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Addressing Textbook Affordability with Institutional Licensed E-textbooks

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Addressing Textbook Affordability with Institutional Licensed E-textbooks

Comments

The document is a pre-print to be published in the [Charleston Conference Proceedings](#).

Addressing Textbook Affordability with Institutional Licensed Electronic Textbooks

Travis Clamon, Ashley Sergiadis, Jennifer Young (East Tennessee State University)



OVERVIEW

Sherrod Library launched a pilot e-reserves program (Fall 2020, Spring-Summer 2021) to identify and acquire institutionally licensed textbooks.

77

e-textbooks purchased for \$11,093

126

textbooks available through current subscription packages

177

courses had e-textbooks available for their classes

3,456

students received access to at least one book

11,085

permalink clicks

\$237,799

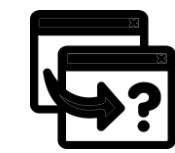
potential savings

Numbers are based on the first time the e-textbook was implemented in the course.

WORKFLOW



Obtain Textbook List from Bookstore



Compare ISBN's Against Existing Library Holdings



Search Remaining ISBN's through GOBI



Identify Available Textbooks with Unlimited Licenses



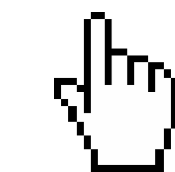
Contact Instructor for Approval



Purchase Textbook / Setup Access



Create eReserves Permalink



Instructor Provides Permalink to Students



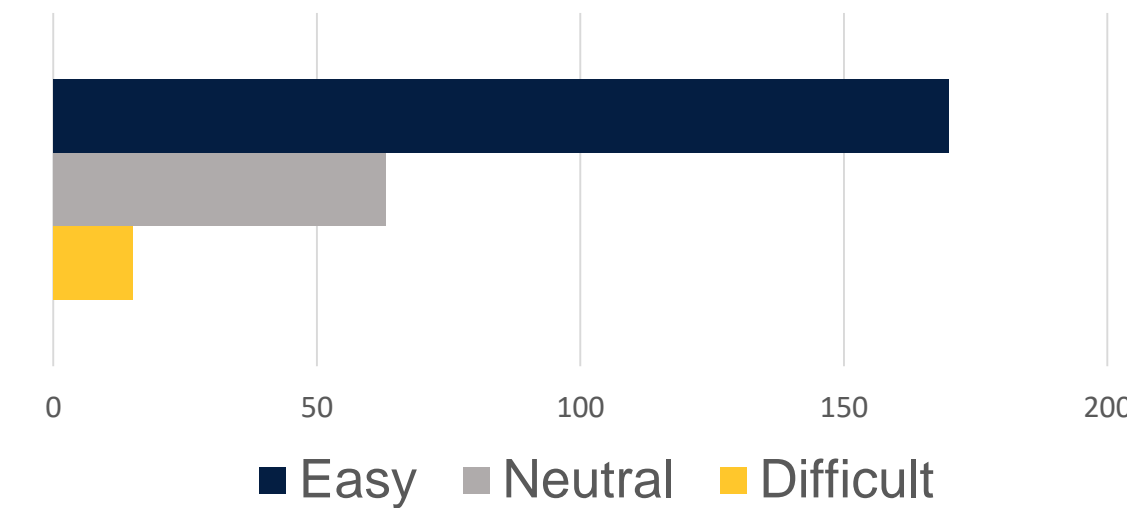
Library Provides Technical Support Throughout Semester



Survey Students & Instructors

SURVEY RESPONSES

Students did not have difficulty accessing and using the e-textbook nor did faculty have difficulty implementing them.



44% of faculty never consult the library catalog when selecting course materials

24% of students purchased their own copy, possibly due to preference of print and/or lack of knowledge about the e-textbook's availability

90% of students and faculty supported using funds from their library fee and department, respectively

219 students (7% completion) and 40 instructors (44% completion) completed surveys during Fall 2020 & Spring 2021.

LESSONS LEARNED

Continued success of the e-reserves program is highly dependent on the continued support of the campus bookstore.

Library needs to address awareness of e-textbook availability and purchasing options.

Popular textbook publishers such as Pearson, Cengage, and McGraw Hill provide limited options for institutional licenses.

Going beyond unlimited licenses, e-books with user restrictions need to be evaluated based on course enrollment and needs of the instructors.

The library should be a stakeholder in campus-wide course materials initiatives.

FUTURE PLANS

- Create focus groups of instructors to learn more about course material selection
- Offer workshops on finding open and affordable course materials
- Present e-textbook reserves program data to stakeholders
- Identify additional funding sources

Addressing Textbook Affordability with Institutional Licensed E-textbooks
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Abstract

The purpose of this paper is to provide an overview of a textbook affordability project implemented during 2020-2021 at East Tennessee State University (four-year public doctoral institution with over 14,500 students). The project involved an acquisitions librarian, electronic resources librarian, and digital scholarship librarian who worked together to identify and acquire institutionally licensed textbooks utilizing campus bookstore data. The library created customized textbook permalinks for instructors to insert into their course Learning Management System (LMS) for tracking and support purposes. In addition, the library provided a searchable list of course textbooks on their website using the Springshare E-Reserves module. Near the end of each semester, surveys were sent to students and instructors to assess their satisfaction with the service and impressions of using e-textbooks.

The overview includes our project workflow, including implementation, faculty communication, acquisition, discovery, and ongoing support. We will also highlight issues encountered and offer best practices for ongoing support and management of the program. In addition, we will provide summaries of the student and instructor surveys.

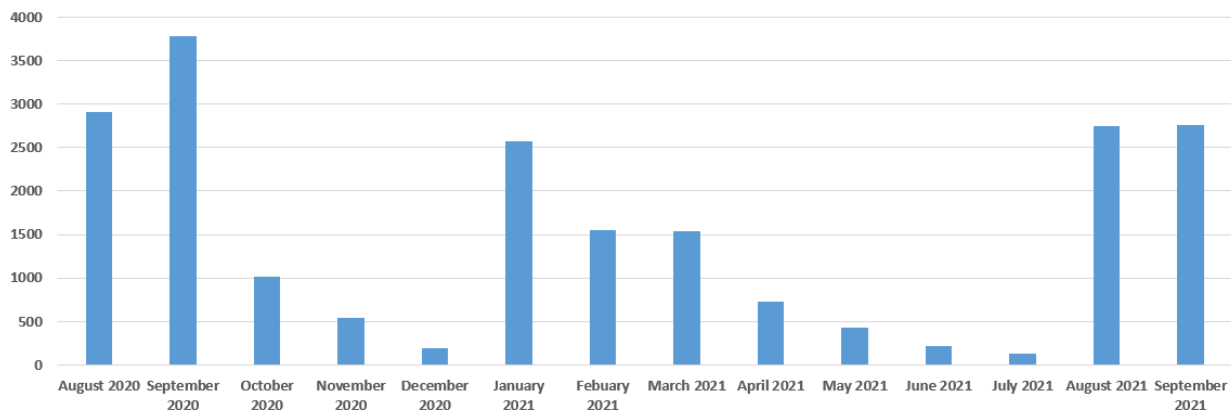
Overview

Charles C. Sherrod Library at East Tennessee State University (ETSU) launched a pilot e-reserves program (fall 2020, spring-summer 2021) to identify and acquire institutionally licensed electronic textbooks (e-textbooks). Other academic libraries have launched a similar initiative within the last few years, including East Carolina University, University of North Carolina Greensboro, and Virginia Commonwealth University (Kirschner & Miller, 2021; Thomas & Bernhardt, 2018). The primary objective of our project was to investigate implementing institutional licensed e-textbooks to assist with lowering the cost of educational materials at ETSU. The secondary objective was to develop a partnership with instructors regarding textbook affordability.

