

ebrary's Global eBook Survey

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In Spring 2007, ebrary conducted an informal survey to better understand the digital content needs of the library community. We received such an overwhelming response from librarians and informational professionals throughout the world that we decided to share the results.

The survey questions were developed by ebrary's marketing organization and were originally intended for internal use. The survey was created using an online tool called Survey Monkey.

Librarians of all types, from all over the globe, were invited to participate in the survey. It was primarily promoted via ebrary's newsletter distribution list, which reaches approximately 7,000 librarians and information professionals in the U.S., and 6,000 librarians and information professionals in the rest of the world, representing approximately 2,600 individual institutions.

A total of 583 respondents from 552 individual libraries completed our survey. All survey participants received complimentary, one-year access to ebrary's Library Center, which features over 75 full-text eBooks spanning topics such as digital library development, general collection development, and the history of libraries and librarianship, as well as illustrated guides from the U.S. Library of Congress.

We truly appreciate the overwhelming response from all survey participants. We'd like to extend a special thank you to Allen W. McKiel, Ph.D., Director of Libraries, Northeastern State University, who was kind enough to review the survey results in detail and help us present the findings in the most meaningful manner. Allen's insightful analysis precedes the survey results.

We hope that you find the results of our informal survey interesting and helpful. If you have any comments or questions, please email marketing@ebrary.com.

Sincerely,

The ebrary Team

SURVEY ANALYSIS BY ALLEN MCKIEL, DIRECTOR OF LIBRARIES, NORTHEASTERN STATE UNIVERSITY

Introduction

This article reviews, analyzes, and otherwise ruminates about the informal survey that ebrary conducted in March 2007 about e-content. Some folks at ebrary have asked me to provide a librarian's perspective on the responses from the survey. We have what I consider to be a mutually productive, professional relationship. I am the Director of Libraries for Northeastern State University in Oklahoma and have been a member of ebrary's Technical Advisory Board since its inception. They let me ramble on about e-content in an ongoing attempt to influence their product development. Hopefully, ebrary finds something useful that will benefit its ability to serve libraries. I enjoy the role. The company is engaged in a serious effort to expand access to information. They are also delightful people to be around.

ebrary did not anticipate the level of response from the survey. It was designed informally with a lot of open-ended questions that provided a massive amount of individual responses. They asked me to review the responses. After helping to sort through the data, they asked me if I would be willing to share my perspectives in an article. I have not lately (nor perhaps ever) been accused of being shy about sharing my opinions. Hence, you have this article. I will progress through the survey a section at a time.

Overview of survey respondents

(See Overview of Survey Respondents in the survey results)

Librarians from 552 institutions responded to the survey out of 2,600 institutions invited, an institutional participation rate of 21%. The sampling of opinion and thought is roughly representative of the variety of responses available among librarians on the topics. The patterns in the responses provide some indication of the likely majority perspectives. More importantly, however, they are generally instructive for better understanding the phenomenon because they provide a variety of perspectives. An effort to make sense out of the data advances understanding.

Academic librarians comprised the overwhelming majority of the respondents (77%). Data on the percentages of library types invited to participate are not available, consequently neither is the relative interest that the response rates from the types of institutions would provide. However, it would in my view be expected that academic libraries would be more interested in the survey because of the obvious suitability of an indexed collection for research. Public libraries (4% of the responses) fulfill research needs for their patrons, but they serve a much higher proportion of their patrons with content that is read cover to cover, much of it fiction. The primary mission of an academic library is the provision of content for research and teaching. Corporate (6%), government (5%), and special libraries (3%) are all counted as special libraries. Taken together they provided 14% of the responses. They also have research concerns for which an indexed collection of e-books could be useful. However, they have more focused research needs than the broad usefulness of e-books to an academic community. The higher percentage of academic responses and the fact that I am primarily familiar with academic libraries necessitate that this report will be biased toward the academic library perspective.

Usage of e-books

Acquisition

(See Question 1 in the survey results)

Of the respondents surveyed, 88% answered that they own or subscribe to e-books and nearly half of the respondents (45%) have access to more than 10,000 e-books. Because of the variety of marketing models, it is not easy to understand what this means in dollars spent. If the books were purchased in print, it represents approximately \$420,000* of access given \$42 as an average cost for an academic title—Northeastern State University (NSU) purchased 2,373 books in 2005/6 at a cost of \$98,486, an average of \$41.50 per book.

*All prices are in U.S. dollars

SURVEY ANALYSIS, CONTINUED

Patron Access

(See Question 2 in the survey results)

The respondents confirmed what I believe most librarians know about access to e-books. The primary path to e-books for students and faculty is the OPAC. For librarians who are troubled by the misuse of Google and the subsequent erosion of reliance on the wealth of more curriculum-relevant resources provided by the library, this is a comforting fact. The catalog for this purpose is still the center of the information universe. For those who appreciate the power of the new search tools provided by aggregator interfaces to e-books, this finding indicates possible underutilization of a powerful tool.

Overall Usage

(See Question 3 in the survey results)

If you interpret fair as good, then 78% of the respondents described e-book usage at their libraries as good to excellent, which is good. If you interpret fair as not so good, 59% of respondents found e-book usage only fair to poor. Many librarians are aware that e-book usage is not what it should be. My conversations with students concerning difficulties with e-books and a 4% discrepancy in their usage at NSU indicate to me that there is a problem. Print books are preferred by a 4% margin over electronic books by patrons. Print is used 89% of the time even though they comprise 85% of the collection. At 15% of the collection, e-books are used about 11% of the time. I believe that there are two related issues that account for most of the negative experiences and the underutilization.

The first issue is a lack of understanding of the strength of the research nature of the e-book collection. Students are judging e-books as inferior to finding and using regular books—a process that they understand well and find easy to do. They also judge e-books inferior to books because of the portability and ease of use for reading print books. It is a process they also understand well and favor over reading an e-book. The e-book collection is not primarily purchased as a collection of books that would be read cover-to-cover. Student attitudes concerning e-books will likely improve as they come to understand that the e-book collection at this juncture is primarily a research collection that comes with a new set of research tools. Until e-book reading devices are preferred to printed books and are commonly available, the e-book collection will not be seen as preferable when the intent is to read an entire work.

The second issue is related to the first. It concerns difficulties with the interface to the collection. Students are often just deposited into the interface without warning. The catalog is their entry point. They were likely looking for print books. When they attempt to use e-books they expect them to be as easy as print books to access. The interfaces to e-books are fairly robust and complicated tools not easily tamed by intuitive visuals. They are also works in progress. For example, use of e-books is further complicated by the frustration many students have dealing with the different print and copy procedures that accompany the three types of file formats available in some databases.

This situation calls for comprehensive instruction. Aggregated e-books are new and powerful tools that are not well understood by a majority of students and faculty. If they knew better how to use them, I believe they would be more likely to respond in a manner similar to the 6% who felt e-book usage overall was excellent.

Usage Drivers

(See Question 4 in the survey results)

This is a reiteration of the earlier question concerning patron access. The question can be understood as asking how students become aware of e-books. The OPAC is the primary access point to and the primary driver of e-book usage. Recommendations from professors and staff and the library website show up as secondary drivers in the responses. Instruction was not one of the choices; however, some of those answering “professor and staff recommendation” may have been thinking of instruction. There are other factors that may compel a patron to use e-books that were not available in the response selection and a write-in was not available to collect open-ended answers. A percentage of the respondents would likely have commented that the power of the vendor interfaces as research tools and the 24/7 availability of the collections were drivers for experienced e-book collection users.

Usage Inhibitors

(See Question 5 in the survey results)

A fairly clear set of perceptions emerges for the choices presented. For most of the respondents, “Lack of awareness” is the primary inhibitor of e-book usage. Second place is nearly shared by “Difficult to read,” “Difficult-to-use platforms,” and “Lack of training.” Instruction is the remedy for all of the primary and secondary inhibitors except “Difficult to read.” This likely represents the preference for reading a print book particularly if reading the entire work. The remedy is a universally available reading device that competes favorably with the printed book for portability and readability.

eLibrary’s analysis team noticed that although the catalog was identified in an earlier question as the main way that patrons find e-books, “Low use of the catalog” was not seen by most as a significant inhibitor. I believe this demonstrates an underlying awareness among librarians that the catalog is at present the primary way that students find e-books. It is doing a better job promoting e-books than anything else. However, the OPAC is not the best interface for e-books. E-books need to be integrated into the catalog, but students need to know about the research nature of the e-book collection and they need to know how to use the e-book aggregator interfaces.

