https://goo.gl/4QEs1K

Handout

(No Dropbox account? Just click X to close pop-up).
60%
Thank you!
Thank you! That was fast.
The speed has been quite good, and the scans tend to be reliable and readable. It's much more convenient and efficient than my going to the library, checking out a book, and copying the article myself. It greatly facilitates my research.

-Faculty
85%*
90%
It’s About the Data & So Much More
Lars Leon
University of Kansas Libraries
Navigating the Rivers of Data
Driven Productivity
IDS 11th Annual Conference
July 30, 2015
Takeaways

- Why we need data (Some ideas to help build support)
- If we gather it, let’s analyze it
- And then consider using it
Takeaways

- Some data worth deeper dives and checking back on
- Important to also gather words (especially value placed by patrons)
- Good enough
- Collaborations
This Morning

- Why Data
- Data Examples - Numbers
- Data Examples - Words
- Collaborations
- Take Aways
Why Data

“A library uses data like a drunk uses a light pole – more for support than illumination”

-Kendon Stubbs (and others)

ARL Assessment Conference 2010
Why Data

“Failure to use the data may be hazardous to your future”

-David Shulenburger

ARL Assessment Conference 2010
Some Data Examples - #s

- **Fill Rate ~ ILL Lend Copies (partial)**

<table>
<thead>
<tr>
<th>ReasonForCancellation</th>
<th>Total</th>
<th>OCLC</th>
<th>RAPID</th>
<th>OCLC %</th>
<th>RAPID %</th>
<th>Total % against overall total reqs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checked Out</td>
<td>498</td>
<td>291</td>
<td>207</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Holdings BEGIN AFTER this volume</td>
<td>540</td>
<td>452</td>
<td>87</td>
<td>4%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Holdings END BEFORE this volume</td>
<td>2540</td>
<td>2337</td>
<td>192</td>
<td>23%</td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>266</td>
<td>118</td>
<td>147</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Policy Problem</td>
<td>1</td>
<td>1</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Title not owned</td>
<td>319</td>
<td>226</td>
<td>93</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Some Data Examples - #s

Turnaround

- ILL Borrow Copies Filled an average 34 hours
### Some Data Examples - #s

#### Turnaround ILL Borrow Copies

<table>
<thead>
<tr>
<th>FY15 ILLBorr</th>
<th>Copies</th>
<th>Total</th>
<th>KU Med</th>
<th>OCLC</th>
<th>RAPID</th>
<th>ALAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0thru2Hrs</td>
<td>1338</td>
<td>13%</td>
<td>5%</td>
<td>2%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>3thru4Hrs</td>
<td>689</td>
<td>19%</td>
<td>14%</td>
<td>5%</td>
<td>23%</td>
<td>0%</td>
</tr>
<tr>
<td>5thru8Hrs</td>
<td>623</td>
<td>25%</td>
<td>31%</td>
<td>8%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>9thru16Hrs</td>
<td>1034</td>
<td>35%</td>
<td>38%</td>
<td>12%</td>
<td>40%</td>
<td>1%</td>
</tr>
<tr>
<td>17thru24Hrs</td>
<td>2271</td>
<td>57%</td>
<td>60%</td>
<td>24%</td>
<td>64%</td>
<td>6%</td>
</tr>
<tr>
<td>25thru36Hrs</td>
<td>893</td>
<td>65%</td>
<td>75%</td>
<td>33%</td>
<td>72%</td>
<td>11%</td>
</tr>
<tr>
<td>37thru48Hrs</td>
<td>918</td>
<td>74%</td>
<td>83%</td>
<td>41%</td>
<td>81%</td>
<td>21%</td>
</tr>
<tr>
<td>49thru60Hrs</td>
<td>391</td>
<td>77%</td>
<td>89%</td>
<td>46%</td>
<td>84%</td>
<td>28%</td>
</tr>
<tr>
<td>61thru72Hrs</td>
<td>665</td>
<td>84%</td>
<td>91%</td>
<td>54%</td>
<td>90%</td>
<td>36%</td>
</tr>
<tr>
<td>73thru96Hrs</td>
<td>626</td>
<td>90%</td>
<td>97%</td>
<td>65%</td>
<td>95%</td>
<td>45%</td>
</tr>
<tr>
<td>Above96Hrs</td>
<td>1090</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Some Data Examples - #s