The program was funded by ETSU's Instructional Design Grant (\$2,500) and Student Library Fee. The expenses included the cost of the e-textbooks (\$11,093) and the Springshare e-Reserves subscription needed to implement the e-Reserves program. During the three semesters, 77 e-textbooks were purchased for 64 courses and 126 e-textbooks from subscriptions and previous purchases were identified for 113 courses. As a result, 177 courses potentially used e-textbooks available through Sherrod Library. The courses were almost evenly split between graduate (49%) and undergraduate (45%) courses with a small percentage (6%) being hybrid courses. The courses were from a wide-range of disciplines. Most courses were from the arts and humanities (31%), medicine and health sciences (24%), education (19%), and social and behavioral sciences (18%). There were also courses in physical sciences and mathematics, life sciences, and business. This resulted in 3,456 students receiving access to at least one book and a potential savings of \$237,799 within the first semester that the e-textbooks were implemented in the courses during the pilot. Savings will increase each subsequent semester the e-textbooks are used in the course.

Usage was determined by calculating the total amount of times a permalink was clicked or accessed. For FY20-21, we recorded 11,085 uses across all three semesters. This number may be understated due to an instructor not utilizing their permalink and instead referencing a direct link from the textbook vendor (ex: chapter-level links, etc.). In addition, if the textbook is DRM-free, the user can download the entire textbook at once onto their device. While the vendor provides use statistics as well, we are unable to determine if all traffic comes from one or more courses. Figure 1 below shows usage by month. Usage is higher during the first two months of a semester, and then gradually decreases further into the period.

Figure 1. Total permalink clicks.



Workflow

In FY20-21, we requested copies of the fall 2020, spring 2021, and summer 2021 textbook lists from the East Tennessee State University Bookstore. These lists were provided to the library approximately two to four weeks before each semester began. From each report, we extracted pertinent data fields such as ISBN, course code, and instructor. We first utilized ISBN data to compare titles against existing electronic holdings from the library. This first comparison provided matches to eBook titles that had been previously purchased or made available through one of our subscription model collections. Second, the remaining ISBN's were checked against matches in GOBI, which is one of the leading providers of eBooks to academic libraries. This comparison provided us with a list of titles that were available to purchase. Due to limited funds and the desire to reach as many courses as possible, we primarily limited our selection to titles with unlimited use licenses that had perpetual ownership. The perpetual ownership model provides the best return on investment, as the textbook remains available for future semesters until the instructor retires it.

With this data in hand, we matched the available textbooks to the course code and instructor. We reached out individually to each instructor via email and informed them about the textbook availability. For titles not previously owned, we formally requested the instructors' participation in the e-textbooks reserves program before any purchases occurred. Program participation involved advertising the textbook availability to students and assisting with a student and instructor survey at the end of the semester. Once the instructor agreed to participate, the library acquired the textbook using grant or library funds.

Since the library does not have access to the instructor's D2L course, we wanted to keep the textbook implementation as simple as possible and ensure that the textbook vendor access link never expired or changed. With those goals in mind, we developed an internal permalink system. The instructor receives a permanent link (ex: <https://libs.etsu.edu/ereserves/COURSE-CODE/ISBN>) for them to insert into their course D2L site and any other necessary means of communication to students. These permalinks redirect the user to the textbook by matching against a list of library managed URL's modified to support off-campus access. If a textbook link changes in the future, the library can make the necessary edit to the redirect URL without any instructor intervention. One additional feature of the permalink system was that we could monitor and record permalink usage while keeping users anonymous. This allowed us to determine utilization and usage patterns for ongoing semesters.

In addition to course-level implementation, the library wanted to make these e-textbooks discoverable through our website. In summer 2020, we purchased and implemented a course reserve product called Springshare E-Reserves. This allows library users to view, search, and access textbooks from any of the 200+ participating courses (URL: <https://libraries.etsu.edu/er.php>).

Once the textbook is fully implemented and ready for course use, the library's primary objective until the end of the semester is providing end-user support. Sherrod's Technology and Content Services unit fields any access problems reported by the student and/or instructor. Staff will work one-on-one with the user to help identify any issues ranging from user authentication to navigating the textbook platform. This support model aims to alleviate any instructor concerns about adoption of e-textbooks.

In the last two to three weeks of the semester, the library distributed surveys to assess student and instructor perspectives of the service. Surveys were only distributed where usage of the permanent link was evident. In normal circumstances, instructors would have the option to assist in distributing the survey to their students either in person or online. Due to COVID, all surveys were administered online during the fall 2020 and spring 2021 semesters. The library initially sends an email to instructors asking them to forward the survey to their students either in email, D2L, or any other way they communicate with their students. After the student surveys have been distributed, the instructor receives an email requesting that they respond to a survey. After the semester is over, the instructors receive a copy of their students' responses.

Survey Responses

Sherrod Library surveyed students and instructors whose e-textbook(s) had been used based on our usage data of the permanent links. During fall 2020, 43 instructors and 1,631 students in 51 courses were surveyed. During spring 2021, 47 instructors and 1,361 students were surveyed in 49 courses. 219 students (7% completion rate) and 40 instructors (44% completion rate) completed a survey on the effectiveness of the e-textbooks during the fall and spring semesters. The student responders were split between undergraduate and graduate students with most of the undergraduates being juniors or seniors.

Based on the survey responses, there is both a need and want to continue the e-textbook reserves program. Like most colleges and universities, there is a financial need to offer affordable alternatives. For example, 73% of students reported not buying a textbook throughout college due to their cost. The

general feedback about the program was positive. 95% of instructors found the support from Sherrod Library helpful. 69% of students and instructors reported the process of using, accessing, and/or implementing the e-textbooks as easy, 25% as neutral, and 6% as difficult. 90% of students supported using funds from the student library fee to purchase e-textbooks. Similarly, all instructors stated that they would support continuing the e-textbooks program with 92% supporting their department contributing funds.

Despite the support for its continuation, the responses illuminated some of the weaknesses in the program. Through the survey's responses, we noticed that the e-textbooks were not utilized by all students. 16% of students reported never accessing the e-textbook. In comparison, only two percent of students stated that on average they never use their textbooks. This may be due to the students already owning a copy. 24% of students reported purchasing their own copy of the textbook, which rendered access to the e-textbook moot. Based on their comments, the students who purchased their own copy may have preferred print and/or did not realize that an e-textbook was available. 73% of students who purchased their own copy choose a print version, 16% choose electronic and print, and only 12% choose an electronic version. For those that prefer print, printing could be a suitable alternative. Only eight percent of students reported printing the e-textbooks. However, this may be an issue for platforms that do not allow the printing of an entire e-textbook. Three students reported issues printing the e-textbooks, and two of them reported the limited amount one could print as the issue.

We also learned that instructors were not always aware of the resources we have, while the library is not always aware of the resources they need. 44% of instructors never consulted the library catalog to see if access was available when selecting materials. The same percentage of instructors were not aware that e-textbooks were available or could be purchased through the library. This is not surprising, as only 26% of instructors reported using a library e-textbook in their course before this semester. Similarly, the instructors were not always in communication with the bookstore, which is how the library knows what books to purchase. 62% of instructors reported always submitting their textbooks on a regular basis to the bookstore with 31% responding sometimes and eight percent stating never. Instructors seemed willing though to learn more about our library services with 67% of instructors expressing interest in attending such workshops.

