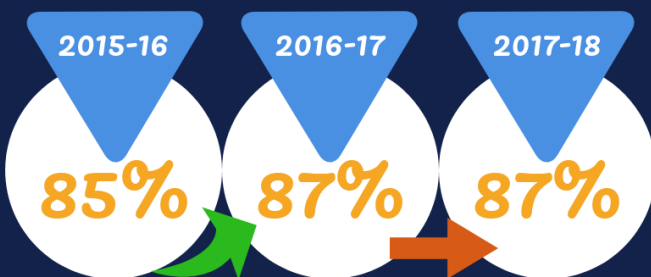
Postgraduate Researcher

Undergraduate satisfaction

National Student Survey



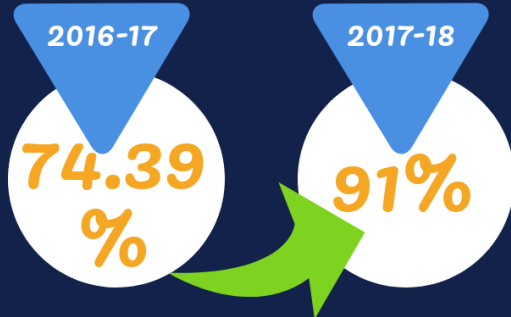
Course Experience Survey



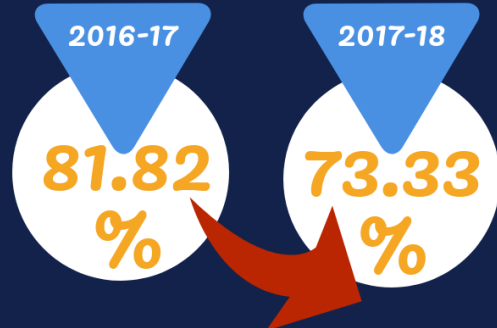
This year, Library Services have received our best ever score for student satisfaction in the NSS, suggesting that students have responded well to changes made to the service. The same rise was not replicated in the Course Experience survey, where we maintained the same level of satisfaction as the previous academic year. This might indicate that we have more to do to improve first and second year students' experience of Library Services.

Targeted student groups

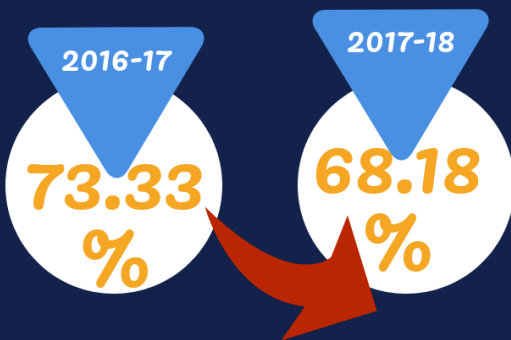
Psychology



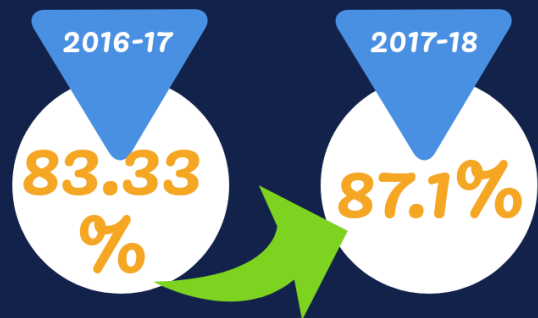
Archaeology



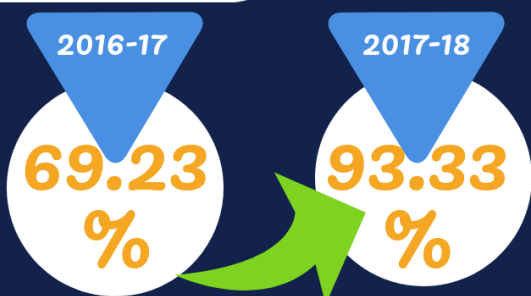
Film Studies



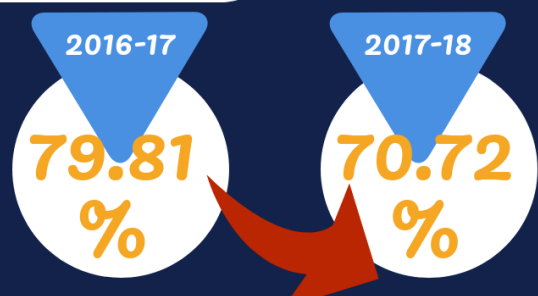
History



Sociology



Computing



What have we learnt?