Turnaround Other Ideas

- By department
- Time to process requests – supplemental material
- Workflow analysis – where need to speed up. Breakdowns by staff? In shipping? Where? (Academic library)
Some Data Examples - #s

- Gather more data on patron request forms
  - Find out if request for a class (which one)
  - Patrons’ E-book preferences
Some Data Examples - #s

- 2011 Cost Study (with Nancy Kress)
- 19 libraries (ILL)
- Extensive
- Access database generate "real-time" report after data entry
<table>
<thead>
<tr>
<th>Service</th>
<th>Nr Reqs</th>
<th>Ave. Nr. Reqs</th>
<th>Ave. Total Costs</th>
<th>Credits pd. to the Libs</th>
<th>Net ave. Staff</th>
<th>Equip</th>
<th>Cpyrt</th>
<th>Debits</th>
<th>Mgmt</th>
<th>Tools</th>
<th>Req Sys</th>
<th>Shipp.</th>
<th>Suppl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrow through Circ to Circ module</td>
<td>5</td>
<td>27,442</td>
<td>$3.85</td>
<td>$0.00</td>
<td>$3.85</td>
<td>$2.18</td>
<td>$0.18</td>
<td>$0.00</td>
<td>$0.02</td>
<td>$0.19</td>
<td>$1.27</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Lend through Circ to Circ module</td>
<td>5</td>
<td>28,105</td>
<td>$4.70</td>
<td>$0.00</td>
<td>$4.70</td>
<td>$2.68</td>
<td>$0.24</td>
<td>$0.00</td>
<td>$0.02</td>
<td>$0.21</td>
<td>$1.53</td>
<td>$0.01</td>
<td></td>
</tr>
<tr>
<td>ILL Borrowing Copies</td>
<td>18</td>
<td>20,391</td>
<td>$7.98</td>
<td>$0.05</td>
<td>$7.93</td>
<td>$4.33</td>
<td>$0.05</td>
<td>$0.81</td>
<td>$1.94</td>
<td>$0.12</td>
<td>$0.71</td>
<td>$0.00</td>
<td>$0.02</td>
</tr>
<tr>
<td>ILL Borrowing Loans</td>
<td>17</td>
<td>13,875</td>
<td>$12.12</td>
<td>$0.01</td>
<td>$12.11</td>
<td>$6.86</td>
<td>$0.12</td>
<td>$0.00</td>
<td>$1.93</td>
<td>$0.14</td>
<td>$0.61</td>
<td>$2.31</td>
<td>$0.14</td>
</tr>
<tr>
<td>ILL Lending Copies</td>
<td>18</td>
<td>28,232</td>
<td>$4.11</td>
<td>$1.09</td>
<td>$3.02</td>
<td>$2.90</td>
<td>$0.24</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.16</td>
<td>$0.79</td>
<td>$0.00</td>
<td>$0.03</td>
</tr>
<tr>
<td>ILL Lending Loans</td>
<td>18</td>
<td>20,210</td>
<td>$6.21</td>
<td>$1.00</td>
<td>$5.21</td>
<td>$3.28</td>
<td>$0.07</td>
<td>$0.00</td>
<td>$0.04</td>
<td>$0.16</td>
<td>$0.74</td>
<td>$1.86</td>
<td>$0.06</td>
</tr>
<tr>
<td>Copies from Local Collections</td>
<td>14</td>
<td>10,933</td>
<td>$7.14</td>
<td>$0.00</td>
<td>$7.14</td>
<td>$6.43</td>
<td>$0.48</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.11</td>
<td>$0.08</td>
<td>$0.00</td>
<td>$0.04</td>
</tr>
<tr>
<td>to Local Patrons</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>
<td></td>
</tr>
<tr>
<td>Page from Local Collections</td>
<td>9</td>
<td>18,468</td>
<td>$7.34</td>
<td>$0.00</td>
<td>$7.34</td>
<td>$6.13</td>
<td>$0.17</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.04</td>
<td>$0.04</td>
<td>$0.92</td>
<td>$0.09</td>
</tr>
<tr>
<td>to Local Patrons</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>
<td></td>
</tr>
<tr>
<td>Deliver to Campus</td>
<td>3</td>
<td>13,805</td>
<td>$3.65</td>
<td>$0.00</td>
<td>$3.65</td>
<td>$3.48</td>
<td>$0.02</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.01</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.14</td>
</tr>
<tr>
<td>Mail to Non-Campus</td>
<td>2</td>
<td>1,221</td>
<td>$7.54</td>
<td>$0.00</td>
<td>$7.54</td>
<td>$5.50</td>
<td>$0.06</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.03</td>
<td>$0.00</td>
<td>$1.89</td>
<td>$0.06</td>
</tr>
</tbody>
</table>
Some Data Examples - #s