Lastly, students provided useful comments on what affected their experiences, positively or negatively. It should be noted that there was not a large consensus with the comments. These observations are based on 10-20 similar comments. First, students commented on how easy or difficult it was to access the e-textbooks based on the instructions provided by the instructor. Students mentioned having a positive experience when the link was simply shared with them in their course communication such as through D2L. About half of the instructors' comments said how easy it was to provide the link (from the library) to their students. Second, student experiences were affected by the availability of features (searching, annotating, highlighting, downloading/saving, zooming) and the interface of the e-textbook. When reviewing the comments that mentioned features being unavailable, the librarians discovered that they were available. This could be due to a lack of familiarity with library resource interfaces, as students reported that being familiar with the library website helped them when accessing and using the e-textbooks. Third, downloading was a pain point for students, because some platforms did not allow the full e-textbook to be downloaded like the issue with printing. Downloading is an important

feature because students do not have to be online to view it. Accessing the e-textbook anywhere at any time was mentioned by students as being a positive attribute of e-textbooks. For example, while 98% of students reported accessing the e-textbook on their personal computer, a sizable portion accessed it on their tablet (17%) and phone (28%). Other negative experiences students reported were associated with accessibility, number of steps it takes to access the e-textbook, and other technological issues (e.g., logging in).

Most of these issues could be solved to a degree with better communication between the library, the bookstore, the instructors, and the students. How we plan to better the e-reserves program through better communication will be explored further in the next sections. The complete student and instructor surveys, including the results, are available in Appendix A and B. Some questions were adopted or adapted by Bliss et al. (2013).

Lessons Learned

During this pilot project, we learned many lessons through the process of managing and accessing the e-textbooks reserves program. The following is a summary of these lessons.

Continued development of the e-reserve program is dependent on the consistent delivery of the ETSU bookstore data before the start of each semester. Without this data, Sherrod Library will be unable to analyze the required textbooks to identify potential purchases and compare selections to current holdings. Due to the program's goal of significantly reducing textbook spending by students, we feel the partnership between Sherrod Library and the ETSU bookstore is fragile. During the pilot, we found that instructors prefer to be notified regarding the availability of the e-textbook for their course at least three weeks before the start of the semester. Maintaining the support of the ETSU bookstore is essential for the continued success of the e-reserve program. In addition, the connection between instructors and the bookstore is also important. The library needs the instructors to submit their required textbooks to the bookstores in order to identify the e-textbooks' availability.

Our survey data shows that many instructors do not consult the library or review current library resources when choosing course materials. To help the library better assist with textbook affordability we need to learn more about the instructor's decision-making process and the stakeholders involved. An important lesson learned is the library's need to further promote that we can assist instructors to identify affordable materials available at no cost to students. In addition, courseware options such as Follett ACCESS may not provide the best cost-savings for students when the library can provide unlimited use licenses. Additional data would be necessary to compare costs.

Another hindrance is the lack of collaboration in D2L courses. We rely exclusively on the instructor to integrate the library provided course materials into their courses. We feel some instructors may lack the skills or not feel comfortable embedding resources. Investigating course reading list systems that could integrate with D2L courses could help automate this process and give the library a true picture of the resource and collection needs of the campus. In addition, offering to come to classes to address any issues students are having using and accessing the materials may also help identify and address issues students are having.

An insight learned that is unfortunately out of our control is that textbook publishers such as Pearson, Cengage, and McGraw-Hill do not commonly provide the library options to purchase an institutional wide license. If one is available, the cost is two to five times higher than the average license and concurrent user restrictions are applied.

Finally, increased funding would allow the library to invest in additional textbooks that have concurrent license restrictions. The library would need to pay closer attention to course enrollment and promote smart textbook use to determine user license requirements. We feel there are significant cost savings here, especially if the textbook is used multiple semesters. Placing the library as a stakeholder in campus-wide course materials initiatives will provide the campus with better insight into alternatives and cost savings for students.

Future Plans

The pilot program has allowed us to verify that there is a need for and strong interest in the e-reserve program. For the e-reserve program to continue to grow we have identified four key goals for the future. The goals include hosting focus groups, workshops, presentations to stakeholders, and exploring new funding avenues.

To further develop our partnership with instructors regarding textbook affordability we plan to host a focus group to learn more about course material selection and experiences with the past implementation of open access and institutionally licensed course materials. Through these focus groups, we hope to gain insight into ways the library can be more involved earlier in the textbook/course material selection process.

One area of the program we feel could be improved is the user experience. To assist with this moving forward, we plan to offer workshops to instructors on finding and implementing open and affordable course materials. In addition to instructor workshops, we will be informing instructors during the implementation process of the availability of librarians to provide students with a demonstration of how to effectively use the e-textbook.

In addition, to promote the success of the pilot program we plan to present the data to our stakeholders at avenues such as the Student Government Association, Academic Council, and college/departmental meetings. This will allow us to promote the successes of the program and identify new partners across campus to collaborate on the promotion and funding of the program.

To continue offering the program it will be necessary to identify additional funding sources to allow for expansion of the e-reserve offerings. The primary areas we will be exploring include additional support from the library budget and departmental support from across campus. According to our survey results, 92% of participating faculty support their department contributing funds to the program. We are also interested in beginning discussions with university leadership regarding the possibility of course fees providing funding, specifically the online course fee. Through the continued funding of this program, we believe that the library can make a significant impact on textbook affordability. Furthermore, this

program contributes to student success and increases awareness of the importance of including the library as a partner in ongoing and future initiatives.

References

Bliss, T., Robinson, T. J., Hilton, J., & Wiley, D. A. (2013). An OER COUP: College teacher and student perceptions of Open Educational Resources. *Journal of Interactive Media in Education*, 2013(1), Art. 4. <http://doi.org/10.5334/2013-04>

Kirschner, J. & Miller, H. (2021). The perfect mix: Leveraging library collections and bookstore partnerships for textbook affordability. *The Scholarly Communications Cookbook* (pp. 60-64). In B. Buljung & E. Bongiovanni. American Library Association. <https://www.alastore.ala.org/content/scholarly-communications-cookbook>

Thomas, J. & Bernhardt B.R. (2018). Helping keep the costs of textbooks for students down: Two approaches. *Technical Services Quarterly*, 35(1), 257-268.