Usage Statistics

(See Question 6 in the survey results)

The primary purpose of usage statistics for librarians has traditionally been as an aid to acquisition decisions—i.e. Renewal (59%), Budget allocation (59%), Title acquisition (53%). These were the top three responses in the survey in the question asking what decisions were influenced by usage statistics. Training (33%) took last place in the options provided. A minority of respondents acknowledged a connection between usage and training. Low usage may indicate a need for training or promotion. As instruction in the use of the expanding information sphere ascends in importance in academe, and as it becomes comprehensively and systematically integrated into the curriculum, usage statistics will also likely become more important as a measure of the effectiveness of instruction. The proliferation of library procured databases with diverse interfaces to data requires enlisting usage statistics to assess the viability of the purchase but also as an indicator for instruction. In cases where usage is low, instruction rather than cancellation might be the remedy.

Integration

(See Questions 7 & 8 in the survey results)

At 81%, the overwhelming response to the importance of integration of e-books with other library resources and information on the web was that it was “very” important. With respect to how libraries are currently integrating e-books into their electronic resources, the open-ended responses have been summarized into five categories and arranged in order of percentage of responders in each—OPAC (54%), Web pages (53%), Federated searching (17%), Instruction (5%), and Linking (4%). The OPAC, the library website, and federated searching are the most commonly understood integration points. The OPAC integrates e-books into the traditional book collection through a method already well understood by librarians and patrons. Placement on the library website provides direct access to the vendor e-book interface. (Some of the comments refer to the location of the link on the library website—i.e. A-Z listings of databases, subject lists of databases.) Integration into federated searching is conceptually attractive; but the weak third position betrays a lack of faith in its efficacy. Federated search engines have a ways to go before they deliver the promise latent in the concept, particularly when mixing formats—i.e. e-journal articles and e-books.

The fourth category, instruction, with only 5% of the responses is a fairly small showing. However, the question focuses attention on the web-based search tools—“How does your library currently integrate its electronic resources?” Most academic library training at this point is not on the web. It is not viewed by many as an electronic resource. Nevertheless, the low number of librarians who saw instruction as an essential integration concern, like the previous question on the application of usage statistics, demonstrates that it is a new kid on the block of library concerns.

Finally, a number of the responses seem to refer to ways in which individual e-books could be accessed through durable links—i.e. in Blackboard, course reserves, and reading lists. Linking rather than copying is becoming more common.

Purchase drivers and inhibitors

Purchasing from Publishers

(See Question 10 in the survey results)

This was another completely open-ended question. When asked to comment on when it makes sense to purchase e-books directly from publishers, content (54% of responders) and pricing (29% of responders) compete as the underlying drivers for purchasing decisions between publishers and aggregators. Librarians purchase or subscribe from publishers or aggregators via consortia or individually with an eye on cost. However, content is the primary concern. Librarians are mandated to purchase materials that are relevant to the needs of faculty and students. The expenditure of funds is optimized through balancing cost and perceived effectiveness at addressing curricular needs. When librarians provide a one-word respond, price, it does not mean that it is divorced from the content concerns.

A third driver is the effectiveness of the technology (15% of responses). The best content at the lowest price is only worth having to the extent that the technology of delivery makes it usable for faculty and students. It is less prominent in this question probably because the distribution technologies among providers of content are not perceived as critically different. The responses probably assume that purchasing directly from the publisher will meet competency expectations for e-book delivery technology and that a significantly better delivery technology would be a reason to purchase directly assuming content and cost concerns were met.

Duplicating Print and Electronic Titles

(See Question 11 in the survey results)

A strong majority, 74% of the respondents, indicated that they prefer not to duplicate the purchase of print and electronic titles. 20% indicated that they purchase both electronic and print titles for certain subject areas. The focus on subject areas in the open-ended part of the question sidetracked the issue. It hinders open-ended responses for reasons that are independent of subject. Respondents provided a very diverse set of subjects. No obvious subject areas emerged from the data as front runners. The wide array of subjects in the responses indicates that decisions to purchase both electronic and print titles are not driven primarily by subject.

Three other reasons surfaced in the open-ended responses that are probably closer to the actual motivations for duplicating. First, certain programs require print—i.e. core reading. Some programs require electronic—i.e. distance courses. Second, some faculty and students request a particular format—i.e. a history professor might want students to read a complete work. And third, some librarians responded that they purchase duplicates when usage is high.

Preferred Acquisition Model

(See Question 12 in the survey results)

The top two acquisition model preferences were the purchase model (59%) and subscription (55%). It is interesting to note that both the purchase and subscribe options received over 50% of the selection. Librarians were asked to select all that applied so some of the librarians selected both purchase and subscription models as preferred models. However, nearly half of the respondents selected one or the other and made an exclusive choice. Patterns that emerged from the 60 responses in the “other” selection provide insight into the motives for model selection and reinforce the theme that appeared in earlier questions. Content and price interplay as co-motivators with content as the primary driver.

The 60 responses were sorted into 12 categories (see list associated with Question 12 in the survey results). They all refer to content and price, or both. The preference for either the subscription model or the purchase model in my view depends primarily on the content needs of the institutions. It is reasonable to associate control of access to and specific selection of content as motivations associated with respondents who prefer the purchase model. Quantity and breath of content are likely motivators associated with the subscription model. I suspect that institutions which are heavily research centered have a stronger need for specificity than those focused more on teaching and general education. In either case, content concerns are primary with price determining the model for optimizing access to quantity.

I suspect that the lower number of responses for the patron driven model (24%), pay-per-use (22%), and lease-to-own (18%) have to do mostly with a lack of familiarity with the models as options in the content/price optimization calculation. In general, librarians are very familiar with both purchasing and

SURVEY ANALYSIS, CONTINUED

subscriptions procurement. The written responses included nine additional suggestions for models, which I believe is further evidence of a desire to optimize the content/price purchasing factors through whatever method is most effective for an institution's content needs.

Are e-book models confusing?

(See Question 13 in the survey results)

Many of the 80% that find e-book acquisition strategies at least somewhat confusing are likely referring to the options that are available or being discussed beyond those associated with purchasing print books or subscribing to journals. Most librarians are very familiar with the purchasing and subscription models that are associated with print. They are less familiar with the new models associated with e-books—i.e. patron driven, one person viewing at a time, lease-to-own, and pay-per-view.

There are additional reasons for confusion. Librarians may understand the conditions of the models well enough. However, access to and preservation of e-content are not settled issues. The ramifications under the increased variety of acquisition models may not be well understood. Local institutional access vulnerabilities increase for vendor supplied e-content because it is subject to the vagaries of budgets. The sense of permanence and control of access provided by physical collections is not apparent in electronic access. If purchasing of print slowed or stopped for a period of time, the physical collection still remained intact and accessible. A cessation of funding under a fully e-content library would discontinue subscription access. Some see a possible advantage in this. It makes it harder for the library funding to be cut because of how painfully obvious the loss becomes. However, there is no institutional track record for this scenario. The uncertainty adds to the feeling of confusion concerning e-content acquisition. It is difficult to assess how much options that hedge against budget cuts might be worth. Even if the short-term vulnerability were addressed, the long term viability of marketplace e-content provides another level of ambiguity. Certitude with respect to access in perpetuity waits for the implementation of cooperative preservation across aggregators, publishers, libraries, governmental agencies, and private interests.

Subscription Model Concerns

(See Question 14 in the survey results)

Respondents ranked price and content first and second respectively as factors important to subscription decisions. The single-user concern was ranked third. I view it as both a technology issue and a pricing/content issue because it uses technology to artificially restrict access, which is counter-intuitive to the purpose of using technology to increase access at lower costs. Currency of the collection is forth. It is another content issue. And fifth is another pricing concern, the type of pricing model. The point spread among these top five response averages is only .25 (1.54 to 1.79 with 1 being most important in a scale of 1 to 5).

16% of the respondents, 89 of 535, contributed a comment in the "other" category. Since content and price issues were addressed as options in the question, the volunteered responses provided nuances that the respondents felt were not addressed in the question options—i.e. "relevance to user needs/programs," "consortia agreement," "overlap/uniqueness," "recommendations," "choosing specific titles," "bibliographies," "content updates." Sixteen comments reiterated that content must be relevant to user needs and programs. Most of the "other" comments dealt with greater specificity of choice, a concern that may be related to its being the weakness of the subscription model. Seven responses addressed lower prices in the consortia agreements. Taken together the content and price concerns indicate that librarians want greater selection to address student and faculty need at lower prices—major surprise.

The primary technology issues, accounting for 16 out of the "other" comments, concerned ease of use and functionality of the interface. One specified concerns for ease of use with respect to format (i.e. PDF, HTML, plain text) and printing. This is notable because the file formats require different nuances of the print and copy commands and can be a source of frustration for patrons. Remote access garnered six votes with one noting that 60% of their usage is off campus. Reiterating comments from earlier questions, some were concerned with integrating e-books into the OPAC, federated searching, and link resolvers (i.e. MARC, Open URL compliance, SFX). Another concern for standards that two mentioned was COUNTER-compliant usage statistics.

