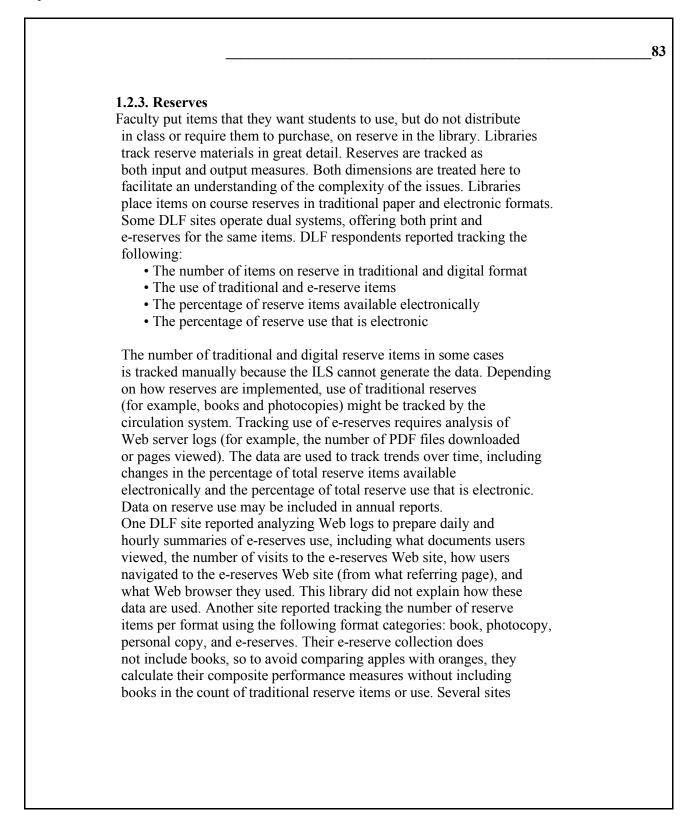**Instrument 16**
Data of traditional and digital reserve items

This type of data can be obtained from the systems use in the library, the type of data for usability assessments is presented here.

1.2.3. Reserves

Faculty put items that they want students to use, but do not distribute in class or require them to purchase, on reserve in the library. Libraries track reserve materials in great detail. Reserves are tracked as both input and output measures. Both dimensions are treated here to facilitate an understanding of the complexity of the issues. Libraries place items on course reserves in traditional paper and electronic formats. Some DLF sites operate dual systems, offering both print and e-reserves for the same items. DLF respondents reported tracking the following:

• The number of items on reserve in traditional and digital format
• The use of traditional and e-reserve items
• The percentage of reserve items available electronically
• The percentage of reserve use that is electronic

The number of traditional and digital reserve items in some cases is tracked manually because the ILS cannot generate the data. Depending on how reserves are implemented, use of traditional reserves (for example, books and photocopies) might be tracked by the circulation system. Tracking use of e-reserves requires analysis of Web server logs (for example, the number of PDF files downloaded or pages viewed). The data are used to track trends over time, including changes in the percentage of total reserve items available electronically and the percentage of total reserve use that is electronic. Data on reserve use may be included in annual reports. One DLF site reported analyzing Web logs to prepare daily and hourly summaries of e-reserves use, including what documents users viewed, the number of visits to the e-reserves Web site, how users navigated to the e-reserves Web site (from what referring page), and what Web browser they used. This library did not explain how these data are used. Another site reported tracking the number of reserve items per format using the following format categories: book, photocopy, personal copy, and e-reserves. Their e-reserve collection does not include books, so to avoid comparing apples with oranges, they calculate their composite performance measures without including books in the count of traditional reserve items or use. Several sites

provide or plan to provide audio or video e-reserves. Only time will
tell if they begin to track formats within e-reserves and how this will
affect data gathering and analysis.
DLF respondents also mentioned tracking the following information
manually:
  • The number of reserve items per academic department, faculty
  member, and course number
  • The number of requests received per day to put items on reserve
  • The number of items per request
  • The number of items made available on reserves per day
  • The number of work days between when the request was submitted
  and when the items are made available on reserves
  • The number of pages in e-reserve items
Data about the number of requests per day, the number of items
per request, and the amount of time that passes between when a request
is placed and when the item becomes available on reserve are
used to estimate workload, plan staffing, and assess service quality.
The number of pages in e-reserve items is a measure of scanning activity
or digital collection development. It is also used as the basis for
calculating e-resource use in systems where e-reserves are delivered
page by page. (The total number of e-reserve page hits is divided by
the average number of pages per e-reserve item to arrive at a measure
comparable to checkout of a traditional reserve item.) No indication
was given for how the data on reserve items per department,
faculty, and course were used. If converted to percentages, for example,
the percentage of faculty or departments requesting reserves, the
data would provide an indication of market penetration. If, however,
the data are not used, data collection is purposeless.

Source: Covey, D. T. (2002). *Usage and usability assessment: Library practices and concerns*.
Washington: Digital Library Federation, Council on Library and Information Resources. Available OA at:
https://www.clir.org/wp-content/uploads/sites/9/pub105_57d70f701af96.pdf