Interpreting the data

Using statistics to support decision making
Interpreting the data

✓ You’ve found your standards-compliant data
✓ You’ve processed and normalised your data, eg removing usage for journal archives
✓ You’ve checked your data for errors and anomalies
✓ You’re ready to start interpreting
What do you want to know?
What do you want to know?

• Ask the right questions
• Link questions to information you can act upon
• Link questions to library service goals
Question 1

Are my journal subscriptions good value?  
What’s the cost per use?
Step 1: cost per use = \frac{\text{cost}}{\text{number of uses}}
Cost per use?

✓ Normalise your data

✓ Normalise your pricing
  - Pro-rata part-year payments
  - One-off discounts
  - VAT-rate changes
  - Currency fluctuations
Cost per use?

**Step 2**: decide if the cost per use is good value, and act accordingly

£6.67

good or bad?
Question 2

Should I stick with my journal Big Deal?
Would I get better value with individual subs?
Big Deal?

**Step 1:** compare value for money of big deal vs individual subscriptions using ‘cost per use’

\[ \text{cost per use} = \frac{\text{cost}}{\text{number of uses}} \]
Big Deal?

- **subscribed titles**
  - cost per use = \( \text{cost} / \text{use} \)
  - list price of subscriptions
  - subscribed title use

- **unsubscribed titles**
  - cost per use = \( \text{cost} / \text{use} \)
  - top-up fee
  - unsubscribed title use

"should be lower"
Big Deal?

- subscribed titles
- unsubscribed titles

Higher cost per use?
- High top-up fee
- Low use
- Both
Big Deal?

**Step 2:** compare titles with zero or low use, then decide what action to take

- If lots of **unsubscribed** titles with low use
  May be better off dropping the big deal

- If lots of **subscribed** titles with low use
  May be better off changing your subscribed titles
Question 3

Should I buy single e-books or packages?
E-book package?

- Single titles
  - cost per use = \( \frac{\text{cost}}{\text{use}} \)
  - What do you use for this comparison?

- Package
  - cost per use = \( \frac{\text{cost}}{\text{use}} \)

*Note: The cost per use forpackage should be lower.*
E-book package?

**Step 2:** what action can you take?

- Is there a choice of either single titles or packages?

- Can you compare cost per use of
  - Textbooks purchased as single titles?
  - Research monographs purchased as a package?

- What if you don’t yet have any usage data because you haven’t yet purchased the book?!
Question 4

Should I purchase or subscribe?
Which gives better value in the long term?
Purchase or subscribe?

**Step 1:** create comparable cost per use figures

subscription cost per use = \( \frac{\text{annual cost}}{\text{annual use}} \)

purchase cost per use = \( \frac{\text{one-off cost}}{\text{lifetime use}} \)
Purchase or subscribe?

**Option 1:** create **lifetime** cost per use figures

subscription cost per use = \[
\frac{\text{sum of annual costs}}{\text{sum of annual use}}
\]

purchase cost per use = \[
\frac{\text{one-off cost}}{\text{lifetime use}}
\]
Question 5

Should I use a single-user or multi-user model for my e-books?
Single or multi-user?

Single user model
• One user at a time
• Unlimited annual usage

Multi-user model
• Unlimited simultaneous users
• Limited annual usage
Single or multi-user?
Single or multi-user?
Single or multi-user?
Single or multi-user?

- Steady, low-level use?  
  Single-user model is enough

- Occasional higher-level use?  
  Extra copy may be sufficient

- Peaks of usage and/or turnaways  
  Multi-user may be better value
More questions?

It’s not just about value for money …
More questions

We can find out more about level of use:

• Which resources are not getting used? Could we market them more effectively?

• Do we see increased usage after training sessions? Does that show that the training has worked?

• Are e-books used more heavily than journals? Should we spend more of our budget on e-books?
In conclusion
In conclusion

• Ask the right questions
  ▪ Information you can act on
  ▪ Linked to your library goals

• Interpret your data carefully
  ▪ Understand what your data is telling you
  ▪ And what is not telling you

• Don’t rely on data alone
  ▪ Data can give you clues
  ▪ But it rarely gives you answers
The bigger picture
The bigger picture

How are users finding our resources?

- What % arrive from our discovery system vs Google?
- What difference does a discovery system make?
- Is it worth the money?
The bigger picture

Who is making most use of a resource?

Which department is using the resource most?
Can we ask that department to pay for it?

Is it used by staff or students?
Should it be paid for by student fees?
The bigger picture

What difference does the Library make?

Does use of resources increase research outputs?

Does use of resources boost student attainment?
Do high-achieving students have a greater resistance to TV-soap-based distractions than those who go on to get a Third?

*East Enders effect*
Find out more ...

www.usus.org.uk
News, updates, issues with reports
Find out more ...

LAMP to be integrated into Jisc’s Learner and Business Analytics R&D activities

Mike Jones
January 14, 2010 / Comments Off on LAMP to be integrated into Jisc’s Learner and Business Analytics R&D activities / Posted in: Uncategorized

Until now, the LAMP project has run in parallel with related activities such as the joint Jisc/HEA/HEQA Business Intelligence and Effective Learner Analytics.

The LAMP project is a partnership between Jisc, Mimas (at the University of Manchester) and the University of Huddersfield, and will involve members from the UK library community as part of the Community Advisory and Planning Group.

jisclamp.mimas.ac.uk
Library Analytics & Metrics Project (LAMP)
Creating a shared usage analytics service for UK HE
Find out more ...

Library Impact Data Project (LIDP)
library3.hud.ac.uk/blogs/lidp
Investigate links between use and student achievement
Find out more ...

COUNTER

www.projectcounter.org

COUNTER Community Survey
Tell COUNTER what you’d like them to develop in future

www.surveymonkey.com/r/YNL9YFX
“88.2% of statistics are made up on the spot”
(Vic Reeves)

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