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Edinburgh, 12-14 April 2010



Maximising use of library resources at the University of Huddersfield

Sue White, Head of Library Services
Graham Stone, E-Resources Manager

Content



- Background
- Methodology
- Results
- Issues raised and lessons learned
- Next steps

University of Huddersfield - profile



- Strong ethos of widening participation
- 24,000 students (16,000 FTE); 7,500 p/t
- 57% female; 68% mature; 19% declared non-white
- Broad spread of courses
- New focus on research
- New international focus



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Library Services

- Converged with Computing Services in 2000
- Library staff of 100 (60 FTEs)
- Culture of service development and innovation
 - CSE
 - Summon
 - Competency Framework
 - Web 2.0 catalogue (Dave Pattern)
 - Major refurbishment

Consistently above average in NSS (HEFCE National Student Survey)



Project drivers



PROJECT PHASE 1 : No/Low USE

- CSE target group. Lots of feedback from users, little from non-users
- Students missing out
- Equality Impact Assessments
- Pressure on information resources budget

PROJECT PHASE 2 : Link to student attainment

- Evidence of impact and value
- Teaching & Learning Strategy

Literature review



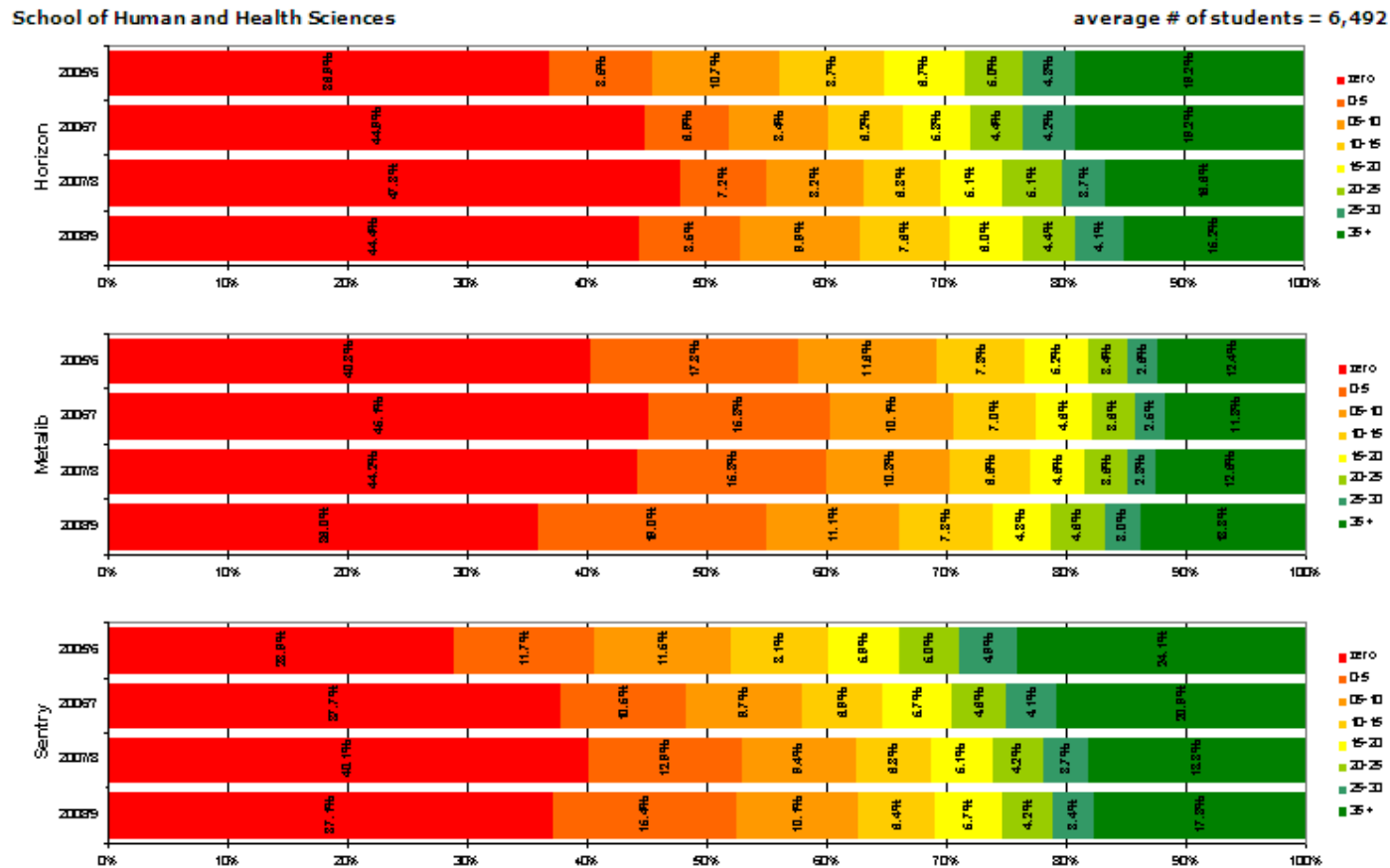
Some work on non users in public libraries, some in non-UK academic institutions, but little recent research in UK academic sector

