Impact of Affordable Course Materials on Campus
- Becky Imamoto & Nicole Carpenter
rimamoto@uci.edu & ncarp@uci.edu

E-Textbooks and the College Library: Librarian & Faculty Experiences
- Julia Furay
Julia.Furay@kbcc.cuny.edu
Our Institutions
University of California Irvine
CUNY Kingsborough Community College, Brooklyn
Our Initiatives: Background and Process
UCI Libraries’ Textbook Afford Program

• What is it?
• Limitations
• Outcomes
• Licenses
What is it?

• Started in 2020.

• Subject librarians have their own fund codes, as does Reserves.

    All add a specific note:
    Department Course # - Course Title - 4 digit year + Quarter – Instructor

• Regardless of instructor preference, we also try to provide titles electronically. This allows us to compare formats.

• Campus Admin has been very appreciative.
Limitations . . . there are many

• Only records titles submitted by faculty/instructors for Reserves OR new orders submitted by librarians.
  • We are missing a lot of course materials from analysis.

• Formula = # of enrolled students x Amazon price for new print paperback copy.
  • Assumes all students use library copy.

• Amazon print price doesn’t factor in student choice.
Outcomes

• FY 21-22: maximum costs averted to students = $859,755.
• FY 22-23: maximum costs averted to students = $1.9 million
• Fall Q 2023 = $1.8 million
  • 191 titles tracked.
  • We already owned 41 in e-format / 175 in print
    (39 titles in both formats)
  • Purchased 49 titles for $7,135. (35 ebooks/films & 14 print books)
UCI – Formats & Licenses

• 46% of titles were available electronically
  • 64% had an unlimited user sales model
  • 11% offered 1 or 3-user sales model
  • 24% offered only 1-user

• In some situations, I consulted with appropriate subject librarian.
  • Purchased. *International Political Economy*. Class size 50. 1-user $800. Used 35 times. (Amazon $56).
  • Declined to Purchase. *Parasitology: A Conceptual Approach*. Also 50 students. 3-users $1,250. (Amazon $67).

  Instructor preferred print, they provided multiple copies for Reserves, and the library owned print copy.

• Monitor & share turnaway data / sometimes we will purchase additional copies of 1-user or 3-user.
Leasing Pilot with Cambridge

• Leasing options popped up during COVID – CUP, MIT, & Bloomsbury
• Philosophical discussion: What is the role of the library? Should universities be subsidizing the cost or is our time better spent encouraging OERs?
• Criteria: Class enrollment must be 50 students or more.
<table>
<thead>
<tr>
<th>Title</th>
<th>Print cost</th>
<th>Class enrollment</th>
<th>Total Spend</th>
<th>Usage from activation to Feb. 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin America in Colonial Times</td>
<td>$45</td>
<td>60 per class</td>
<td>$5,625 (3 yrs)</td>
<td>TIR 6,020 CPU $0.93</td>
</tr>
<tr>
<td>Introduction to Modern Climate Change</td>
<td>$45</td>
<td>390 per class</td>
<td>$7,500 (4 yrs)</td>
<td>TIR 2,372 CPU $3.16</td>
</tr>
<tr>
<td>Introduction to Clinical Psychology: Bridging Science and Practice</td>
<td>$75</td>
<td>200 per class</td>
<td>$3,750 (2 yrs)</td>
<td>TIR 9,135 CPU $0.41</td>
</tr>
</tbody>
</table>
KBCC Reserves:
The Most Popular Part of the Library
Securing etextbook funding: our pitch to administration

Spring semester 2021 textbooks: Online access

- Public domain/open access: 1.3%
- Available to purchase: 20.4%
- Internet Archive Only: 12.8%
- Already purchased: 11.5%
- Not available: 54.0%
## Securing etextbook funding: our pitch to administration