- How Cost Study Data Used
  - Be informed
  - Updated view of different type of costs
  - Workflow
    - “Best Practices”
  - Areas to explore
    - Document Supplier or ILL
Some Data Examples - #s

- How Cost Study Data Used
  - Collection Development decisions
  - Impact on consortia partners
Some Data Examples - #s

- Costs - Other ideas
- Heidi - WAU - document delivery faculty $$$ saved
Some Data Examples - #s

- Borrow loans not picked up
- Borrowing Requests by Department/User – identify who to inform about ILL (Chris White, Sage Colleges)
Some Data Examples - #'s

- OCLC SHARES ILL Cost Calculator (Dennis Massie)
- Other number data ideas?
Some Data Examples - Words

Turnaround ~

“I like when the students get excited when the request they put in early in a class session gets filled by the end of said class.”

-Academic library
Some Data Examples - Words

- Satisfaction and Values survey (2013)
  - Micquel Little (formerly St. John Fisher College)
  - Eleonora Drury (University of Kansas)
  - New York Public Library participating
Some Data Examples - Words

Satisfaction & Value Survey
For each service, we asked:
How satisfied were you with this service over the past 9 months?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- Haven’t used

Why? (e.g. speed, quality, etc.)
Satisfaction & Value Survey
Look at results - KU

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Very satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILLBorr copies, local copies</td>
<td>86%</td>
<td>13%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>ILLBorr loans</td>
<td>86%</td>
<td>12%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Retrieve from Shelf</td>
<td>85%</td>
<td>13%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>TripSaver</td>
<td>88%</td>
<td>7%</td>
<td>1%</td>
<td>4%*</td>
</tr>
</tbody>
</table>

*Note: most of the very dissatisfied respondents were non-faculty/staff who would like to receive the service.
Satisfaction & Value Survey
Look at results - KU

Copies (ILL Borrow, local document delivery)
Positive comments:
• Speed, quality, convenience, excellent service

Constructive comments (only a very small number):
• Needs work – quality – items disappear
• Several – didn’t know this service existed (KU Libraries articles and book chapters scanned)
Satisfaction & Value Survey
Look at results - KU

Copies

- It is extremely helpful that the libraries can obtain documents that are not available to me online. This gives me access to the latest research relevant to my field. This is a resource that would be very difficult to not have.

-Faculty
Copies

This has saved me a massive amount of time as I no longer have to leave my work to go search through the stacks for a single article. It is an exceptional service that helps me immensely.

