



# Library Impact Map (LIM)



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# Library Impact Map

- What is a Library Impact Map (LIM)?
- Creating a LIM
- Analyzing a LIM
- Determining:
  - Library Value
  - Collaboration opportunities
  - Strategic planning





# Library Impact Map

- Concept developed by Megan Oakleaf  
(Academic Library Value: The Impact Starter Kit, 2012)
- Library services in column
- Institutional foci in rows
- Library experts code relationship at the intersection
  - $Y^{++}$  = Impact with evidence/data & communicated
  - $Y^{+}$  = Impact with evidence/data
  - $Y$  = Belief of impact
  - CB = Could be impact if something done/data collected differently
  - N= No impact









# LIM Analysis

## Foci by Coding

- Although belief of impact
  - little/no evidence collected or disseminated
  - only 50-60% are Y
- Identifies:
  - strengths to build from
  - areas to build up





# LIM Analysis

## Goal by Coding

- Between 33 & 40% of each goal coded N
  - Is coding correct?
- Low rate (3 - 5%) of data collected and communicated ( Y<sup>+</sup> & Y<sup>++</sup>)
- Revisit Codings
  - Y: Data collection
  - CB: Data collection & do different





# LIM Analysis: Service by Coding

- Connection to/Definition of service with foci
  - another coding?
- **CB: Collections**
  - do different/better
- **Y: Special Collections**
  - data collection & dissemination
- **N: Public services**
  - connections to be made

| Library Goals  | Library Impact Map     |                      |                             | Special Collections |                        | Disability Services |     |
|--|------------------------|----------------------|-----------------------------|---------------------|------------------------|---------------------|-----|
|  | Collection Development | Collections, General | Collections, Special Topics | Archives            | Friends of the Library |                     |     |
| FDC Faculty Teaching   | CB                     | Y                    | CB                          | Y+                  | Y+                     | N                   | N   |
| FDC Faculty Innovation, Entrepreneurship   | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | N   |
| FDC Institutional Brand  | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | N   |
| FDC Institutional Development, Funding, Endowments   | Y                      | CB                   | CB                          | Y++                 | Y++                    | N                   | Y++ |
| FDC Faculty Research Productivity  | CB                     | CB                   | CB                          | Y+                  | Y+                     | N                   | N   |
| FDC Local, Global Engagement, Community-Building, Social Inclusion   | CB                     | CB                   | CB                          | Y+                  | Y+                     | N                   | Y   |
| FDC Character Building   | CB                     | CB                   | CB                          | Y++                 | Y++                    | N                   | N   |
| FDC Student-Faculty Academic Report  | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | Y+  |
| IDAR Student GPA, Test Achievement   | CB                     | Y                    | CB                          | Y                   | Y                      | N                   | N   |
| IDAR Student Learning Outcomes   | CB                     | Y                    | CB                          | Y                   | Y                      | N                   | N   |
| IDAR Faculty Recruitment, Tenure, Promotion  | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | N   |
| IDAR Faculty Service   | N                      | CB                   | CB                          | N                   | N                      | N                   | N   |
| IDAR Faculty Grant Seeking   | CB                     | CB                   | CB                          | Y+                  | Y+                     | N                   | N   |
| IDAR Faculty Patents, Technology Transfer  | CB                     | CB                   | CB                          | N                   | N                      | N                   | N   |
| IDAR Institutional Prestige  | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | N   |
| IDAR Institutional Affordability   | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | N   |
| IDAR Institutional Accreditation, Program Review   | CB                     | Y                    | CB                          | Y+                  | Y+                     | N                   | N   |
| IDAR Local, Global Economic Growth   | CB                     | CB                   | CB                          | N                   | N                      | N                   | N   |
| IDAR Spiritually Strengthening   | CB                     | CB                   | CB                          | Y++                 | Y++                    | N                   | N   |
| IDAR Intellectually Enlarging  | CB                     | CB                   | CB                          | Y+                  | Y+                     | N                   | N   |
| IDAR Student Retention, Completion, Graduation   | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | N   |
| IDAR Alumni Lifelong Learning  | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | Y   |
| IDAR Institutional Athletics   | N                      | N                    | N                           | Y                   | Y                      | N                   | N   |
| IDAR Lifelong Learning & Service   | CB                     | CB                   | CB                          | Y+                  | Y+                     | N                   | N   |
| IDAR Undergraduate Research  | CB                     | Y                    | CB                          | Y++                 | Y++                    | Y                   | Y++ |
| PSTF Student Career Success  | CB                     | CB                   | CB                          | Y                   | Y                      | Y                   | N   |
| PSTF Institutional Efficiencies  | CB                     | CB                   | N                           | Y                   | Y                      | N                   | N   |
| PSTF Student Experience, Engagement  | CB                     | Y                    | CB                          | Y                   | Y                      | N                   | N   |
| PSTF Student Recruitment, Enrollment   | CB                     | CB                   | CB                          | Y                   | Y                      | N                   | N   |
| <b>Y = Yes, we believe there is an impact relationship between this institutional focus area and this library service, expertise, or resource.</b> |                        |                      |                             | 1                   | 6                      | 0                   |     |
| <b>Y+ = Yes, there is an impact, and we have evidence/data of the impact.</b>  |                        |                      |                             | 0                   | 0                      | 0                   |     |
| <b>Y++ = Yes, there is impact, we have evidence/data, and we've communicated the impact to stakeholders.</b>                                       |                        |                      |                             | 0                   | 0                      | 0                   |     |
| <b>CB = There "could be" an impact if we did something better or differently.</b>  |                        |                      |                             | 26                  | 22                     | 27                  |     |
| <b>N = No, there is no impact.</b>   |                        |                      |                             | 2                   | 1                      | 2                   |     |
|  |                        |                      |                             | 15                  | 15                     | 2                   | 2   |
|  |                        |                      |                             | 7                   | 7                      | 0                   | 1   |
|  |                        |                      |                             | 4                   | 4                      | 0                   | 2   |
|  |                        |                      |                             | 0                   | 0                      | 0                   | 0   |
|  |                        |                      |                             | 3                   | 3                      | 27                  | 24  |



