### Consortial PDA Program and Pilots at CSU: 2011-2012

**Overview, process and recommendations**

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### Consortial PDA and CSU:

 Over the past few years there has been a growing interest among academic libraries in patron-driven acquisitions (PDA). As part of a broader shift in collection development philosophy many academic libraries have decided to implement large scale PDA programs. These philosophical changes have not only been inspired by rapidly evolving ebook technology, but also as a consequence of the economic times we currently find ourselves.

 There are several arguments for PDA at the individual academic library level; such as having a collection which is more tailored to the immediate needs of our patrons and, of course, tightening budgetary reasons, to purchase only what is used by the patron. However, at the consortial level these two particular needs, though still important, are seemingly diluted, particularly in a 23 campus university system. While a particular ebook may be useful and desirable at one California State University (CSU) campus; it may not immediately be needed at another. Budgetary needs also become a little ambiguous in a consortial PDA program as well. Simply, some institutions over the past decade have better preserved their monographic budgets than others have been able; while still others in the CSU may never have had a very large monograph budget, well preserved or not, even in better economic times.

 The strongest rationale for a consortial PDA program for the CSU lies in the current architecture of academic ebooks and the membership of consortia itself; in this case, a system-wide, centrally funded consortium of CSU libraries.

 The problem with the current architecture of the ebook is simply with the way in which ebook purchases are made so that they are location specific. Ebooks currently cannot be loaned from one institution to another, for even one time use. This is a problem for a system-wide consortium like the CSU, where the smaller institutions commonly rely on their sister institutions for materials. Frequently, though not always, the monographic budgets mirror the size of the institution. In difficult economic times; monographic budgets are often the first and easiest place to cut the collection budget, even at larger institutions. So, why is this friendly relationship of sharing materials important?

 In a 2002 study, Schultz examined the interlibrary borrowing of undergraduates within OhioLINK consortia and sub-consortia in Ohio; a total of 14 colleges altogether. For the universities, there were strong negative correlations between undergraduate OhioLINK usage and all of the following: bibliographic records, undergraduate FTE, and overall FTE. In other words, as might be expected, the universities with the largest library collections and the largest student bodies showed relatively low undergraduate interlibrary borrowing usage, while universities with smaller libraries and smaller student bodies experienced higher undergraduate interlibrary borrowing usage (Shultz, 2002). The larger institutions were more often needed to support the research material needs of the other institutions within the system; however, all colleges regardless of size borrowed materials from one another. Using OhioLINK as a mirror for our own CSU system we can begin to see the need to develop a shared monographic e-collection

 Further supporting this idea of a shared electronic monograph e-collection; the CSU system was conceived as a comprehensive undergraduate educational institution. The *Master Plan* clearly divides higher education in California into three segments with unique missions. The CSU system is described as being responsible for providing, "undergraduate, graduate, and professional education through master’s degrees and teacher education" (**Center for Studies in Higher Education**, 2010).

 It is the monographic collection which is largely needed to support undergraduate education. In a 2006 examination of undergraduate student citation behavior, Carlson found that Humanities and Social Sciences undergraduates extensively use monographic materials[ this comparison isn’t clear: please clarify] an average of 50% more times in their bibliographies relative to journal articles used [which made up only 19% of citation?] at mere 19%. An even more recent study published in 2009, examining undergraduate students research practices revealed that despite increased usage of the Web as the primary discovery tool over library indexes and databases; monographic information versus journal article information was still used almost twice as much in their research papers (McClure & Clink, 2009). This makes perfect sense. Detailed and narrowly written research articles with an extraordinary degree of specificity are going to be largely used by faculty and graduate students. More general, introductory knowledge is needed by those at the beginning of their studies; at the undergraduate level.

 Because the CSU is described in the *Master Plan* as being responsible for fulfilling that Second Tier of higher education; a shared monographic (ebook) e-collection based on the immediate needs of the CSU students and faculty supports the vision of the *1960 Master Plan for Higher Education in California* of all of the CSUs as a comprehensive undergraduate educational institution. Secondly, the long history of the libraries sharing and partnering with their sister institutions to share resources and materials critical to the research and curricular needs of their students and faculty is severely handicapped by the purchasing models currently offered to us through single institution purchase of ebooks. In the long standing library tradition of sharing monographic materials, a cooperatively built collection of ebooks selected by the users of the materials themselves only makes sound collection development and sound fiscal sense.

