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We're Listening: Using Patron Feedback to Assess and Enhance Purchase on Demand

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Abstract

Oregon State University Libraries piloted a one-year ILL purchase on demand service beginning in February 2009. An online survey was used to measure patron satisfaction and determine future borrowing and recommendation behavior. These results, along with patron comments, were used to explore future success of the service and ways to enhance the permanent service. Results provide context for the success of purchase on demand programs and support the development of innovative tools that increase the efficiency of purchase on demand workflow. Oregon State University Libraries permanently adopted the successful service and is working to incorporate patron input on purchase decisions.

Keywords: Buy Request, collection development, interlibrary loan, just-in-time acquisitions, patron-driven acquisitions, patron feedback, purchase on demand, patron satisfaction, patron survey

Introduction

Oregon State University Libraries (OSUL), like many other academic libraries, is in the process of rethinking the traditional model of collection building “for the ages” and is refocusing some of its collection resources toward building more patron-centered collections by employing patron-initiated collection programs. Purchase-on-demand (also referred to as just-in-time acquisitions) programs are one such implementation of patron-initiated collecting. An OSUL Purchase on Demand (POD) task force was convened in Fall 2008 and charged with researching and identifying options and procedures for implementing POD for items identified via interlibrary loan requests; the task force was also charged with establishing assessment criteria and measures of program success. Along with commonly accepted measures of program success such as the number of items purchased, turnaround times and circulation counts, the task force members determined that patron feedback was critical to determining program success. Additionally the authors of this paper decided to use patron feedback to explore the following research questions:

- Do OSUL patrons value particular aspects of the POD program more than others?
- Can OSUL patron feedback provide insight into the future success of the POD program?
- How can OSUL patron feedback be used to impact future development of the POD program?

The main focus of this paper is the presentation of patron feedback and exploration of the research questions. While this research was undertaken as a case study with OSUL patrons being the only population under consideration, the results of this study may be broadly interpreted as providing patron point-of-view context for the general success of POD programs nationally and internationally (Nixon, Freeman, & Ward, 2010a). In addition, the results validate

the incorporation of user-centered features in recently-developed tools such as the Getting It System Toolkit (Pitcher, Bowersox, Oberlander, & Sullivan, 2010)

Review of the Literature

POD programs have proliferated over the past decade as libraries have searched for ways to more effectively incorporate patrons in the collection development process. Those looking for a concise overview of the history of POD should consult the introductory article (Nixon Freeman, & Ward, 2010a) of a recent special issue of *Collection Management* (Nixon, Freeman, & Ward, 2010b) dedicated to patron-driven acquisitions. This special issue itself, edited by several of the pioneers of early POD programs, indicates a maturation and acceptance of POD as a collection development tool. In addition to this article, there are numerous other case-studies regarding successful implementation strategies. These articles can be used by libraries seeking to develop POD programs to diversify their collection development strategy.

In general, criteria to address for successful program implementation include program budget, patron population, selection criteria and workflow (Alder, 2007; Bombeld & Hanerfeld, 2004; Brug & MacWaters, 2004; Chan, 2004; Comer, Lorenzen, & Fenner, 2005; Perdue & Van Fleet, 1999; Reed, 2004; Ward, 2002). Typical measures of POD program success vary but usually include some analysis of circulation statistics; several institutions have also analyzed POD items in light of current collection guidelines. The most robust analyses continue to show that POD items circulate more often than those purchased through traditional collection practices, and that multiple circulations results in these items being cost-effective purchases (Chan, 2004; Perdue & Van Fleet, 1999; Tyler, Xu, Melvin, Epp, & Kreps, 2010; Ward, 2002; Ward, Wray, & Debus-López, 2003). Collection analysis of the purchased items to see if they meet collection guidelines used for more traditionally-selected materials is also continuing to

show that POD items generally fall within the scope of established guidelines and are valued additions to library collections (Anderson et al., 2010; Anderson et al., 2002; Chan, 2004; Reynolds et al., 2010).

While the literature provides robust evidence of program success based on analyses of factors related to the POD items themselves, there has been relatively little literature addressing patron feedback as a measure of program success. Beyond offering straight-forward satisfaction ratings, patron feedback offers the potential for insights into why POD programs are successful and what improvements could or should be made to existing and future POD programs to ensure they continue to meet patron needs and expectations.

In previous studies, patron response indicated patrons were quite satisfied with specific components of POD programs, including turn-around time and usefulness of the items for the collection (Ward, 2002; Ward, et al., 2003); however, analysis of the open feedback was limited with authors only summarizing that the feedback was all positive. Following up on one of these early POD programs a decade later, the authors highlighted patron comments that provided context for patron satisfaction (Anderson, et al., 2010). A general increase in patron satisfaction was noted by several other authors (Alder, 2007; Brug & MacWaters, 2004; Chan, 2004). Library patrons at Texas A&M University responded positively to a revamped “Suggest a Purchase” program but indicated a desire for improved communication with the library throughout the purchase process (Reynolds, et al., 2010).