# LIM Analysis

## Department by Coding

- Greatest amount of “Could Be” if did something better or different.
- Largest percent of CB
- What could be done better or different to collect & share data?
- Acquisitions & Cataloging anomaly

| AUL             |  | Collections & Technical Services   |                      |                             |                        |                      |                                   |                              |                          |                      |                         |                         |              |            |   |
|-----------------|--|--|----------------------|-----------------------------|------------------------|----------------------|-----------------------------------|------------------------------|--------------------------|----------------------|-------------------------|-------------------------|--------------|------------|---|
| Department Head |  | Subject Librarians*, Materials Acquisition, Cataloging Services, Cataloging and Metadata |                      |                             |                        |                      |                                   |                              |                          |                      |                         |                         |              |            |   |
| Library Goals   | Library Impact Map   | Collection Development   | Collections, General | Collections, Special Topics | Collections, Reference | Collections, Popular | Collections, Government Documents | Collections, Data/Statistics | Collections, E-Resources | Collections, E-Books | Collections, Multimedia | Collections, Technology | Acquisitions | Cataloging |   |
|                 |  | FDC  | Faculty Teaching     | CB                          | Y                      | CB                   | CB                                | CB                           | CB                       | CB                   | Y                       | Y                       | CB           | Y          | Y |
| FDC             | Faculty Innovation, Entrepreneurship                           | CB   | CB                   | CB                          | CB                     | N                    | CB                                | N                            | CB                       | CB                   | CB                      | N                       | N            | N          |   |
| FDC             | Institutional Brand  | CB   | CB                   | CB                          | N                      | N                    | N                                 | N                            | CB                       | CB                   | CB                      | CB                      | N            | N          |   |
| FDC             | Institutional Development, Funding, Endowments                 | Y  | CB                   | CB                          | N                      | N                    | N                                 | N                            | CB                       | CB                   | N                       | N                       | N            | N          |   |
| FDC             | Faculty Research Productivity                                  | CB   | CB                   | CB                          | CB                     | N                    | CB                                | CB                           | Y                        | Y                    | N                       | CB                      | Y            | Y          |   |
| FDC             | Local, Global Engagement, Community-Building, Social Inclusion | CB   | CB                   | CB                          | CB                     | N                    | CB                                | CB                           | CB                       | CB                   | CB                      | CB                      | N            | N          |   |
| FDC             | Character Building   | CB   | CB                   | CB                          | CB                     | CB                   | N                                 | N                            | CB                       | CB                   | CB                      | N                       | Y            | N          |   |
| FDC             | Student-Faculty Academic Report                                | CB   | CB                   | CB                          | CB                     | CB                   | N                                 | N                            | CB                       | CB                   | CB                      | CB                      | N            | Y          |   |
| IDAR            | Student GPA, Test Achievement                                  | CB   | Y                    | CB                          | Y                      | CB                   | N                                 | N                            | Y                        | Y                    | CB                      | CB                      | N            | Y          |   |
| IDAR            | Student Learning Outcomes                                      | CB   | Y                    | CB                          | Y                      | CB                   | CB                                | CB                           | Y                        | Y                    | CB                      | CB                      | N            | Y          |   |
| IDAR            | Faculty Recruitment, Tenure, Promotion                         | CB   | CB                   | CB                          | N                      | N                    | N                                 | N                            | CB                       | CB                   | CB                      | CB                      | N            | N          |   |
| IDAR            | Faculty Service  | N  | CB                   | CB                          | CB                     | N                    | N                                 | N                            | CB                       | CB                   | CB                      | N                       | Y            | Y          |   |