**Overview of PDA**

In general, the essential steps of any PDA program are very much the same across vendors or platforms, but they may involve multiple units and roles throughout a library. Typically, a PDA program involves staff charged with:

* Vendor negotiations, to organize the financial basis of the program and manage fiscal transfers to establish what is in essence a deposit account with the vendor, from which funds are debited based on the purchases or any short-term loan charges;
* Collections development officers and librarians to develop the subject profiles, publisher or titles lists chosen to be represented in the library catalog;
* Cataloging (or electronic resources management) staff to perform and monitor the loading (and eventual removal or upgrading) of MARC record batches.

This last workflow is often new to technical services staff and requires some degree of preparation. Technical services staff are more accustomed to providing access via the catalog for purchased print or e-book content, and not necessarily to content that may not be purchased, so monitoring, management and batch removal of MARC records through the process often requires orientation.

**PDA Process Steps**

**Record loads**

Once collection management and vendor negotiations were concluded and the PDA program was initiated, MARC records for titles included in the collection profile, with the potential to be acquired permanently, were loaded into the OPAC for each participating CSU campus. Patrons then discover these records in the OPAC and gain access to full-text e-book content via URL links in each record.

**Short term loans and Purchase trigger**

For each vendor phase there were slight differences in the financial implications of brief patron access (browsing table of Contents, or brief periods of browsing full text content for example) which count as “short-term” loans; but the bottom line is that the third full use of the title triggered the purchase of that content. This was seamless from the patron viewpoint –they used the content as they would any other full-text web content, and were unaware of whether their use was short-term or in fact triggering a purchase.

**Consortia-based Purchase Fees**

For the PDA pilot, The CSU negotiated a multiplier of 3.2 per purchased title. For example, a title costing $100 would cost $320 total, with all participating CSU campuses gaining access to that content.

**What This Report Will Cover:**

This report will detail the two phases of the pilot (Coutts and YBP-EBL) that have been completed and the YBP-ebrary phase beginning in September, 2012, and will discuss the committee process, the pricing models, pilot parameters, communication and assessment and recommendations for next steps

**Overview of the Pilots**

Starting in 2010 the idea of a consortial ebook purchasing was discussed by the EAR committee which was chaired by Amy Wallace. A recommendation went to COLD in Fall of 2010 and initially $75,000 was allocated for a consorital ebook project. Through Spring of 2011 the project was allocated an additional $45,000 for a total of $120,000. This was approved as one time money for 2011/2012. At this time the project also became defined as a PDA project. In the summer of 2011 a RFP was distributed for PDA vendors by the Chancellor’s office. Two vendors, YBP and Coutts, submitted proposals. Meetings with both vendors were held in July of 2011. It was decided that the CSU would undertake two pilots, one with Coutts in the fall of 2011 and one with YBP in the spring of 2012. Each pilot was allocated $60,000.

A PDA subcommittee of EAR was formed to oversee the two pilots. Four librarians serve on this committee:

* Jacqui Grallo, Reference and Instructional Technology Librarian, Monterey Bay
* Jodi Shepherd, Reference and Instruction Librarian, Chico (Chair)
* Tim Strawn, Director of Information Resources and Archives, Cal Poly
* Wil Weston, Head of Collection Development, San Diego State

In addition Eddie Choy was monumental in negotiation contracts with the vendors and providing support to the committee. Marvin Pollard also worked extensively with this committee in Fall 2011.

The workload fluctuated over the course of each semester. At the beginning and end of each pilot a considerable amount of time was spent working with the vendors to establish parameters, publishers and organize the pilots. The committee was the main contact for both the vendors of the pilots and the individual libraries. Marvin played an important role in the fall pilot and several people stepped up in the spring to assist in his absence. Once the pilots were organized the records were distributed to the campuses. Each campus loaded the records into their catalogs where students could discover the ebooks. The links in the record was directed to the same ebook for every campus. Once the funds were expended the records were removed from each campus catalog and the purchased books were reloaded.

**Coutts and MyiLibrary Pilot**

**Fall 2011: Sept. 20, 2011-November 15, 2011**

The first pilot was launched with Coutts and MyiLibrary. Coutts works exclusively with the aggregator MyiLibrary. The PDA committee began working with Coutts in August 2011 and established subject and non-subject parameters including:

* Publication date: 2011 or more recent
* Maximum price: $150 (before multiplier)
* Works published in: Canada, United States, United Kingdom
* Readership level: Lower Undergraduate, Upper Undergraduate
* No subjects were excluded
* All English language books
* Excluded formats listed at <http://libguides.csuchico.edu/CSUEBOOK>
* Publishers listed in **Appendix 1**

**Authentication**

As each campus library received the MARC records to load in their catalogs they added their campuses proxy information to the 856 field. This identified patrons that were on campus as university patrons and required patrons off campus to sign in with their university credentials.