<table>
<thead>
<tr>
<th>Spring 2021 titles available as ebooks</th>
<th>Number of titles</th>
<th>Min cost [1U Licenses]</th>
<th>Max cost [3U/UU Licenses]</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>48</td>
<td>$11,631.82</td>
<td>$18,673.04</td>
</tr>
<tr>
<td>With &gt;1 physical loan</td>
<td>38</td>
<td>$9,155.76</td>
<td>$15,204.44</td>
</tr>
<tr>
<td>With &gt;5 loans</td>
<td>33</td>
<td>$8,037.77</td>
<td>$13,526.44</td>
</tr>
<tr>
<td>With &gt;10 loans</td>
<td>27</td>
<td>$7,526.06</td>
<td>$12,774.24</td>
</tr>
<tr>
<td>With &gt;100 loans</td>
<td>17</td>
<td>$4,399.74</td>
<td>$7,835.74</td>
</tr>
</tbody>
</table>
22-23 Etextbook Expenditures at Kingsborough

<table>
<thead>
<tr>
<th>Platform</th>
<th>Expenditure</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ebook Central</td>
<td>$11,458.43</td>
<td>41</td>
</tr>
<tr>
<td>Ebsco</td>
<td>$3,115.15</td>
<td>20</td>
</tr>
<tr>
<td>Jstor</td>
<td>$43.88</td>
<td>1</td>
</tr>
<tr>
<td>Project Muse</td>
<td>$100.00</td>
<td>1</td>
</tr>
</tbody>
</table>
Data and Usage
Instructor Format Preference

Instructor preference remains print. Disconnect with student usage patterns.
- 76% titles requested in print / additional 5% provided their personal copy
- 19% requested ebook/streaming film

Guesses as to why faculty don’t select ebook option?
- Our Reserves form isn’t clear.
- They think eBooks are too expensive.
- They think it is too difficult for students to access and read ebooks.
- They don’t understand that in many cases libraries can buy an unlimited user ebook.
- They already know that the ebook isn’t available to libraries.
“Challenging” Publishers

- 54% (104 titles) – library could not obtain an ebook
- 92% (95 titles): no ebook option
- 8% (9 titles): ebook “not available in your country”

- Date Range [1963-2024], average pub date: 2004

- Titles sound “textbook-y.” Examples: Introduction to Genomics / Abnormal Psychology (18th ed.) / Campbell Biology (12th ed.)

- The 104 print-only titles came from 53 different publishers
  - 6 Norton titles: pub dates: 2016 - 2022
  - 7 OUP titles: pub dates: 2012 - 2021
  - 10 Pearson titles: pub dates: 2006 - 2021
Usage

• When we offer title electronically and in print:
  
  Ebook views = 4,666*
  Print Circs = 67

• Conclusion: Data enforces what we already assumed.
  E-access is vastly preferred to print checkouts for course materials at our campus.

*Doesn’t include OA titles or titles on platforms without ability to gather title-level usage.
High ebook usage corresponds to class size. *(Duh.) It is not discipline specific.*

Titles with highest views:

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrollment</th>
<th>Title</th>
<th>Amazon ($)</th>
<th>Use during Fall Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Studies: Intro to World Religions</td>
<td>235</td>
<td>Readings in Classical Philosophy</td>
<td>$74</td>
<td>2,817</td>
</tr>
<tr>
<td>Psych: Health Psychology</td>
<td>297</td>
<td>Health Psychology</td>
<td>$60</td>
<td>1,114</td>
</tr>
<tr>
<td>Film Studies: Intro to Film Analysis</td>
<td>345</td>
<td>Film Art: An Introduction</td>
<td>$92</td>
<td>581</td>
</tr>
<tr>
<td>Music: Beatles and the 60s</td>
<td>230</td>
<td>What Goes On: The Beatles, Their Music, and Their Time</td>
<td>$54</td>
<td>580</td>
</tr>
</tbody>
</table>
## Similar Story with Print Titles

### Titles with Highest Print Circs:

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrollment</th>
<th>Title</th>
<th>Amazon $</th>
<th>Use during Fall Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Core</td>
<td>743</td>
<td>Graphic Novel Adaptation of Parable of the Sower</td>
<td>$13</td>
<td>27</td>
</tr>
<tr>
<td>Cog Sci: Dev. Psychology</td>
<td>244</td>
<td>Child Development: Context, Culture, &amp; Cascades</td>
<td>$60</td>
<td>10</td>
</tr>
<tr>
<td>Physics: Space Science</td>
<td>79</td>
<td>Pale Blue Dot</td>
<td>$92</td>
<td>10</td>
</tr>
<tr>
<td>History: Captain Cook &amp; the Pacific</td>
<td>20</td>
<td>Cook: The Extraordinary Voyages of Captain Cook</td>
<td>$54</td>
<td>9</td>
</tr>
</tbody>
</table>
However, no correlation between high cost and print circs.

