ASSESSING COURSE RESERVES:
CREATING A LIBRARY-WIDE
ANNUAL REPORT

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University of Maryland Libraries
Ares Virtual Conference
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Implemented Ares in 2008

Hard copy reserves at 6 library service desks, plus self-service kiosks

E-reserves and streaming media integrated with ELMS (Canvas)

Reserves merged with ILL in 2015
Creating Our First Annual Report
Priorities & Goals

- Be visual
- Tell a story
- Highlight trends
- Serve as historical record
- Sustain over time
Annual Report Team

Terrific Trio:
- Austin Smith, data guru
- James Weber, designer extraordinaire
- Hilary Thompson, coordinator and editor

+ input from reserves staff at all sites
Data Gathering & Analysis

First approach:
Wrote specific Access queries, each of which queried fields in multiple tables in the Ares database

Second (better) approach:
Wrote master query to gather all relevant data, then wrote specific queries for this data set
1. Is reserves widely used?

Volume is easy to gather, but it doesn’t tell the whole story.

Compare to institutional data:
- 45% of departments
- 23% of students enrolled
- 4% of courses taught

At a Glance: Instructor-Initiated Reserves

- 80 Departments
- 2-72 Instructors
- 444 Courses
- 8,962 Students
- 4,880 Items

This service served 23% of UMD students, but was used with only 4% of courses taught last year.
2. Who are we serving?

Courses Using Reserves

- 70% of the courses using instructor-initiated reserves are for undergraduates.
- The higher the class level, the more items placed on reserve (especially for hard copy).

Top Departments Using Reserves

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Courses</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>50</td>
<td>690</td>
</tr>
<tr>
<td>MUSC</td>
<td>28</td>
<td>725</td>
</tr>
<tr>
<td>ENGL</td>
<td>26</td>
<td>171</td>
</tr>
<tr>
<td>GVPT</td>
<td>20</td>
<td>254</td>
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<td>ANTH</td>
<td>18</td>
<td>196</td>
</tr>
<tr>
<td>COMM</td>
<td>18</td>
<td>164</td>
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<tr>
<td>ARTH</td>
<td>16</td>
<td>128</td>
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<tr>
<td>ARCH</td>
<td>15</td>
<td>344</td>
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<td>ECON</td>
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<td>148</td>
</tr>
<tr>
<td>WMST</td>
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<td>280</td>
</tr>
<tr>
<td>LBSC</td>
<td>8</td>
<td>204</td>
</tr>
</tbody>
</table>

Number of items per course varies widely.

Low: 1 JAPN 438
High: 114 ARCH 600

Data from Ares only
3. How well are we serving them?

E-reserves:

Turnaround Time
2.4 days on average***
87% available by date needed
***62% decrease from AY 2016, which is a noticeable improvement.

Hard Copy:

Turnaround Time
8.5 days on average
76% available by date needed*
*12% increase from AY 2016, but further improvement still desired.

What Instructors are Saying

"Greatly appreciate having textbooks on reserve for the two large classes I am coordinating."
--CMNS Faculty, 2017 LibQual Survey

"Thank you so much for your help with my course reserves -- many times! Your professional, prompt, and cheerful service is so much appreciated!"
--Architecture Faculty (handwritten note + flower delivery)

"Thank you so very much for your hard work uploading my requested readings this semester. I really appreciate your tirelessness and your responsiveness!"
--Women's Studies Faculty, e-mail message
4. Are the materials being used?

**E-reserves:**

- Student usage is on the rise!
  - 85% used
  - E-reserves used
    - 87,354 times *
    - 81% increase from AY 2016
  - Average use per item:
    - 30.4 times **
    - 53% increase from AY 2016

**Hard Copy:**

- Hard Copy
  - Reserves used
    - 16,301 times
  - Average use per item:
    - 7.7 times

Note: the new usage data collection method, which links Ares and Aleph data by barcode and relies upon collecting data from Aleph each semester, doesn’t allow for historical comparison this year.
Representing Individual Sites

Challenges:

- Different scale
- Different services
- Different staff
- Different workflows
- Different data