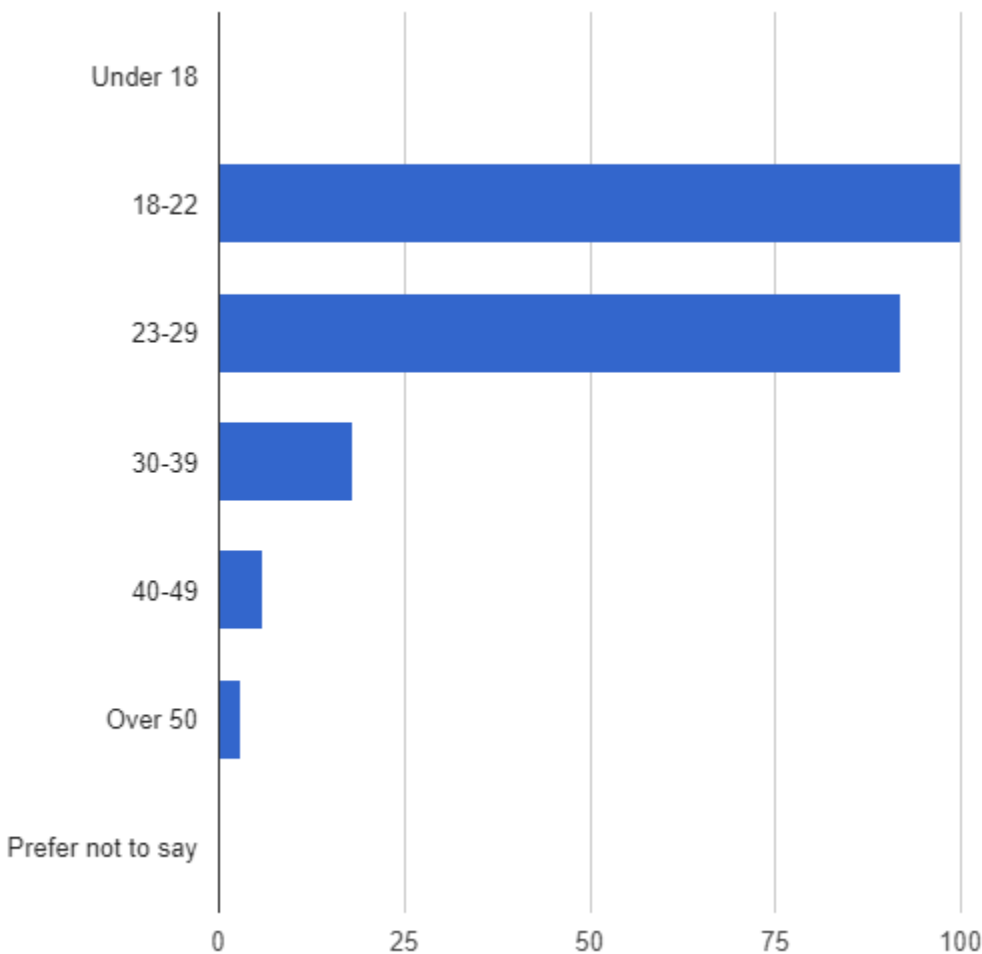
Student Survey

Some questions were adopted or adapted from a survey under a [CC-BY 4.0 license](#) featured in Bliss, T., Robinson, T. J., Hilton, J., & Wiley, D. A. (2013). An OER COUP: College teacher and student perceptions of Open Educational Resources. *Journal of Interactive Media in Education*, 2013(1), Art. 4. <http://doi.org/10.5334/2013-04>

What is your age?

Total Count (N): 219

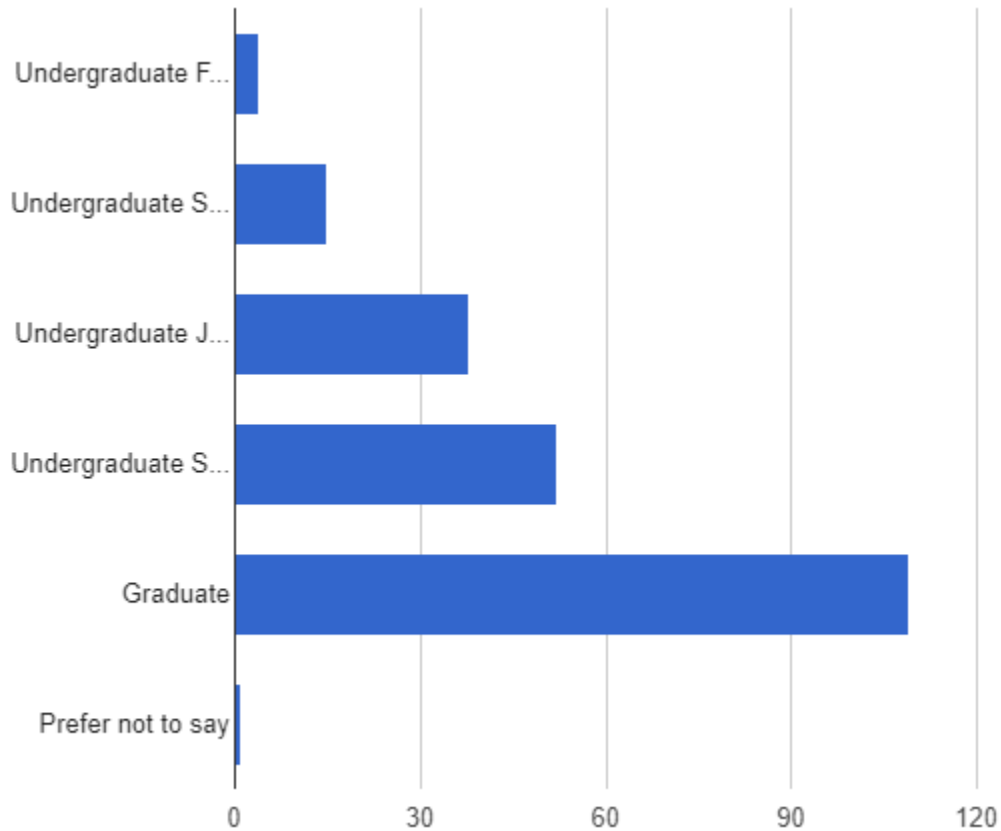
Counts/frequency: Under 18 (0, 0.0%), 18-22 (100, 45.7%), 23-29 (92, 42.0%), 30-39 (18, 8.2%), 40-49 (6, 2.7%), Over 50 (3, 1.4%), Prefer not to say (0, 0.0%)



What is your student classification?

Total Count (N): 219

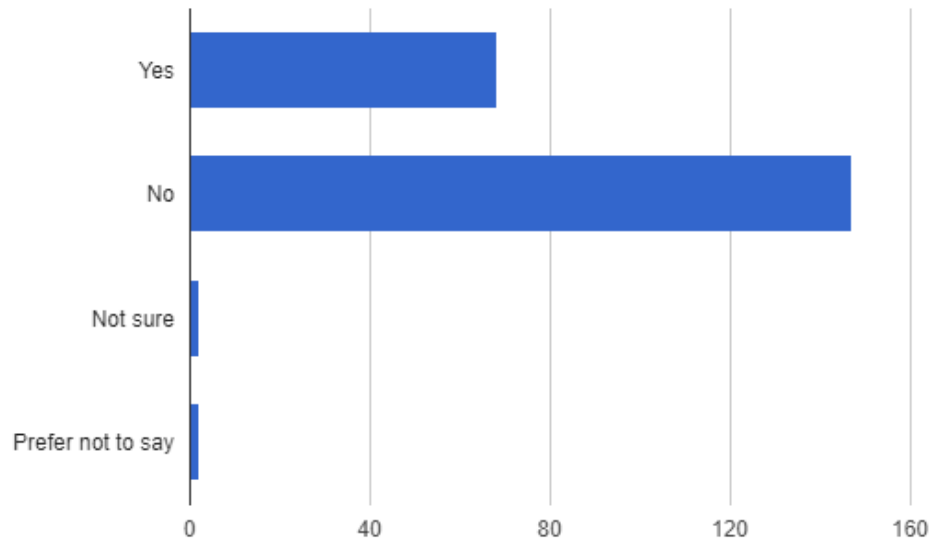
Counts/frequency: Undergraduate Freshman (0-29.9 credits earned) (4, 1.8%), Undergraduate Sophomore (30.0-59.9 credits earned) (15, 6.8%), Undergraduate Junior (60.0-89.9 credits earned) (38, 17.4%), Undergraduate Senior (90.0 and up credits earned) (52, 23.7%), Graduate (109, 49.8%), Prefer not to say (1, 0.5%)



Are you a first generation college student?