SURVEY ANALYSIS, CONTINUED

Purchasing Model Concerns

(See Question 15 in the survey results)

Price and content are again joined at the hip when librarians are asked to rank issues relevant to the purchasing model for e-books. The price of the collection and the subject of the titles are tied as the primary concerns with an average rank of 1.52 on the scale of 1 to 5 where 1 is most important. The primary directive for librarians is to optimize the availability of curriculum relevant materials. The single-user issue again ranks third and title currency is fourth. The subject area concern is slightly higher in the purchase model (“title selection” from the purchasing model—1.52 vs. “depth of collection” from the subscription model—1.59). The number of respondents commenting using the “other” factor dropped nearly in half, 43 out of 537. Nothing significantly different from the “Subscription Model” is apparent to me in the open-ended responses.

Some folks at ebrary commented about the low relevance score for publisher—2.43. My view is that the value of the publisher’s reputation in providing quality content is associated with the peer review process. The relative positioning of publishers because of reputation is less significant than subject area relevance. Publishers may provide status to individual faculty when they publish because of the publisher’s reputation; however, the volume of publication and the amount of citations to a work occurring in peer-reviewed publications is probably of more value to tenure and promotion. Faculty opinion is also more important in the acquisition process. Librarians will purchase whatever titles members of the faculty indicate are relevant to the curriculum regardless of the publisher reputation. Publishers may be considered significant to purchasing to the degree that they exercise dominance in a subject area (i.e. Elsevier and science). The dominance is not generally considered library-friendly—a monopoly by any other name.

Interlibrary Loan

(See Question 16 in the survey results)

A majority of the respondents (59%) are somewhat to very concerned about interlibrary loan in the context of e-books. This does not necessarily mean that the respondents believe that libraries should have the ability to pass on their access rights to another library. It likely means that some librarians are concerned about access to “everything” for researchers. This after all is the primary mandate for librarians—providing access to the information resource needs of students and faculty. Interlibrary loan has been the mechanism by which librarians could reach beyond the limited resources of their institutions to support research. Librarians striving to fulfill this need are concerned that the e-book distribution models may not provide a parallel mechanism. I think pay-per-view models may eventually fill this need. Theoretically “everything” could become available. Libraries would pay for the access determined by students and faculty use. A mixture of models could coexist. Optimal institutional access to some collections might best be served through purchase, others through subscription, and some through pay-per-view. Students and faculty might have information resource allowances from their institutions for resources for which purchase or subscription models were not optimal for the whole of the institution.

Linux

(See Question 17 in the survey results)

A significant percentage of the librarians (44%) are somewhat to very concerned about Linux as a platform in the context of e-content. The relationship between e-content and Linux is probably a concern for managing their own content management systems. If their institution runs Linux, they would want their CMS software to run on Linux.

SURVEY ANALYSIS, CONTINUED

Digitization and delivery of libraries' own e-Content

(See Questions 18 through 24 in the survey results)

A modest majority (56%) of the respondents is either currently digitizing their own content or actively considering it. Content management will become increasingly important for librarianship, particularly if libraries assume more of the publishing role for their communities. As the peer review processes evolve in the context of the Internet, the functions of publishing may be disassembled and absorbed by other entities—i.e. libraries, aggregators, faculties, editors, and formatters. The role of libraries may be associated with configuring and maintaining content management systems for the facilitation of peer review processes and controlling the metadata used for access. This is very speculative territory; however, the tension between the academic community and the current peer review/publishing model has a significant group of academics looking for alternatives. The responses indicate that libraries are cutting their teeth on a publishing role for their institutions even though the content at this juncture tends to be mostly special collections or materials for limited or internal distribution.

Of the respondents who signified that they were digitizing content, 63% indicated that they were digitizing their special collections. Nearly half of the respondents (48%) indicated that they were digitizing images and photos as well as theses and dissertations. Journals and books were indicated by 23% of the respondents and maps received 13%. The “other” responses (29%) included audio/visual materials, institutional publications, and archives.

A large majority of the respondents (81%) indicated a preference for digitizing their content in-house. The vendors listed by the 19% who indicated that they preferred outsourcing were all single entries except one vendor with two entries and “local vendor” had six entries.

The following listing indicates the percentage of respondents who selected the formats as among those they use: PDF - 78%; JPEG - 47%; TIFF - 33%; HTML - 33%; XML - 27%; Word - 16%; and Other - 16%, i.e. MP3, WAV, DjVu.

Of the platforms provided for selection, Dspace received 29% of the responses, ContentDM - 24%, ebrary - 10%, and ePrints - 8%. The “other” selection was the top vote-getter in the content management system question with 43% of

the responses. The top of the list in the “other” selection was “locally developed” with 32 write-ins (12% of all of the responses). The platform list included 43 offerings with 31 receiving only one write-in. Greenstone had nine write-ins and ProQuest received five.

Of the metadata standards available as a selection, 46% of the respondents indicated that they planned to use Dublin Core, MARC 21 - 39%, MARC - 28%, Library of Congress - 25%, Subject Specific - 15%, and Onyx - 1%. Of the 36 responses in the “other” selection that provided a write-in, most were single entries. MODS and METS were the top entries; each had five write-ins.

Librarians were provided with eight factors related to content delivery platforms and asked to select all that were important. A majority of librarians selected integration with other resources (74%), download capabilities (65%), support for multiple file types (65%), and integration with institutional repository (56%). A minority selected library hosted solution (33%), PDF-based solutions (29%), vendor-hosted solution (24%), and online only—no download capabilities (10%). The “other” selection garnered 12% of the responses. All but two of the write-ins (good interface/functionality (2) and appropriate search and retrieval (2)) were single entries. The only grouping appeared to be that all addressed some aspect of functionality or compatibility except one, which was concerned with affordability.

Conclusion

Three broad issues emerge from the survey. First, librarians make their decisions with an eye to optimizing access to content that is relevant to the curricula of their particular institutions. On the surface, this appears obvious and simple; however, complexities emerge from the diverse content needs of institutions. It necessitates the evolution of variety in the acquisition models. And the fluidity of marketing options e-distribution permits promises increased complexity. For librarians this means constantly assessing the evolving options for their institutions. For aggregators and publishers, it means that their success will be determined in good measure on the creativity and flexibility with which they respond to librarians trying to optimize access for their particular institutions. The intertwined relationship between print and electronic marketing strategies combined with the growing complexity of e-marketing models exacerbates an already tense relationship

SURVEY ANALYSIS, CONTINUED

between librarians and publishers. Trust is a valuable asset for success in an arena of uncertainty. Publishers and aggregators will increase their continued viability in the e-content marketplace if they are also clear and candid in their presentation of options.

Second, the survey provides indications that e-book collections and the research tools that they provide are not well understood by a significant percentage of faculty and students. To me this is another of many indicators that librarians have an increasing responsibility to help their faculty and students better understand the growing complexities of the information sphere and the increasing diversity of research tools available. Knowing when and how to use the e-book collections through their vendor interfaces is as important as knowing how to use the OPAC. It is an example of the need for instruction in information literacy comprehensively and systematically across the curriculum.

Third, a growing percentage of libraries are participating in the distribution of e-content. While the efforts are fairly rudimentary, it is in my view likely that academic libraries will play an increasing role in e-publication for their institutions. As the administration of content management systems becomes less technical and more focused on facilitating peer review and research processes, the skill sets and propensities of librarians ascend in appropriateness to the task.

