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?

Source: SCONUL Statistics reporting tool
### 1990s: Performance Indicators

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of books</td>
<td>Stock Circulation (loans ÷ collection)</td>
</tr>
<tr>
<td>Number of staff</td>
<td>Number of enquiries per staff member</td>
</tr>
<tr>
<td>Library budget</td>
<td>Cost per loan</td>
</tr>
</tbody>
</table>

**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

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?
2020s: Data Intelligence

Library helpdesk workload forecasts 2021
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?
Management by use only of visible figures, with little or no consideration of figures that are unknown or unknowable
Thank you

Selena Killick
Associate Director
Library Services, The Open University

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

@SelenaKillick