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Introduction

Higher Education (HE) libraries want to provide their students with online access to their course texts, free at the point of use. Such equality of access is deemed to be a responsibility of the library, particularly in light of widening participation agendas, increasing student numbers and the expectations of staff and students. The JISC national e-books observatory project aims to stimulate the provision of course texts online through the library by making freely available course texts online in four subject areas (business and management studies, engineering, medicine and media studies) and gathering much needed evidence:

- Evidence to measure the impact of making course texts freely available online on traditional print sales to students
- Evidence to inform the creation of sustainable business models for the delivery of course texts online through the library
- Evidence to assess the impact of making course texts freely available online on student and teacher behaviour
- Evidence to inform best practice for the promotion of course texts online through the library
- Evidence to inform the creation of licensing models that allow users the flexibility to learn and teach using course texts online

JISC has funded CIBER to gather all this evidence through a Deep Log Analysis (DLA) Study. The DLA study not only analyses the log data to identify real time patterns of discovery and use for the 36 course texts JISC has made freely available, but gathers quantitative data from users through surveys and case studies.

This first user survey provides an initial benchmark against which to measure changes as the JISC national e-books observatory project progresses. The survey was circulated to the 127 HE institutions participating in the project and gathered information on current user awareness, perceptions and attitudes towards e-books. Over 20,000 responses were received to the survey making it one of the largest e-book surveys ever undertaken. JISC Collections truly appreciates the effort that each participating library made to promote the survey to their staff and students.

This survey is just one of many data gathering exercises for the DLA study, next to come is the individual institutional case studies, the library surveys and the analysis of the deep log data…and already we have plenty of interesting and controversial points that will stimulate discussion on the future delivery of course texts online through the library.

Enjoy!

Caren Milloy
Project Manager
JISC national e-books observatory project

The initial findings from the first user survey are presented by Ian Rowlands of CIBER.
http://www.ucl.ac.uk/slais/research/ciber/observatory/

Further information on the JISC national e-books observatory project can be found at www.jiscebooksproject.org or by contacting Caren Milloy at c.milloy@jisc.ac.uk

Pointers to the key issues in this report

1 Bottlenecks in the system

Demand for printed course texts far exceeds their supply in the university library. Students report dissatisfaction, lecturers face complaints in all disciplines.

Fig.14 (p.19)
Table XXX (p.26)

2 High levels of interest in e-books

More than 60 per cent of the academic population are already using e-books, nearly all in connection with their scholarly work. That figure is significantly higher for men and for postgraduate students. There is no difference between full- and part-time students, nor, surprisingly by age group. E-books are now a central part of their information experience.

Fig.2 (p.7)
Tables II-IV (p.7)
Table XXV (p.23)

3 Course texts are central to learning

Students rely on a broad range of information resources to support their learning, but their own course texts and lecture notes are critical. These and free internet resources are both rated more highly than library provision, physical or virtual, or online course materials. This should be a cause of great concern to universities. Providing electronic course texts may be just one of several strategies that are needed to help close this gap.

Fig.10 (p.15)
Table XV (p.15)

4 Low student content purchasing intentions

Only a small proportion (4.6%) of the e-books that students use are ones that they pay for themselves. Even in the case of the recommended print course texts that are paralleled by the JISC e-book project collection, student purchasing intentions are low (3.1%). There is a high level of multiple readership (39.4%) as books are shared with friends and much reliance still on library copies (35.8%)

Table V (p.8)
Table XXVII (p.24)

5 Screen reading

Although reading e-books exclusively from the screen becomes less popular as a function of age, this is still the dominant preference for scholars of all age groups, right up to retirement. Just over 53 per cent of e-book users (staff and students) say they only read from the screen, even in the 56-65 age bracket.

Table IX (p.9)
Fig.5 (p.10)

6 Online reading behaviour

The self-report data presented in this report regarding the length of time of an average e-book session is surprising, but it chimes very well with previous CIBER deep log studies: 34.6 per cent of university teachers say then spend less than ten minutes online, for students the figure is 23.2 per cent. Findings from the UCL SuperBook study suggest that around half the time that users spend on e-book platforms is actually devoted to navigating the information space and finding content, so these figures are even more surprising, even if the hypothesis that users are printing for subsequent reading holds true.

Fig.6 (p.11)
Table X (p.11)

Even more remarkably, university teachers are even more likely to dip in and out of e-book content, rather than even reading a single whole chapter. So much for that pejorative phrase, the 'Google Generation'!

Fig.8 (p.12)
Table XI (p.13)

7 Role of the physical or virtual library

As noted everywhere these days, many staff have deserted the physical library, preferring the online experience, although obviously not in all disciplines. This broad generalisation does not yet apply to students. Despite the fact that the virtual library is only a click or two away, students still visit the bricks and mortar facility more frequently than they go online. And, surprise, surprise, they overwhelmingly do this to borrow or browse books. This comes far ahead of

Fig.13 (p.18)
Table XVIII (p.18)

other activities, including using the library as study space.

8 Homebirds

Students and staff, but especially students, and especially women students value the convenience of being able to access library services from home.

Fig.15 (p.20)
Table XXII (p.20)

9 The potential for library e-books

While 61.8 per cent of students say they have used an e-book at some time, the proportion falls to 47.2 per cent in the case of library-provided titles. This suggests that there is considerable room for library expansion into this area, or better communication perhaps: there is evidence that a sizeable group of students, 13.0 per cent, is not clear whether they have used a library e-book or not.

Fig.16 (p.21)
Table XXIV (p.21)

10 Awareness of JISC Collections titles

Teaching staff in the relevant disciplines report high levels of awareness of the texts in the JISC e-book project collection. This may well of course be a function of this survey and the marketing efforts that supported it. Awareness is particularly high in business and management.

Fig.21 (p.25)
Table XXIX (p.25)

11 Getting the message across to users

As far as communicating the existence of the texts in the JISC e-book project collection, the most effective single promotional strategy is information on the library website (mentioned by 31.2 per cent of respondents), followed closely by a library catalogue entry. Newsletters seem relatively ineffective.

Fig.17 (p.22)

12 Observatory models work

Perhaps the single most important finding of this survey is that the national observatory model has real legs. This is probably the largest LIS survey that has ever been conducted in the UK or possibly elsewhere. Its success lies in the enthusiasm and hard work of a large number of librarians who energised their local university communities. The picture on page 4 tells a very powerful story.

Fig.1 (p.5)

About this survey

This online survey was designed and piloted by members of the CIBER team at University College London with input from the JISC national e-books observatory project board. It was implemented using Survey Monkey (Professional version).The analysis (is ongoing, these are just initial headline findings, was made using the Statistical Package for the Social Sciences (SPSS v.14). The survey made considerable use of routing, so that, depending upon their status (student, teaching or non-teaching staff) or subject interests, our respondents were asked to focus only on questions that were of direct relevance to them. For this reason, each table and figure includes a description of which subset of the survey population is being discussed.

Information about the survey was distributed to our partners in higher education libraries and they clearly made very considerable efforts to market the survey to staff and students in their universities. Links to the live survey database were distributed via email, staff and student newsletters, via departmental secretaries and embedded in library web pages. A further CIBER paper will explore what effect these various methods had, in terms of response, and this may be of general interest to the library community, especially as survey fatigue is becoming an issue in higher education, as elsewhere. As an inducement, a single prize of £200 in Amazon vouchers was offered, and the lucky winner drawn at random.

The survey ran between 18 January and 1 March 2008, over which period 22,437 full or partial responses were received. Data collection ceased when the target of 20,000 full completions was reached. The fact that 89.1% of our respondents managed to get to the end of a quite long and complex questionnaire is a clear indication of the level of interest within the academic community in e-books. We received responses from 123 universities before switch off.

Given the variety of methods used to distribute the survey, it is not possible to compute a response rate. Very few authors of online survey reports make any attempt to deal with the important issue of how representative their samples are. This is a much more serious issue than response rate per se and one which we are happy to tackle.

Figure 1 was obtained by deriving latitudes and longitudes from the IP addresses of our respondents (with thanks to David Clarke at University College London). It offers a powerful symbol of the success of the Observatory model: librarians, students and faculty in every corner of the UK were energised to take part in a truly national experiment.

Figure 1.
Geographic distribution of survey completions (*n*=20,000)**.**

In Table 1 overleaf, we compare the responses to our questionnaire (`Survey observed') with 2005/06 data taken from the Higher Education Statistics Agency (`Nationally expected'). Although there is some variation, the differences between our sample and the UK university population as a whole are not statistically different.