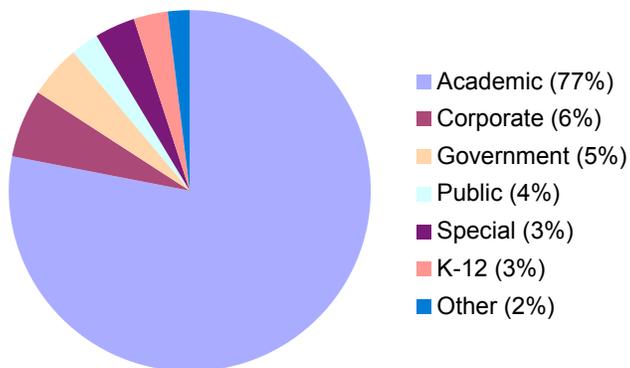
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Survey Results

OVERVIEW OF SURVEY RESPONDENTS

Total number of respondents: 583
Total number of individual libraries: 552

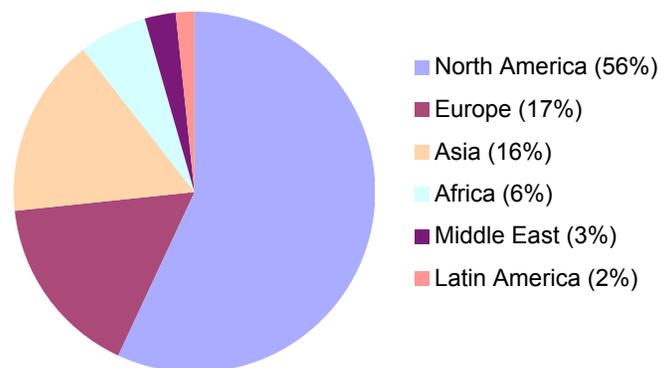
Types of institutions



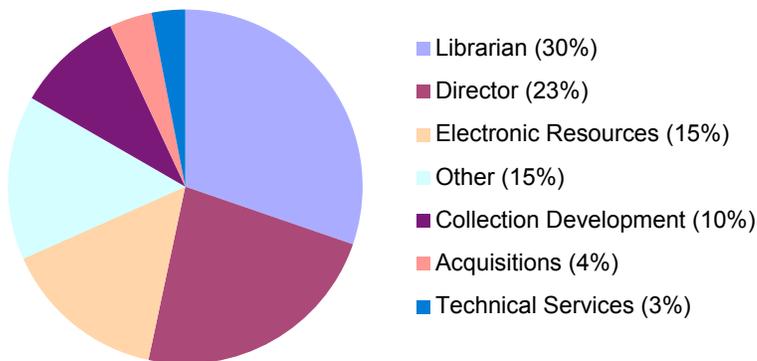
Total number of participating countries: 67

US 52%
Non-US 48%

Respondents by Region

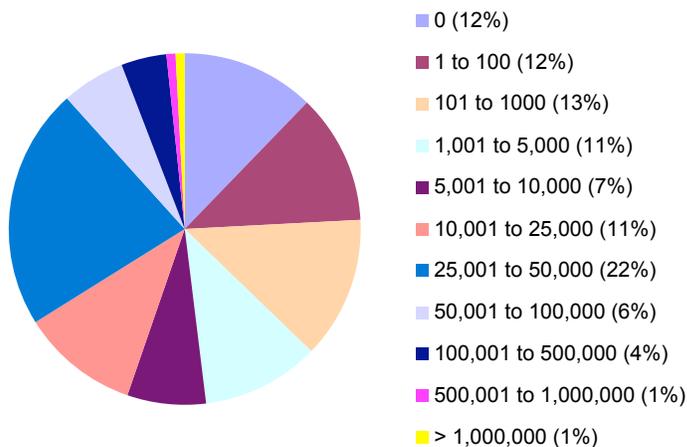


Role in the library

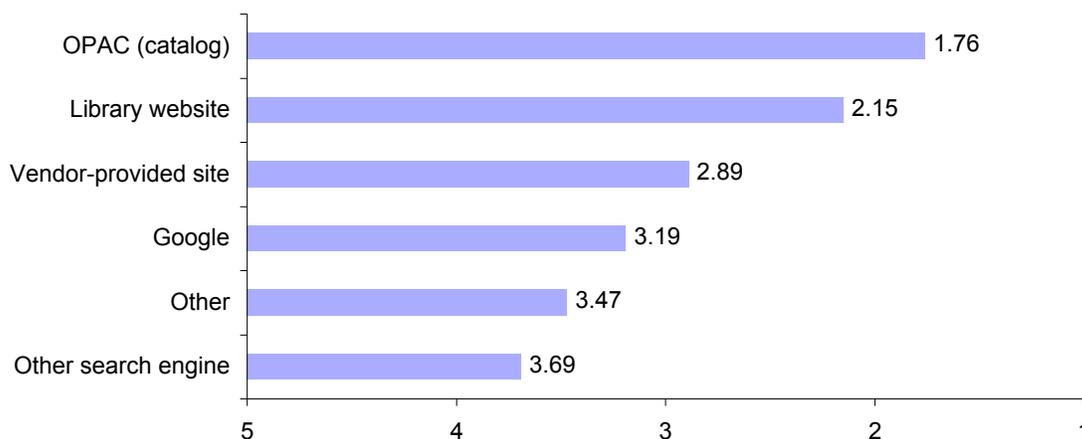


USAGE OF EBOOKS

1. How many eBooks do libraries subscribe to or own?

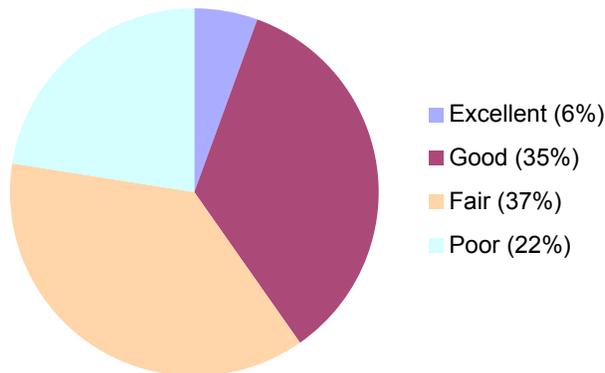


2. How do patrons find eBooks?

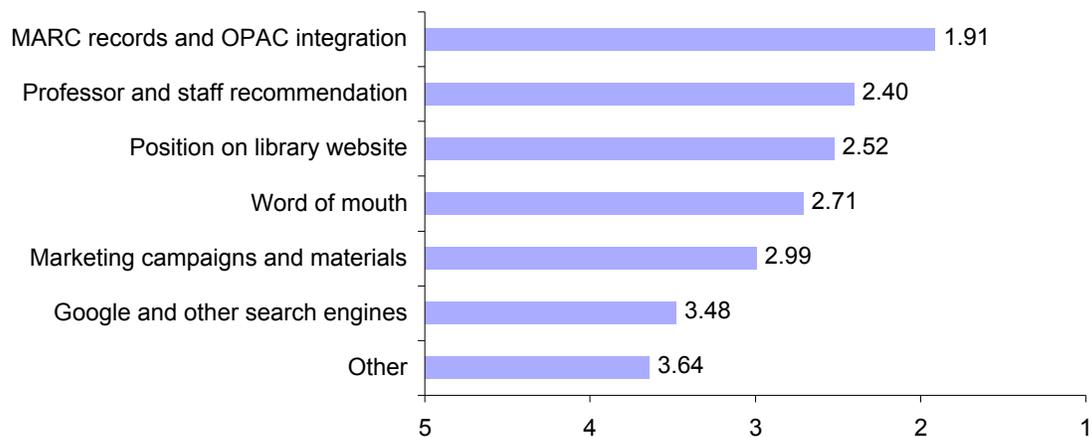


Respondents rated each item on a scale of 1 to 5, where 1 = most common and 5 = least common. The above chart indicates the average response for each item.

3. How is eBook usage overall?



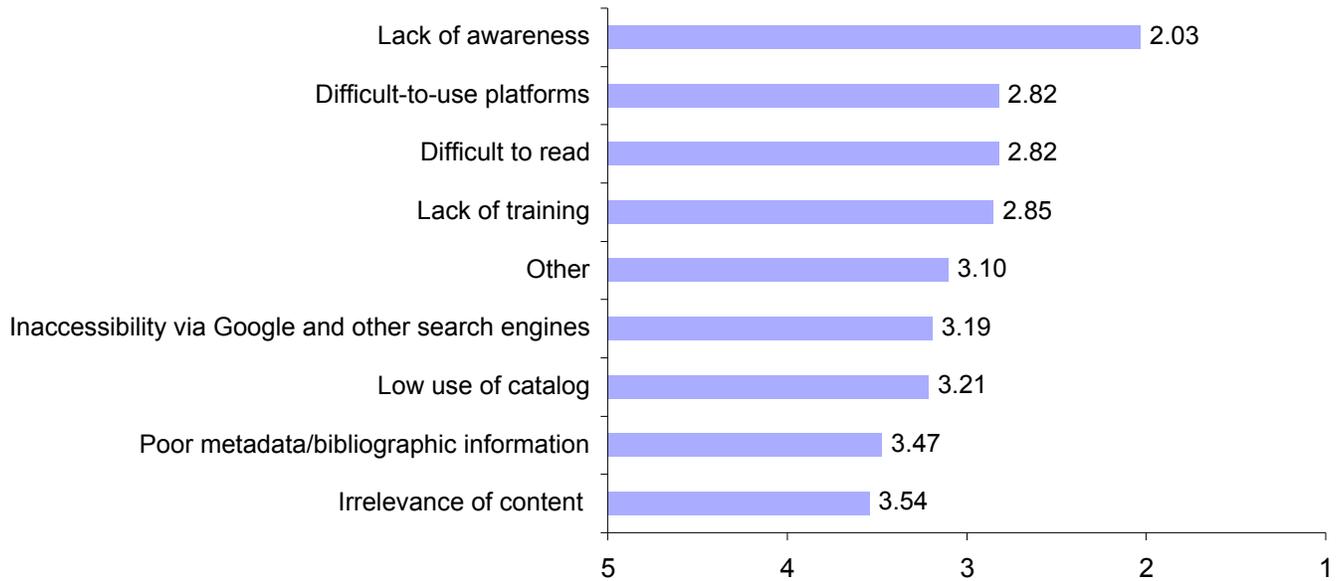
4. What drives eBook usage?