**Access**

Coutts and MyiLibrary provide unlimited simultaneous access.

**Short Term Loans**

Short Term Loans (STL) are instances when a book is used. Coutts calculates Short Term Loans as:

* Anytime a book was opened and viewed (Patrons are able to see the table of contents and perform a keyword search without triggering use)
* Printing
* Downloading

Each ebook has two STL’s before a purchase is triggered. Each short term loan is calculated as 15% of the base price (no multiplier was applied). The two STLs are waived if a purchase was triggered (the third use).

**Cost Per Book**

Base price of single ebook X 3.2= Cost of CSU Consortium ebook.

Example: Example: Book cost=$100

100 X 3.2 = $320 final cost

Two STL instances are not charged

**Pilot Timeline**

The Coutts/MyiLibrary pilot ran from September 1, 2011 to November 16, 2011.

**Books Loaded**

In total 1,212 ebooks were loaded in the Coutts pilot in Fall 2011.

**Number of Books Purchased:**

The CSU Consortium purchased 278 books from Coutts as a result of this pilot. A list of titles purchased are available at: <http://libguides.csuchico.edu/CSUEBOOK>

**Total Amount Spent**

At the end of the Coutts pilot the CSU spent $56,478.14\*.

|  |  |  |  |
| --- | --- | --- | --- |
| **Coutts/MyiLibrary Pilot** | **Number of Items** | **Cost per item** | **Total** |
| Short term loans  | 307 | $17.38 |  $ 5,337.56  |
| Purchased titles  | 205\*\* | $249.46 |  $ 51,140.58  |
| **Total**  | **512** | **$110.30** |  **$ 56,478.14**  |

\* Note: At the end of the pilot in November 2011 it was thought that we had gone over our budget by approximately $10,000. After a review of the statistics it was discovered that this was in fact an error on MyiLibrary’s part. The charges were adjusted to reflect the actual amount and CSU was credited back the additional $10,000 as well as $3,521.86 which had been overcharged.

\*\* These numbers represent what we would have purchased if there was not an error. In reality we received 278 ebooks but only paid for 205. Because of the Coutts mistake, we received 73 ebooks that we essentially did not pay for.

**YBP and EBL Pilot**

**Spring 2012: February 28, 2012- April 26, 2012**

Yankee Book Peddler (YBP) was the second vendor who answered the RFP in July 2011. The PDA committee started working with YBP in November 2011. EBL was selected as the aggregator for the Spring pilot because of their experience working with consorital PDA projects (they are the aggregator for the Orbis Cascade Alliance). YBP also works with Ebrary as an aggregator. A profile with subject and non-subject parameters was established with YBP which included:

* Publication date: 2011 or more recent
* Maximum price: $150 (before multiplier)
* Readership level: General Academic, Advanced Academic, Professional
* Some general subjects were excluded per YBP’s profile (example, Italy- travel guides)
* Excluded formats listed at <http://libguides.csuchico.edu/CSUEBOOK>
* Publishers listed in **Appendix 2**

**Authentication**

Authentication for EBL required that each campus manipulate their configuration file in EZproxy, Shibboleth or Millennium. Most campuses had EZprozy and were provided the information they needed to add to their configuration file from EBL. Other campuses had a more difficult time setting this up and required much assistance. Two campuses, Dominquez Hills and Channel Islands were never able to set up their authentication.

This authentication method requires that every patron, regardless if they are on or off campus, signs into the EBL platform before they are able to access the ebook. Additionally, the link to the EBL book in the catalog record directed each patron to the same initial screen where they selected their campus. **See figure 1.** Once a patron selects their campus they are then required to enter their university credentials.



Figure 1 Screen shot of initial screen from EBL.

**Short Term Loans**

A Short Term Loans for EBL are calculated:

* After 5 minutes of use by a patron in a 24 hour period
* Printing
* Downloading

Each book could have up to two Short Term Loans (STL) before a purchase was triggered. Each short term loan was calculated as 10-15% of the base price (no multiplier was applied).

**Access**

EBL provides simultaneous access up to 325 uses in 365 days. 325 is the CSU consorital usage number. After 325 uses in a 365 day period a second copy must be purchased or access to that title is turned off. We were able to negotiate with YBP for a free second copy if we hit our 325 use they will trigger our purchase of a second copy. This was special clause for our pilot only.