Table I.
Survey response and national HE demographics compared.

	Survey observed	Nationally expected
Full-time academic staff (as a % of all academic staff)	84.1	67.6
Female academic staff (as a % of all academic staff)	48.0	41.9
Undergraduates (as a % of all HE students)	71.4	78.3
Teaching staff (as a % of all HE students and teaching staff)	10.3	7.6
Female students (as a % of all students)	64.1	58.4
Teaching staff aged 55 or older (as a % of all teaching staff)	12.4	17.1

We therefore conclude, for the present, that the survey responses are randomly distributed and that we can report our findings to within plus or minus 0.9% with 99% confidence. Later in the project, we will revisit these assumptions when we have had a chance to compare what people said about certain aspects of their e-book behaviour with what is actually revealed in the electronic logs that they leave behind on various servers.

For the sake of concision in the tables and figures that follow, `Business' refers to business and management studies, 'Media' refers to media studies and `Medicine' specifically excludes nursing and mental health. The four subject disciplines will be referred to as the 'JISC project disciplines'.

Finally, a pdf copy of the survey instrument may be found at http://tinyurl.com/33dtjc.

Use of e-books in general

This section places the rest of the survey in its proper context by asking respondents about their use of e-books in general: not just those licensed for the Observatory project by JISC Collections or through their university library.

Figure 2.
Do you use e-books?
All respondents (*n*=20,000).

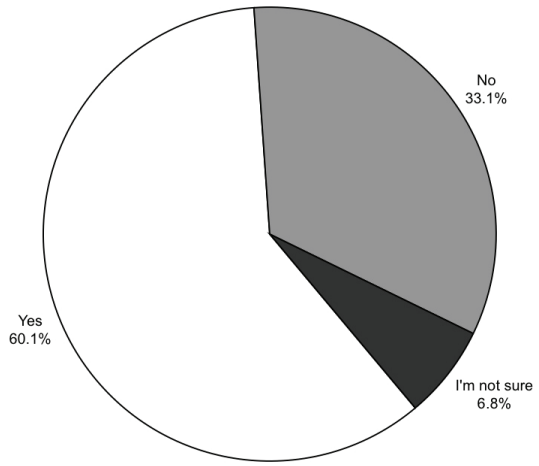


Table II.
Do you use e-books?
Students and teachers (*n*=17,669).
Column percentages.

	Full-time students	Part-time students	Teachers
Yes	62.7	60.1	58.3
No	29.9	32.4	37.5
Not sure	7.5	7.5	4.3

X^2=56.88, df=2, difference between students and teachers is significant at the 1% level.

Note: *Students include undergraduates and postgraduates. There is no difference between students by full-or part-time status but staff are rather less likely to be e-books users than students: although even here, users are now in a majority.*

Table III.
Do you use e-books?
All respondents by gender. (*n*=18,405).
Row percentages.

	Yes	No
Female	63.9	36.1
Male	65.4	34.6

Pearson X^2=3.99, df=1, difference between male and female students significant at 5% level.

Note*: Here is evidence that will be explored further in this report, that gender is a factor that needs to be taken more account of when thinking about information behaviour. Why do more men make use of e-books? Are the data here confounded by other factors, like subject discipline?*

Table IV.
Do you use e-books?
Students in JISC disciplines by level of study (*n*=5,967).
Percentages who have used an e-book.

	Undergraduate	Postgraduate
Business	61.6	79.7
Engineering	64.7	71.9
Media studies	61.2	64.3
Medicine	55.1	61.4

Note*: This table, restricted to students in JISC project disciplines, shows that status (undergraduate or postgraduate) and discipline are big sources of variation. When we look at these students by gender, this time taking subject into account, highly significant differences are evident between men and women. Men do seem to be more likely to use e-books. The effect is quite small, but it is highly significant and very interesting.*

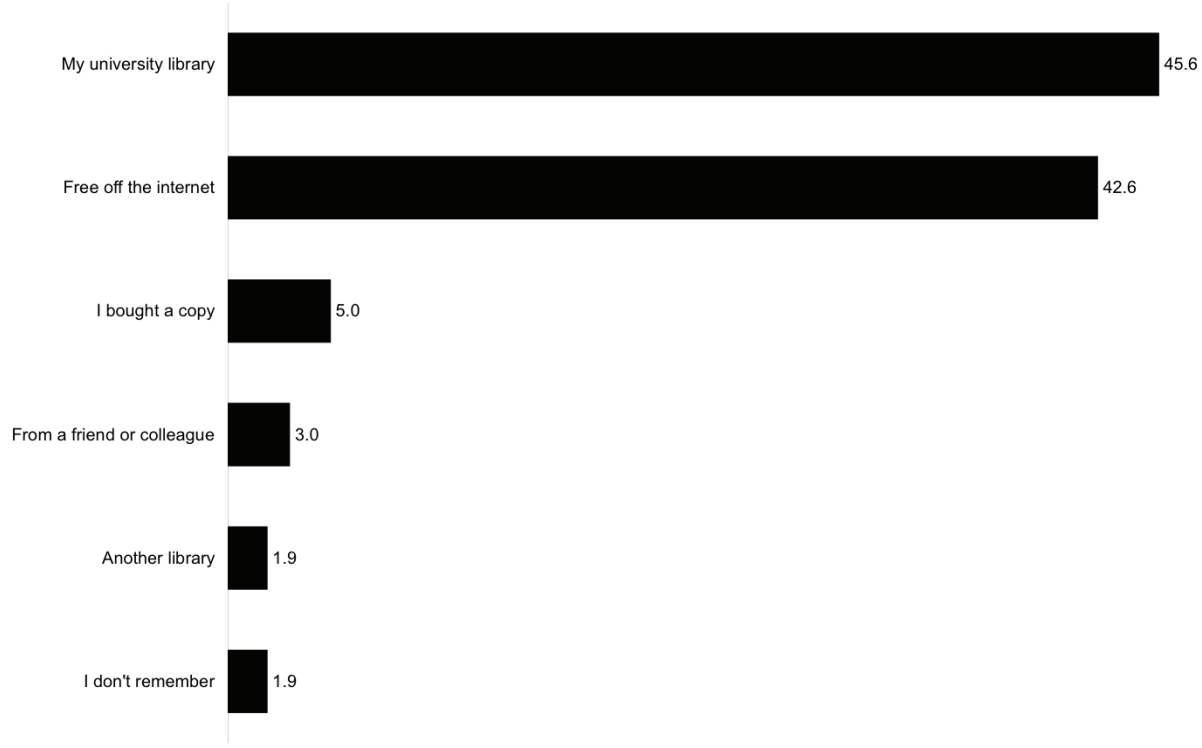
Medicine (Pearson X^2=8.01, df=1, gender difference significant at 1% level).
Engineering (Pearson X^2=4.05, df=1, gender difference significant at 1% level).

Table V.
Do you use e-books?
Undergraduates in JISC project disciplines by broad age group (*n*=4,258).
Column percentages.

	Aged 25 and younger (n=3,648)	Aged 26 and older (n=606)
Yes	**60.3**	**62.2**
No	32.8	32.2
I'm not sure	6.9	5.6

***Note**: Surprisingly, age is not a useful discriminator between students in terms of their likelihood to use e-books: at least there is no difference here between those aged 25 and younger and older students.*

Figure 3.
Thinking back to the last time you used an e-book, how did you get hold of it?
All e-book users (*n*=12,026).
Percentages.



***Note**: This figure and the rest of the data in this section reflect a critical incident approach. Here the respondents are thinking back to the last time they used an e-book, so the answers are specific to that context, rather than general. However, with such a large sample, we feel the answers are highly valid. Libraries and the internet are strongly preferred channels for sourcing e-books: about 1 e-book in 20 is actually purchased by the end user, but these are very early days in the development of the marketplace.*

Table VI.
Thinking back to the last time you used an e-book, how did you get hold of it?
Students and teachers, e-book users only (*n*=10,947).
Column percentages.

	Students	Teachers
I bought a copy	4.6	6.9
I got it from my university library	**45.3**	**50.0**
I got it from another library	1.8	2.3
I got it free off the internet	43.5	36.8
I got from a friend or colleague	2.9	3.0
I don't remember	1.9	1.1

Pearson X^2=51.07, df=10, difference between students and teachers significant at the 1% level.

Note: *Perhaps not surprisingly, there are differences between students and their teachers: the latter are more likely to use the university library or to make a purchase and they are less likely to use free e-books off the web.*

Table VII.
Thinking back to the last time you used an e-book, how did you get hold of it?
Students by registration status, e-book users only (*n*=11,916).
Column percentages.