The patron survey completed in conjunction with the OSUL POD pilot adds to the literature of assessing program success in light of patron feedback by measuring both patron satisfaction and patron behavior that impacts ongoing success of a POD program. In addition, patron comments provide some measure of the value of the purchased materials both for patrons

and for collections and provide insight into program improvements that may positively impact the future success of POD programs.

Methods

The OSUL POD pilot program, formally named Buy Request, was conducted for a 12-month period from mid-February 2009 to mid-February 2010. Buy Request was limited to faculty and graduate students, primarily to control program costs.

Recruitment and Surveying

Each faculty member or graduate student who received materials purchased through Buy Request was informed about the program via a book band (see Appendix A) wrapped around the front cover of the item. The book band briefly explained the Buy Request pilot and alerted patrons that they would be asked to provide feedback on the pilot. As the total number of items purchased via Buy Request was manageable (n=190), a census approach was taken to gathering patron feedback rather than sampling for patron feedback. An email explaining the study in progress, and containing an invitation to complete an online survey, was emailed quarterly to each patron receiving items during that quarter. The email was sent several weeks after the close of the quarter, allowing patrons who received an item near the end of the quarter ample opportunity to review the item and make a determination about its usefulness for their own, and potentially their colleagues' or students', research and teaching.

The survey to obtain patron feedback (see Appendix B) asked Buy Request patrons to rank their satisfaction with four different aspects of the Buy Request program; patrons were also asked to think about their future use or recommendation of the material that was requested by them and subsequently purchased for the collection. Additionally, patrons were asked to provide any other feedback about the program they might want OSUL to consider.

Survey respondents were not asked for any personally identifying information in order to encourage honest and open feedback. Thirty-four patrons (18%) received multiple items purchased via Buy Request and thus received multiple invitations to complete the Buy Request patron survey. While this potentially confounds the survey data, the authors recognized that patrons might have differing responses to the portions of the survey that addressed borrowing and recommendation trends, and any open feedback, depending on the specific item(s) they requested and received. Thus all survey responses were used for data analysis.

Data Analysis

Data analysis resulting from the structured portion of the patron survey was straightforward and consisted of identifying percentage responses to each of the satisfaction and future circulation statements. In addition, content analysis was performed on feedback collected from the open-ended question. Each feedback response from the open-ended question was assigned one of four categories based on the degree of support expressed for the Buy Request pilot: positive (completely supportive), qualified (supportive but also expressed concerns), concerns (only expressed concerns but not unsupportive), and negative (completely unsupportive).

Survey Results

A total of 190 survey invitations resulted in 63 completed surveys, an overall response rate of 33%. The response rate for any given structured statement or question ranged from 30% (n=57) to 33% (n=63); the response rate for the open-ended question was 18% (n=34).

Patron Satisfaction

Patrons expressed high satisfaction with all individual components of the Buy Request program (Figure 1) leading to an overall Buy Request average satisfaction rating of 4.74 (1=very unsatisfied; 5=very satisfied). While no component received an average rating below 4.73, Delivery Time (4.77) was clearly the most important component of patron satisfaction with the program.

Patron Behavior

When asked whether or not they would borrow the item(s) they received again, the majority of Buy Request patrons indicated that they are likely to make future use of the item(s) (Figure 2). Only 9.5% (n=6) of patrons indicated that they do not intend to borrow the item(s) again compared with 55.6% (n=35) and 34.9% (n=22) of patrons responding yes or maybe, respectively, that they will borrow the item(s) in the future. Furthermore, Buy Request patrons indicated that they will likely encourage other colleagues or students to borrow these same items (Figure 3). While only 11.3% (n=7) of Buy Request patrons do not intend to recommend the item(s) they received or place them on course reading lists, the majority do intend to promote the items. With 53.2% (n=33) of respondents indicating that they will recommend the items or place them on reading lists and 35.5% (n=22) responding that they may do so, the Buy Request items are likely to see future circulation by patrons beyond those initially requesting the items.

Open Feedback

Of the 63 patrons who responded to the survey, 54% (n=34) provided open feedback. Two patrons left feedback that related to a problem with completing the survey and a problem obtaining the purchased item; neither of these responses was included in the feedback analysis. Overall, the unstructured portion of the patron survey also revealed strong support (Figure 4) for the Buy Request pilot as 61.8% (n=21) and 26.5% (n=9) of respondents providing open feedback

expressed complete or qualified supportive, respectively. Only 8.8% (n=3) of respondents expressed concerns and 2.9% (n=1) of respondents were completely unsupportive.

Discussion

The results of the Buy Request patron survey provide multiple measures of success for the OSUL pilot program and also provide insights into why this and other POD programs are so successful; additionally patron comments provide context for this success and provide the basis for considering improvements that will keep future iterations of Buy Request responsive to OSUL patrons' needs.