Although we have made progress on a number of points this year, we have also learnt lessons and identified changes to make in the next academic year.

For example, we have not managed to engage with as many individual students as we might have hoped, based on previous year's statistics. This is, at least in part, a result of a change in approach and a move away from large-scale, simple data gathering techniques such as paper surveys in favour of methods such as interactive sessions, which
Madalene George and Victoria Collins 2018

attract fewer participants, or student observation, for which we do not count participants. However, we also experienced a noticeable fall in the number of responses we had to calls for student engagement. For example, the targeted subject focus groups were attended by far fewer students than in the previous year, despite having received great feedback from previous attendees. Rather than a general dip in enthusiasm, this could have been as a result of a change in the timing of the focus groups to schedule them ahead of all Course Management Committee meetings. Although this timing worked better for us as it allowed us to gather information and respond to students' views ahead of the meetings, it proved to be too early in the academic year for most students to feel they had much feedback to give. This could have been a contributing factor in the dip in NSS satisfaction ratings amongst certain targeted subject groups.

Secondly, although we have been gathering feedback from students and collecting equal opportunities data, we have not been routinely gathering data on other characteristics of students who engage with us, for example their year of study or what they are studying. In some cases, for example the subject-specific targeted focus groups and the Post Graduate Researcher focus groups, we have this information but, to provide a fuller picture of engagement, this is something we would be looking to introduce in the next academic year. This could be as simple as asking students to include their student number on feedback forms which would enable us to record information such as their year of study, area of study and whether they are mature or commuter students.

This year our engagement projects have continued to attract primarily students who are already engaged with Library Services, aware of what we have to offer and keen to voice their opinions on how we might improve our service. What we have not managed to do yet is to develop ways to reach a different audience and hear the views of other, perhaps less engaged students, without the use of a simple survey. One of the ways in which we intend to do this is create marketing campaigns to target specific student groups, for example mature students or commuter students. However, we may also benefit from using a combination of data gathering techniques during engagement projects such as impromptu interviews across University sites combined with observation and interactive activities; this way we might hope to capture the views of students who would not otherwise attend specific engagement sessions.

This year both the CES and NSS scores have suggested that, across the board, students are happy with their experience of Library Services. Particularly positive are the significant increase in satisfaction amongst some of the subject groups targeted in engagement projects, for example History, Psychology and Sociology. However, it is evident from the small drop in satisfaction amongst other subject areas, most notably Archaeology, Computing and Film Studies that we still have a considerable amount of work to do to ensure an outstanding experience of Library Services for all students.

The decision was made to make this year the last for the Bees, or Library Representatives. Although students were enthusiastic about volunteering for Library Services and engaging with projects such as promoting the service, collecting feedback and acting as a liaison between the student body and staff, uptake on these opportunities was poor. This was due to prior commitments and other student activities that prevented our volunteers from fully engaging with the scheme. Students that volunteered typically engaged with university life as a whole, with three of the Bees for this academic year also being course reps. Six of the bees also held down part time jobs whilst three bees were on courses that required attendance on placements. Communication with the volunteers also proved challenging with email correspondence frequently not eliciting a response. Nonetheless, interest in volunteering is still present among the student body and presenting these students with a flexible range of volunteering opportunities at the Hive and with Library Services will be explored more fully in the coming academic year.

What's next?

What we want to achieve

Engage with a greater number and wider variety of students to ensure our work reflects our diverse student community

Target student groups who show a lower or lower than anticipated level of satisfaction with Library Services to ensure an exceptional experience for all

Develop a range of relevant and flexible volunteering opportunities

What we'll do to achieve it

Listen to student feedback about when they would like to engage

Design projects using a range of data gathering techniques to reach the broadest possible audience

Design and launch marketing campaigns targeting particular student groups for engagement activities

Analyse scores and free text comments from national and internal surveys to identify and contact students from subject areas with lower satisfaction

Work closely with Academic Liaison Librarians and other colleagues to address subject-specific concerns

Ensure changes made to Library Services as a result of student feedback are publicised widely to students to demonstrate the impact of engagement activity

Work closely with student volunteers to ensure opportunities meet their requirements and encourage continued uptake

Work with the Hive team to investigate flexible volunteering opportunities