	Full-time students	Part-time students
I bought a copy	4.3	7.1
I got it from my university library	**45.4**	**44.5**
I got it from another library	1.7	2.8
I got it free off the internet	43.7	40.7
I got from a friend or colleague	3.0	2.6
I don't remember	1.9	2.2

Pearson X^2=21.86, df=5, difference between full- and part-time students is significant at the 1% level.

Note: *There is no difference between full- and part-time students with regard to their level of reliance on the university library as the source of their e-book reading, but part-timers look like a better market prospect for publishers, they are much more likely to make an e-book purchase.*

Table VIII.
Thinking back to the last time you used an e-book, how did you get hold of it?
Students by gender, e-book users only (*n*=11,916).
Column percentages.

	Female students	Male students
I bought a copy	3.7	6.1
I got it from my university library	**47.8**	**40.9**
I got it from another library	1.8	1.8
I got it free off the internet	42.4	45.3
I got from a friend or colleague	2.3	4.0
I don't remember	2.0	1.9

Pearson X^2=78.41, df=5, difference between male and female students is significant at the 1% level.

Note: *Again, we see evidence of a gender divide amongst students. Men are more likely to buy an e-book or to turn to the internet for a free copy.*

Table IX.
How did you read the contents?
Student and teacher e-book users (*n*=10,968).
Column percentages.

	Students	Teachers
I read the contents from a screen	**62.6**	**57.8**
I printed the contents and read from paper	6.4	6.5
A bit of both	30.6	35.3
I don't remember	0.5	0.5

Pearson X^2=10.34, df=3, difference between students and teachers significant at the 5% level.

Note*: This table shows that the dominant mode for reading e-books is direct from the screen, for both staff and students, with the former more likely to exhibit hybrid print/online reading behaviour.*

Figure 4.
How did you read the contents?
All e-book users (*n*=12,042).
Percentages.

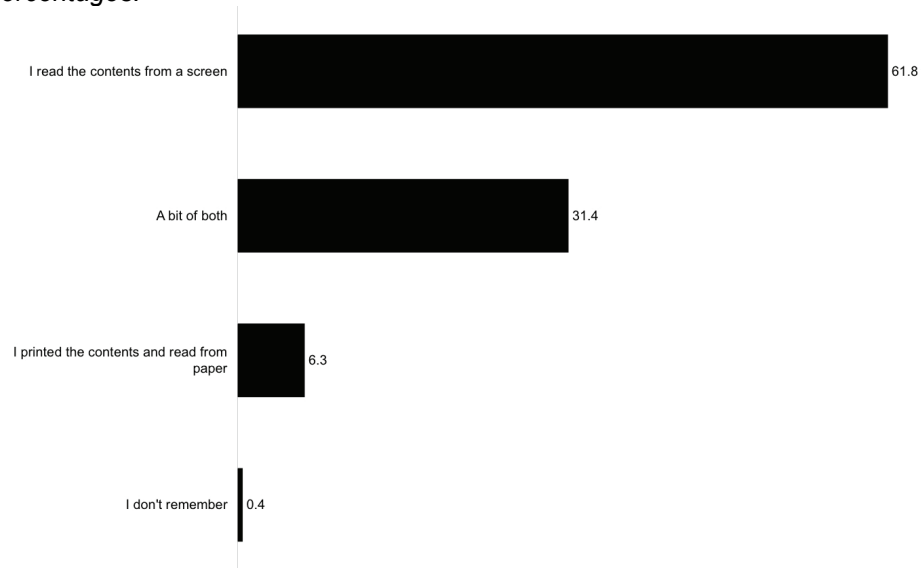
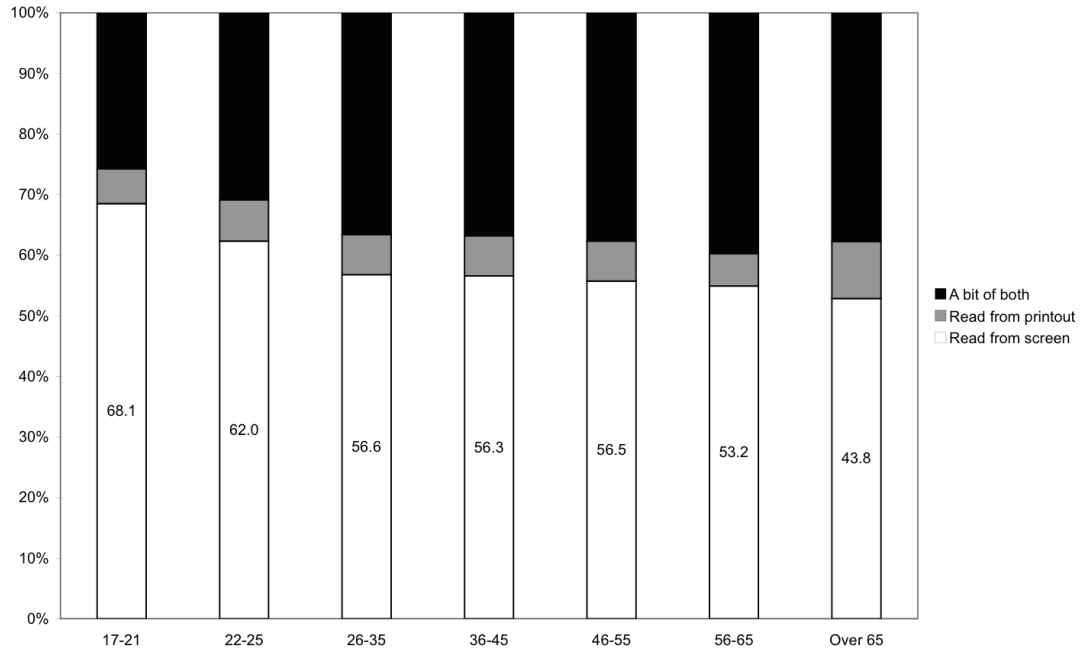


Figure 5.
How did you read the contents?
All e-book users by age (*n*=12,042).



***Note**: The interesting point from this slide is less the relative decline in online reading with age, which is to be expected, but that this mode is still preferred by a majority of users right up to the traditional retirement age.*

Figure 6.
Typically, how long do you think you spend reading an e-book from the screen in one session?
All e-book users (*n*=12,038).

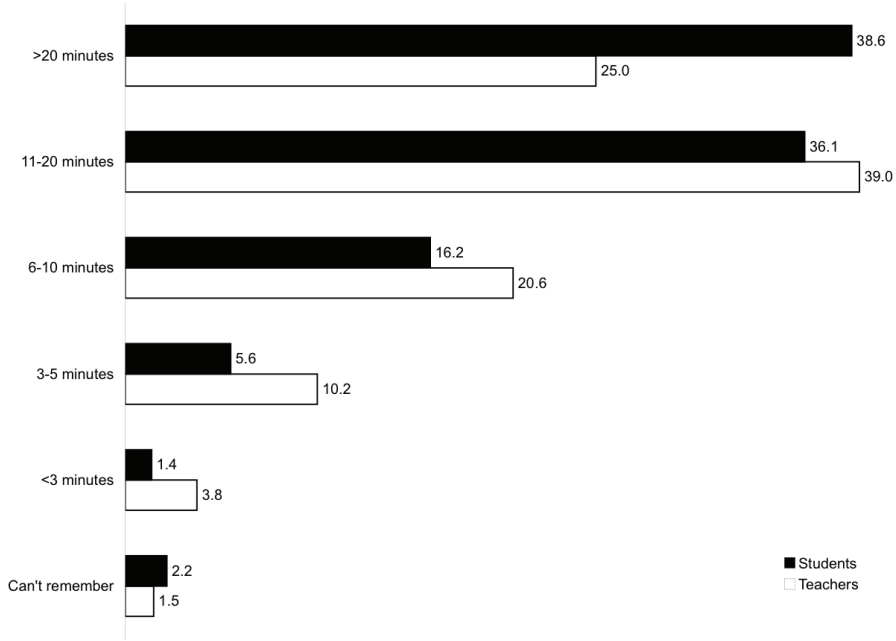


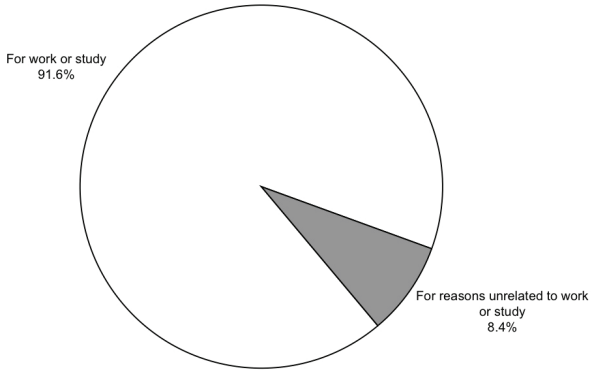
Table X.
How long do you spend reading from a screen?
Student and teacher e-book users (*n*=10,967).
Column percentages.