**Cost Per Book**

(Base price of single ebook X 3.2) + two short term loans = Cost of CSU Consortium ebook.

Example: Book cost=$100 and 15% STL

(100 X 3.2) + 15 + 15 = $350 final cost

**Pilot Timeline**

The YBP/EBL pilot ran from February 28, 2012 to May 16, 2012

**Books Loaded**

In total 3,495 ebooks were loaded in the YBP/EBL pilot in Spring 2012.

**Number of Books Purchased:**

The CSU Consortium purchased 179 books from YBP/EBL as a result of this pilot. A list of titles purchased is available at: <http://libguides.csuchico.edu/CSUEBOOK>

**Total Amount Spent**

At the end of the YBP/EBL pilot the CSU spent $59,997.03.

|  |  |  |  |
| --- | --- | --- | --- |
| **Coutts/MyiLibrary Pilot** | **Number of Titles** | **Cost per Title** | **Total** |
| Short term loans | 1084 | $12.63 | $ 13,684.37 |
| Purchased titles | 179 | $258.73 | $ 46,312.66 |
| **Total**  | **1263** | **$47.50** | **$ 59,997.03** |

**YBP and Ebrary Pilot**

**Fall 2012: September 10, 2012-**

During the EBL pilot Eddie was approached by Ebrary to conduct a third PDA pilot. Since YBP works with both EBL and Ebrary it was determined that a third pilot was possible without needing to open the RFP process again. The PDA committee has been working with Ebrary to set up the next pilot for the fall semester of 2012.

This is what has been established as of August 28, 2012

* $60,000 onetime money has been approved
* The YBP profile established for the EBL pilot will be implemented
* Proposed start date: September 10, 2012
* Publishers are currently being contacted
* Contracts are being settled with the Chancellor’s Office
* Ebrary uses 856 proxy authentication
* The multiplier depends on the publisher at either 3 or 3.2.
* The third hit will trigger a purchase
* Access is still being discussed but a multi user agreement will be needed for the CSU consortium
* Use of a book (Short Term Loans and purchase) is calculated as use of a book for more than 10 minutes, viewing 10 or more pages, printing or downloading
* Calculation for final purchase is:

(10% of 1.25 X list price of book) + (10% of 1.25 X list price) + (3 X 1.25 X list price of book)

**Assessment**

**Coutts/MyiLibrary Statistics: Subjects- Table**

|  |  |  |  |
| --- | --- | --- | --- |
| LC Call Number | Titles Loaded | Titles Purchased | % of Titles Purchased per LC No. |
| H: Social Sciences | 317 | 81 | 25.55% |
| P: Language & Literature | 224 | 37 | 16.52% |
| C - F: History | 130 | 24 | 18.46% |
| J: Political Science | 108 | 20 | 18.52% |
| B: Philosophy, Psychology, Religion | 105 | 24 | 22.86% |
| L: Education | 65 | 19 | 29.23% |
| R: Medicine | 55 | 14 | 25.45% |
| K: Law | 53 | 4 | 7.55% |
| Q: Science | 39 | 6 | 15.38% |
| G: Geography, Anthropology, Recreation | 33 | 14 | 42.42% |
| T: Technology | 20 | 8 | 40.00% |
| M: Music | 18 | 11 | 61.11% |
| N: Art | 18 | 9 | 50.00% |
| Z: Bibliography, Library Science | 12 | 3 | 25.00% |
| U-V : Military Science, Naval Science | 8 | 1 | 12.50% |
| S: Agriculture | 7 | 3 | 42.86% |
| A: General Works | 0 | 0 | 0.00% |
| Total | 1212 | 278 | 22.94% |

**Coutts/MyiLibrary Statistics: Subjects- Graph**

**YBP/EBL: Statistics: Subjects- Table**

|  |  |  |  |
| --- | --- | --- | --- |
| LC Call Number | Titles Loaded | Titles Purchased | % of Titles Purchased per LC No. |
| H: Social Sciences | 928 | 50 | 5.39% |
| T: Technology | 587 | 13 | 2.21% |
| Q: Science | 499 | 12 | 2.40% |
| P: Language & Literature | 315 | 11 | 3.49% |
| B: Philosophy, Psychology, Religion | 231 | 14 | 6.06% |
| C - F: History | 214 | 14 | 6.54% |
| R: Medicine | 145 | 9 | 6.21% |
| G: Geography, Anthropology, Recreation | 125 | 10 | 8.00% |
| K: Law | 90 | 1 | 1.11% |
| J: Political Science | 80 | 3 | 3.75% |
| M: Music | 72 | 32 | 44.44% |
| N: Art | 69 | 4 | 5.80% |
| L: Education | 64 | 1 | 1.56% |
| S: Agriculture | 44 | 2 | 4.55% |
| U-V : Military Science, Naval Science | 22 | 0 | 0.00% |
| Z: Bibliography, Library Science | 9 | 2 | 22.22% |
| A: General Works | 1 | 0 | 0.00% |
| Total | 3494 | 178 | 5.09% |