Timing is (Almost) Everything

The high overall satisfaction rating generated from the average ratings is strong evidence of the success of the Buy Request pilot. Quick turnaround time was quite important to Buy Request patrons, and while most of the patron comments addressed other aspects of the program, one patron did compare Buy Request to ILL by noting "I'm pretty sure it arrived quicker (through purchase) than if it had been loaned from another library." Even though borrowing through our regional consortium is quite reliable and fairly quick (materials available in 3-5 days), borrowing outside regional consortia can mean longer turnaround times (materials available in 7-10 days) for patrons. However, the majority of patrons will likely not differentiate between borrowing within or outside of regional consortia. For faculty and graduate students up against research, grant or publishing deadlines, delayed access to materials can be crippling. Turnaround times are of general concern to patrons and therefore of importance to those implementing POD programs. Ward summarized feedback to their POD program, highlighting turnaround time, by noting patron "delight with this new method of rapidly obtaining the material they needed" (2002, p. 100); Anderson et al. highlighted that patrons commented on

“speedy arrival” of materials and that “patrons reported overwhelmingly that the books arrived quickly” (2010, p. 137). The OSUL POD Task Force addressed turnaround time concerns by implementing purchase criteria such that the Buy Request turnaround time was comparable to that for materials obtained through our regional consortium (Goergen-Doll et al., 2010, p. 6).

While Buy Request was a success in terms of turnaround time, it is also clear that patrons appreciated other aspects of the pilot. Faculty and graduate students appreciated that OSUL was testing a new service, and high satisfaction with this aspect of the pilot helps lend support for piloting future programs that OSUL feels enhance the patron experience. While we can learn from our failures, we can all also learn from our successes; knowing that our patrons support our efforts to provide new services helps us continue to be forward thinking.

Buy Request patrons appreciated that loan requests were converted to purchases that were consequently permanently available for future borrowing. The implications of having a local copy are evident in this comment, “It was such a nice surprise to have this resource available for more immediate use by having it part of the library” and in this comment, “Knowing that it is now part of the Library and I can borrow it again when needed is a great benefit!”

Beyond having relevant items quickly available for use by OSUL patrons, the Buy Request purchases also enhance the broader regional collection. In fact, one criterion used to screen ILL requests for Buy Request purchases was that the requested item was not available via the local consortia due to 1) no holdings or 2) non-lending/circulating status (Goergen-Doll, et al., 2010, p. 2). Thus Buy Request purchases provide value beyond the local collection.

Satisfaction, or lack of, is a deceptively simple term for a multifaceted response that can be influenced by many factors, some within and some beyond the control of those seeking to assess satisfaction. The responses to the Buy Request satisfaction survey showed that multiple

factors contributed to patron satisfaction with the Buy Request pilot, and this should be kept in mind when piloting any new service. This study does not claim to assess *all* aspects of patron satisfaction with the pilot, but the results do help us understand various factors that contribute to program success and patron satisfaction.

Tomorrow's Continued Success

Short-term success of the Buy Request pilot is evident when viewed in light of patron satisfaction and additional measures such as increased circulation statistics for Buy Request materials; these materials circulated over three times more often than traditionally purchased materials (Goergen-Doll, et al., 2010, p. 3). However, these measures do not necessarily guarantee that Buy Request will enjoy this kind of success in the long-term. When queried about future use of the materials they received through the pilot, the majority of Buy Request faculty and graduate students indicated that they would check the items out again. The majority also indicated that they would recommend the materials to others or place them on course reading lists. While social networking sites have recommendation features as simple as a click of the “like” link and online booksellers offer other recommended reading based on previously looked at items, academic library catalogs have generally not quite caught up with these Web 2.0 features. Thus reading recommendations from trusted colleagues or advisors along with placement of materials on required reading lists are likely to more heavily impact what tops academic or research-related reading lists for our faculty and students.

The outcome of stated intentions to borrow Buy Request materials again, recommend them and place them on course reading lists is that these materials will likely circulate to the originating patron more than once, but may well circulate to additional patrons influenced by the patron who originated the request. Add to this the circulation of materials based on the normal,

on-going discovery process and it is hardly surprising that these materials are circulating well. While the literature on more than a decade of POD shows us that, indeed, these programs are successful, Buy Request patrons have provided us with feedback and context that helps explain this success.

Precious Collection Budgets

In addition to measures of success gathered through structured statements and questions, Buy Request feedback yielded strong indications of support and most comments fell into this category. This support is revealed in comments like, “Thank you - it is a great service,” and “thank you...excellent program.” This feedback also revealed that patrons understand the financial implications inherent in buy vs. borrow decision making. One patron summed it up this way, “I think this is a great idea! Balancing (expected repeated) shipping costs against acquisition cost is a smart way of optimizing the library budget, which I think will pay off in the medium and long run.” At the completion of the Buy Request pilot, the average cost per circulation transaction of \$39.59 (Goergen-Doll, et al., 2010, p. 3) was still slightly higher than OSUL’s average ILL cost of \$31.¹ However, it was clear that with only a few more circulations on the original collection of Buy Request items, it would not be long before the reverse became true. Tyler et al. (2010) take this analysis further by scrutinizing and demonstrating “effective use value” (p. 178) in the majority of LC subclasses they analyzed.