	Students	Teachers
More than 20 minutes	38.6	25.0
11-20 minutes	**36.1**	**39.0**
6-10 minutes	16.2	20.6
3-5 minutes	5.6	10.2
Less than 3 minutes	1.4	3.8
I can't remember	2.2	1.5

Pearson X^2=131.33, df=5, difference between students and teachers significant at the 1% level

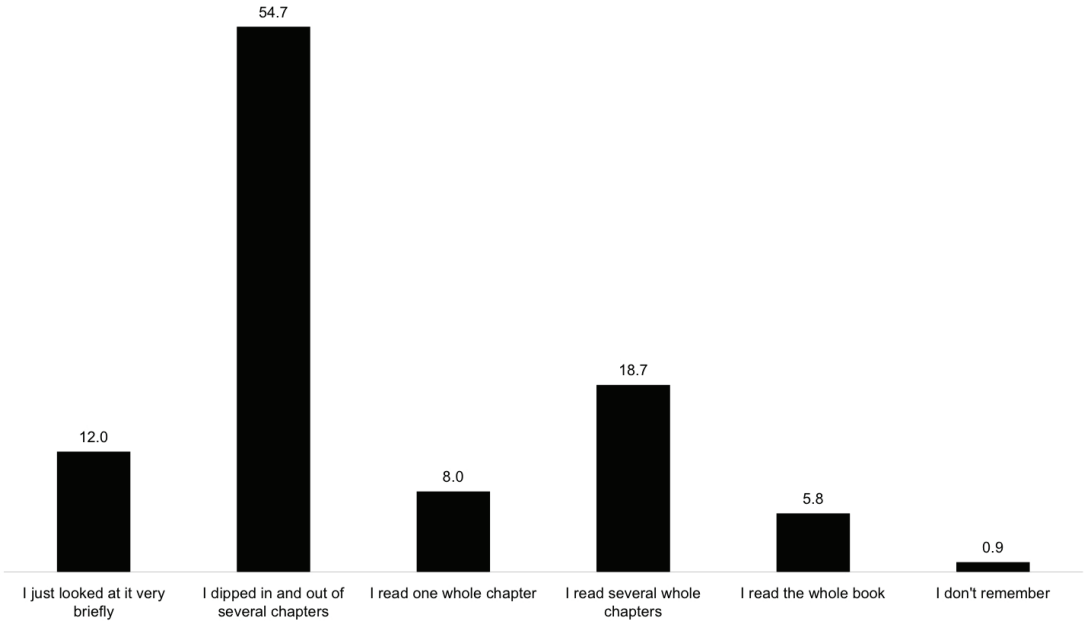
***Note**: The data above (the table and figure are the same) raise more questions than they answer. Students seem to spend quite a bit more time reading e-books online than their teachers (34.6% of faculty spend 10 minutes or less on an online session, compared with 23.2% of students). There is no difference between men and women, nor between JISC project disciplines, so what is the explanation for the student / teacher difference? We will return to this question later on.*

Figure 7.
Why did you consult it?
All e-book users (*n*=12,040).
Percentages.



***Note**: This issue, the purposes for which e-books are used, will be explored further in the interview and focus group phases of this project. But, from a textbook publisher's point of view, this slide should be encouraging, there is evidence here of strong demand for scholarly e-book content.*

Figure 8.
How much of that e-book did you read online?
All e-book users (*n*=12,014).
Percentages.



***Note**: This figure is an intriguing one: most people seem dip in and out of e-books rather than reading them sequentially. This may have profound implications for the design of e-book products.*

Table XI.
How much of that e-book did you read online? Student and teacher e-book users (*n*=10,966). *Column percentages.*

	Students	Teachers
I read the whole book	5.7	3.9
I read several chapters	19.8	13.5
I read one whole chapter	8.4	6.8
I dipped in and out of several chapters	**54.3**	**60.0**
I just looked at it very briefly	11.1	15.2
I don't remember	0.9	0.7

Pearson X^2=49.39, df=5, difference between students and teachers significant at the 5% level.

***Note**: In sharp contradiction to what might have been expected, this `dipping' behaviour is much more prevalent among teachers than students. While just over a third (33.9%) of students read at least one whole chapter, the equivalent for university teachers is less than a quarter (24.2%). So much for `Google Generation' stereotypes!*

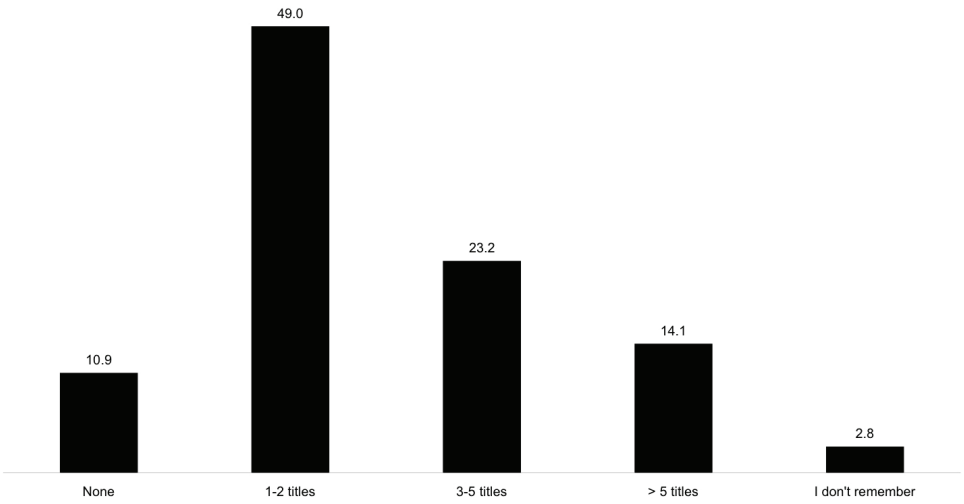
Table XII.
How much of that e-book did you read online? All e-book users by gender (*n*=11,871). *Column percentages.*

	Females	Males
I read the whole book	4.3	8.1
I read several chapters	17.4	21.0
I read one whole chapter	8.3	7.4
I dipped in and out of several chapters	**56.9**	**51.3**
I just looked at it very briefly	12.4	11.1
I don't remember	0.7	1.0

Pearson X^2=49.39, df=5, difference between males and females significant at the 5% level.

***Note**: Another gender difference: men (36.5%) are much more likely to read at least a whole chapter online than women (30.o%).*

Figure 9.
How many e-books have you used in the past month? All e-book users (*n*=10,947).



***Note**: Well over a third (37.3%) of our respondents consulted at least three e-book titles in the month prior to the survey, suggesting that this format is becoming an integral part of their scholarly information experience.*

Table XIII.
How many e-books have you used in the past month?
Student and teacher e-book users (*n*=10,947).
Column percentages.

	Students	Teachers
More than 5 titles	14.7	13.1
3-5 titles	24.4	19.6
1 or 2 titles	**48.4**	**51.8**
None	9.6	14.0
I don't remember	3.0	1.5

Pearson $X^{2=}$39.46, df=4, differences significant at 1% level.

***Note**: Students are heavier users of e-books than their teachers.*

Table XIV.
How many e-books have you used in the past month?
Student and teacher e-book users by JISC project discipline (*n*=10,947).
Column percentages.

	Business	Engineering	Media	Medicine	All other
More than 5 titles	17.9	20.0	12.9	11.8	13.8
3-5 titles	26.5	23.3	26.9	20.1	24.4
1 or 2 titles	44.3	46.3	50.5	53.4	48.7
None	7.2	7.2	8.1	12.3	10.2
I don't remember	4.1	3.2	1.7	2.4	2.9

***Note**: This table breaks out the question by JISC project discipline. Use of e-books is particularly varied in engineering: 43.3% consulted three or more titles, less so in medicine (31.9%).*

Libraries and e-books

This section explores issues related to the library provision of e-books from the point of view of students and teaching staff. We begin with students and their use of various kinds of learning materials.