- PhD Student
We want to better understand the value our services bring to your classroom and research needs. Please indicate the importance of our services to your work:

- Very Important
- Somewhat Important
- Not Important
- Other
## Satisfaction & Value Survey

### KU Value Ratings

<table>
<thead>
<tr>
<th>Discipline</th>
<th># resp.</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td>268</td>
<td>79%</td>
<td>16%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Humanities</td>
<td>187</td>
<td>90%</td>
<td>4%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Sciences</td>
<td>154</td>
<td>82%</td>
<td>8%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Admin./Misc.</td>
<td>13</td>
<td>54%</td>
<td>23%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>DeptNotGiven</td>
<td>3</td>
<td>33%</td>
<td>0%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>627</strong></td>
<td><strong>82%</strong></td>
<td><strong>11%</strong></td>
<td><strong>2%</strong></td>
<td><strong>5%</strong></td>
</tr>
</tbody>
</table>
12. Please briefly describe the value our services provide (e.g. importance to research, importance to teaching, etc.) (300 character limit)

13. Is there anything else you would like to tell us about our resource sharing services? (300 character limit)
KU Value Ratings

• *This is crucial to my research as I rely heavily on articles from the 90's and 80's that are not available electronically.*
  -Faculty, Pharmacy

• *Most of the time that I order something I am working on a grant with a deadline. The speed is essential for progressing on my grant.*
  -Faculty, Ecology and Evolutionary Biology
Satisfaction & Value Survey

How data used - KU

- Affirm current practice. Tweak benchmarks, workflows as needed
  - Speed is in demand
  - Some patrons not aware of other services
- Marketing
  - Individual quotes
  - Overall figures
- Combine average costs and the satisfaction and value presented
Some Data Examples - Words

- Interested in a systematic way to capture thank yous (Beth Posner, CUNY)
- Other Examples?
Collaborations

- ALA RUSA STARS pre-conference (Micquel Little)
  - Understanding your partners – trend
  - Think beyond your data – who is using, who might use it but they don’t know it
  - Other departments
  - How share what’s behind the data
Collaborations

- Collaborations increasingly important
  - With the library
  - With patrons
  - With others on campus
  - With consortia partners
  - The Community
Collaborations – Some Ideas

- Student grades – analyze any relationship between student grades against their library resource use, it would help tell a story. Privacy concerns understood.

-Academic library
Takeaways

- Why we need data (Some ideas to help build support)

- In your mission statement, strategic plan
Not Sure Where it Fits but really good to think about – helps provide outstanding service

“Not automating everything! We’re lucky to have many cross-trained staff that can work whenever the library is open to process ILL. Although love some features of automation, staff able to catch things that a computer just can’t at times”

- academic library
Takeaways

- If we gather it, let’s analyze it
Takeaways

- And then consider using it

- “Able to use Fill Rates and IFM charges to convince admin to eliminate recall – allow requests for items we owned but checked out to go through as ILL. Easily cover costs. So why not help our patrons and cause least amount disruption?”

-Nancy Abashian, Binghamton U.
Takeaways

- Some data worth deeper dives and checking back on
  - “I use TN# of loan requests that were purchased by my library to identify titles which I can then use to check circulation data in my ILS”
- Academic library
Takeaways

- Important to also gather words (especially value placed by patrons)
- “Knowing that each instance of interacting with patrons ... meaningful…”

-Academic library
Takeaways

- Good enough
Takeaways

- **Collaborations**
  - “Commitment of other libraries to provide materials as quickly as possible for all our patrons”
    - Jennifer Acker, Hudson Valley Community College

- Bibliographic & ebook data influence on CD policies
  - Kristin Walker, Univ. Texas
Navigating the Rivers of Data Driven Productivity

All of you ~

✓ Continue to share resources, ideas, data, and solutions

✓ Lead by Example

✓ Take leadership role into the realm of data
Questions?

Comments
Thank yous

- University of Kansas libraries Resource Sharing staff
- Nancy Kress, Sheila Orth, Participating libraries – Cost studies
- Micquel Little, Eleonora Drury, Participating libraries – Values studies
- IDS Conference survey respondents
- Resource Sharing Community
References