At the heart of this kind of analysis is concern over shrinking library budgets and ensuring that we are purchasing materials that not only meet the needs of specific patrons but are more generally of value to a wider patron base. One patron made the connection between Buy Request purchases and the library budget pressures in this way, “Thanks for doing this. I think spending some of your shrinking budget on buying books that faculty have ordered thru ILL is a

¹ OSUL adjusted Jackson’s (2004) cost of \$26.77 using an online inflation calculator.

good way to spend the money. Makes sense.” Additionally, while OSU graduate students and faculty clearly recognized the value of this pilot, they also realized that “pilot” status meant that continued funding was not guaranteed as expressed in this comment, “This is a great program, I hope the library has the funding to keep it up!”

Shapely Collections

While POD programs play an important role in how libraries do future collection development, especially given the trend toward patron-driven acquisition of library materials, it seems prudent to point out that pilots such as Buy Request are simply one piece of the collection development puzzle, assembled to ensure that institutions do not end up with “misshapen collection[s]” that reflect only narrow research interests (Anderson, et al., 2010, p. 139); Tyler et al. use the term “topical idiosyncrasy” (2010, p. 179) to express this same idea.

In spite of the best efforts to avoid this potential problem, gaps (or the impression of gaps) may form in collections as one disgruntled patron noted with this comment, “I don't think 'a buy on demand program' is a good way to purchase library items. You end up purchasing books without knowing if it was requested with teaching, research, or some other reason entirely. The library has gaping holes in its collection in all areas that are of interest to me. Filling these areas seems more important to me than randomly purchasing books.” While this was the only negative comment received and while “gaping” is a strong word, the point is well-taken.

Obviously many factors influence how well a collection meets users needs, but the authors would strongly argue that it is programs *like* Buy Request that directly help fill temporary gaps in a collection. OSUL, along with many other institutions with POD programs, implemented criteria relating to the scope of materials purchased that helped ensure that purchased items would be scholarly in nature, thus supporting the teaching and research needs of

patrons. An additional criterion imposed by OSUL was that only faculty and graduate student ILL requests would be considered for the Buy Request program, again helping ensure that purchased items would more likely be scholarly in nature. With robust criteria in place, POD programs like Buy Request provide the very opposite of “random” purchasing. Of course, to ensure that collection gaps are eventually addressed by other pieces of the collection development puzzle, subject librarians or others taking primary responsibility for collecting in specific areas need to be routinely apprised of the kinds of materials that are being purchased through POD programs. If regularly reviewed, POD purchases may be useful for providing insight into collection areas that need to be enhanced. If such data is tracked, knowing what departments are requesting specific materials could allow for conversations between researchers and subject selectors to ensure that current collecting practices are tracking new and emerging research areas.

Our Patrons are Experts

One concern expressed multiple times was that patrons did not know what criteria were used to make the purchase decisions. The issue is raised by this patron who notes, “I was very surprised that the library purchased this book without any prior review if the book was necessary to purchase.” While the patron does not realize it (because they were intentionally not informed for the duration of this study to avoid patrons changing their ILL request patterns), purchase criteria were established and rigorously adhered to before converting an ILL request to a purchase. While these criteria, as noted earlier, were designed to ensure the purchase of scholarly materials, one unspoken but important criterion was the judgment of the patron in selecting materials for ILL requests. ILL, generally, operates under the assumption that many (but admittedly not all) of the materials requested fulfill a research or teaching need; faculty and

graduate students are experts (or experts in training) in their research and teaching areas, and their ILL requests will more often than not be “expertly” selected. While Buy Request patrons did not specifically convey to OSUL that they wanted us to purchase these materials, they did so implicitly by submitting an ILL request.

POD programs like Buy Request take advantage of our patrons’ deep and extensive knowledge of their subject and research areas, and this expertise is not to be underestimated. Faculty and, in particular, graduate students seeking to make their mark, often work at the cutting edge of their respective fields. One way to look at ILL requests is that these represent needs for cutting-edge information, needs that are going unmet using traditional just-in-case collection development tools such as approval profiles, selections from publisher catalogs, request forms, etc. POD or just-in-time purchasing makes the most use of the expertise of our faculty and graduate students in collection decisions. One patron spoke knowingly of the importance of a purchased work by noting, “Very pleased with the addition of this volume, an important and widely reviewed new translation of the poems of Rilke, to the Library's collection.” Another commented on the usefulness of purchased material for personal research and for colleagues’ research as well by commenting, “This have [sic] facilitate [sic] my dissertation writing because this book is key to my investigation. Other colleagues are planing [sic] to use it and I will definitely use it for a graduate course” (this comment also implies that the patron had recommended it as discussed earlier and the item will likely see future circulation).

What is really interesting, however, is that even the long-standing practices of soliciting purchase input directly from faculty via email, Web form or informal conversation does not seem to diminish the need for or importance of POD, just-in-time purchasing or purchasing at the point of need. The following comment by one patron seems to indicate that there was no way to

convey the need for a specific title, “This is a dream come true: something is needed but is not available...and then you make it available :).” Even though OSUL, like many libraries, has an active group of subject librarians who are in regular contact with their subject departments, this does not guarantee that suggestions for purchases are conveyed. Anderson et al. noted “Not all faculty members - and in many departments, not even most of the faculty - offer suggestions to bibliographers for collection development (2002, p. 9). Perhaps our patrons are simply coming to expect and rely more heavily on just-in-time services, as we do in many other areas of our lives.