Toner, L. Non-use of Library services in a UK academic library
Evidence Based Library and Information Practice 2008, 3:2,18-29

Identified 3 main indicators

- Access to e-resources (logins to MetaLib)
- Book loans (Horizon LMS circulation stats)
- Access to the library (gate entry stats from Sentry)

Usage data for the School of Human and Health Sciences



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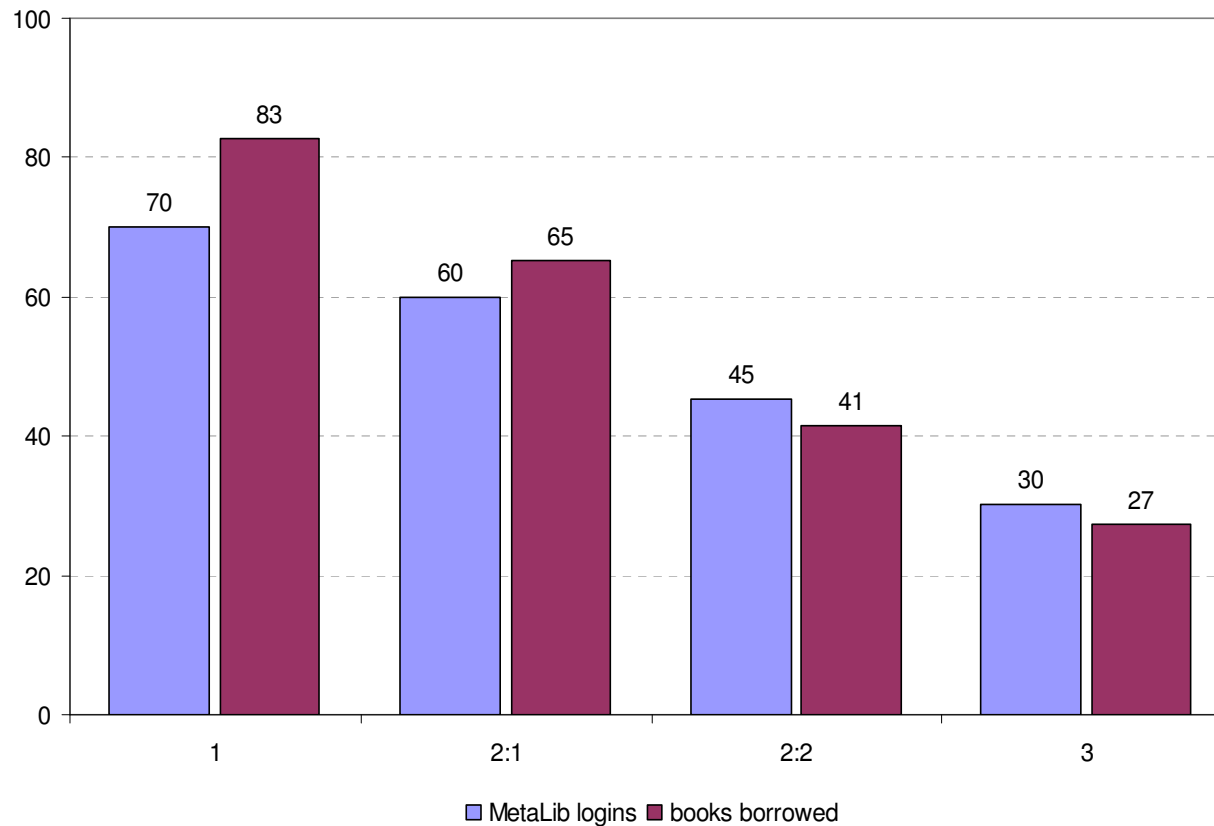
Linking usage to achievement



