



Assessment Annual Report

Service or Collection

Course Reserves

Fiscal Year

FY23 (July 2022 - June 2023)

Overview

This fiscal year has been about strengthening and streamlining our course reserves processes. Our print reserves service continues to rebuild after being forced to shut down for the pandemic, and our controlled digital lending (CDL) program is moving towards being a regular service. We did incredible things during the pandemic to serve the needs of our student body via the creation of our CDL collection. Everyone, from student workers to department heads, pitched in to research, scan, and upload materials so that education would not be interrupted. However, this is the year the CDL program has had to tackle long-term sustainability and grow into a more nuanced and intentional program. It's not feasible to maintain an "all hands on deck" mentality, and we have taken careful steps to keep from overpromising what our program can do.

We are carrying on what we learned from the pandemic changes. Specifically, there is a need for the library to provide digital reserves beyond what is available from our vendors, while maintaining a robust print reserves collection. The work to provide these services has continued and evolved this year. LEAD staff have consulted with many people across multiple departments. Staff have finessed processes from start to finish - from the acquisition of the items, to their processing, to delivery to students and faculty. Although there is work to be done to improve educational and outreach efforts, materials continue to be heavily used by students.

Strategic Significance:

Goal 1. Emphasize High-Quality Services and Expertise

We continually reiterate and improve our course reserves service. Our department has deep collaborative relationships with RAS for aspects of processing materials, and is developing relationships with external university partners, such as Disability Access Services.

Goal 3. Reward Experimentation and Support Continuous Improvement

We experiment with new ways to process materials and to continually improve our ability to provide high-quality resources to students.

Goal 4. Practice Active and Respectful Stewardship

A focus of the year has been to divide workload and prioritize work in a way that is healthful and sustainable.

Takeaways:

- This is the first year where LEAD had two full-time staff focusing on course reserves, as well as two additional staff temporarily assigned to focus on auditing and improving previously-scanned items for CDL. This doubled our processing capacity and led to great progress towards holistic training of our student employees, improved production standards, and a faster turnaround time.
- We developed a more robust marketing plan for our course reserves program. The two most useful materials have been the delivery of a quarterly reminder email to faculty, and a "Textbooks 101" flier available at the front desk and outreach events. The responses we've received for both of these items demonstrate that students and faculty are interested in learning more about course reserves, but don't always know the best way to find out that information.
- The Hachette v. Internet Archive case was resolved in favor of book publishers, leading many to question the future of digital reserves via controlled digital lending. In consultation with OSU legal counsel, we reaffirmed that our processes are in compliance with United States copyright laws, and are a reasonable exercise of our rights.
- This year we completed the [Course Reserves Accessibility Task Force](#). This investigated the equipment and FTE requirements for remediating our scanned materials so they are fully screen reader accessible.

Key Decisions:

The print reserves collection moved from an accession number organizational system, to using the Library of Congress classification system. This improves services for patrons, as staff are able to find updated editions more easily.

The Course Reserves Accessibility Task Force completed work this year and [provided recommendations](#) for the equipment and FTE that would be necessary to ensure all scanned materials, including digital reserves for the CDL program are processed in a way to improve digital accessibility, and created in a timely manner.

LEAD and RAS began to take steps to collaborate to streamline CDL processing. RAS will be taking on processing the physical items (cataloging, disbinding and scanning) and LEAD is focusing on training student employees to process the scans.

Next Steps:

Our print reserves collection is still underutilized compared to pre-pandemic years. However, students still want print materials, so it's possible they don't know they have access to these resources. In upcoming years, we hope to see more marketing and outreach efforts about our course reserves service. This would require support from other departments (e.g., graphic design services in Admin) to help with marketing strategies and education.

Remediating inaccessible materials to be more digitally accessible is a time-consuming, expensive process. As our distance education program expands, we anticipate that desire for electronic library materials will only increase. Fulfilling these needs through course reserves will require additional resources, particularly for accessibility remediation for scans, and we believe additional, dedicated FTE is the most cost-effective way to achieve it. We are building our capacity to provide more accessible electronic resources, but it's unknown if our internal growth can match external demand.