Regardless of other channels that can be used to convey purchase selections, POD programs seem to be an ideal way to extend the collection development collaboration to graduate students, giving them a stronger voice in shaping the collection (Anderson, et al., 2010; Anderson, et al., 2002; Ward, et al., 2003). In any case, whether we tap into the expertise of our faculty and graduate students by soliciting their purchase requests or whether we tap that expertise by converting their requests into purchases for the collection, it is important that we recognize that this expertise is quite readily available to us.

Patron Input and the Future of POD

Perhaps the concern most expressed by patrons in both the “qualified” and “concerned” categories of feedback was that they did not have any input in the actual purchase decision. This was reflected in comments such as, “In the future a simple review if the book is worth purchasing before actually purchasing the book *by the borrower* would make more sense” (emphasis added). Another patron commented about the experience that the individual researcher or teaching faculty can bring to the table by noting, “An automatic system is too simplistic...So a system that asks a patron, that has borrowed an item, whether a purchase is

considered advantageous for the patron research and teaching experience seems more flexible.” One patron summed up these concerns by stating more bluntly, “Biggest suggestion I have is to ASK the borrower of a book if they would like it to be purchased.” We acknowledge the expertise that our faculty and graduate students bring, and, based on the feedback received, the authors agree that soliciting input is the best course of action. Thus, OSUL is investigating the next steps that will enhance this now permanent service; the first step is a user request form that allows us to gather patron input on purchasing decisions.

A user request form with an interface that encourages users to indicate their reasoning for having a title purchased would not only enhance the experience for the user and enable staff to make more informed purchasing decisions but would also encourage the act of making collection development suggestions. As noted earlier, subject librarians struggle with getting consistent faculty input for collection development decisions. Outreach in this area could generate a barrage of requests from one faculty member or a flippant dismissal of “isn’t that your job?” from another faculty member. Currently on OSUL’s website, the Web form for making a purchase suggestion is not obvious allowing only the sharpest of Web surfers to participate in collection building. Besides discouraging purchase suggestions, this situation also inadvertently portrays this type of feedback as low priority for the library, the direct opposite of what both OSUL and its patrons desire.

In direct response to Buy Request patron feedback and in an effort to improve the tools that allow for gathering future patron feedback on purchase decisions, OSUL is looking at the customizable Getting It System Toolkit (GIST) developed by SUNY Geneseo (Pitcher, et al., 2010). Not only does the interface allow the user to indicate their desire to have the title permanently held in the OSUL collections, it also displays holdings from WorldCat along with

Amazon pricing and reviews. The interface utilizes application programming interfaces (API) from different Web vendors to offer a request experience that ultimately develops into a discovery experience. With GIST, OSUL patrons would be prompted to think beyond the immediacy of their request need and think about the benefits of the material for the broader OSU community. Based on the comments of Buy Request patrons noted elsewhere, this is clearly something at least some of our patrons are willing to do. The feedback provided by OSUL's Buy Request patrons independently validates the need for the development of tools like GIST, especially the inclusion of features that support patron input in the purchase decision-making process.

POD-based Realignments

With Buy Request now a permanent service of OSUL, and GIST offering a way of incorporating patron feedback in the purchase decision process, a new focus of effort is making the service work as efficiently as possible. GIST, utilizing the ILLiad client, facilitates this efficiency with the ability to route both acquisition-side purchase requests and ILL-side borrowing requests, via one interface, directly into ILLiad. Staff from both acquisitions and ILL can track requests, pass requests seamlessly between units and capture information related to these requests. User-submitted information becomes a permanent part of the request and allows for unmediated routing.

During the Buy Request pilot, ILL and acquisitions staff worked closely to process the requests for purchase, usually communicating by email. With no ability to capture this communication within the ILLiad request record, later analyses of failed purchase requests proved difficult. Implementation of GIST at OSUL would not only allow the capture of user-submitted information, but would also allow for the capture of staff communication. More

efficient collaboration and communication between departments should result in shorter request turnaround times.

As OSUL looks at software that helps blend the lines between workflows involved with borrowing and purchasing, we may need to consider blending the staffing that works with those two processes. Collaboration of this nature fuels new ideas on the alignment of units and departments to meet future collection management needs. Based on OSUL's experience with POD and patron driven acquisitions, the Libraries are moving towards an alignment where ILL and acquisitions work more collaboratively. GIST can help enhance this collaboration which should result in more efficient workflow and enable the quick turnaround times that our patrons indicated as being very important.

Conclusion

Patron feedback on any new service can serve to assess and highlight success and shortcomings. The OSUL Buy Request patron feedback showed, overall, that this pilot service was a success in the eyes of our patrons, in spite of the desire to provide input on the purchase decisions. The OSUL POD Task Force used this feedback in its recommendation for permanent adoption of the service.