- Matching with student record system (ASIS)
 - Liaison critical with ASIS and Computing
- Years of data used
 - 2005/6 – 2008/9
- 2 cohorts of students on 3-year courses
 - data for years 1, 2 and 3 for 2 complete years

Average total library usage v final degree grade (all 2007/8 & 2008/9 graduates)

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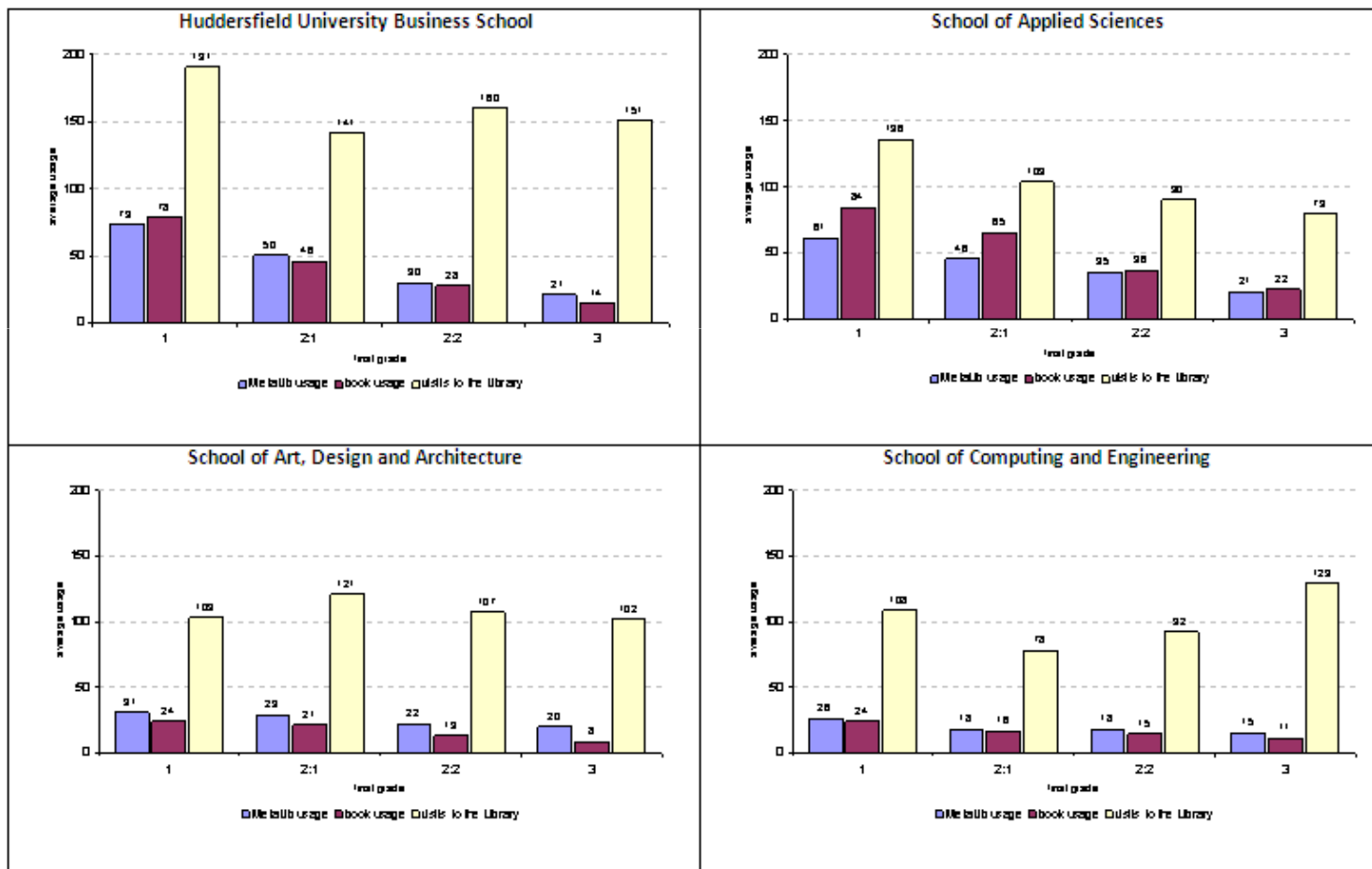


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Average total usage by Academic School

(all 2007/8 & 2008/9 graduates)