Most Expensive Print Titles (no e-version available):

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrollment</th>
<th>Title</th>
<th>Amazon $</th>
<th>Circs during Fall Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio Sci: DNA to Organisms</td>
<td>635</td>
<td>Campbell Biology</td>
<td>$300</td>
<td>0</td>
</tr>
<tr>
<td>Accounting: Financial</td>
<td>68</td>
<td>Financial Statement Analysis &amp; Valuation</td>
<td>$252</td>
<td>2</td>
</tr>
<tr>
<td>Statement Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cog Sci: Abnormal Psychology</td>
<td>198</td>
<td>Abnormal Psychology</td>
<td>$210</td>
<td>1</td>
</tr>
<tr>
<td>Physics: Classical Physics</td>
<td>117</td>
<td>Sears and Zemansky’s University Physics</td>
<td>$209</td>
<td>0</td>
</tr>
<tr>
<td>History: Captain Cook &amp; the</td>
<td>179</td>
<td>Business Communications Essentials</td>
<td>$173</td>
<td>3</td>
</tr>
<tr>
<td>Pacific</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Etextbook Availability at Kingsborough

22-23 Course-assigned texts with library print and ebook access

Social Sciences: 39.6%
Physical Sciences: 26.4%
Humanities: 34.1%
Etextbook Availability at Kingsborough

22-23 Print/Ebook Textbooks (by subject)

- Allied Health/Nursing: 12
- Art/Music: 3
- Business: 9
- Communications: 4
- Criminal Justice: 3
- Culinary Arts: 5
- Education: 6
- English: 17
- History: 7
- Languages: 2
- Math: 1
- Physical Sciences: 2
- Philosophy: 1
- Political Science: 4
- Psychology: 10
- Recreation and Leisure: 3
- Sociology: 4
Usage at KBCC

22-23 Physical Loans vs Ebook Views

- Physical Loans
- Ebook views

<table>
<thead>
<tr>
<th>Category</th>
<th>Physical Loans</th>
<th>Ebook Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Sciences</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humanities</td>
<td>0</td>
<td>400</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>0</td>
<td>800</td>
</tr>
</tbody>
</table>
## Usage at KBCC: Outliers

<table>
<thead>
<tr>
<th>Title</th>
<th>User Licenses</th>
<th>Cost per license</th>
<th>22-23 Accesses</th>
<th>22-23 Turnaways</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York Stories</td>
<td>7</td>
<td>$12</td>
<td>138</td>
<td>60</td>
<td>Dover Thrift</td>
</tr>
<tr>
<td>Essentials of Understanding Psychology</td>
<td>6</td>
<td>$208.74</td>
<td>46</td>
<td>15</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>Essentials of Life-Span Development</td>
<td>6</td>
<td>$182.24</td>
<td>50</td>
<td>3</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>Public Speaking for College and Career</td>
<td>6</td>
<td>$208.74</td>
<td>50</td>
<td>0</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td>Disability Studies and the Inclusive Classroom</td>
<td>9</td>
<td>$300</td>
<td>481</td>
<td>4</td>
<td>Routledge</td>
</tr>
<tr>
<td>War and Genocide: A Concise History of the Holocaust</td>
<td>3</td>
<td>$84</td>
<td>192</td>
<td>1</td>
<td>Rowman &amp; Littlefield</td>
</tr>
</tbody>
</table>
Usage at KBCC (Minus outliers)

22-23 Loan/View Data (Minus outliers)

- Physical Loans
- Ebook Accessions

- Physical Sciences
- Humanities
- Social Sciences
Faculty Responses
Faculty Feedback on eBooks @ UCI

After the first two years of the UCI Textbook Afford Program, I wanted to hear about the faculty experience using the textbook afford program

§ Outreach to start the feedback loop on affordable course materials
§ Various (leading) questions sent via personalized email
§ Purchases in the social sciences
§ Inquiries on limited and unlimited models
§ Conducted in the winter quarter 2023, and winter 2024
Faculty Feedback Summary

