Making resources work harder

What prompted this research?  

Graham Stoner  

Over the last 10 years we have observed a shift towards e-resources. However, 'problems with access' remain a frequent complaint of students. The results to academic staff have raised all the key issues of users requiring student access to resources with formal library provision. Interestingly, the uniting factor for all students, however, is the need to supplementary visits to the non-library. We will be using focus groups to discover why students visit the library and why they use it.

We are interested in what books they are reading and how they discover what they want to read. We will explore the different ways in which students studying different courses make use of books for study. Deborah Goodall  

The library's work on low/no-use contributes towards maximising the use of resources, and informing university-wide goals, one of which is that two-thirds of students achieve at least the upper second class degrees by 2012-13.

Describe the research.  

DP: We had already collected the usage data, so we just needed to extract details of final grades. An initial check of the data indicated that there were correlations. We began looking for further correlations down to the level of individual courses of study. Specifically, we examined the final three years' worth of usage by the 2007-8 and 2008-9 graduates. We'll be examining the 2009-10 data shortly.

What were the main results?  

DP: When we looked at library usage by all graduates, broken down by grade, we saw a striking correlation between the final grade and both book loans and e-resource usage, suggesting there was an overall correlation with the number of visits to the library. We did see correlations for certain courses.

DP: The graph shows the average usage by the last two years of graduates. On average, those who gained a first-class honours degree borrowed twice as many items and logged into MetaLib (to access e-resources) over three times as much as those who achieved a third-class degree. Also, those who gained a first seemed to have a slightly higher ratio of e-resource usage to item loans than the other grades.

How are you going to use the results now?  

DG: There are quantifiable differences in the resources used by high and low achieving graduates. Library professionals are unpinning some of these differences between various types of student and identifying interventions that can benefit all students. Do high achievers choose 'better' resources, or are they 'better' at choosing resources? Is non-use a resource issue or an academic/information skills issue? The第一名 results to academic staff has raised all the key issues of users requiring student access to resources with formal library provision. Interestingly, the uniting factor for all students, however, is the need to supplementary visits to the non-library. We will be using focus groups to discover why students visit the library and why they use it.

We are interested in what books they are reading and how they discover what they want to read. We will explore the different ways in which students studying different courses make use of books for study. Deborah Goodall  

The library's work on low/no-use contributes towards maximising the use of resources, and informing university-wide goals, one of which is that two-thirds of students achieve at least the upper second class degrees by 2012-13.

Describe the research.  

DP: We had already collected the usage data, so we just needed to extract details of final grades. An initial check of the data indicated that there were correlations. We began looking for further correlations down to the level of individual courses of study. Specifically, we examined the final three years' worth of usage by the 2007-8 and 2008-9 graduates. We'll be examining the 2009-10 data shortly.

What were the main results?  

DP: When we looked at library usage by all graduates, broken down by grade, we saw a striking correlation between the final grade and both book loans and e-resource usage, suggesting there was an overall correlation with the number of visits to the library. We did see correlations for certain courses.

DP: The graph shows the average usage by the last two years of graduates. On average, those who gained a first-class honours degree borrowed twice as many items and logged into MetaLib (to access e-resources) over three times as much as those who achieved a third-class degree. Also, those who gained a first seemed to have a slightly higher ratio of e-resource usage to item loans than the other grades.

How are you going to use the results now?  

DG: There are quantifiable differences in the resources used by high and low achieving graduates. Library professionals are unpinning some of these differences between various types of student and identifying interventions that can benefit all students. Do high achievers choose 'better' resources, or are they 'better' at choosing resources? Is non-use a resource issue or an academic/information skills issue? The第一名 results to academic staff has raised all the key issues of users requiring student access to resources with formal library provision. Interestingly, the uniting factor for all students, however, is the need to supplementary visits to the non-library. We will be using focus groups to discover why students visit the library and why they use it.

We are interested in what books they are reading and how they discover what they want to read. We will explore the different ways in which students studying different courses make use of books for study. Deborah Goodall  

The library's work on low/no-use contributes towards maximising the use of resources, and informing university-wide goals, one of which is that two-thirds of students achieve at least the upper second class degrees by 2012-13.

Describe the research.  

DP: We had already collected the usage data, so we just needed to extract details of final grades. An initial check of the data indicated that there were correlations. We began looking for further correlations down to the level of individual courses of study. Specifically, we examined the final three years' worth of usage by the 2007-8 and 2008-9 graduates. We'll be examining the 2009-10 data shortly.

What were the main results?  

DP: When we looked at library usage by all graduates, broken down by grade, we saw a striking correlation between the final grade and both book loans and e-resource usage, suggesting there was an overall correlation with the number of visits to the library. We did see correlations for certain courses.

DP: The graph shows the average usage by the last two years of graduates. On average, those who gained a first-class honours degree borrowed twice as many items and logged into MetaLib (to access e-resources) over three times as much as those who achieved a third-class degree. Also, those who gained a first seemed to have a slightly higher ratio of e-resource usage to item loans than the other grades.