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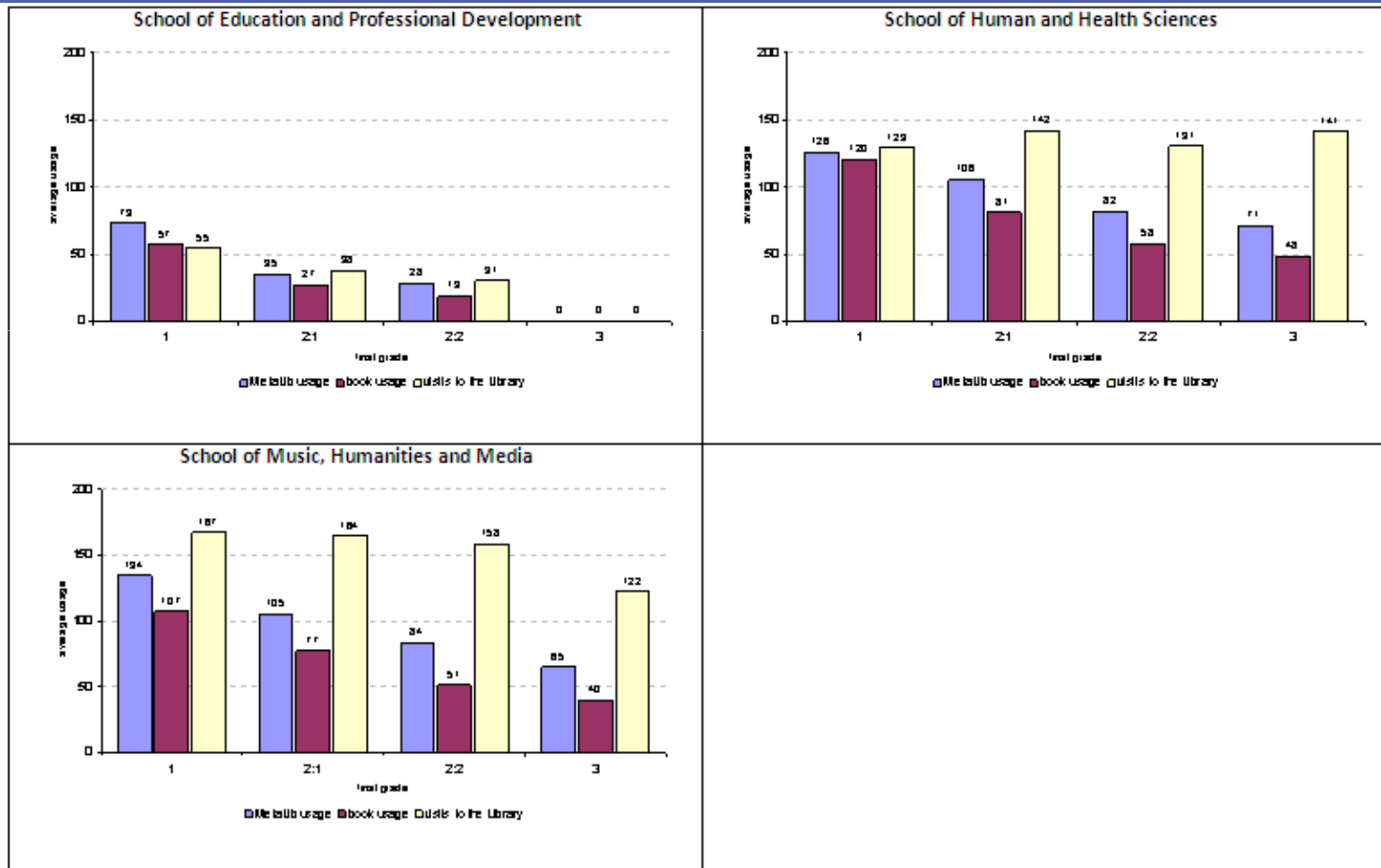


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Average total usage by Academic School

(all 2007/8 & 2008/9 graduates)

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Criteria



- Medium-large size courses of 35 + students
- Focus on undergraduate courses
- Focus on courses delivered at Huddersfield campus
- Excluded collaborative, part-time, distance-learning, franchise courses

Definitions of no/low use

- Sentry statistics
 - low use is less than 5 visits per annum
- Metalib statistics
 - low use is less than 5 logins per annum
- Horizon statistics
 - low use is less than 5 issues per annum