Notes

• Very few faculty heard from students about course materials, TA feedback positive
• Faculty that work toward library licensed material for a course, do not move other traditional titles costing >$100 in similar courses

License differences?

o Faculty feel like they've done something, however small, that might make a difference for some students
  • "Many of our [] students are from very low income backgrounds and often have to choose between purchasing books and covering basic needs like food and transportation. Everything we can do to make course books accessible to them at reduced or no cost is worth doing."

o Faculty believe students like eBooks more than coming to the library to check out print course reserves
  • Our usage statistics corroborate this belief; however, many studies find that students generally prefer print textbooks
Related Feedback – Affordable Course Material & OER Initiative

Course Transition to Affordable and OER Course Materials

• One course has transitioned from a traditional textbook to OER at UCI through another initiative.
• The student survey sings the familiar tune we have heard throughout the nation when student voices are captured on the burden of textbook costs.
• It has given us, the internal advocates at the library, renewed strength to continue to provide all possible programming that promotes affordable course materials.

For-Profit Bookstore

• We have recently learned that only 9% of courses put their material into the bookstore for purchasing.
• That could easily mean that faculty would rather use a different vendor, or many more instructors are using alternative course materials.
Collection Policies Reflections

Textbooks

Pre-pandemic, textbook purchases were not encouraged without direct requests from faculty for course reserves

• Whether we use the bookstore list or the course reserves form; our current goal is to purchase course materials to support student success
  ○ Assess how titles are promoted within courses, especially those with no usage while continuing transparent efforts via bookstore

• Purchasing eBook collections to provide course materials (health sciences)

Formats

Access policies against loose-leaf titles

• Work with Access Services to blend course material acquisition needs regarding limited access titles, with current format policy
Kingsborough Faculty Survey

• Conducted Nov-Dec 2023
• 61 participants/69 course texts discussed
• Research Questions:
  o How do faculty select course texts, and how do they see students accessing these materials?
  o What are faculty perceptions on print and ebook offerings at the library?
  o How best can the library support student access to textbooks?
• For the sake of clarity, this presentation will focus mostly on professors who use textbooks from traditional publishers
Who responded? (Textbooks only)

Respondent Subject Areas

- Physical Sciences
- Nursing
- Math
- Allied Health
- Psychology
- Education
- Criminal Justice
- Business
- Anthropology
- History
- English

The chart shows the distribution of respondents across various subject areas, with Psychology having the highest response rate.
Who selects the textbooks

- Professor
- Department

- Humanities
- Social Sciences
- Physical Sciences/Mathematics
Textbook updates and editions

How often respondents update textbooks

- Every year or two
- When new editions are published
- Keep same edition indefinitely
Textbook updates and editions

Which edition do students need?

- Latest 2-3 editions: 45.0%
- Current/assigned: 25.0%
- Any edition: 30.0%
**Traditional Textbooks: How students access them**

<table>
<thead>
<tr>
<th>Method</th>
<th>Often/Always</th>
<th>Sometimes</th>
<th>Never/Rarely</th>
<th>Don't Know - N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buying or renting in print</td>
<td>11%</td>
<td>67%</td>
<td>22%</td>
<td>0%</td>
</tr>
<tr>
<td>Buying an access card</td>
<td>6%</td>
<td>11%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>Borrowing print or ebook from library</td>
<td>22%</td>
<td>67%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Sharing with classmates</td>
<td>0%</td>
<td>67%</td>
<td>28%</td>
<td>6%</td>
</tr>
<tr>
<td>Scans are on course site</td>
<td>26%</td>
<td>32%</td>
<td>37%</td>
<td>5%</td>
</tr>
<tr>
<td>They don't</td>
<td>19%</td>
<td>56%</td>
<td>19%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Faculty on Funding Priorities

Faculty Opinions on Funding Priorities

- More Etextbooks
- Equal priority
- More print copies

Discipline

 Humanities | Physical Sciences | Social Sciences

0 2 4 6 8 10
Survey takeaways

• Limitations
• Implications for library purchasing
• How we can transfer this information to students at the reference desk and beyond
• What to communicate to professors
Questions