| IDAR            | Faculty Grant Seeking  | CB   | CB                   | CB                          | CB                     | N                    | CB                                | N                            | CB                       | CB                   | N                       | CB                      | N            | N          |   |
| IDAR            | Faculty Patents, Technology Transfer                           | CB   | CB                   | CB                          | CB                     | N                    | CB                                | N                            | CB                       | CB                   | CB                      | CB                      | N            | Y          |   |
| IDAR            | Institutional Prestige   | CB   | CB                   | CB                          | CB                     | N                    | CB                                | CB                           | CB                       | CB                   | CB                      | CB                      | Y            | Y          |   |
| IDAR            | Institutional Affordability                                    | CB   | CB                   | CB                          | N                      | N                    | N                                 | CB                           | CB                       | CB                   | N                       | CB                      | Y            | N          |   |
| IDAR            | Institutional Accreditation, Program Review                    | CB   | Y                    | CB                          | CB                     | N                    | CB                                | CB                           | Y                        | CB                   | CB                      | CB                      | N            | Y          |   |
| IDAR            | Local, Global Economic Growth                                  | CB   | CB                   | CB                          | CB                     | N                    | CB                                | CB                           | N                        | N                    | N                       | N                       | Y            | N          |   |
| IDAR            | Spiritually Strengthening                                      | CB   | CB                   | CB                          | CB                     | CB                   | N                                 | CB                           | CB                       | CB                   | CB                      | N                       | Y            | N          |   |
| IDAR            | Intellectually Enlarging                                       | CB   | CB                   | CB                          | Y                      | CB                   | CB                                | CB                           | CB                       | CB                   | CB                      | N                       | Y            | Y          |   |
| IDAR            | Student Retention, Completion, Graduation                      | CB   | CB                   | CB                          | CB                     | N                    | CB                                | N                            | Y                        | Y                    | CB                      | CB                      | N            | Y          |   |
| IDAR            | Alumni Lifelong Learning                                       | CB   | CB                   | CB                          | CB                     | N                    | CB                                | CB                           | CB                       | CB                   | CB                      | CB                      | N            | Y          |   |
| IDAR            | Institutional Athletics  | N  | N                    | N                           | N                      | N                    | N                                 | N                            | N                        | N                    | N                       | N                       | N            | N          |   |
| IDAR            | Lifelong Learning & Service                                    | CB   | CB                   | CB                          | CB                     | CB                   | N                                 | N                            | CB                       | CB                   | CB                      | CB                      | N            | Y          |   |
| IDAR            | Undergraduate Research   | CB   | Y                    | CB                          | Y                      | N                    | CB                                | CB                           | Y                        | Y                    | CB                      | CB                      | N            | Y          |   |
| PSTF            | Student Career Success   | CB   | CB                   | CB                          | CB                     | N                    | CB                                | N                            | Y                        | Y                    | CB                      | CB                      | Y            | Y          |   |
| PSTF            | Institutional Efficiencies                                     | CB   | CB                   | N                           | N                      | N                    | N                                 | N                            | CB                       | CB                   | CB                      | N                       | CB           | Y          |   |
| PSTF            | Student Experience, Engagement                                 | CB   | Y                    | CB                          | CB                     | CB                   | CB                                | CB                           | CB                       | CB                   | CB                      | CB                      | N            | Y          |   |
| PSTF            | Student Recruitment, Enrollment                                | CB   | CB                   | CB                          | CB                     | CB                   | N                                 | CB                           | CB                       | CB                   | CB                      | CB                      | N            | Y          |   |