15 courses identified



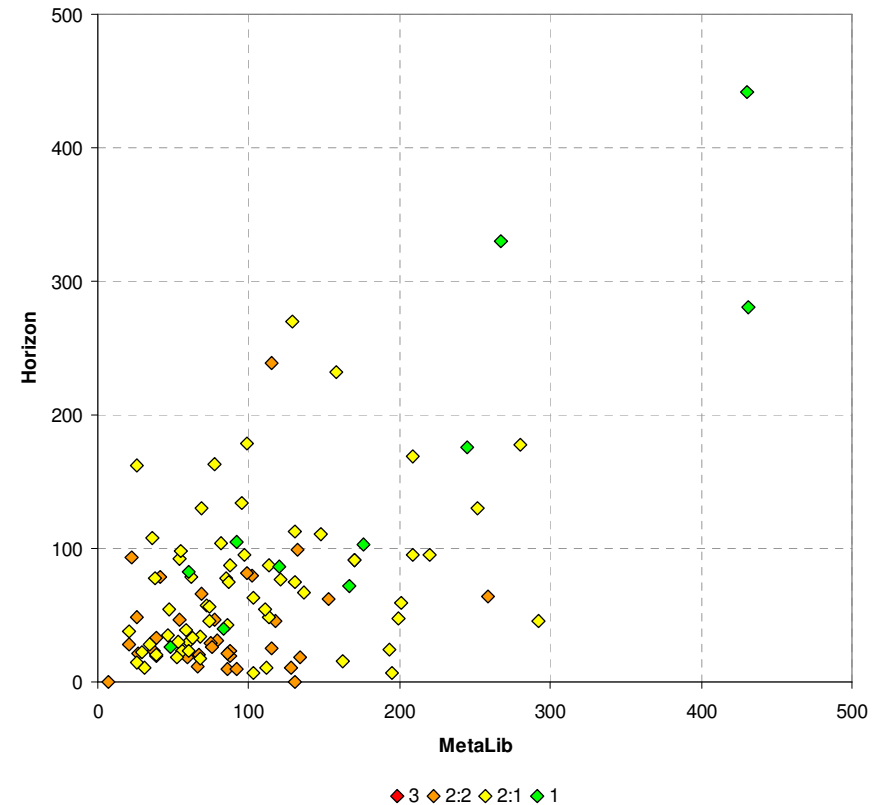
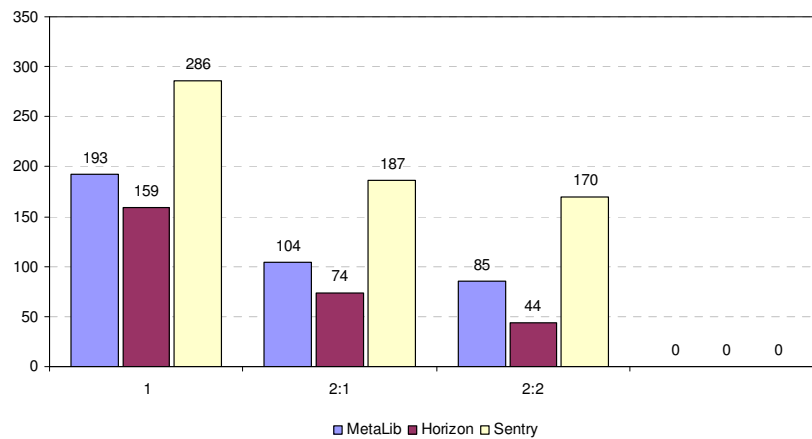
Selected courses by School	
School of Applied Sciences Biology Hospitality	School of Human and Health Sciences Applied Criminology Nursing Studies Physiotherapy
School of Art, Design and Architecture Interior Design Textile Crafts Textile Design	School of Music, Humanities and Media English Studies Media
School of Computing and Engineering Computing Mechanical Engineering Music Technology	The Business School Business Studies Law