Total Count (N): 219

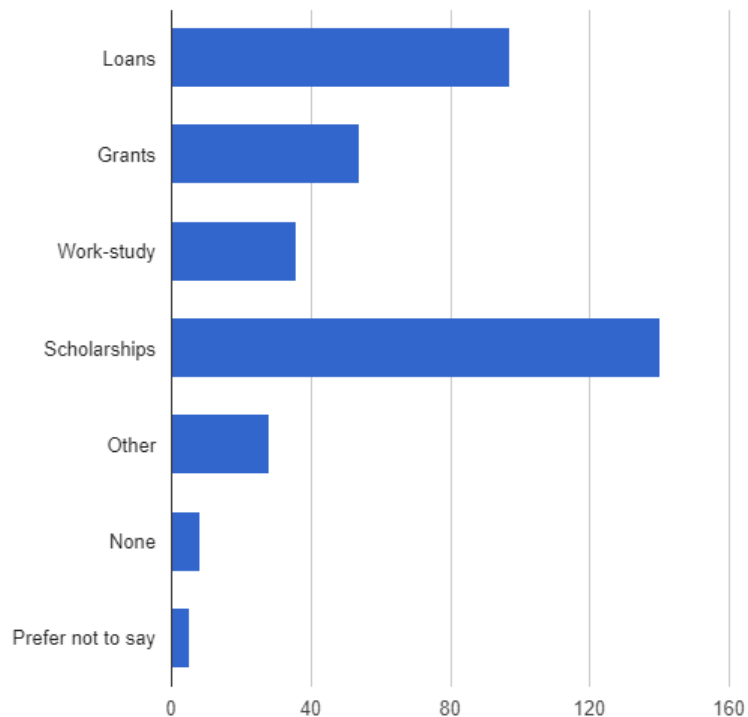
Counts/frequency: Yes (68, 31.1%), No (147, 67.1%), Not sure (2, 0.9%), Prefer not to say (2, 0.9%)



Do you receive any kind of financial aid? (check all that apply)

Total Count (N): 219

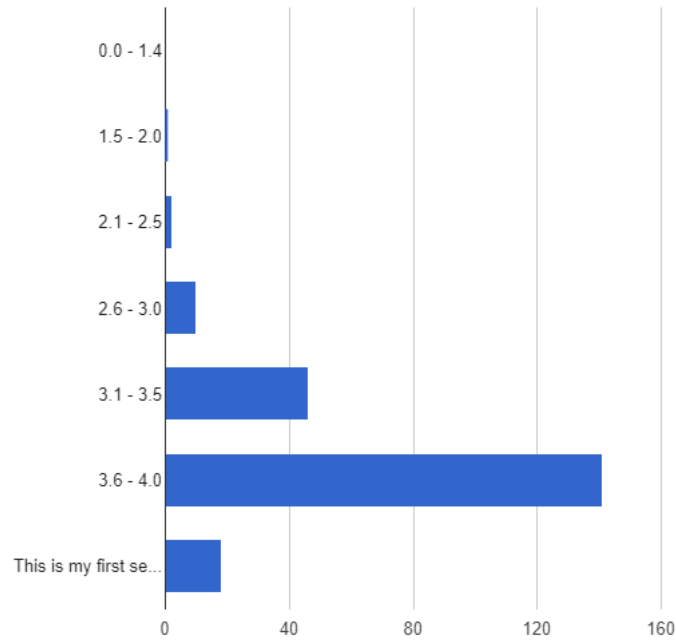
Counts/frequency: Loans (97, 44.3%), Grants (54, 24.7%), Work-study (36, 16.4%), Scholarships (140, 63.9%), Other (28, 12.8%), None (8, 3.7%), Prefer not to say (5, 2.3%)



What is your cumulative college Grade Point Average (GPA) on a 4.0 scale?

Total Count (N): 218

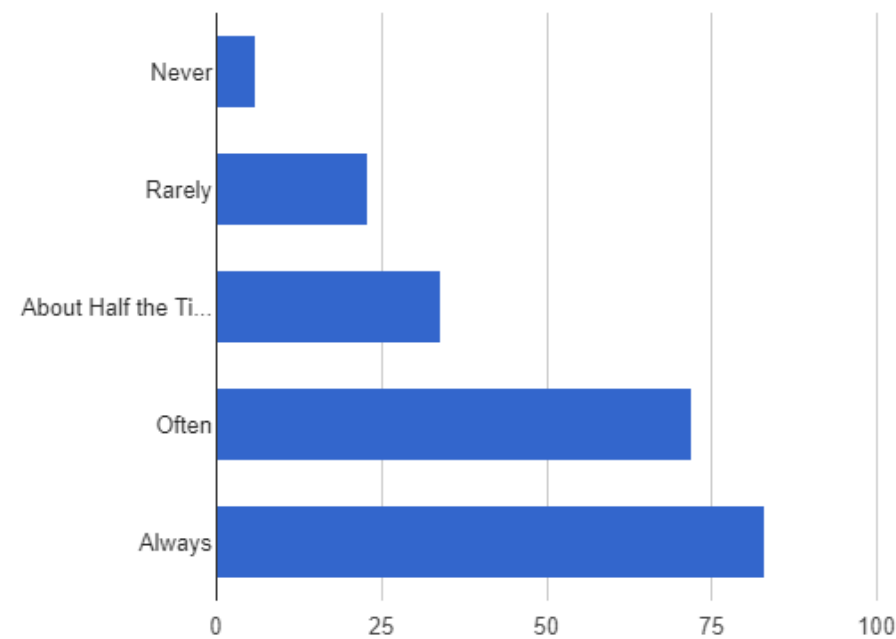
Counts/frequency: 0.0 - 1.4 (0, 0.0%), 1.5 - 2.0 (1, 0.5%), 2.1 - 2.5 (2, 0.9%), 2.6 - 3.0 (10, 4.6%), 3.1 - 3.5 (46, 21.1%), 3.6 - 4.0 (141, 64.7%), This is my first semester (18, 8.3%)



In general, how often do you purchase the required textbooks for the courses you take?

Total Count (N): 218

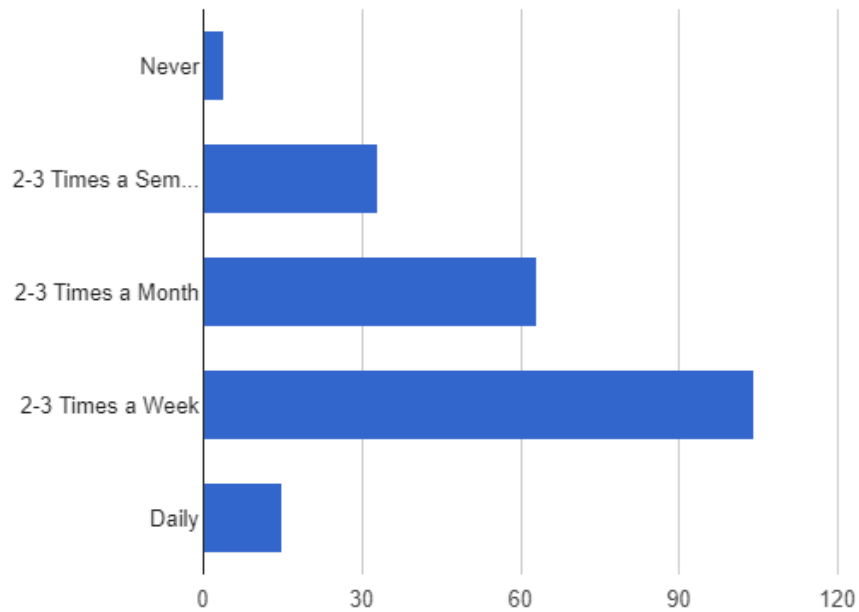
Counts/frequency: Never (6, 2.8%), Rarely (23, 10.6%), About Half the Time (34, 15.6%), Often (72, 33.0%), Always (83, 38.1%)



For a typical course, how often do you use the required textbooks?