# LIM Analysis

## Division by Coding

- Two areas with largest belief or evidence of impact.
- What data could be collected & shared?

| AUL             |  | Special Collections  |          | Information Technology  |                 |
|-----------------|--|--|----------|---|-----------------|
| Department Head |  | Special Collections, Records Management, Conservation, Digital Initiatives |          | System Ops, Application Development, Library Information Systems, EX Libris Systems |                 |
| Library Goals   | Library Impact Map   | Special Collections  | Archives | Library Systems   | Library Website |
| FDC             | Faculty Teaching   | Y+   | Y+       | Y   | Y               |
| FDC             | Faculty Innovation, Entrepreneurship                           | Y  | Y        | N   | Y               |
| FDC             | Institutional Brand  | Y  | Y        | Y   | Y               |
| FDC             | Institutional Development, Funding, Endowments                 | Y++  | Y++      | N   | Y               |
| FDC             | Faculty Research Productivity                                  | Y+   | Y+       | Y   | Y               |
| FDC             | Local, Global Engagement, Community-Building, Social Inclusion | Y+   | Y+       | CB  | CB              |
| FDC             | Character Building   | Y++  | Y++      | N   | Y               |
| FDC             | Student-Faculty Academic Report                                | Y  | Y        | CB  | Y               |
| IDAR            | Student GPA, Test Achievement                                  | Y  | Y        | Y   | Y               |
| IDAR            | Student Learning Outcomes                                      | Y  | Y        | Y   | Y               |
| IDAR            | Faculty Recruitment, Tenure, Promotion                         | Y  | Y        | N   | Y               |
| IDAR            | Faculty Service  | N  | N        | Y+  | Y               |
| IDAR            | Faculty Grant Seeking  | Y+   | Y+       | CB  | Y               |
| IDAR            | Faculty Patents, Technology Transfer                           | N  | N        | N   | Y               |
| IDAR            | Institutional Prestige   | Y  | Y        | CB  | Y               |
| IDAR            | Institutional Affordability                                    | Y  | Y        | Y   | N               |
| IDAR            | Institutional Accreditation, Program Review                    | Y+   | Y+       | Y   | Y               |
| IDAR            | Local, Global Economic Growth                                  | N  | N        | N   | CB              |
| IDAR            | Spiritually Strengthening                                      | Y++  | Y++      | Y   | Y               |
| IDAR            | Intellectually Enlarging                                       | Y+   | Y+       | CB  | Y               |
| IDAR            | Student Retention, Completion, Graduation                      | Y  | Y        | CB  | Y               |
| IDAR            | Alumni Lifelong Learning                                       | Y  | Y        | Y   | Y               |
| IDAR            | Institutional Athletics  | Y  | Y        | N   | N               |
| IDAR            | Lifelong Learning & Service                                    | Y+   | Y+       | CB  | Y               |
| IDAR            | Undergraduate Research   | Y++  | Y++      | Y   | Y               |
| PSTF            | Student Career Success   | Y  | Y        | CB  | Y               |
| PSTF            | Institutional Efficiencies                                     | Y  | Y        | CB  | Y               |
| PSTF            | Student Experience, Engagement                                 | Y  | Y        | Y   | Y               |
| PSTF            | Student Recruitment, Enrollment                                | Y  | Y        | N   | N               |