**YBP/EBL: Statistics: Subjects- Graph**

**Coutts/MyiLibrary Statistics: Publishers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Publishers | Publishers Used | Titles Loaded | Titles Purchased | Average by publisher |
| 57 | 47 | 1,218 | 278 | $1,434.83 |

**Coutts/MyiLibrary Statistics: Top 5 Publishers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Publisher | Total Per Publisher | Books Loaded | Books Purchased | % of Books Purchased |
| **Ashgate** | **$14,869** | **143** | **40** | **27.9%** |
| **Palgrave Macmillian** | **$13,514** | **319** | **47** | **14.7%** |
| **Rowman & Littlefield** | **$4,982** | **70** | **18** | **34.3%** |
| **Edward Elgar Ltd** | **$3,477** | **46** | **11** | **19.6%** |
| **Continuum International** | **$2,489** | **16** | **7** | **43.8%** |

**YBP/EBL: Publishers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Publishers | Publishers Used | Titles Loaded | Titles Purchased | Average by publisher |
| 24 | 19 | 3,495 | 179 | $2,999 |

**YBP/EBL: Top 5 Publishers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Publisher | Total Per Publisher | Books Loaded | Books Purchased | STL | % of Books Purchased |
| **Wiley** | **$37,146** | **2196** | **110** | **693** | **5%** |
| **Ashgate** | **$11,601** | **439** | **30** | **137** | **6.8%** |
| **Oxford** | **$4,710** | **375** | **15** | **79** | **4%** |
| **ABC-CLIO** | **$3,350** | **44** | **7** | **27** | **15.9%** |
| **Blackwell** | **$1,465** | **42** | **4** | **22** | **9.5%** |

**Statistics: Campus Use**

|  |
| --- |
| **Coutts** |
| **Nov. 2011-May 2012** |
| Campus | Unique Book Hits | % of total use |
| Bakersfield | 160 | 3.2% |
| Channel Islands | 59 | 1.2% |
| Chico | 224 | 4.5% |
| Dominquez Hills | 217 | 4.3% |
| East Bay | 237 | 4.7% |
| Fresno | 364 | 7.3% |
| Fullerton | 170 | 3.4% |
| Humboldt | 18 | 0.4% |
| Long Beach | 146 | 2.9% |
| Los Angeles | 93 | 1.9% |
| Monterey Bay | 107 | 2.1% |
| Northridge | 661 | 13.2% |
| Pomona | 337 | 6.7% |
| Sacramento | 151 | 3.0% |
| San Bernardino | 266 | 5.3% |
| San Diego | 287 | 5.7% |
| San Francisco | 361 | 7.2% |
| San Jose | 303 | 6.1% |
| San Luis Obispo | 362 | 7.2% |
| San Marcos | 164 | 3.3% |
| Sonoma | 161 | 3.2% |
| Stanislaus | 148 | 3.0% |
| **Total** | **4996** | **100.0%** |

|  |  |
| --- | --- |
|  | **EBL** |
|  | **Feb 2012- August 15, 2012** |
| Campus | Unique Book Hits | % of total use |
| Bakersfield | 81 | 0.9% |
| Chico | 296 | 3.3% |
| East Bay | 366 | 4.1% |
| Fresno | 447 | 5.0% |
| Fullerton | 414 | 4.7% |
| Humboldt | 64 | 0.7% |
| Long Beach | 435 | 4.9% |
| Los Angeles | 565 | 6.3% |
| Maritime Academy | 17 | 0.2% |
| Monterey Bay | 198 | 2.2% |
| Northridge | 730 | 8.2% |
| Pomona | 460 | 5.2% |
| Sacramento | 710 | 8.0% |
| San Bernardino | 309 | 3.5% |
| San Diego | 933 | 10.5% |
| San Francisco | 447 | 5.0% |
| San Jose | 1062 | 11.9% |
| San Luis Obispo | 798 | 9.0% |
| San Marcos | 402 | 4.5% |
| Sonoma | 77 | 0.9% |
| Stanislaus | 87 | 1.0% |
| **Total** | **8898** | 100.0% |

**Issues and Problems**

Throughout the two pilots there were several issues and problems that were addressed. This is a summary of the most important ones and how they were resolved.