Total Count (N): 219

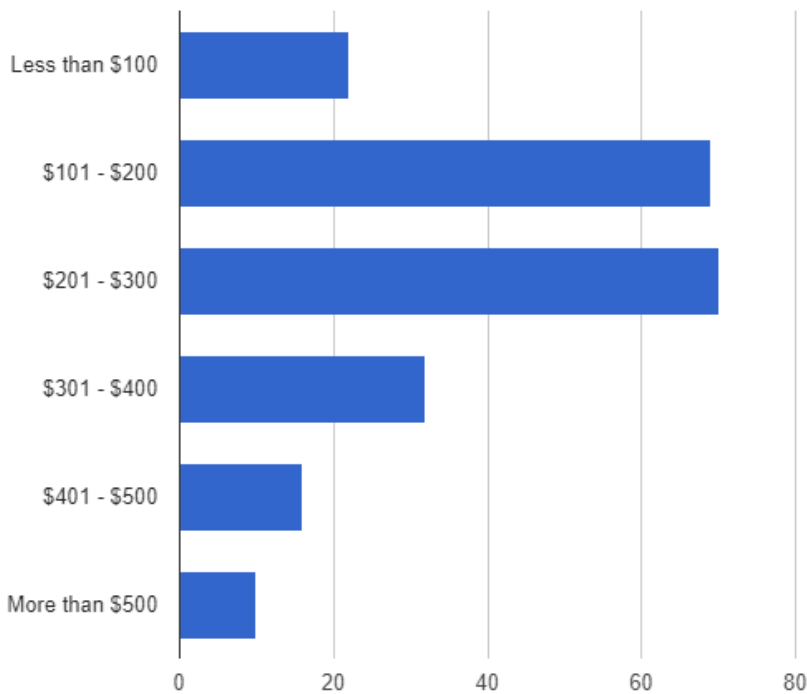
Counts/frequency: Never (4, 1.8%), 2-3 Times a Semester (33, 15.1%), 2-3 Times a Month (63, 28.8%), 2-3 Times a Week (104, 47.5%), Daily (15, 6.8%)



How much do you typically spend on textbooks each semester?

Total Count (N): 219

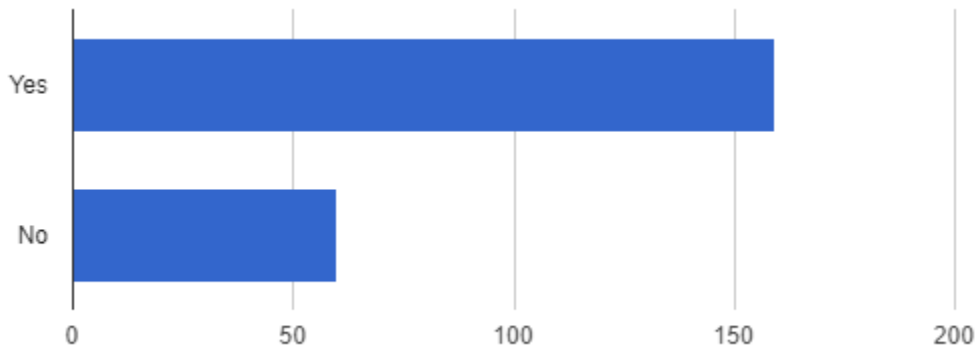
Counts/frequency: Less than \$100 (22, 10.0%), \$101 - \$200 (69, 31.5%), \$201 - \$300 (70, 32.0%), \$301 - \$400 (32, 14.6%), \$401 - \$500 (16, 7.3%), More than \$500 (10, 4.6%)



Have you ever not bought a textbook due to its cost?

Total Count (N): 219

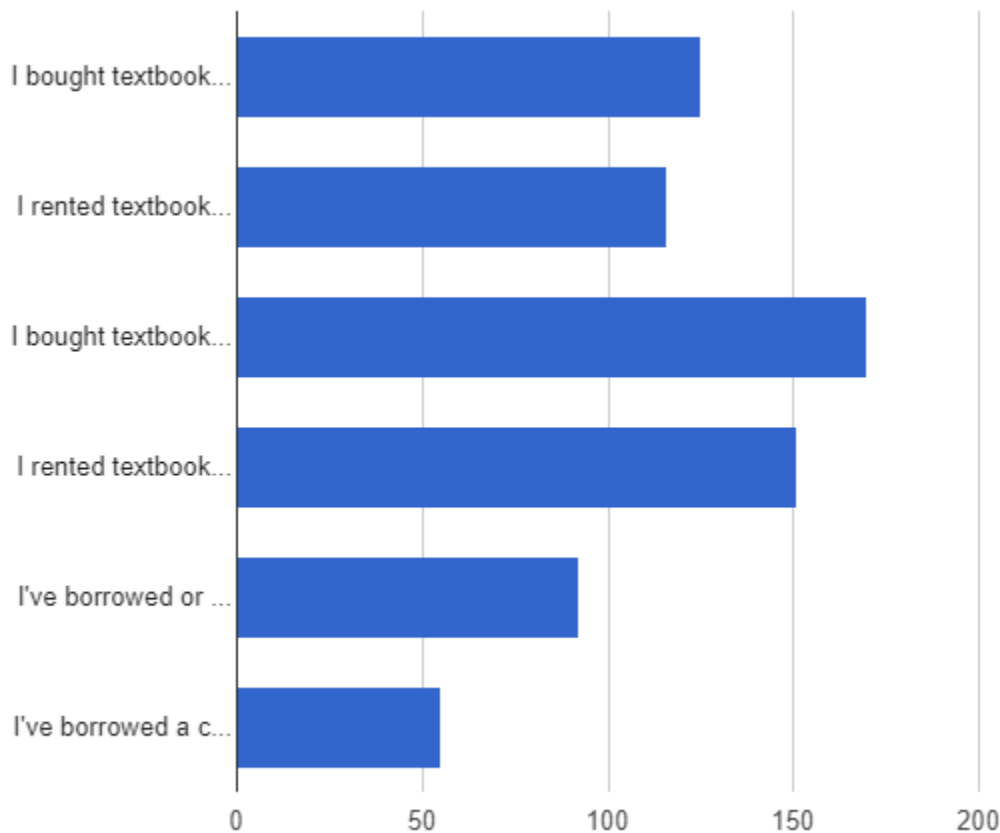
Counts/frequency: Yes (159, 72.6%), No (60, 27.4%)



How have you acquired textbooks for your courses? (check all that apply)