Figure 10.
How dependent are you on the following information resources to complete your academic assignments? All students (*n*=15,828).

Table XV.
How dependent are you on the following information resources to complete your academic assignments? All students (*n*=15,828).
Column percentages and rating average.

	Not at all dependent	Slightly dependent	Quite dependent	Highly dependent	*Rating average*
Own books or notes	**1.8%**	**10.2%**	**29.3%**	**57.7%**	***3.44***
Internet resources	2.0%	13.8%	31.2%	52.4%	*3.35*
Library print materials	8.2%	19.0%	26.7%	45.2%	*3.10*
Library e-resources	9.2%	21.8%	25.6%	42.2%	*3.02*
Online course materials	17.6%	18.4%	24.2%	37.5%	*2.83*

***Note**: Students clearly rely on a broad range of information resources, but their own books and lecture notes are central to their learning experience. Internet resources are rated as being more useful than library provision, whether that be physical or virtual form. Part time students are significantly more dependent upon library-provided electronic resources than full-time students (average ratings 3.09 and 2.95 respectively on a scale where 4=Highly dependent).*

Figure 11.
How often do you pay a visit to your university library, physically or virtually?
All student users (*n*=15,842).

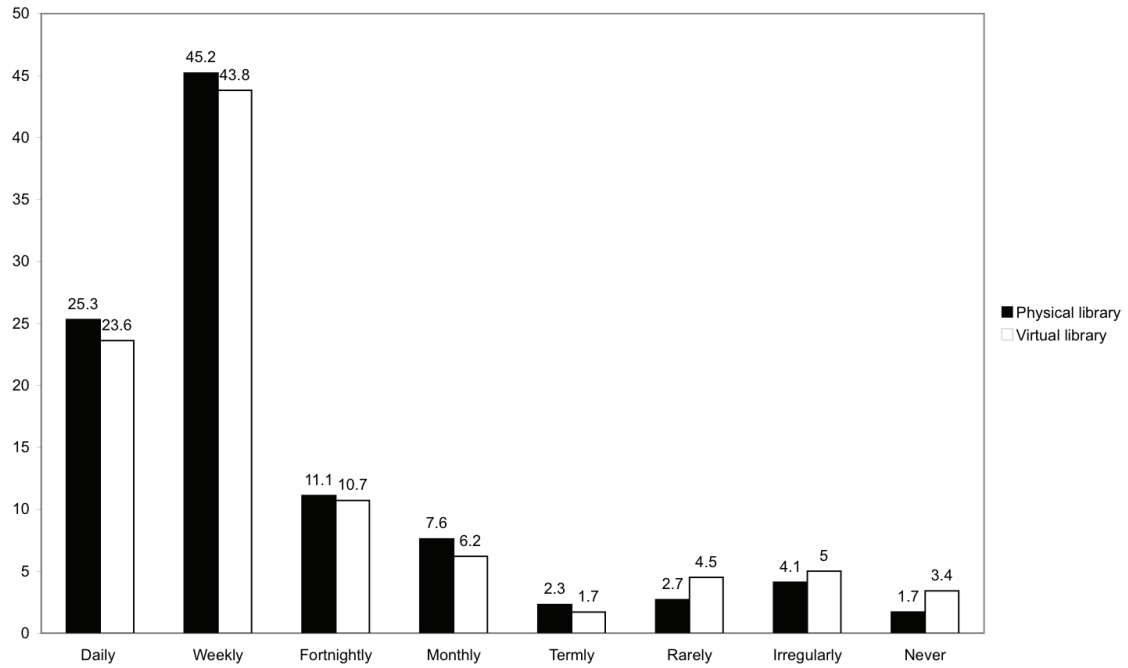


Table XVI.
How often do you pay a visit to your university library, physically or virtually?
All student users (*n*=15,842).
Column percentages.

	Physical library	Virtual library
Daily	25.3	23.6
Weekly	**45.2**	**43.8**
Fortnightly	11.1	10.7
Monthly	7.6	6.2
Termly	2.3	1.7
Rarely	2.7	4.5
Irregularly	4.1	5.0
Never	1.7	3.4

***Note**: Despite the fact that students can access the virtual library with just a few mouse clicks, they still visit the library as a building more frequently: 70.5% go there at least once a week, compared with 67.4% who go there online. Male students are significantly more likely to visit the physical library less than once a term and are more likely to pay an online visit.*

Figure 12.
How often do you pay a visit to your university library, physically or virtually?
All teacher users (*n*=1,844).

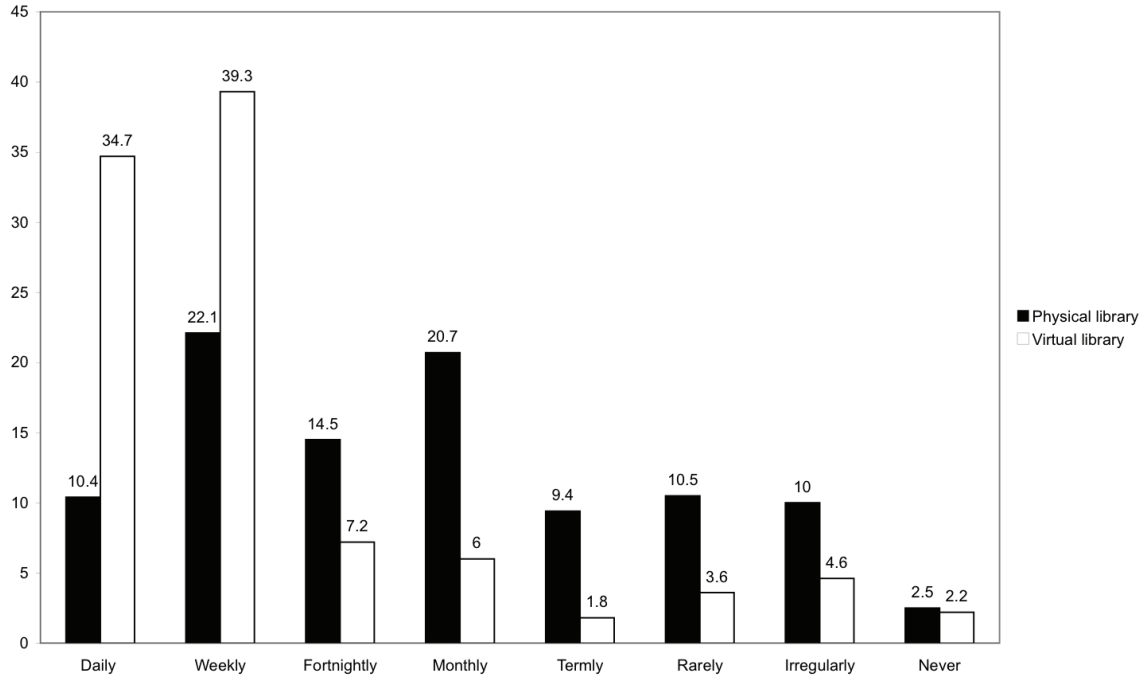


Table XVII.
How often do you pay a visit to your university library, physically or virtually?
All teacher users (*n*=1,844).
Column percentages.

	Physical library	Virtual library
Daily	10.4	34.7
Weekly	**22.1**	**39.3**
Fortnightly	14.5	7.2
Monthly	20.7	6.0
Termly	9.4	1.8
Rarely	10.5	3.6
Irregularly	10.0	4.6
Never	2.5	2.2

***Note**: The pattern of library use for staff is very different from that for students. Staff really are deserting the physical library, although obviously not in all subject areas. Online access has clearly become absolutely central to their scholarly experience.*

Figure 13.
Why do you go to the library [in person]?
All student library users (*n*=15,508).