Respondents rated each item on a scale of 1 to 5, where 1 = most prevalent and 5 = least prevalent. The above chart indicates the average response for each item.

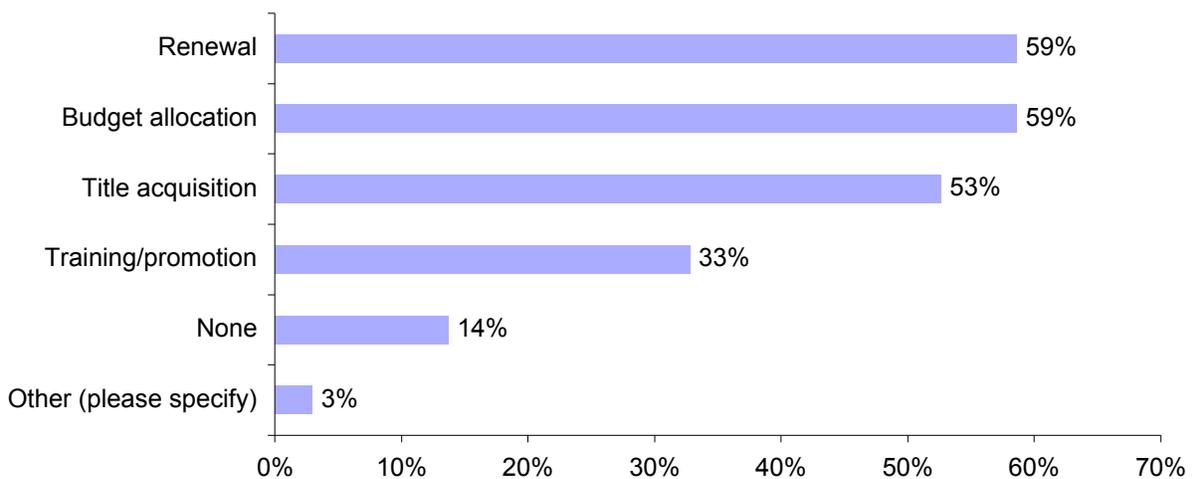
USAGE OF EBOOKS, CONTINUED

5. What inhibits eBook usage?



Respondents rated each item on a scale of 1 to 5, where 1 = most prevalent and 5 = least prevalent. The above chart indicates the average response for each item.

6. What decisions do usage statistics influence?



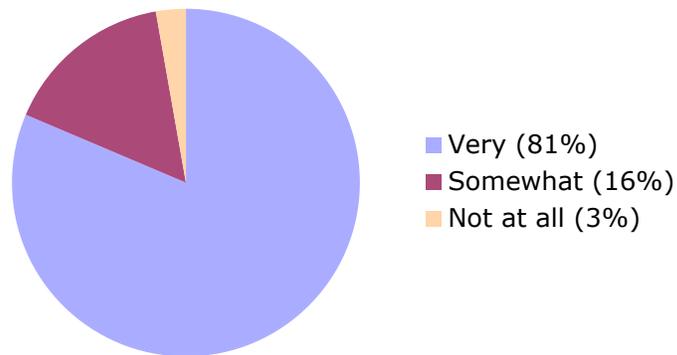
Respondents indicated all of the items that apply. The above chart illustrates the percentage of respondents who selected each item.

“Other” responses included the following:

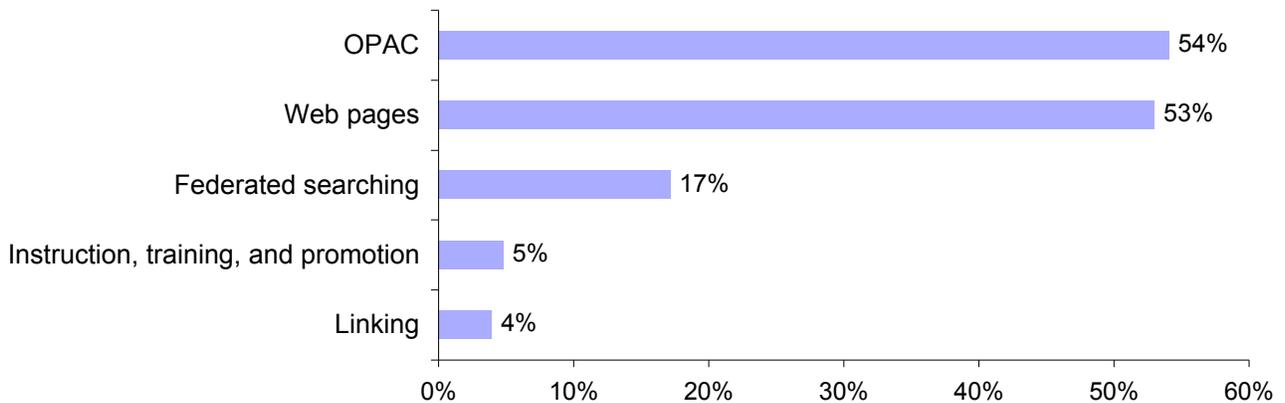
- Need for cataloging
- Number of licenses
- Facilities and equipment
- Library hours

INTEGRATION

7. How important is the ability to integrate eBooks with other library resources and information on the web?



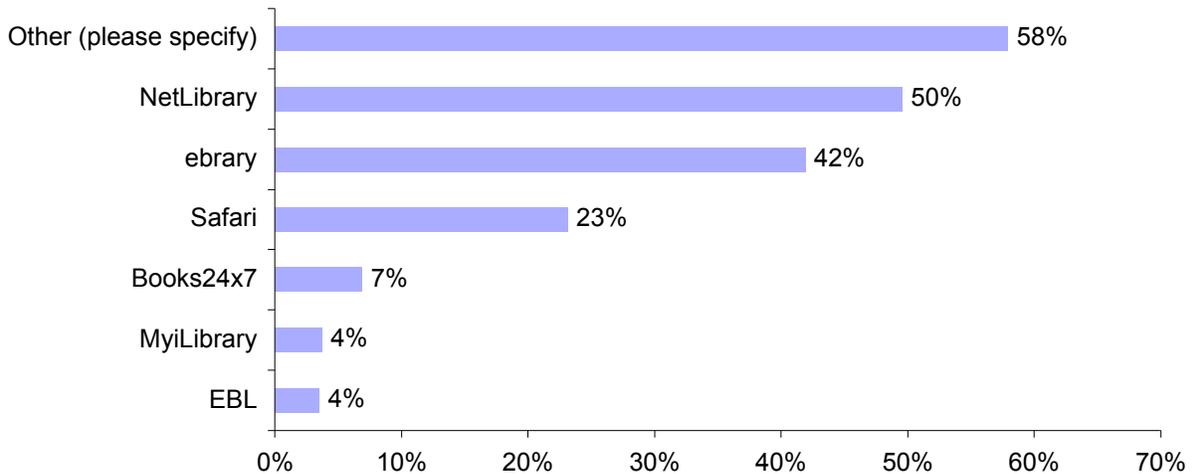
8. How are libraries currently integrating their electronic resources?



Respondents indicated all of the items that apply. The above chart illustrates the percentage of respondents who selected each item.