Patron feedback clearly showed that satisfaction with a service is impacted by many different factors, some more important than others. Rapid delivery of materials was paramount but not the only factor important to patrons. Feedback can also be used to gauge future success of a program, and if OSUL patrons carry out their intentions to continue circulating and to recommend Buy Request items, OSUL will not only validate the initial success of the pilot, but enjoy the long-term increased circulation of materials that other libraries have experienced. Lastly, patron feedback can be used to improve services and fuel, or in this case validate,

innovation of tools like GIST. Such innovation benefits libraries and patrons alike as we strive to offer services that utilize the expertise of patrons and collaboratively build collections that meet their research and teaching needs.

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Appendix A: “Buy Request” Book Band**“Buy Request”
Pilot Program**

OSU Libraries has purchased this item instead of borrowing it from another library. This is a pilot program. We are studying patron response to this program and you will be invited, via email, to participate in a survey to provide feedback on your satisfaction with this pilot program. Your voluntary participation in this study will help us evaluate this new way of delivering material to our users.

Thank You!

Do not remove this band

Appendix B: “Buy Request” Patron Survey

You borrowed, or are currently borrowing, an item from OSU Libraries that was purchased under our pilot purchase-on-demand program, “Buy Request”. You initially requested the item via Interlibrary Loan and OSU Libraries converted that request to an actual purchase of the item instead of borrowing it from another library. This is a test program. Your responses to the following questions will help us evaluate this new way of delivering materials to our patrons.

1=not satisfied; 5=very satisfied

This title was purchased by OSU Libraries.

1 2 3 4 5

Delivery time of item met my needs.

1 2 3 4 5

The item is now permanently available for borrowing.

1 2 3 4 5

OSU Libraries is working to improve services by testing programs such "Buy Request."

1 2 3 4 5

Please answer these additional questions:

Will you borrow this item again?

Yes No Maybe

Will you add this title to a course reading list or recommend it to a colleague or student?

Yes No Maybe

Additional Comments:

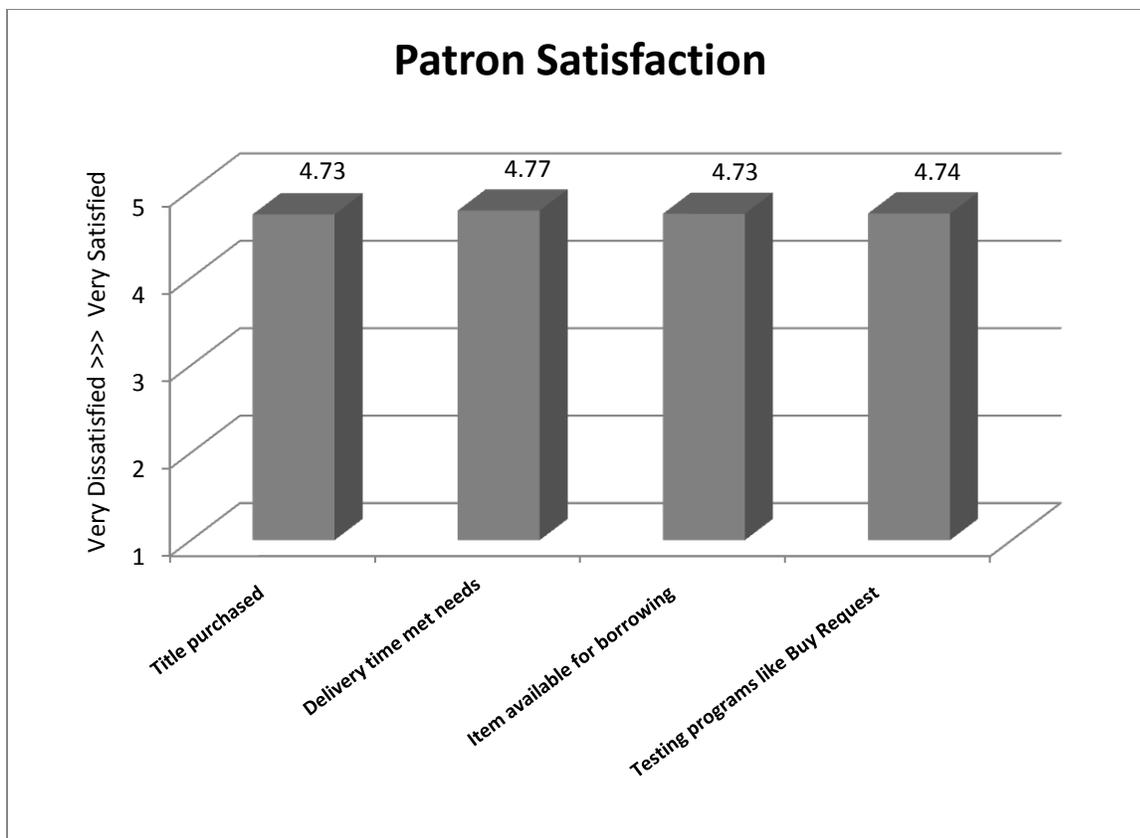


Figure 1: Patron satisfaction with components of Buy Request.