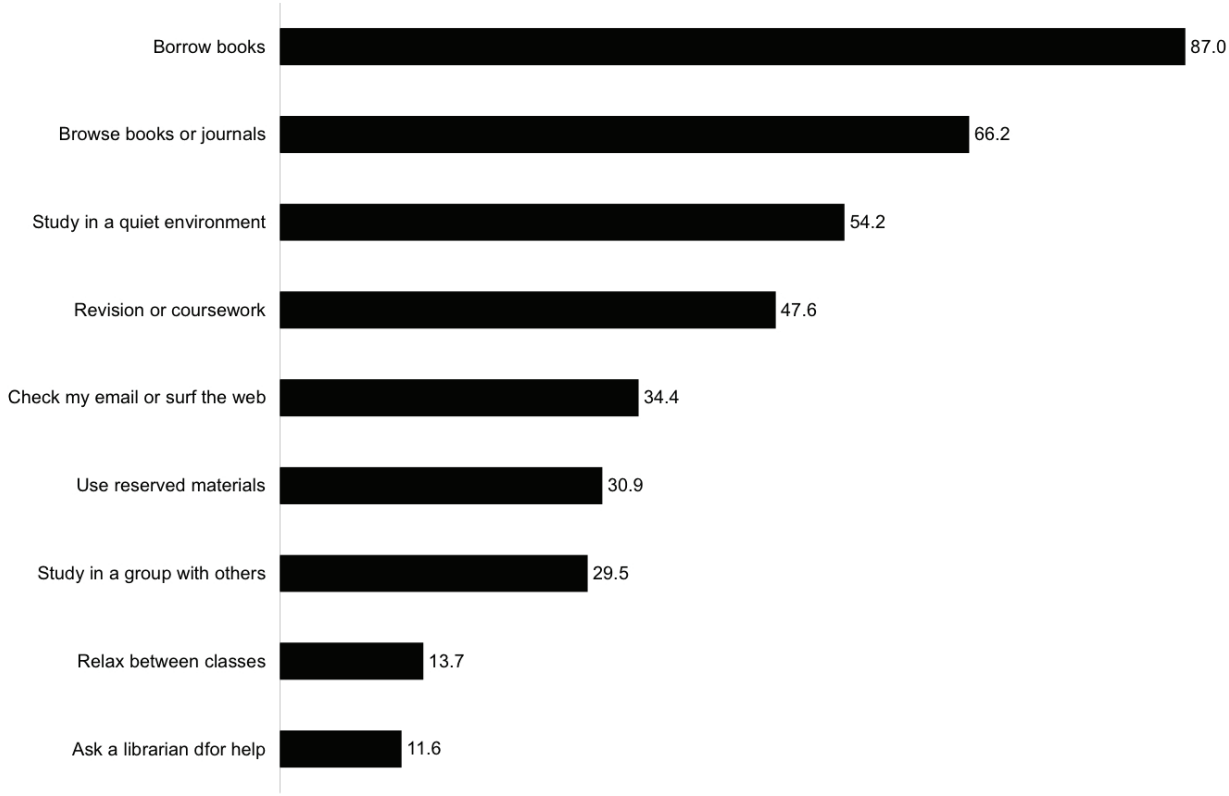


Table XVIII.
Why do you go to the library [in person]?
All student library users (*n*=15,508).

	% of respondents
Borrow books	**87.0**
Browse books or journals	66.2
Study in quiet environment	54.2
Revision or coursework	47.6
Check email or surf the web	34.4
Use reserved materials	30.9
Study in a group with others	29.5
Relax between classes	13.7
Ask a librarian for help	11.6

***Note**: This finding rather seems to fly in the face of current library orthodoxy. Students' overwhelming reason for visiting the library is to borrow or browse print materials.*

Figure 14.
Thinking about printed course textbooks, how satisfied are you with their availability in your university library? All students (*n*=15,441).

***Note**: There is clearly no consensus on this question, how could there be with 123 universities and many more subjects involved? This will be a useful benchmark for the exit survey at the end of the project. More interesting is the detail which follows.*

Table XIX.
Thinking about printed course textbooks, how satisfied are you with their availability in your university library?
All students by registration status (*n*=15,441).
Column percentages.

	Full-time	Part-time
Very satisfied	9.4	10.0
Satisfied	**35.1**	**33.8**
Neutral	32.5	34.4
Dissatisfied	19.3	17.8
Very dissatisfied	2.7	1.8

Pearson X^2=104.14, df=8, difference between full- and part-time students is significant at the 1% level.

***Note**: There is some evidence here that part-time students are generally a little less satisfied with the provision of printed texts than full-time students, but the effect is quite small.*

Table XX.
Thinking about printed course textbooks, how satisfied are you with their availability in your university library?
All students by gender (*n*=15,403).
Column percentages.

	Females	Males
Very satisfied	8.3	11.6
Satisfied	**33.6**	**37.5**
Neutral	33.1	31.9
Dissatisfied	21.3	15.3
Very dissatisfied	2.9	1.5

Pearson X^2=151.33, df=6, difference between male and female students is significant at the 1% level.

***Note**: In fact, gender is much better predictor of satisfaction than full- or part-time status, as can be seen above. Female students are not happy! (41.9% are `satisfied' or `very satisfied' compared with 59.1% of men).*

Table XXI.
Thinking about printed course textbooks, how satisfied are you with their availability in your university library?
All students by JISC project discipline (*n*=15,541).
Column percentages.

	Business	Engineering	Media	Medicine	All other
Very satisfied	9.6	13.5	9.0	11.6	8.7
Satisfied	**34.0**	**37.1**	**35.9**	**39.3**	**34.2**
Neutral	31.8	31.9	36.0	30.1	33.0
Dissatisfied	20.9	14.6	16.3	15.6	20.2
Very dissatisfied	2.9	1.3	2.1	2.4	1.1

Pearson X^2=115.48, df=24, difference between subject disciplines is significant at the 1% level.

***Note**: Students in engineering (50.6%) and medicine (50.9%) are generally much more satisfied or very satisfied with library print provision than the UK student population as a whole (44.5%).*

Figure 15.
Where do you mostly access your university library online?
All student and teacher users (*n*=16,892).

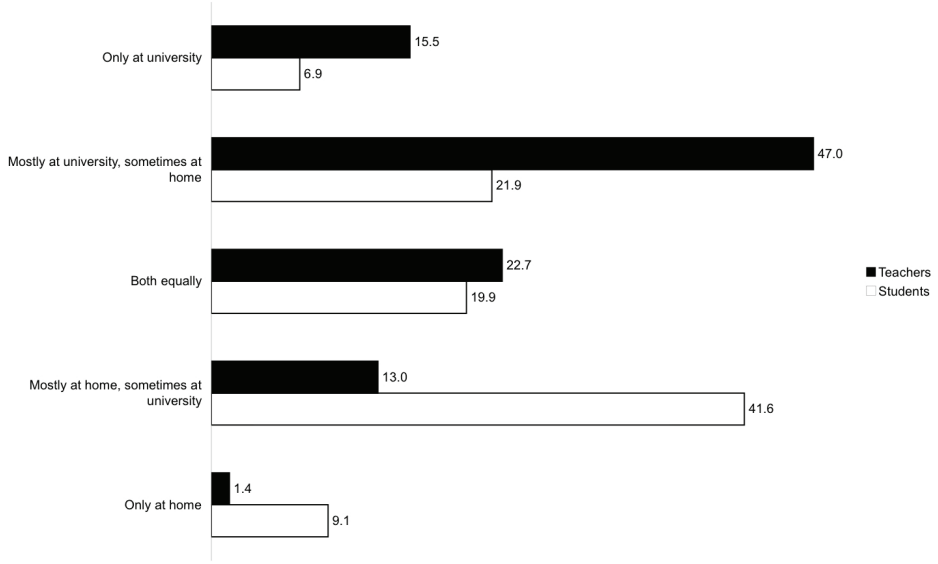


Table XXII.
Where do you mostly access your university library online?
All student and teacher users (*n*=16,892).
Column percentages.

	Students	Teachers
Only at university	6.9	15.5
Mostly at university, sometimes from home	**21.9**	**47.0**
Both equally	19.9	22.7
Mostly at home, sometimes from university	41.6	13.0
Only at home	9.1	1.4
I don't know	0.6	0.3

***Note**: Turning to the virtual library, staff and students exhibit very different locational preferences. The value to students of being able to access library services at home is very clear.*

Table XXIII.
Where do you mostly access your university library online?
All student users by gender (*n*=16,892).
Where virtual library facilities are accessed (*n*=14,987).
Column percentages.

	Females	Males
Only at university	6.1	8.4
Mostly at university, sometimes from home	**20.6**	**24.0**
Both equally	18.9	21.7
Mostly at home, sometimes from university	44.3	36.8
Only at home	9.6	8.4
I don't know	0.5	0.7

Pearson X^2=110.70, df=5, difference between male and female students is significant at the 1% level.

***Note**: The previous observation is especially true for women students.*

Figure 16.
Have you used any of the electronic books that are available from your university library?
All students and teachers (*n*=16,904).