**Librarian Training/Knowledge of Cataloging**

There were a few issues of turnover and lack of knowledge of how to load records into catalogs. Librarians/Catalogers needed to use MarcEdit to make changes to the catalog records and there was some confusion by some libraries on how to accomplish this task. It had been assumed that Catalogers would have this knowledge since the CSU has participates in other batch record loading tasks such as Safari. The libraries that needed assistance with this were either assisted by Marvin in the fall or by other CSU catalogers in the spring.

**Digital Rights Management – DRM**

Understanding our rights to integrate e-content into course management ware, the ability or inability to ILL e-content, limitations on downloads or printing are important considerations when addressing ebook content.

**Interlibrary Loan**

Diminished standing as a borrowing and lending partner in ILL if we can no longer lend books to other libraries outside the CSU because of DRM.

**Faculty Knowledge of the Program**

There was one instance of a faculty member knowing about the ability to trigger purchases in the catalog and purchasing several books in their field (Music books). After this was discovered a mechanism was put in place by the vendor that will only allow each user a limited number of purchases. The faculty member was known by the campus librarians and was asked to stop triggering purchases. In the future a decision needs to be made as to whether or not PDA is made known to patrons or not. If it is made known then instances like this are likely to increase.

**Duplication**

Removal of duplicate titles was left to each campus library to solve. Some libraries choose to not remove duplicates, some removed all duplicates and some only removed duplicates if there were duplicate ebook formats. This is going to be an going issue as long as there is overlap between local PDA projects, campus purchases and other ebook content.

**OCLC Control Numbers**

Several libraries noticed that there were not OCLC control numbers on either the Coutts or the YBP/EBL catalog records. These numbers allow libraries holdings to be reflected in Worldcat.

**Work Load**

There was an attempt made to keep workload for the individual campus libraries low. It is unknown if this was successful or not. There were reports that as long as the cataloger/librarians were familiar with what they needed to do the workload were easy and low. When more information was needed to accomplish the tasks at hand the workload increased.

**Removing Records: YBP and EBL**

There was an issue with removing records once the pilot was completed in the spring. This revolved around misinformation and incorrect records. It was thought that we could receive records from EBL after the pilot finished. The records that we were given were not up to MARC standard. By this point in the pilot we could no longer receive Point of Invoice records from YBP. In order to get the records we needed each of the purchased 179 records had to be changed manually to extract them from the unpurchased records. This was done by both YBP, and graciously, by Mary Ellen Baker at Cal Poly. In the end we did receive appropriate MARC records for the books we purchased.

**Cost Savings as a Consortium**

Technology is the reason that we are able to discuss the possibility of shared ebooks across the CSU system. Ebooks do not need to be location specific. On average CSU libraries purchase 3.2 print copies of books across the system. It would be wasteful for the CSU to purchase duplicate ebooks. We have the ability to work together to reduce duplication, have access to more books and be fiscally responsible.As a consortium we are able to purchase ebooks at 3.2 times the cost of a single ebook for all 23 campuses to have access to. Shared buying power of ebooks makes fiscal sense for the CSU.

**Fall Assessment and Questions to be Addressed**

At the end of fall 2012 we will have statistics for three semesters of the Coutts pilot, two semesters of the EBL pilot and one semester of the Ebrary pilot. There should be a general overview of the statistics at the end of each semester.

A comprehensive evaluation of the three vendors needs to be undertaken to determine which vendor most accurately fits the needs of the CSU.

There are several other types of assessment that could occur as a result of this project. For example, how are PDA books utilized in subsequent semesters? Are we seeing the same campuses using the same titles? What subjects are continuously used? Are there any ebooks being used in Learning Management Software or assigned to courses? There will be more questions ahead, but there is much to be gained from the information we have access to.

There is also a need to better understand how a CSU-wide PDA or ebook purchasing project effects local business operations. It has been mentioned that the removal of duplicates is one area that causes more work for campus libraries. An overall better understanding and recommendations on how to reduce workload is needed so that more work is not created for local libraries.