Results

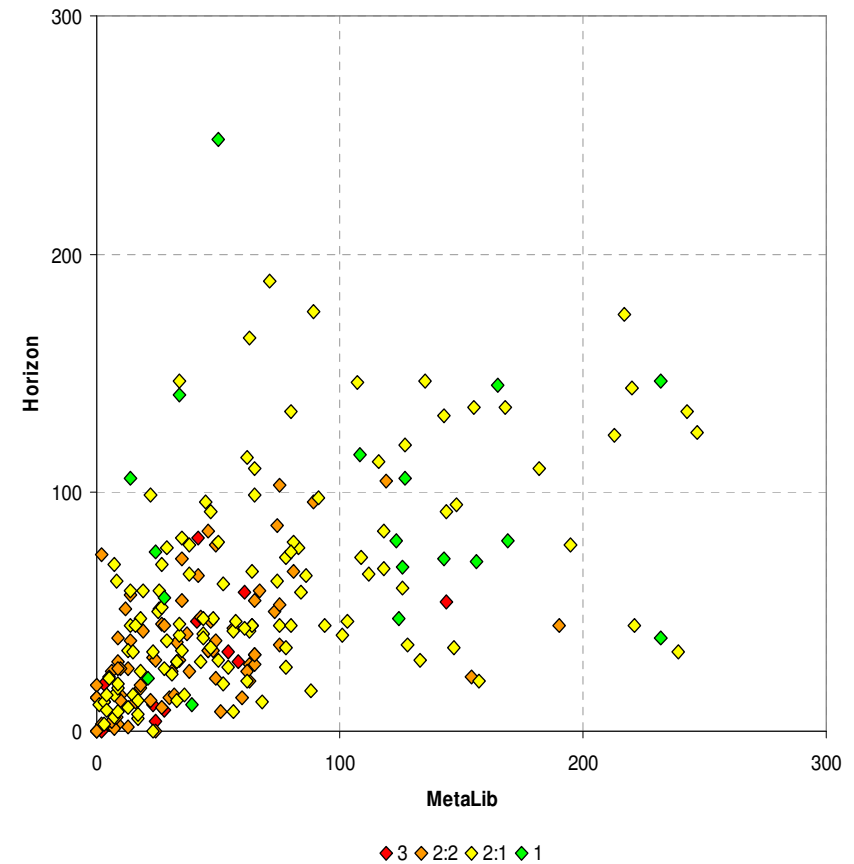
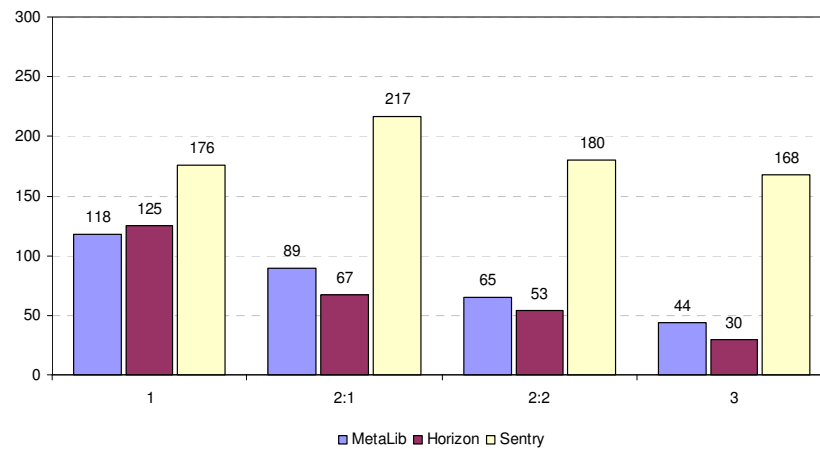


- Analysis of the results consistently reveals a correlation between e-resource use, book borrowing and student attainment
- This appears to be the case across all disciplines

BA English Studies 2007-08 and 2008-09



BA Business Studies 2007-08 and 2008-09



Perceptions of usage

- Emerald and Business Source Premier are seen as successful subscriptions
 - cost per usage is very low
 - overall usage when measured against other resources is high
- In context with no/low usage data for Business courses, usage should be significantly higher
- Further analysis of usage verses impact is needed
- Do we re-evaluate our criteria for renewal/cancellation of resources in the future?

Issues raised and lessons learned



- Acknowledge subject differences
- Not a cause and effect relationship
- Political sensitivity
- Support from senior management
- Support from academic 'champions'
- Be honest about the findings!

Next steps: short term



- Bring to attention of senior management PVC/Schools
- Academic Librarians to work with tutors on courses identified, explore reasons for non or low usage; target courses where usage is unexpectedly low
- Action Plan
- Annual resource statement – agreed with Schools

Next steps: medium term



Action Plan

- Course profiling
- Raise student awareness – targeted promotion
- Raise tutor awareness – training
- Review induction process – students and staff
- Information skills training at point of need
- Target resources allocation
 - Information resources
 - Staffing resources

Potential for collaboration on future research projects

Review progress annually

Acknowledgements



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Thank you



- Any questions?
- Sue White s.a.white@hud.ac.uk
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