Total Count (N): 219

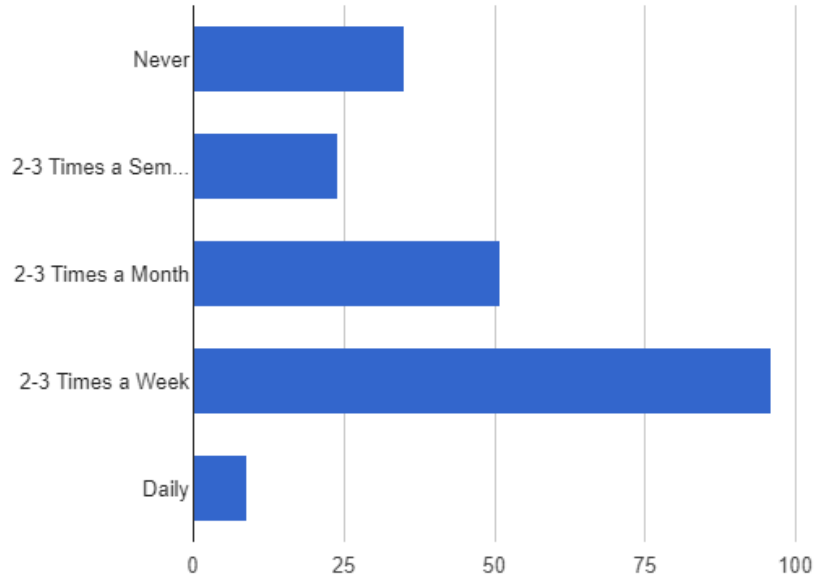
Counts/frequency: I bought textbooks through the ETSU bookstore. (125, 57.1%), I rented textbooks through the ETSU bookstore. (116, 53.0%), I bought textbooks through a third-party online source (e.g. Amazon, Chegg). (170, 77.6%), I rented textbooks through a third-party online source (e.g. Amazon, Chegg). (151, 68.9%), I've borrowed or shared a textbook from my peers. (92, 42.0%), I've borrowed a copy from the library (course reserves). (55, 25.1%)



How often did you access the e-textbook?

Total Count (N): 215

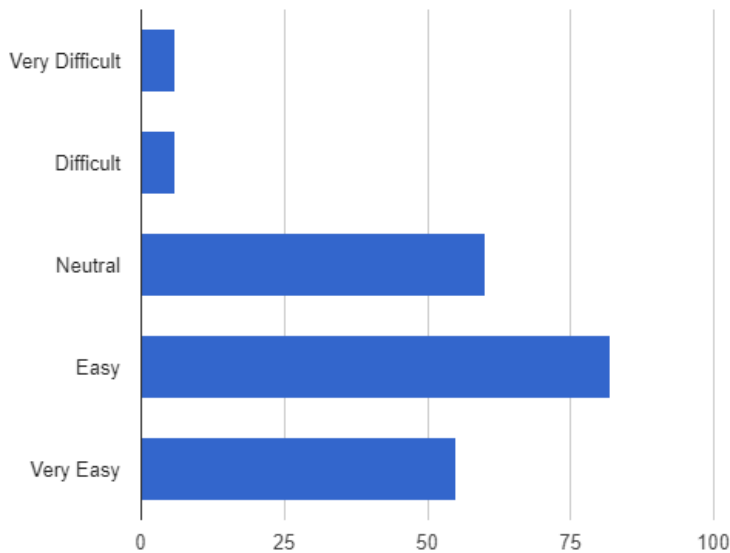
Counts/frequency: Never (35, 16.3%), 2-3 Times a Semester (24, 11.2%), 2-3 Times a Month (51, 23.7%), 2-3 Times a Week (96, 44.7%), Daily (9, 4.2%)



Rate the level of difficulty to access and use the e-textbook.

Total Count (N): 209

Counts/frequency: Very Difficult (6, 2.9%), Difficult (6, 2.9%), Neutral (60, 28.7%), Easy (82, 39.2%), Very Easy (55, 26.3%)



Why did you choose this rating?

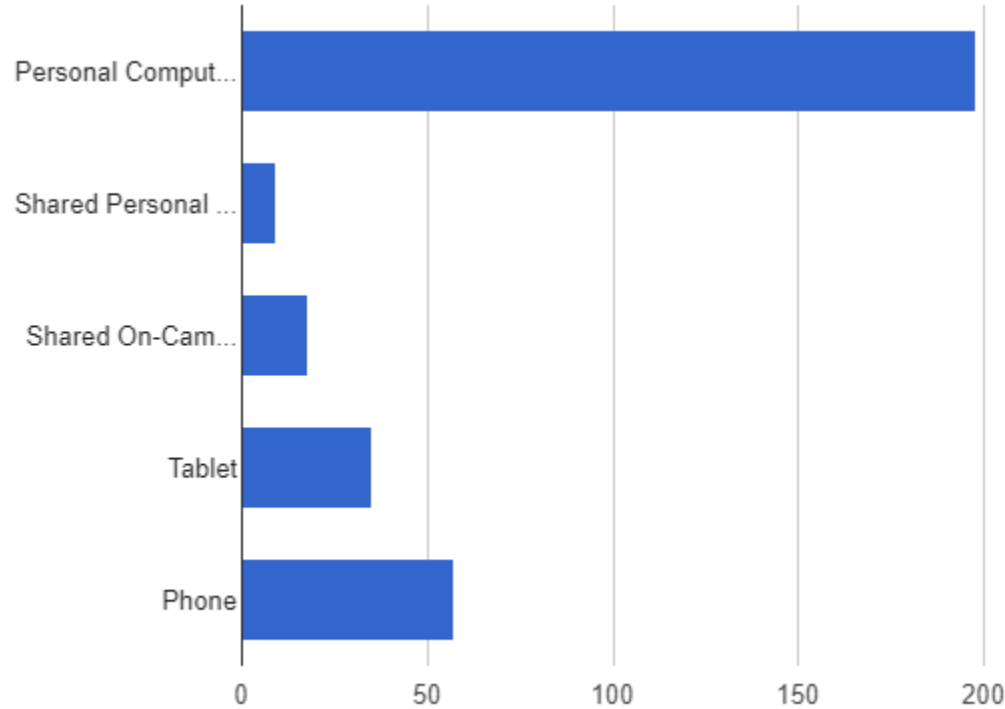
Total Count (N): 163

[Qualitative data]

What devices did you use to access the e-textbook? (check all that apply)

Total Count (N): 202

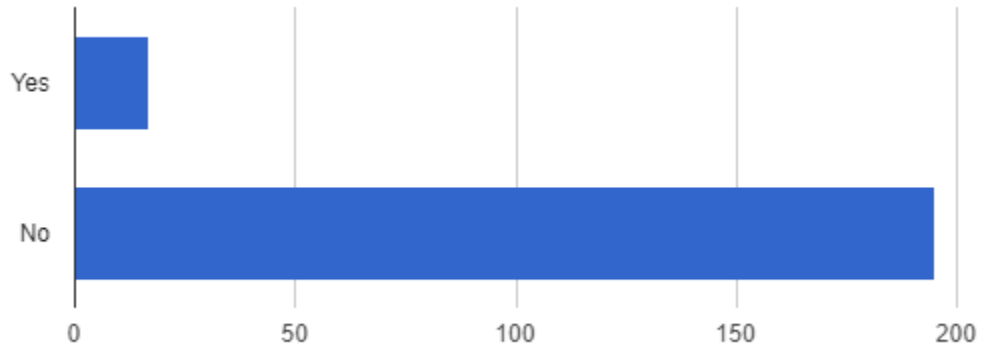
Counts/frequency: Personal Computer (198, 98.0%), Shared Personal Computer (e.g. friend's computer) (9, 4.5%), Shared On-Campus Computer (e.g. library or lab computer) (18, 8.9%), Tablet (35, 17.3%), Phone (57, 28.2%)



Did you print any of the e-textbook?

