Course Reserves

Finding the Middle Ground

Kathleen Lehman
User Experience Librarian
kalehman@uark.edu

Back in Circulation Again Conference
October 11, 2016
University of Arkansas – who we are

- Public land-grant university established in 1871
- Flagship university for Arkansas (like the Madison of Wisconsin)
- ~27,000 students
- Mullins (main) Library + four departmental/branch libraries
- Me: User Experience Librarian / Head of User Services
Limitations
Ways to do Course Reserves

• Don’t
• Only from faculty requests
• From the course lists of required and recommended texts
• From faculty and student requests
Don’t
Don’t

1. Limited budget
2. That’s the norm
3. Back in the day...(we bought our own)
4. Pressure on staffing time/workload
5. Limited space

(Middlemas, Morrison, Farina-Hess, 2012)
DO!

1. Books are for use
2. Students *need* them (every reader his or her book)
3. Why shouldn’t we purchase books with a high chance of use (every book its reader)
4. Save time [and money*] for the students

“Let us seek new ways to serve our patrons and provided them with the resources they need.”

(McDonald and Burke, 2010)
Only from faculty requests

• We knew they were okay with it. (Don’t want to make them upset!)
• They will promote it to their students.
• This is a way to limit the amount spent. Library will buy a copy; instructor can supply more.
From the course lists of required and recommended texts
“Embracing more textbooks and expanding the course reserves had the potential to significantly improve user services in learning and teaching across campus”

“If you expand, they will come: Textbook affordability through expansion of course reserves: the case of UCLA library’s course reserves via strategic partnership with the campus independent bookstore” by Osman Celik and Roxanne Peck in *Technical Services Quarterly, 33*(3), 268-278.
Circulations by Semester

Course Reserves Checkout

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1584</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>2002</td>
<td>1434</td>
</tr>
<tr>
<td>2015</td>
<td>2273</td>
<td>2041</td>
</tr>
<tr>
<td>2016</td>
<td>0</td>
<td>2075</td>
</tr>
</tbody>
</table>
Circulations by Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1584</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>2002</td>
<td>1434</td>
</tr>
<tr>
<td>2015</td>
<td>2273</td>
<td>2041</td>
</tr>
<tr>
<td>2016</td>
<td>0</td>
<td>2075</td>
</tr>
</tbody>
</table>
Fall 2013

- Total Items: 910
- Total Titles: 825
- Total Checkouts: 2212
- Total Reserves by Librarian: 434
- Total Reserves by Professor: 391
- Total Checkouts for Librarian Items: 454
- Total Checkouts for Professor Items: 1758
  - Of this 1758 for Professor Items, 1020 (58.02%) checkouts were shared between 22 items
- Percentage for Librarian item circulation: 20.53%
- Percentage for Professor item circulation: 79.47%
Spring 2014

- Total Items: 409
- Total Titles: 455
- Total Checkouts: 709
- Total Reserves by Librarians: 172
- Total Reserves by Professors: 237
- Total Checkouts for Librarians: 235
- Total Checkouts for Professors: 474
- Total Circulation % for Librarians: 33.15%
- Total Circulation % for Professors: 66.85%
From the course lists of required and recommended texts

   Tony Greiner, 2010, Portland Community College

<table>
<thead>
<tr>
<th>Location</th>
<th>2 Hr. Reserves Circulation</th>
<th>Percentage Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2009</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Cascade Library</td>
<td>4470</td>
<td>6051</td>
</tr>
<tr>
<td>SE Center Reserves</td>
<td>391</td>
<td>823</td>
</tr>
</tbody>
</table>

2. “Textbooks on Reserve: A case study”
   Molly Murphy, 2013, University of Oklahoma
From faculty and student requests
From faculty and student requests
## Circulations per item

<table>
<thead>
<tr>
<th></th>
<th># of Items</th>
<th>Circulations</th>
<th>Circs/ item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>910^</td>
<td>1584</td>
<td>1.7</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>409^</td>
<td>1434</td>
<td>3.5</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>685*</td>
<td>2002</td>
<td>2.9</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>533*</td>
<td>2041</td>
<td>3.8</td>
</tr>
<tr>
<td>Fall 2015~</td>
<td>323*</td>
<td>2273</td>
<td>7</td>
</tr>
<tr>
<td>Spring 2016~</td>
<td>189*</td>
<td>2075</td>
<td>11</td>
</tr>
</tbody>
</table>

^ Actual count excluding “permanent” reserve items
* Estimated from request forms, catalog records, and correspondences
~ Semester in which we were capturing student requests
Lessons learned

1. Faculty are the key promoters of course reserves
2. The effort of the all-in roundup at University of Arkansas did not pay off
3. Even students who requested course reserve books did not come back once we had them (did we take too long?)
References