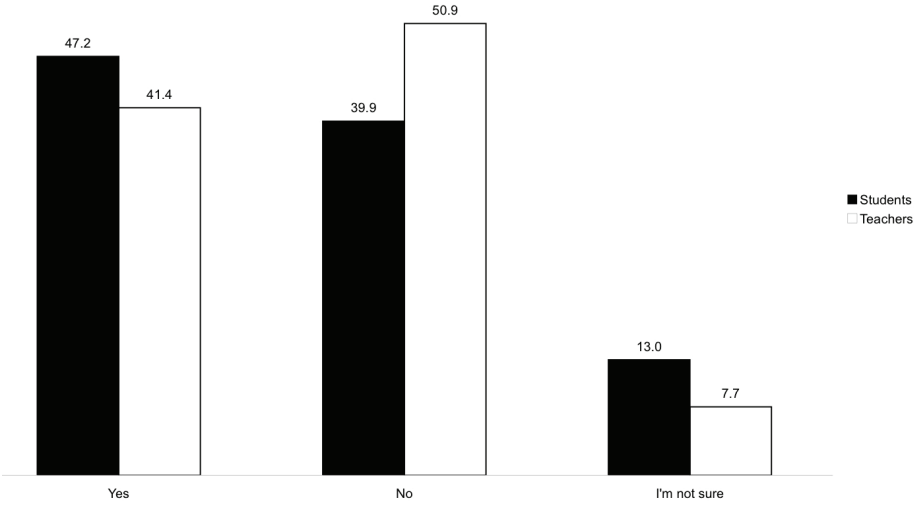
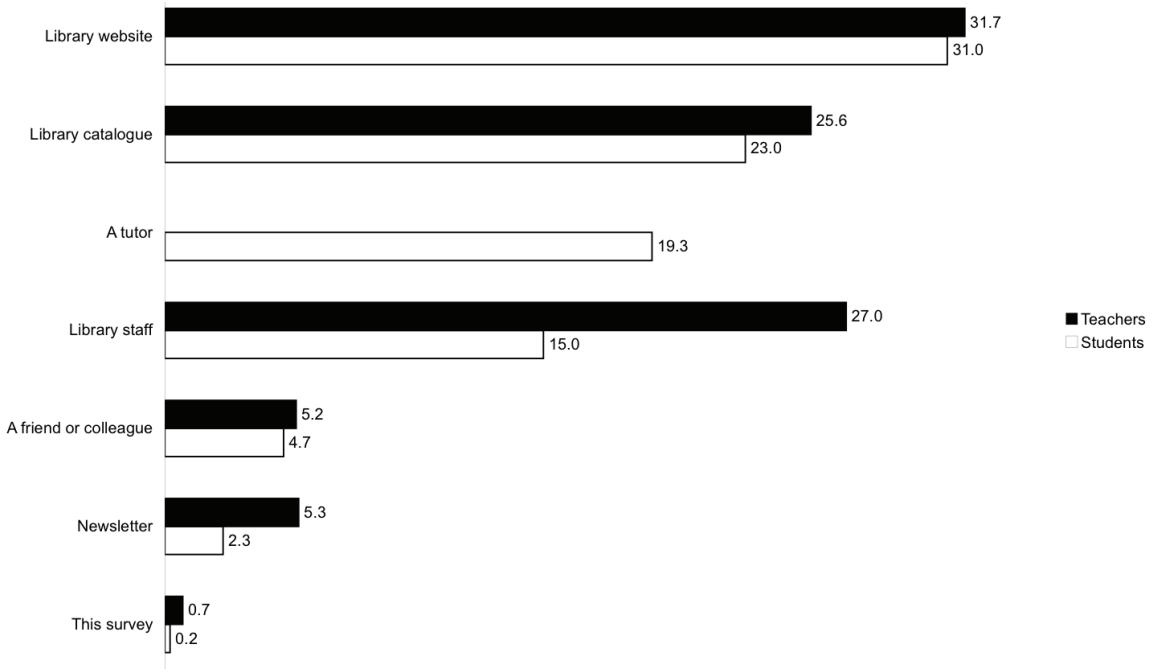


Table XXIV.
Have you used any of the electronic books that are available from your university library?
All students and teachers (*n*=16,904).
Column percentages.

	Students	Teachers
Yes	**47.2**	**41.4**
No	39.9	50.9
I'm not sure	13.0	7.7

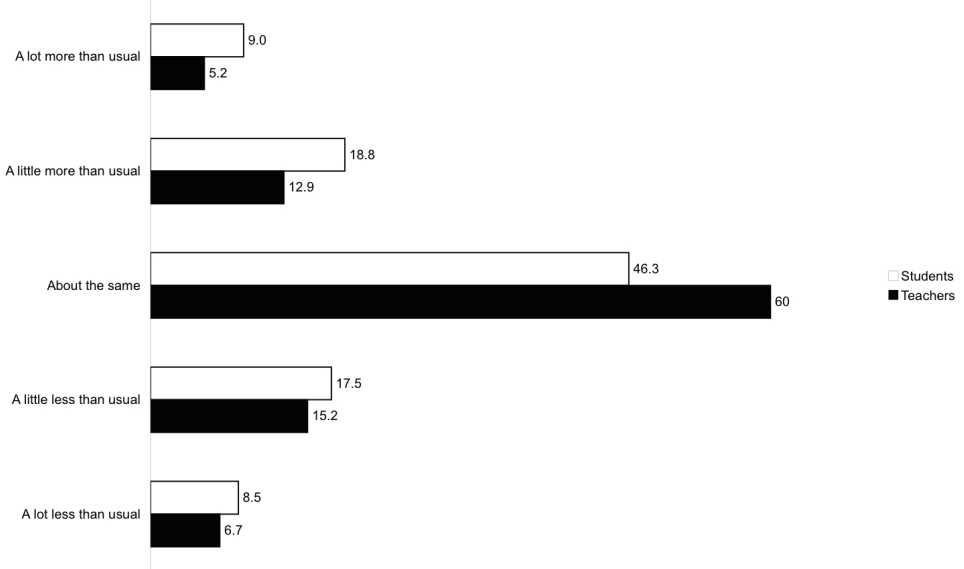
***Note**: To put these data into their proper context, remember that 60.1% of respondents say that they have used e-books (Figure 2). There is clearly some way to go for libraries to reach students in particular, not least in communication terms: 13.0% of students don't know the answer to this question, another one for further qualitative probing. Perhaps they're not clear what an e-book is. Interestingly, there is no difference between full and part time students in respect of their answers to this question.*

Figure 17.
How did you first find out about them?
All student and teacher users (*n*=7,689).



***Note**: This figure confirms an earlier finding of the UCL SuperBook study, that the library catalogue is an important vector for discovering e-books. The library website and staff contact are also very influential.*

Figure 18.
How typical was your use of university library e-books this month?
All student and teacher e-book users (*n*=7,893).



***Note**: This is a very encouraging finding for the JISC Observatory project: 27.8% of students said that their use of university library e-books went up in the month they were surveyed. This will be a useful benchmark for the exit survey.*

Table XXV.
How typical was your use of university library e-books this month?
All student and teacher e-book users (*n*=7,893).
Column percentages.

	Students	Teachers
A lot more than usual	9.0	5.2
A little more than usual	18.8	12.9
About the same	46.3	60.0
A little less than usual	17.5	15.2
A lot more than usual	8.5	6.7

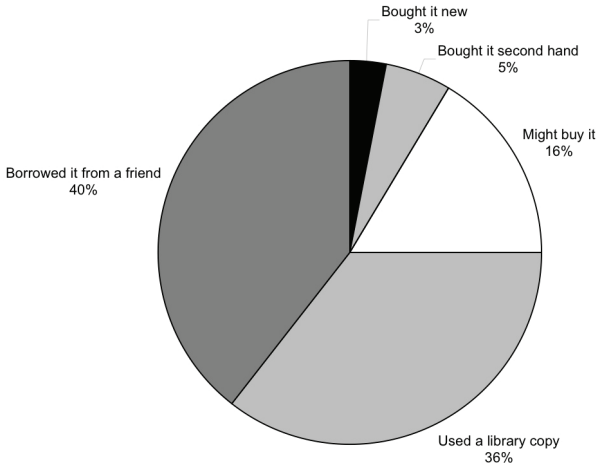
***Note**: The broad pattern of the responses to this question is steady state in the short term: those using e-books less than usual are cancelled out by those using them more.*

Table XXVI.
How typical was your use of university library e-books this month?
Percentage of students who replied `a lot more' or `a little more' by JISC project discipline (*n*=1,983).

Subject	
Business	34.6
Engineering	30.5
Media studies	29.1
Medicine	24.8
All others	25.9

Note: The table above isolates students in the four JISC project disciplines. In an encouraging early sign, all except medical students were making greater use of university library e-books at the point of questioning.

