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Embedding Sconul Statistics into our work to support decision making.

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Embedding SCONUL Statistics into our work to support decision making

Davina Omar
Director of Library Services
University of West London



This presentation is going to cover things
you already probably do but hopefully
presented in an interesting way

Davina Omar
Director of Library Services
University of West London

Background

Widening participation institution:

- 48% of our students are from black and ethnic minority groups.
- 60% of our students were aged 21 or over on entry.
- 54% of students are from areas of multiple deprivation.

Will be celebrating our 100 years in 2028.

Strong background in practical and career focused courses.

UWL Group spread over 5 main sites across Ealing, Reading and Oxford.

3 physical libraries and 1 digital library.

Around 15,000 students.





Apples and Pears and Bananas



**Library
Services**

Student Support



What is our favourite
statistic to use?

5th out of 26th for
physical loans per user.



What is a startling statistic?

UWL unique ebook title requests per student is higher than journal articles.

What is our least favourite statistic?



2nd in the UK for the reduction in full text downloads since 18/19.

But it is arguably the most useful!

How can a bad statistic help?

Recognising
the issue

Motivation

Proof

Justifying
decisions

Asking for
finance

Conversations

Evidence

The average 'article requests per FTE student' for our comparative group is 59.

We have been bottom of our comparator chart for 2 years, we were 23rd out of 24 the previous year and 21st out of 24 the year before that.

Number of downloads doesn't equal reading or quality of reading.

Discussion points

1. Our pedagogy is to show students to look beyond published journals
2. How much does OA growth contribute?
3. Do we have a higher than average number of resources that are not journal resources or counter compliant
4. Confidence in link resolver
5. Starting point for searches
6. Student knowledge of resources
7. Academics behaviour



Where we use the stats



One off emails to prove a position.



In adhoc meetings external to the library to convince people of things.



In meetings internal to the library as discussion points.



In our annual internal report to Quality committee.



In papers to other committees.



In discussion with senior management.

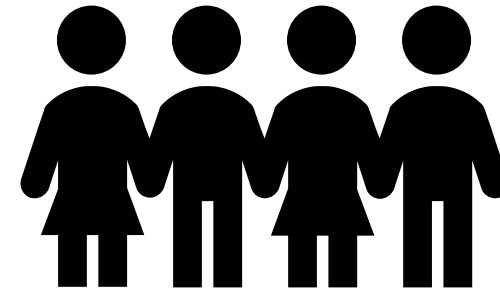


Filling in the form
each year
doesn't equal
realization of
what you are
entering

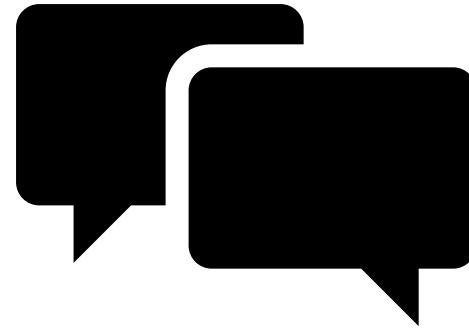


1. What statistics are meaningless to us?

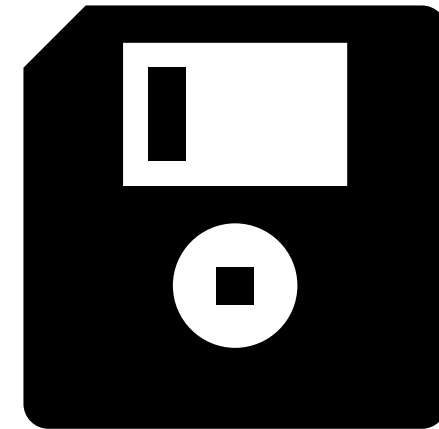
Not important to us or things will never change.



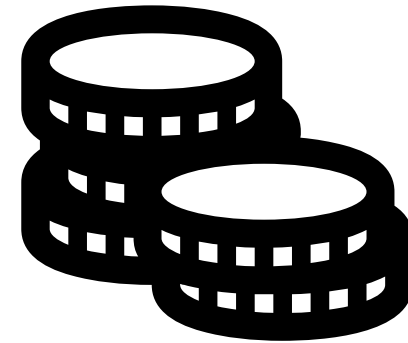
2. What do we just
need to monitor?



3. What will help us understand growth in areas we are moving into?

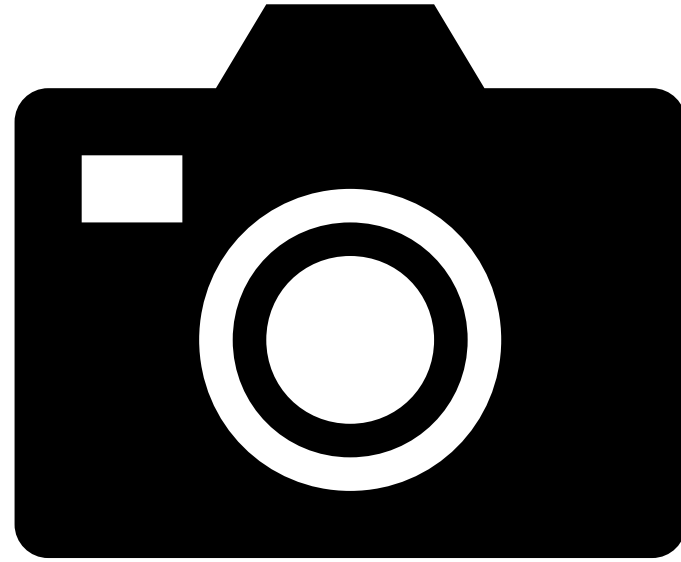


4. What makes us
panic and then
consider if we
need to act?



5. What is consistently checked?

- Library information expenditure per FTE student
- Article requests per FTE student
- Unique ebook title requests per FTE student
- Physical loans per user
- Hours spent delivering training
- Full text in repository
- Study spaces per FTE student



What an amazing profession we are!

- We share knowledge.
- We help each other prove to our institutions where we need investment.
- We understand taking a longitudinal view.
- We collectively work out what is useful to know.
- We can make any statistic work for us 😊