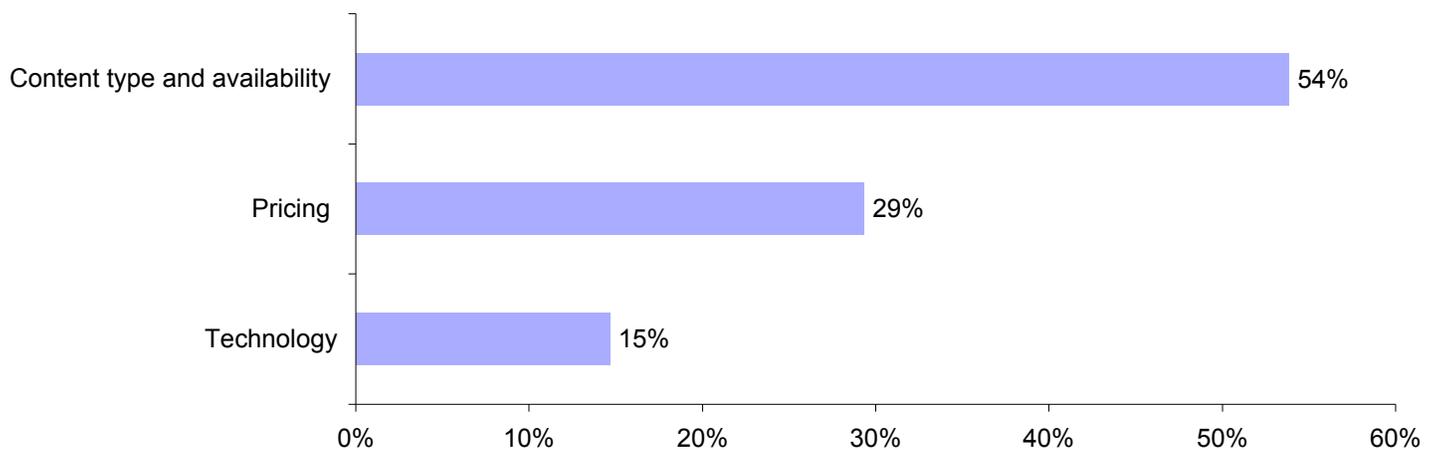
PURCHASE DRIVERS AND INHIBITORS

9. From which vendors do libraries purchase or subscribe to eBooks?



Respondents selected all items that apply. The above chart illustrates the percentage of respondents who selected each item.

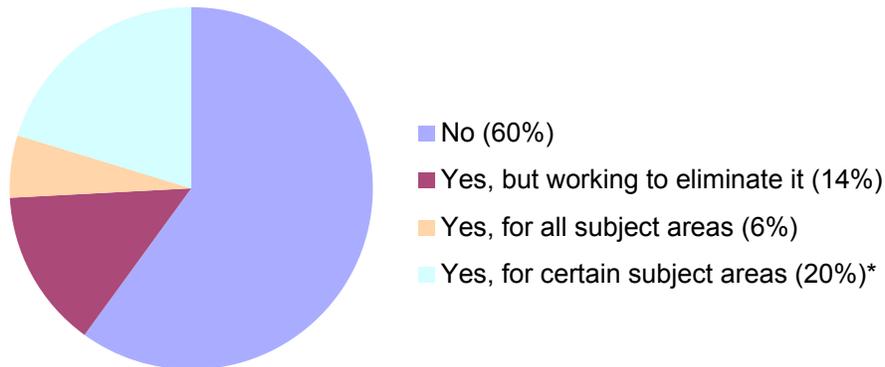
10. In what cases does it make sense to purchase eBooks directly from publishers?



The above chart shows the percentage of respondents who indicated items in each category.

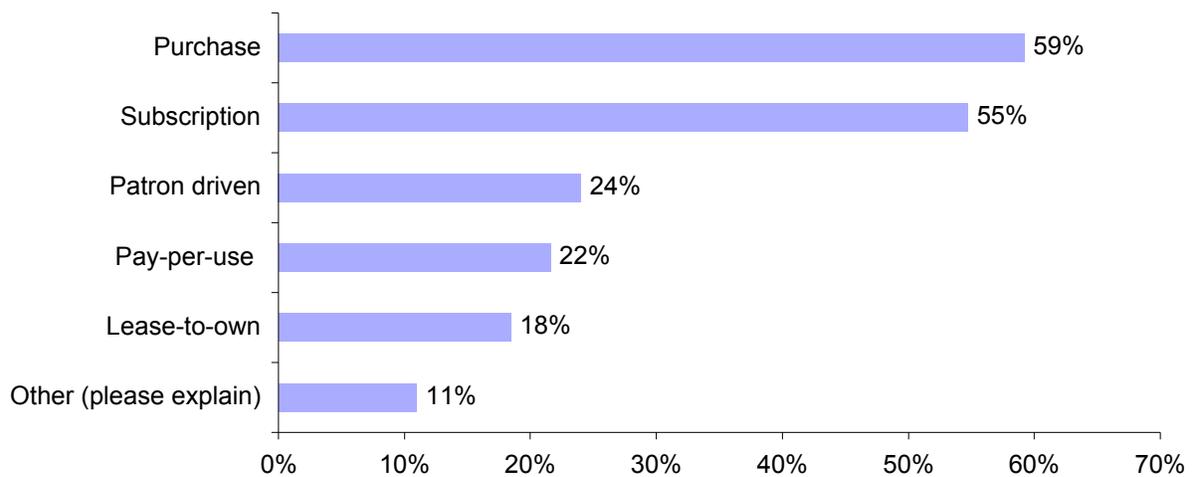
PURCHASE DRIVERS AND INHIBITORS, CONTINUED

11. Do libraries intentionally duplicate print and electronic titles?



* Respondents were asked to describe which subject areas are most appropriate for duplicating print and electronic, and the responses varied significantly. No single subject area stood out. Some respondents did note duplication occurred for certain programs, out of student and faculty requests, and when usage is high.

12. Under which business models do libraries prefer to acquire eBooks?



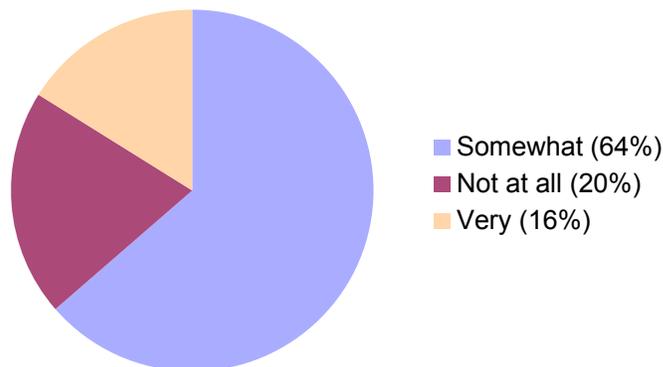
Respondents selected all items that apply. The above chart illustrates the percentage of respondents who selected each item.

“Other” responses included the following:

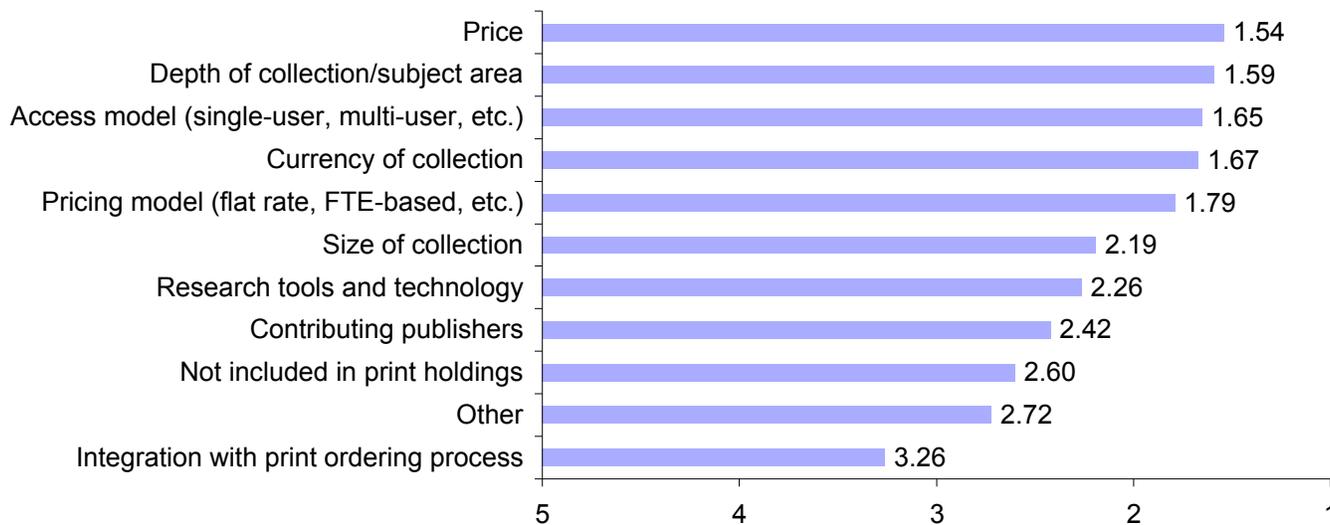
- Depends on the specific title, collection or subject area
- Depends on the platform or hosting fee for purchased titles
- Subscribe for big collections
- Free
- Purchase for recommended and requested titles
- Purchase for high-use titles
- Purchase for newer titles
- Pay-per-view or subscription for titles used over a defined time period
- Depends on price and convenience
- Combination of subscription and pay-per-use
- Pay up front then pay a small ongoing maintenance fee depending on the number of titles
- Purchase with minor fees for updates if necessary