In addition, a clear working plan for how and who will manage a central ebook purchasing project is needed. Questions such as who will continue to oversee the project? Who will make decisions and recommendations when they are needed? Who will monitor the project and take action if needed? Currently this was undertaken by the PDA committee and mainly by the chair of this committee. This will be a role that will need to be filled as this project continues.

**Next Steps and Recommendations**

The four main criteria for resources to qualify for inclusion in the ECC listed in the Principles and Criteria for the CSU Electronic Core Collection document are:

* Supports the CSU Core Curriculum
* Sufficient interest among campuses
* Balance of content and value between disciplines
* Benefits the greatest number of users

The document further states that “Before forwarding a recommendation to COLD to add or remove an ECC resource or service, EAR will solicit input from representatives from each of the 23 campuses.”

    As stated in the Principles and Criteria document, if an existing resource must be removed from the ECC in order to make funds available for the purchase of shared ebooks., EAR is required to solicit input from the 23 campuses, vote to add/remove the resource in question by a two-thirds majority, and make a formal recommendation to COLD. In February 2012 EAR identified the five lowest-priority resources currently included in the ECC; this may serve as a useful starting point for conversations within and among EAR, the campuses, and COLD. If there is agreement that a consortial PDA program should replace one or more low-priority ECC resources, it is recommended that EAR consult with the vendor(s) to determine whether the newly available funds would adequately support a program developed with appropriate parameters.

It should be noted that two current Chancellor’s Office initiatives--Affordable Learning $olutions (AL$) and Cal State Online--could benefit from a larger shared ebook collection. As of this writing, in the case of the latter it is unknown how library access for Cal State Online students might work. But the primary aim of AL$ is reducing students’ costs, in large part by leveraging innovations in the electronic provision of content.

**Recommendation 1:** It is recommended that the campuses be surveyed on their interest in contributing a portion of their materials budgets toward a shared ebook PDA program. In order to assist the campuses in submitting informed responses, they should be presented this report along with the full title lists of items selected during the pilot. There is not yet any longitudinal data on usage of titles acquired via PDA/DDA during the pilot.

To sustain a consortial PDA program funded at roughly the same level as the pilot, each campus (assuming 100% participation) would need to contribute $5000 per year, adjusted for inflation. Assuming parameters defined similarly to those of the pilot, the $115,000 budget would support 3,000-5,000 records being loaded into the campus catalogs, and assuming similar usage patterns, the purchase of 400-500 books. It was mentioned in the workload section that records for unpurchased items needed to be removed from catalogs when funds were depleted. An additional $20,000-30,000, whether from central funds or individual campuses, would likely cover all triggered purchases and short term loans, thereby obviating the need to remove records, and decreasing workload.

**Recommendation 2:** Oversight of an ongoing PDA program should remain within EAR, perhaps managed by a subcommittee of current EAR members. Regardless of whether an ongoing PDA program is supported with ECC funds or by contributions from the campuses, the program should be subject to the same review process (outlined in the Principles and Criteria document) as ECC resources.

**Recommendation 3:** It is recommended that longitudinal usage data be consulted in the process of evaluating the quality of what would develop over time as a patron-built collection.

**Recommendation 4:** Further, it is recommended that EAR or the subcommittee continuously or periodically evaluate the quality/usefulness of the collection in light of the current literature on ebooks and student learning.

There are several advantages to consortium-based patron driven e-book acquisitions that have immediate benefits to participants:

* Costs: The 3.2 multiplier allows full text access across 23 campuses. Given that 23 campuses would not purchase the same title, even if 4 or 5 did there is cost savings realized, and access is greatly enhanced via web-delivery.
* Collections Funding: Individual libraries can invest some portion of their local collections budgets to a consortia-based PDA and realize a larger return on investment given the increase in access to shared e-book content.
* Inter-Library Loan: Time and costs associated with the exchange of print content between campus might be reduced.
* Time: The selection process can be front-loaded during the profile build, and includes a larger set of titles for eventual selection that may include previously unknown (to the individual selector) titles and possibly sub-disciplines that may have escaped individual campus selectors. Time spent in communication regarding selections across library units and relevant campus constituencies is greatly diminished.
* Access: “instant” web-based access to content that may otherwise be unavailable (physical copy checked out for example) is crucial in the delivery of high-quality library services; users may use content at their convenience
* Use: There is growing evidence that patron -selected content is used more frequently than content selected by librarians. One example from Stetson University’s PDA analysis showed that 59% of purchased titles were used more than once, which is a high rate of use for a library collection. (<http://crln.acrl.org/content/73/5/249.full>). A pilot project conducted by the University of Florida found that 78 percent of their purchased e-book titles were used again after their pilot ended (Carrico Steven, Leonard Michelle, "Patron-Driven Acquisitions and Collection Building Initiatives at UF," Florida Libraries 54 no. 1 (2011): 14-17.)
* Content management and evaluation: Using COUNTER compliant vendor data and/or e-book management via and electronic resource management tool, libraries can better manage and assess content usage and better evaluate return-on-investment.