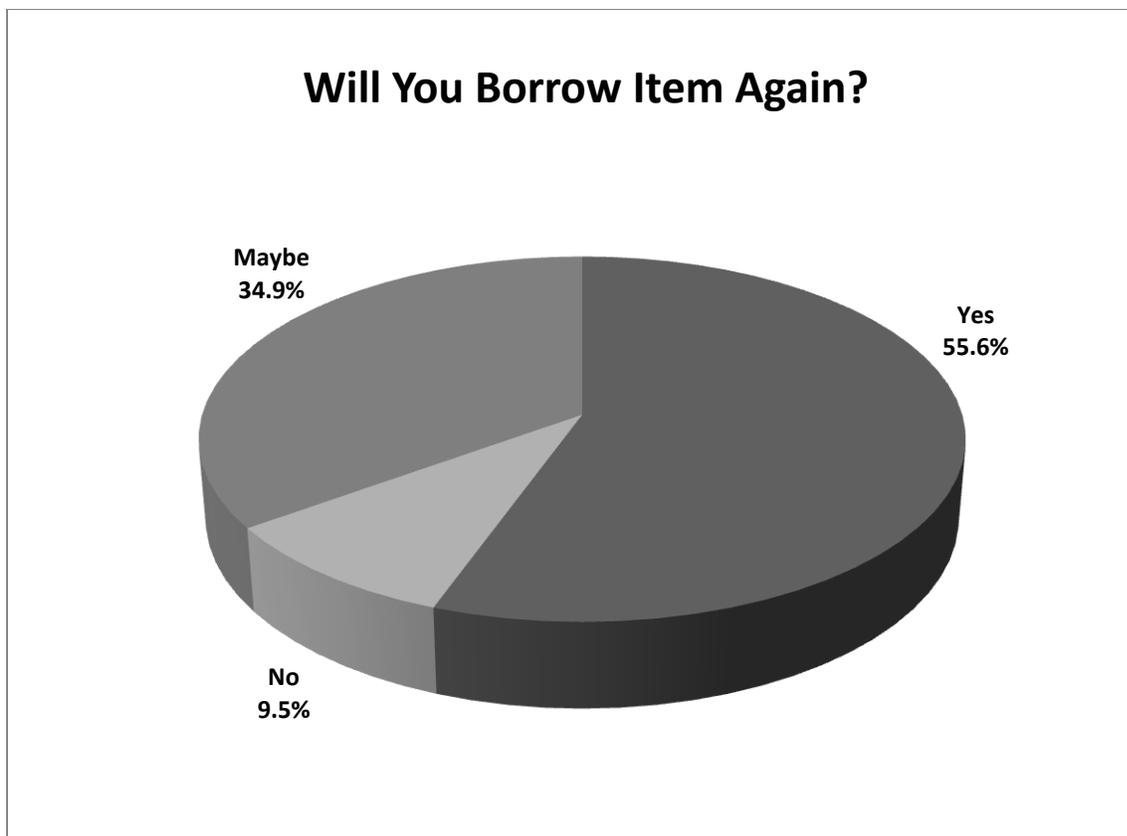


Figure 2: Future borrowing of Buy Request items by Buy Request patrons.