PURCHASE DRIVERS AND INHIBITORS, CONTINUED

13. Are eBook models confusing?



14. What are the most important things libraries look for when SUBSCRIBING to an electronic database?



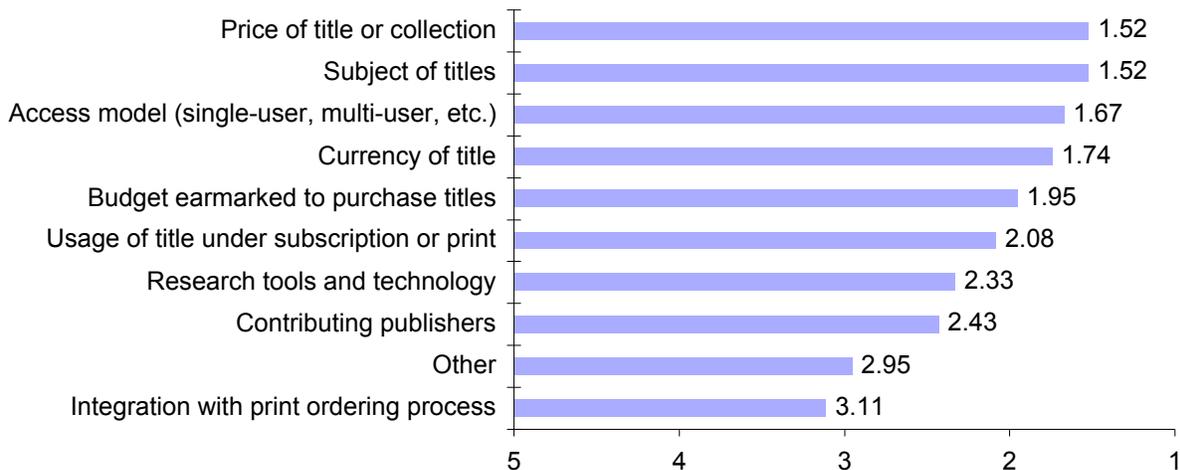
Respondents rated each item on a scale of 1 to 5, where 1 = most important and 5 = least important. The above chart indicates the average response for each item.

Other responses included the following:

- Ease-of-use
- Recommendations
- Functionality of interface
- Choosing specific titles
- Relevance to user needs/programs
- Bibliographies
- Consortia agreement
- Content updates
- Overlap/uniqueness

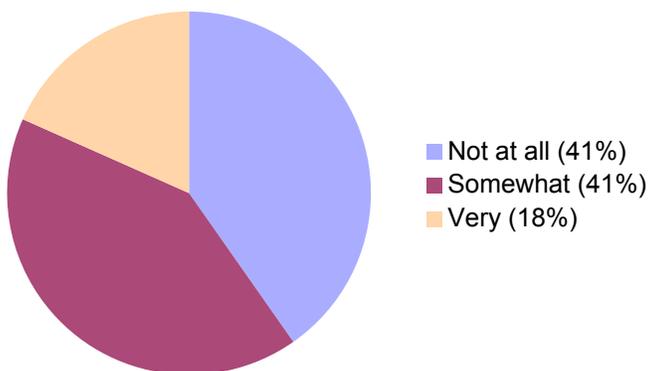
PURCHASE DRIVERS AND INHIBITORS, CONTINUED

15. What are the most important things libraries look for when PURCHASING electronic titles?

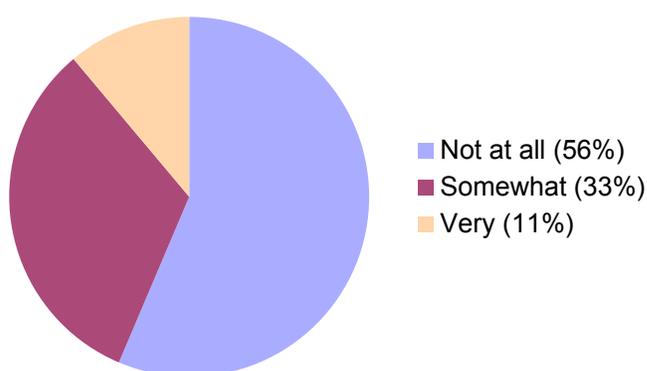


Respondents rated each item on a scale of 1 to 5, where 1= most important and 5 = least important. The above chart indicates the average response for each item.

16. How important is interlibrary loan for eBooks?

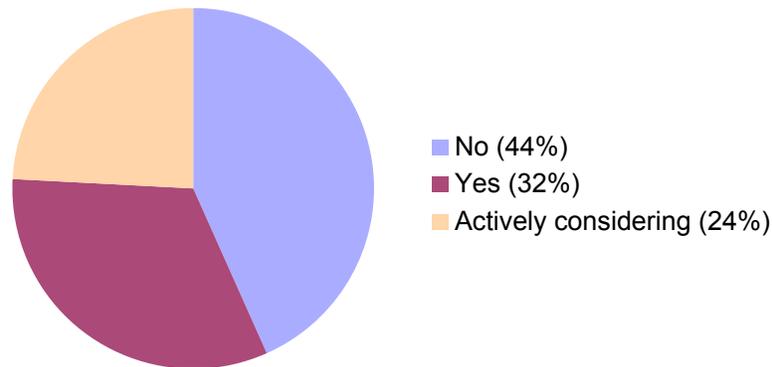


17. How important is Linux to the library community?

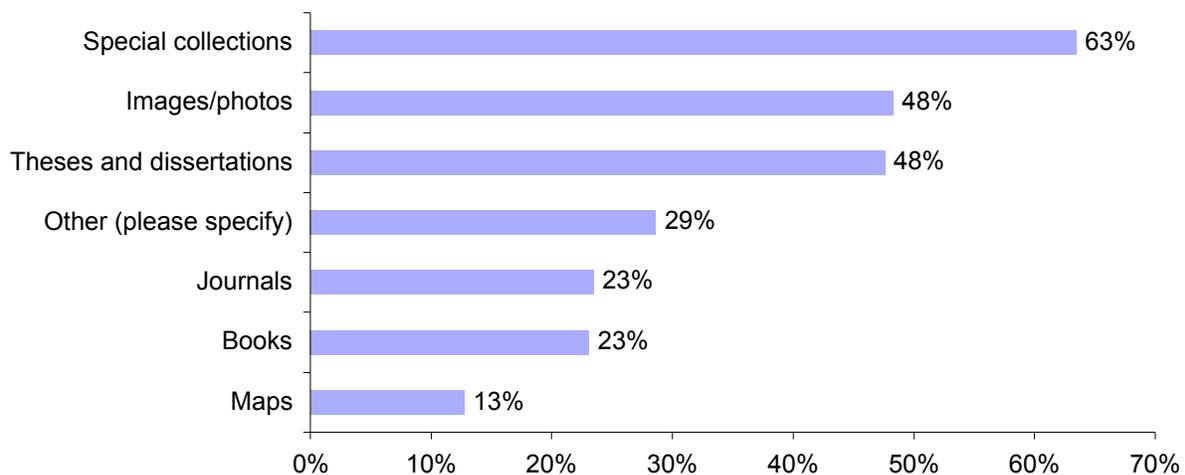


DIGITIZATION AND DELIVERY OF LIBRARIES' OWN ECCONTENT

18. Are libraries digitizing their own content?



19. What types of content are libraries digitizing?



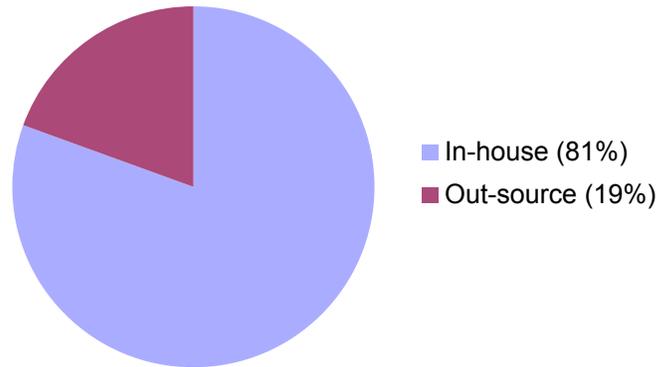
Respondents selected all items that apply. The above chart illustrates the percentage of respondents who selected each item.

