Using evidence to inform service developments and prove value for money

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Objective

- To establish appropriate data that can be used by university libraries to both inform service developments and demonstrate value for money.
Methodology

• Four stages
  – Stage 1: Audit of existing data collection to identify similarities and differences in current practice.
  – Stage 2: Workshop with a cross section of staff.
  – Stage 3: Data from 1 and 2 synthesised.
  – Stage 4: Project team will review to produce recommendations
Differences

• One site seems to be make more systematic use of data
• One site has published key performance indicators, arisen from student feedback with a specific aim to improve service e.g. Shelving, Queue times and reservations
• Web access – both collect but one site makes more use of it.
Differences

• Study skills – both teams collect but one University has to report to Student experience team to show value for money whilst the other only use this within team.
• High demand items is used by one site to assist with decisions to order more copies
• Some specific statistics kept but no one knows why.
Workshop

• Senior management teams of both libraries came together for a half day workshop
• Team involvement.
Workshop

- Budget & resources
- Volume of data
- Need for evidence
- Time to analyse

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Workshop

• Divided into three themed groups according to areas of expertise.
  – First to consider a performance framework
  – Second to consider the challenges in delivering this.
Customer Services

• Suggestions:
  – Cost of staff/facilities and ratio of users (ROI)
  – Needs for standards to measure KPI's
  – Carbon footprint
  – Justification for number of service points
  – Cost of service for each category of users e.g. £3 per u/g, £5 per researcher etc
  – Emphasis on marketing and showing VFM
Challenges

- Group identified a number of challenges
  - Budget constraints
  - Staff taking responsibility and staff buy in
  - Cynicism
  - Establishing a robust process
  - Raising awareness outside the library
E-Resources

• Suggestions
  – Cost per use
  – Use against demand
  – Purchase cost vs alternative supply
  – Student satisfaction
  – Advertising top 10
  – Pop up boxes “This resource was brought to you by x and costs X £
Challenges

• Counter usage not standardised so comparisons still difficult to explain
• Cost per FTE can be done at a broad level but difficult by department/subject level
• Difficult and time consuming to get usage against performance/retention
• Technical issues such as pop up boxes not allowed at one University
Information Literacy

• Suggestions
  – Attendance monitoring/VLE tracking
  – Learning outcomes
  – Peer observations
  – NSS scores
  – Student hours
  – Change in use of resources
Challenges

• Some degree of cultural shift needed
• Commitment for academic staff
• Reporting to various committees
• Knowing what to collect
• Staffing Resources issues – seen as time consuming
Analysis.

• Both Universities have taken the data back to respective teams to develop within context of each institution
• The different teams are developing frameworks for the different areas
• Some have made more progress than others
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• Acquisitions – Refined spreadsheets for both e-books and e-resources showing usage and costs with additional analysis.
• Customer service – Developing framework and revisiting KPI’s. Have identified drivers and are working on mapping current information and new. Using data in team meetings to develop service.
• Information Literacy – agreeing on information to be published to Faculties
Loughborough

• Have developed Key Performance Indicators.
• Have undertaken assessment of academic librarians role
• Reviewed digital resources data collection.
Next steps

• Early next academic year a second workshop will be held to compare progress
• Presentations will be given by both teams to each other.
• Templates will evolve over time.
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