The Evolution and Impact of Library Data

Conference or Workshop Item

How to cite:

For guidance on citations see FAQs.

© 2021 Selena Killick

https://creativecommons.org/licenses/by-nc-nd/4.0/

Version: Supplementary Material

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.

oro.open.ac.uk
The Evolution and Impact of Library Data

International Conference on Performance Measurement in Libraries
#LibPMC

Selena Killick
Associate Director
Library Services, The Open University

@SelenaKillick
The Eras of Library Data

• 1990s: Performance Indicators
• 2000s: Benchmarking
• 2010s: Value & Impact
• 2020s: Data Intelligence
The Open University
The stats...

• 50+
• 210,000
• 32,000+
• 180 & 600
• 80% & 100%
• 91%
• 8,500+
• 24/7/365
100 Years and Counting...
How big and how much?

All SCONUL Members
Total catalogued book stock

Source: SCONUL Statistics reporting tool
100 Years of Unintended Consequences

1990s: Performance Indicators

**Input**
- Number of books
- Number of staff
- Library budget

**Output**
- Stock Circulation (loans ÷ collection)
- Number of enquiries per staff member
- Cost per loan
2000s: Along comes ‘e’

- e-Journals
- e-Books
- e-Resources
- e-Metrics
- e-Surveys
- e-Library
2000s: Benchmarking Journals

- COUNTER Compliance Journal Usage Statistics
- National deals
- Institution collection management

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Journal A</td>
<td>1234-5678</td>
<td>10</td>
<td>10</td>
<td>5 £</td>
<td>6 £</td>
<td>8 £</td>
<td>14 £</td>
<td>2 £</td>
<td>1 £</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>3</td>
<td>Journal B</td>
<td>1234-5679</td>
<td>8</td>
<td>5</td>
<td>8 £</td>
<td>6 £</td>
<td>10 £</td>
<td>16 £</td>
<td>2 £</td>
<td>1 £</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>4</td>
<td>Journal C</td>
<td>1234-5680</td>
<td>6</td>
<td>6</td>
<td>7 £</td>
<td>8 £</td>
<td>12 £</td>
<td>20 £</td>
<td>3 £</td>
<td>2 £</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>5</td>
<td>Journal D</td>
<td>1234-5681</td>
<td>5</td>
<td>5</td>
<td>2 £</td>
<td>6 £</td>
<td>9 £</td>
<td>18 £</td>
<td>3 £</td>
<td>3 £</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>6</td>
<td>Journal E</td>
<td>1234-5682</td>
<td>3</td>
<td>3</td>
<td>4 £</td>
<td>5 £</td>
<td>7 £</td>
<td>14 £</td>
<td>3 £</td>
<td>4 £</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>7</td>
<td>Journal F</td>
<td>1234-5683</td>
<td>3</td>
<td>2</td>
<td>1 £</td>
<td>3 £</td>
<td>4 £</td>
<td>8 £</td>
<td>3 £</td>
<td>5 £</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>8</td>
<td>Journal G</td>
<td>1234-5684</td>
<td>6</td>
<td>6</td>
<td>7 £</td>
<td>8 £</td>
<td>12 £</td>
<td>20 £</td>
<td>3 £</td>
<td>4 £</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>9</td>
<td>Journal H</td>
<td>1234-5685</td>
<td>4</td>
<td>4</td>
<td>1 £</td>
<td>3 £</td>
<td>3 £</td>
<td>6 £</td>
<td>3 £</td>
<td>3 £</td>
<td>Very High</td>
<td>Very High</td>
</tr>
</tbody>
</table>

2000s: Benchmarking Satisfaction

- LibQUAL+
- National Student Survey
- Improve or prove?
“Is there a correlation between Library activity data and student success?”
2010s: Value and Impact

- Print loans
- eResource accesses
- Training attendance
- Library visits

Number of Library Helpdesk enquiries received in a year from students studying on the same module, categorised by topic.

What training can we offer these modules?

What training can we offer on these topics?

What's going on here?
Library helpdesk workload forecasts 2021

- Librarian time
- Library Assistant time
- Minimum staffing level
The Unknowns...

• Do our group live training sessions result in a reduction in 1:1 helpdesk enquiries?

• Are our embedded skills materials having a positive impact on student success?

• Do modules with larger amounts of library content and skills embedded in them have greater student satisfaction?

• Does library content and skills reduce attainment gaps?
Deming’s seven deadly diseases of western industry:

Management by use only of visible figures, with little or no consideration of figures that are unknown or unknowable
Professional Expertise
Thank you

Selena Killick
Associate Director
Library Services, The Open University

Selena.Killick@open.ac.uk
SelenaKillick.com

@SelenaKillick