# LIM Value

- Provides:
  - overall picture of Library importance
  - specific services meeting needs of specific focus
  - indicator of department and/or division impact on university foci





# LIM Collaboration

| AUL             |                                      | Public Services     |                    |                           |                     |                          |                          |                            |                   |                       |                       | Collections & Technical Services                       |                        |                      |                             |                        |                      |                                   |                              | Assessment, Facilities & HR  |                      |  |                         |                             |
|-----------------|--------------------------------------|---------------------|--------------------|---------------------------|---------------------|--------------------------|--------------------------|----------------------------|-------------------|-----------------------|-----------------------|--|------------------------|----------------------|-----------------------------|------------------------|----------------------|-----------------------------------|------------------------------|--|----------------------|--|-------------------------|-----------------------------|
| Department Head |                                      | Subject Librarians* |                    |                           |                     |                          |                          |                            |                   |                       |                       | Learning Commons, Reference Librarians, Family History |                        |                      |                             |                        |                      |                                   |                              | Subject Librarians*, Materials Acquisition, Cataloging Services, Cataloging and Metadata |                      | HR Training & Development, Facilities, Business Office, Assessment |                         |                             |
| Library Goals   | Library Impact Map                   | Reference, Physical | Reference, Digital | Reference, Subject Guides | Reference, Embedded | Reference, Consultations | Embedded/Mobile Services | Institutional Repositories | Data Repositories | Instruction, One-Shot | Instruction, Embedded | Facilities, GSRs                                       | Collection Development | Collections, General | Collections, Special Topics | Collections, Reference | Collections, Popular | Collections, Government Documents | Collections, Data/Statistics | Collections, E-Resources   | Collections, E-Books | Collections, Multimedia  | Facilities, Study Space | Facilities, Computing Space |
|                 |                                      | FDC                 | Faculty Teaching   | Y                         | Y                   | Y                        | Y                        | Y                          | CB                | CB                    | CB                    | Y  | CB                     | CB                   | CB                          | Y                      | CB                   | CB                                | CB                           | CB   | CB                   | Y  | Y                       | CB                          |
| FDC             | Faculty Innovation, Entrepreneurship | CB                  | CB                 | CB                        | CB                  | CB                       | Y                        | Y                          | Y                 | CB                    | N                     | N  | CB                     | CB                   | CB                          | CB                     | N                    | CB                                | N                            | CB   | CB                   | CB   | CB                      | N                           |

- Identifies services with common coding for specific university focus
  - ✓ How are services similar/different?
  - ✓ What opportunities are there for collaboration?
- Parallel collaborations
- Duplicated services



# LIM Strategic Planning

- Move coding to “Impact with collected & shared data”
- Baseline of/Change in library impact
- Collaboration opportunities within/outside of library





# LIM Benefits

1. Overall picture of the library's impact
2. Identifies trends on different levels
3. Promotes discussion  
(services & institutional foci, relationships, and collaborations)
4. Assists strategic planning  
(focus on target areas and institutional goals)
5. Allows layering of planning and assessment  
(baselines, lead and lag measures, direction, etc.)
6. Describes library value



# LIM What's Next?

- Guidelines NOT Rules . . . Adaptability & Flexibility
- Add Layers
  - ✓ Who are your users?
  - ✓ What collections do you have/want?
  - ✓ With whom will you collaborate? And how?
- What data do I need:
  - to inform.
  - to validate.





# Questions

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