**E-Book Package Purchasing as an alternative**

It may be useful to evaluate alternative purchase models that involve bulk publisher or vendor purchases that can be shared across the system. For example, EBSCO and ebrary offer models for licensing (as either subscription or ownership models) for both discipline-specific or broad-spectrum undergraduate-based academic collections. Advantages here would predictably be realized in staff and budgetary savings, using PDA-based acquisition of content, outright ownership or even via shared subscriptions across the campuses. In this latter model, decisions for perpetual purchase of content could be made based on derived usage data during the subscription period. Successful preliminary vendor negotiations could offer very deep discounts in any of these scenarios.

The potential to provide ubiquitous e-book content across the undergraduate curriculum is a potential area of discussion for CSU collection development.

Additionally, there are major publishers of e-content (Wiley, Springer) that offer preferential large-package pricing options for collection set purchases. One example from the CSU: Cal Poly San Luis Obispo this past fiscal year purchased over 8,000 Springer titles (across 12 collections and published from 2010-2012) for an average cost per title of under $10.00. Again, the negotiation process is crucial in the successful discounting of large collections sets

Other advantages are available in this kind of collections building in both the discovery and use areas. E-book content hosted by EBSCO, for example, is integrated in their EBSCOHost service and therefore discoverable across their platform –however a user is searching, owned e-book content is surfaced. The same is true when users search across the Springer platform, for example. All content, whether it is in the form of a journal article or e-book chapter is retrieved when searching their platform. (Note: article and chapter-level metadata records are also increasingly available from many publishers, which may enhance discovery of these resources from the library catalog).

Carlson, J. (2006). An examination of undergraduate student citation behavior. *The Journal of Academic Librarianship*, *32*(1), 14-22.

**Center for Studies in Higher Education** (2010). *Overview of the Master Plan* http://sunsite.berkeley.edu/uchistory/archives\_exhibits/masterplan/

McClure, R. , & Clink, K. (2009). How do you know that?: An investigation of student research practices in the digital age. *Portal: Libraries and the Academy*, *9*(1), 115-132.

Schulz, K. (2002). Your place or mine?. *Collection Management*, *26*(4), 15-28.

**Appendix 1: Coutts Publisher List**

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| ABC-Clio (group)

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| MIT Press |
| Nicholas Brealey |
| Open Court |
| Palgrave MacMillan |
| Pickering & Chatto |
| Princeton UP |
| Purdue UP |
| Rowman & Littlefield |
| Temple UP |
| U of Chicago Pres |
| U of Georgia Press |
| U of Illinois Press |
| U of Michigan Press |
| U of Mississippi Press |
| U of Nebraska Press |
| U of North Texas Press |
| U of Wisconsin Press |
| UP of Kentucky |
| Vanderbilt UP |
| Waterside Press |
| Yale UP |
| Zed |

 |
| AMACOM |
| ASCD |
| Berrett-Koehler |
| Christopher Hurst |
| Columbia UP |
| Continuum |
| Demos Medical |
| Edinburgh UP |
| Edward Elgar |
| Emerald (group) |
| Goodfellow Ltd |
| Guilford |
| Haymarket Books |
| Human Kinetics |
| I.B. Tauris |
| Indiana UP |
| Intellect Books |
| Ithaca Press |
| Jessica Kingsley |
| Karnac Books |
| Kogan Page |
| Libraries Unlimited |
| M & K Update |

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| Wiley-VCH |
| University of North Texas Press |
| CAB International |
| University of Nebraska Press |
| The University Press of Kentucky |
| SAGE India |
| Indiana University Press |
| SAGE Publications, Inc. |
| Karnac Books |
| American Psychiatric Publishing, Inc. |
| ASCD |
| CABI |

**Appendix 2: EBL Publisher List**

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| John Wiley & Sons |
| John Wiley & Sons, Ltd. |
| John Wiley & Sons, Inc. |
| Ashgate Publishing Ltd |
| Oxford University Press, USA |
| ABC-CLIO |
| OUP Oxford |
| University Press of Mississippi |
| Sage Publications Ltd. Blackwell Publishing Ltd. |