“Other” responses included the following:

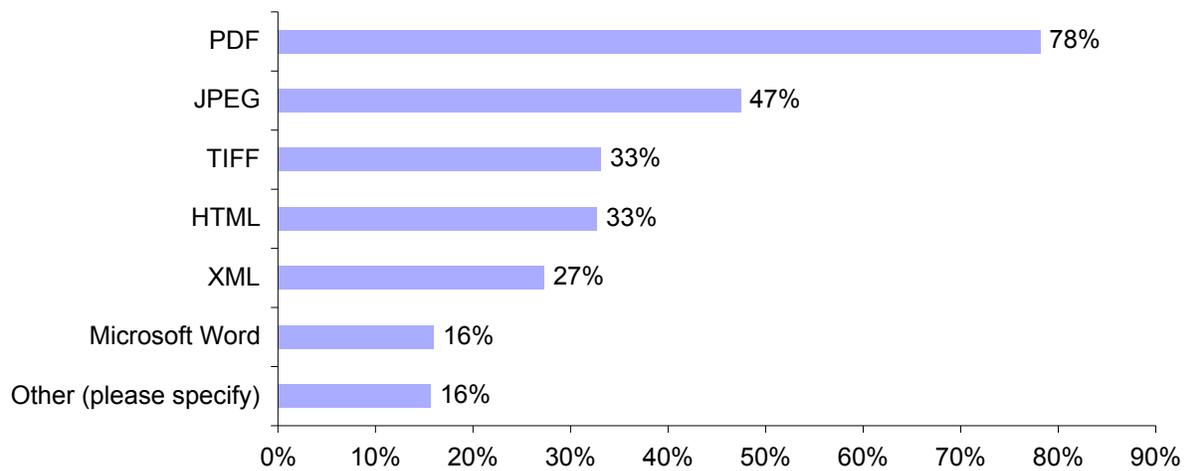
- Internal documents (faculty correspondence, bulletins, etc)
- Institutional publications
- Audio
- Archives
- Campus newspapers
- Other newspapers
- Video
- Articles
- Technical manuals and reports
- Government documents
- Reports and research papers
- Books and book chapters

DIGITIZATION AND DELIVERY OF LIBRARIES' OWN ECONTENT, CONTINUED

20. How are libraries planning to digitize content?



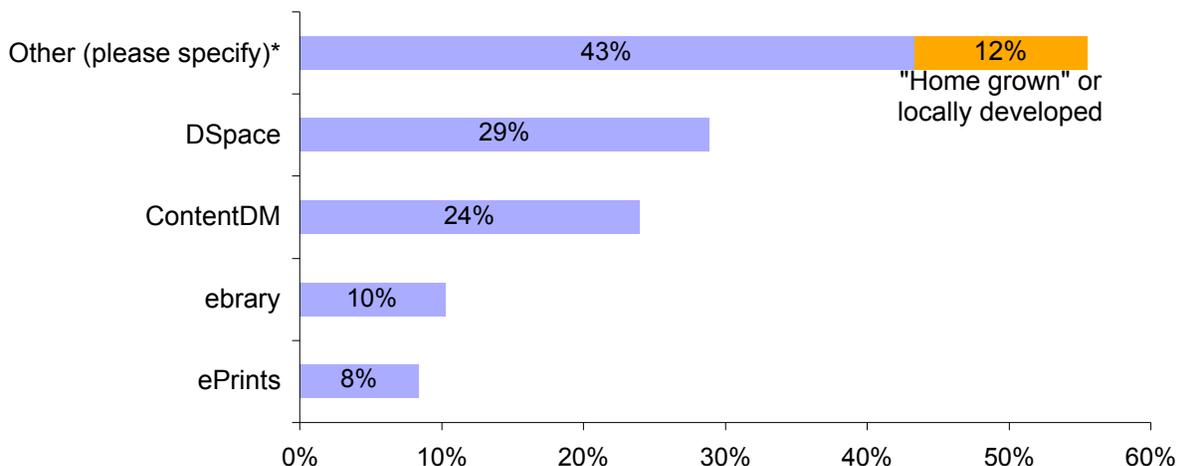
21. What output option(s) are libraries using for their digitized content?



Respondents selected all items that apply. The above chart illustrates the percentage of respondents who selected each item.

DIGITIZATION AND DELIVERY OF LIBRARIES' OWN ECCONTENT, CONTINUED

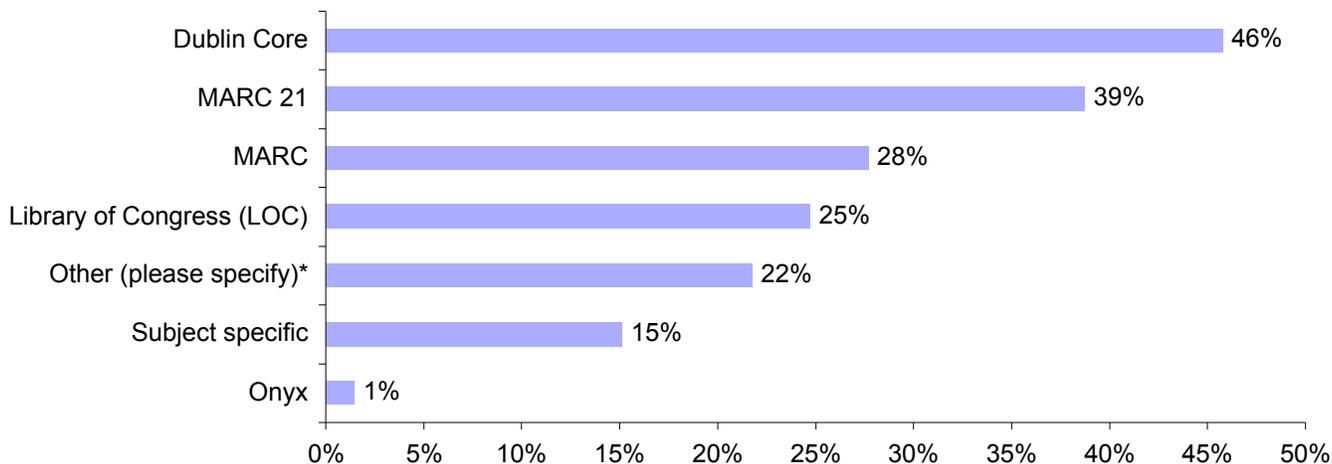
22. What platform(s) are libraries using or considering to host and deliver content?



Respondents selected all items that apply. The above chart illustrates the percentage of respondents who selected each item.

* The majority of "other" responses were a variety of individual vendors. Just two vendors were written in more than once: Greenstone (nine write-ins) and ProQuest (five write-ins).

23. What metadata standards do libraries plan to support for their digitization efforts?

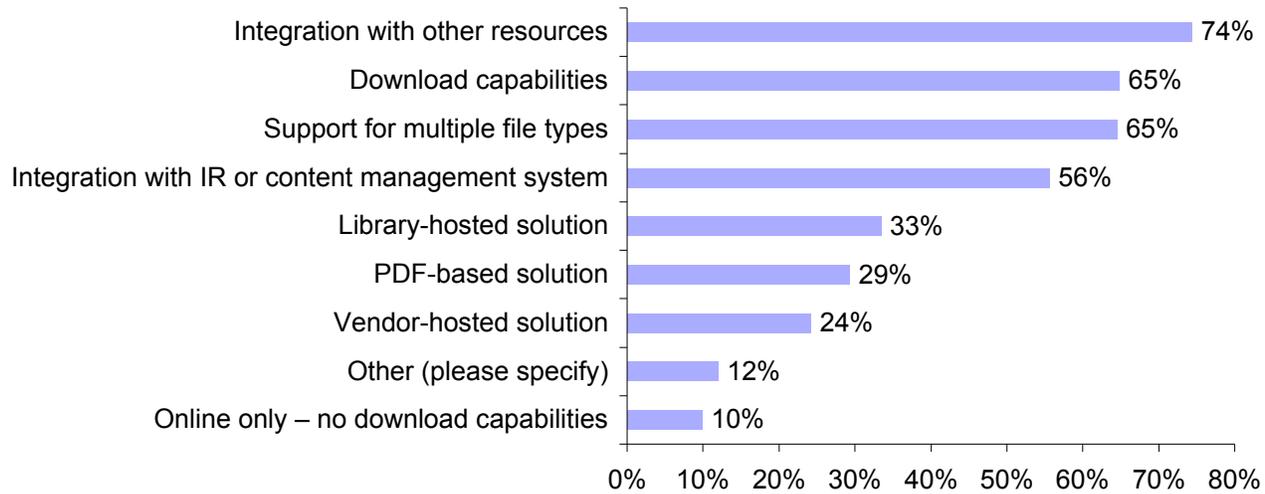


Respondents selected all items that apply. The above chart illustrates the percentage of respondents who selected each item.

* MODS and METS were indicated most frequently in the "other" category with five write-ins each.

DIGITIZATION AND DELIVERY OF LIBRARIES' OWN ECONTENT, CONTINUED

24. What do librarians need from a delivery platform?



Respondents selected all items that apply. The above chart illustrates the percentage of respondents who selected each item.

“Other” responses included the following:

- Appropriate search and retrieval
- Good interface/functionality
- Export metadata
- Access levels
- ADA-compliant
- Coop with other aboriginal libraries to digitize content.
- DRM
- Excellent Reader
- Music compatible
- Reasonable exit strategy if data is uploaded
- Easy to use and maintain
- Local control
- Affordable price

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