Figure 19.
Recommended JISC project texts: student acquisition behaviour [equivalent print titles] (*n*=6,067).



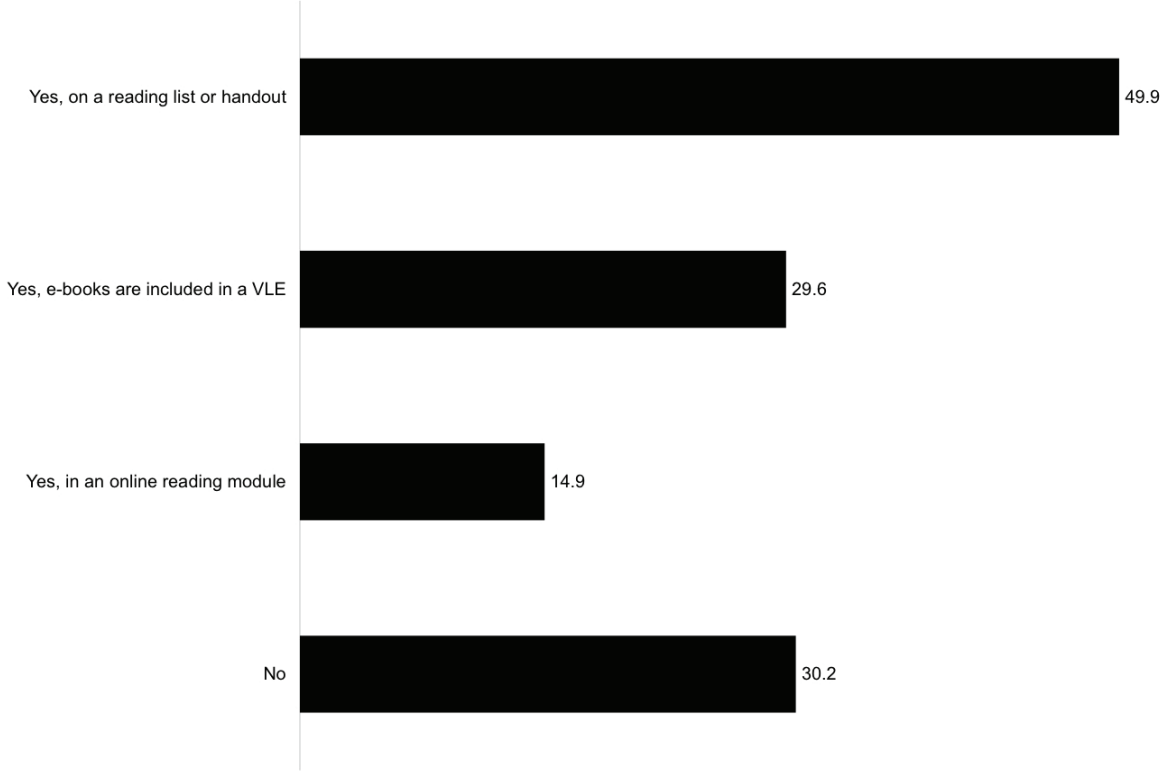
***Note**: This figure shows the aggregate responses to a series of questions about individual course texts in the JISC e-book project collection. Students were asked about their intentions for getting hold of texts: titles that were not relevant to their needs are excluded. The unit of analysis is at the book level.*

Table XXVII.
Recommended JISC project texts: student acquisition behaviour [equivalent print titles] (*n*=6,067).
Column percentages.

	Business	Engineering	Media studies	Medicine	**All JISC**
Bought it new	3.7	3.3	3.5	1.8	**3.1**
Bought it second hand	6.3	5.5	5.8	3.8	**5.4**
Might buy it	15.9	16.9	16.2	17.2	**16.4**
Used a library copy	35.2	36.9	36.0	36.6	**35.8**
Borrowed it from a friend	**38.8**	**41.3**	**38.5**	**40.7**	**39.4**

***Note**: This table breaks out the data from the previous pie chart in more detail at subject level. The results are surprisingly consistent and seem to indicate two things. First, there is little comfort here for publishers thinking in terms of print sales, very few students are actively considering a purchase. The other is the very high level of sharing and multiple use of these resources.*

Figure 20.
Recommended JISC project texts [equivalent print titles]: teachers recommending behaviour for the e-version (*n*=666).



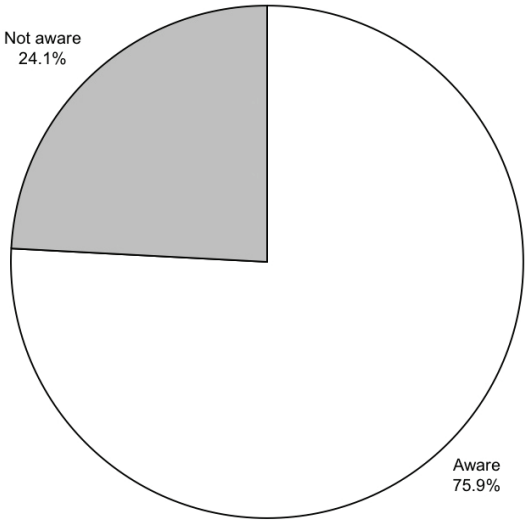
***Note**: This graphic relates to the JISC project texts, focusing on those that the lecturers said were relevant to their own students. Where they were recommended, traditional reading lists are still the main channel for communicating this information to students. The unit of analysis here is again at the book level.*

Table XXVIII.
Recommended JISC project texts [equivalent print titles]: level of faculty recommendations (*n*=1.104).
Column percentages.

	Business	Engineering	Media	Medicine	**All JISC**
Recommend purchase	9.4	6.1	5.6	9.0	**7.7**
Strongly recommended reading	30.2	35.2	32.5	31.1	**32.2**
Recommended, not priority	**60.4**	**58.7**	**61.9**	**59.9**	**60.1**

***Note**: Again, the data are broken out by JISC project discipline and once more there is little variation. These are clearly very useful resources for supporting learning.*

Figure 21.
JISC project texts: Teachers' awareness of the availability of the e-versions of the project texts licensed by JISC Collections that they have recommended (*n*=1,104).



***Note**: By and large, academic staff are well informed about the availability of the parallel e-versions of the project texts licensed by JISC Collections that they have recommended, but there is still some work to do on the quarter (24.1%) who haven't realised this yet.*

Table XXIX.
JISC project texts: Teachers' awareness of the availability of the e-versions of the project texts licensed by JISC Collections that they have recommended (*n*=1,104).
Column percentages.

	Business	Engineering	Media studies	Medicine	**All JISC**
Aware	**85.2**	**76.1**	**74.6**	**77.7**	**75.9**
Not aware	14.8	23.9	25.4	22.3	**24.1**

***Note**: Business academics reveal the highest level of awareness of JISC project texts.*

Table XXX.
Do your students regularly report back any problems concerning library provision of textbooks?
Teachers by JISC project discipline (*n*=641).
Row percentages

	Yes	No
Business	39.7	60.3
Engineering	56.6	43.3
Media studies	**65.5**	**34.5**
Medicine	43.2	56.8
All other	49.1	50.9

***Note**: This table makes apparent something that all lecturers and librarians know only too well. The limited availability of printed course texts is a real problem in all disciplines. It is the potential of e-books to remove this bottleneck on the supply side that inspired this project.*

Demographic background of survey respondents

This section is for reference and should be read in conjunction with the earlier material on the survey population and the representativeness of the sample. They are global figures for the whole survey.

Table XXXI.
Survey completions by gender (*n*=19,890).
Numbers and percentages.

	n	%
Female	**12,387**	**62.3**
Male	7,352	37.0
Not stated	151	0.8

Table XXXII.
Survey completions by age group (n=19,977).
Numbers and percentages.

	n	%
17-21	**6,997**	**35.0**
22-25	4,532	22.7
26-35	4,444	22.2
36-45	2,171	10.9
46-55	1,280	6.4
56-65	418	2.1
>65	37	0.2
Not stated	98	0.5

Table XXXIII.
Survey completions by academic status (*n*=20,000).
Numbers and percentages.

	n	%
Student	**15,841**	**79.2**
Staff with teaching responsibilities	1,828	9.1
Staff without teaching responsibilities	2,331	11.7

Table XXXIV.
Survey completions by pattern of work or study (*n*=19,862).
Numbers and percentages.

	n	%
Full-time	**17,638**	**88.8**
Part-time	2,100	10.6
Occasional or visiting	124	0.6