There are other technical issues that we need resources and potentially time to resolve. The Alma Viewer (the software we use to supply our CDL texts) is known to be fundamentally inaccessible to screen reader users. At time of writing, Ex Libris has not acknowledged there are accessibility issues. Although we have created workarounds, we should consider investigating other options for providing access to our CDL collection. This would require staff time to research what is available, and potentially require programming expertise to create a program that works for our needs.

Assessment:

Print Reserves

Checkout data from 1 July 2022 - 30 June 2023 was retrieved from Alma Analytics.

- 516 items are on print reserve
- These items were circulated 1,797 times
- On average, books were checked out 5 times (max = 63, min = 0)

Pre- and Post-Pandemic Closure Comparisons

Due to the timing of pandemic closures, we cannot get a full year's comparison between pre- and post-pandemic print reserves usage. Instead, we compared checkout data for 1 Sept 2019-31 March 2020, and 1 Sept 2022-31 March 2023.

- Pre-pandemic, print reserves averaged 38.2 checkouts per book (max 280, minimum 1)
- Post-pandemic, print reserves averaged 7.5 checkouts per book (maximum 54, minimum 1)
- Overall, each book had 30 fewer checkouts this year compared to pre-pandemic

CDL Reserves

Our reserves scanned for the CDL program were originally uploaded as individual chapters, which artificially inflates usage data. We have been slowly correcting this so that these items appear as full books, but this means we are unable to get data about the whole collection for this time period. At the time of this report, approximately half (296/659) of the scanned books are available in full, and any data collected has been narrowed down to time frames which represent individual checkouts. This means the data is now artificially *decreased*. See Appendix A for detailed information about these calculations.

Of the 231 books where we could get "per checkout" data, none was unused¹. Each book received an average of 169 views during the 6 month span (range from 5132 views to 1 view). 81 books had more than 100 views during that span; 61 books had viewer than 10 views. The majority of books (128/231) had over 10 people who attempted to view the material but were denied access. Denial of access could be caused by not being logged in before attempting to open a link, or it could be caused by access capacity already being reached. Therefore, it's possible that in some cases the number of online books was not sufficient to support the number of people trying to access the material at that time.

¹ One text had 0 views, but a patron attempted to view it twice and was denied.

We are pleased materials are being used by students, even if it will take some time for print reserves to return to their usage levels. In the future we would like to continue to explore usage trends, including comparative data between student-initiated and faculty-initiated requests and what colleges are represented. We can use this data to improve outreach and communication in the university about our course reserves offerings.

Respectfully submitted,

Sagan Wallace

Signature of the person (or persons) who prepared this report

July 31, 2023

Date submitted

Attachments

Appendix A: Assessment Data

The data used in this report can be [downloaded via this link](#). Each tab references different data.

Print Reserves Checkouts

An Analytics report was generated to count the number of print reserves checkouts that occurred from 1 September 2022 - 31 March 2023.

PrePost Print Comparison Data

An Analytics report was generated to display the number of checkouts from pre-pandemic closure (1 September 2019-31 March 2020) and post-closure (1 September 2022 - 31 March 2023). The data was then filtered to only display data for books that existed during both time periods (updated editions were considered the same book). The difference between the data was calculated in Column F, with a negative number indicating lower usage after the closure.

Scanned Reserves Usage Raw Data

An Analytics report was generated to display the number of views each digital item received 1 September 2022 - 31 March 2023. This tab displays the results of that analysis.

Scanned Reserves Usage Clean Data

The data referenced above was manually cleaned up to remove any views that occurred before a book was changed to a single representation.

Scanned Reserves Usage

The data was further reduced to display only books that could be considered "individual checkouts". The date listed in Column F indicates the date at which the book was converted. Therefore some books only had data collected for a subset of the school year.