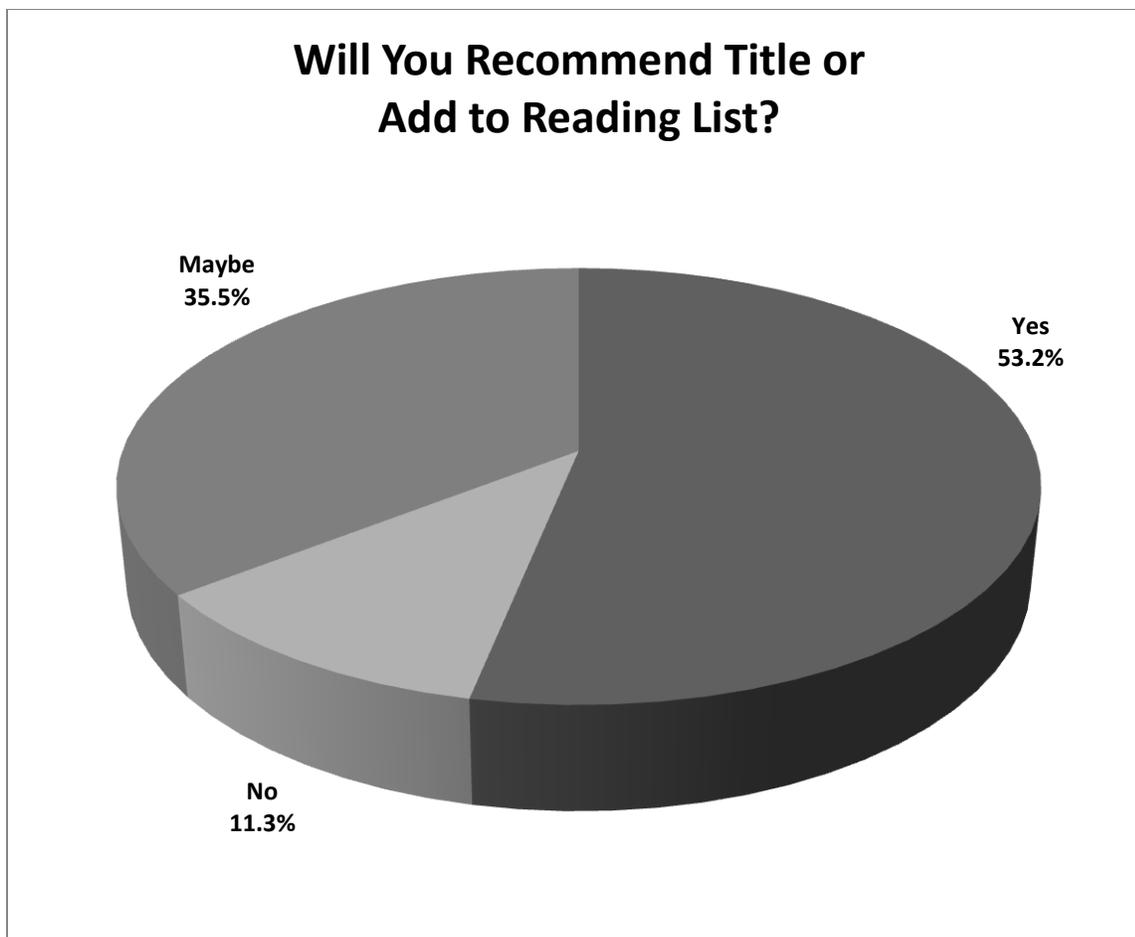


Figure 3: Behavior affecting future borrowing of Buy Request items by other patrons.

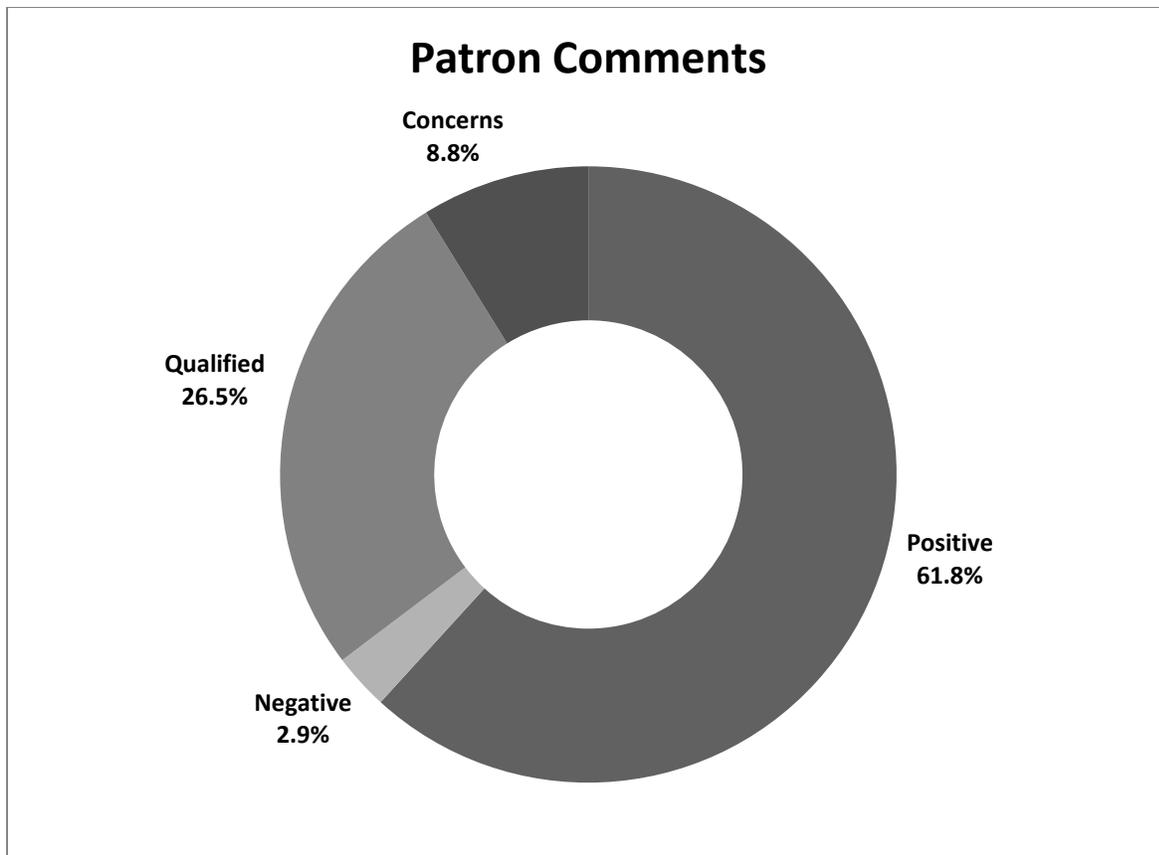


Figure 4: Categories and distribution of Buy Request patron comments.