Total Count (N): 212

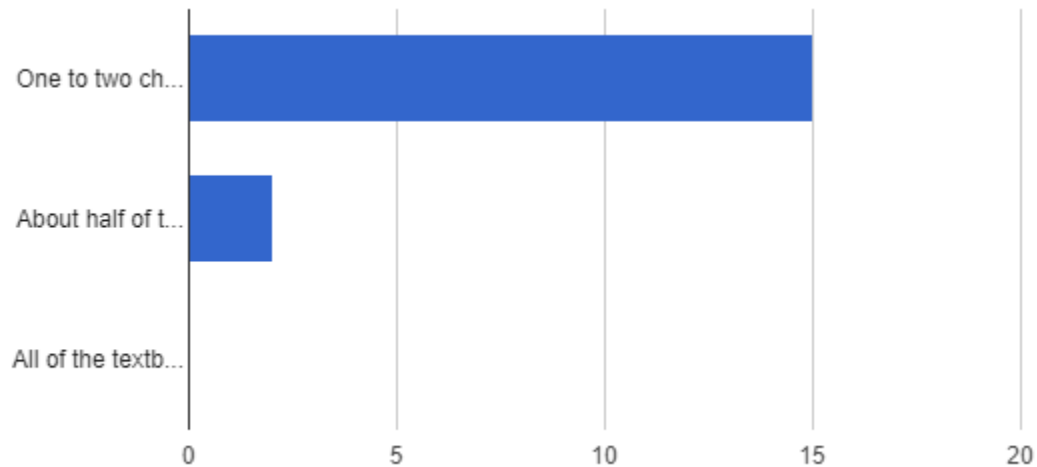
Counts/frequency: Yes (17, 8.0%), No (195, 92.0%)



How much of the e-textbook did you print?

Total Count (N): 17

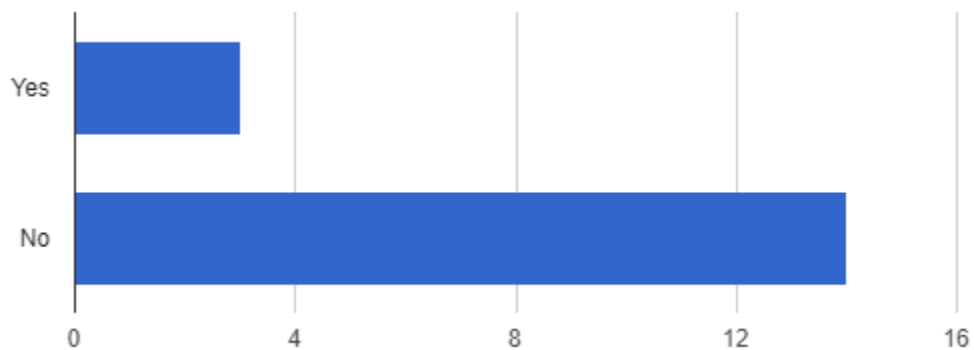
Counts/frequency: One to two chapters (15, 88.2%), About half of the textbook (2, 11.8%), All of the textbook (0, 0.0%)



Were there any restrictions that prevented you from printing what you needed?

Total Count (N): 17

Counts/frequency: Yes (3, 17.6%), No (14, 82.4%)



What restrictions did you encounter?

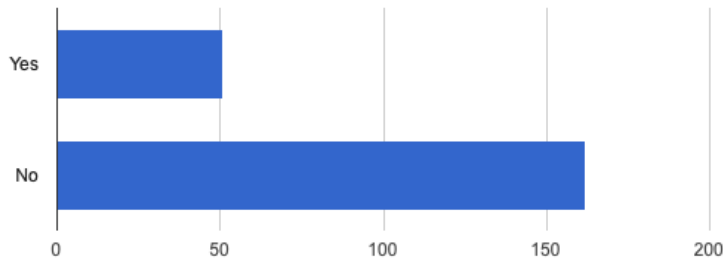
Total Count (N): 2

[Qualitative data]

Did you purchase your own copy of the textbook?

Total Count (N): 213

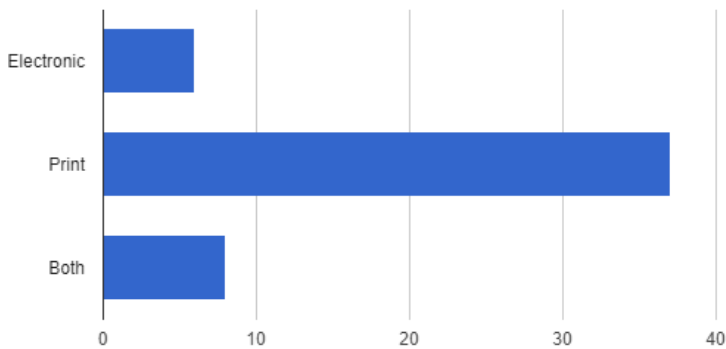
Counts/frequency: Yes (51, 23.9%), No (162, 76.1%)



What type of format did you purchase the textbook?

Total Count (N): 51

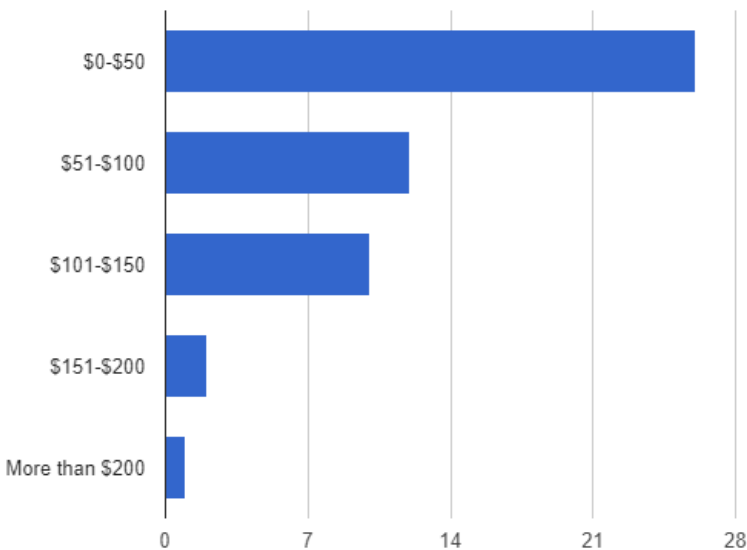
Counts/frequency: Electronic (6, 11.8%), Print (37, 72.5%), Both (8, 15.7%)



How much did you spend on the textbook?

Total Count (N): 51

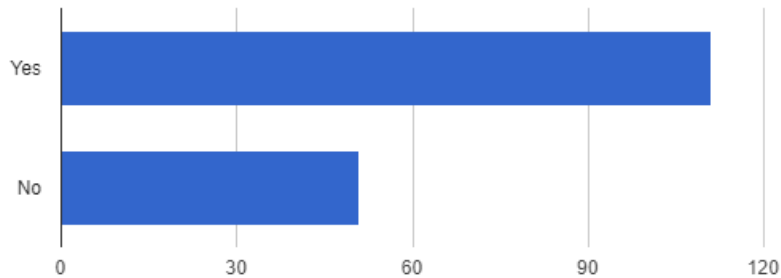
Counts/frequency: \$0-\$50 (26, 51.0%), \$51-\$100 (12, 23.5%), \$101-\$150 (10, 19.6%), \$151-\$200 (2, 3.9%), More than \$200 (1, 2.0%)



Would you have purchased your own copy if you didn't have access to the e-textbook through the library?

Total Count (N): 162

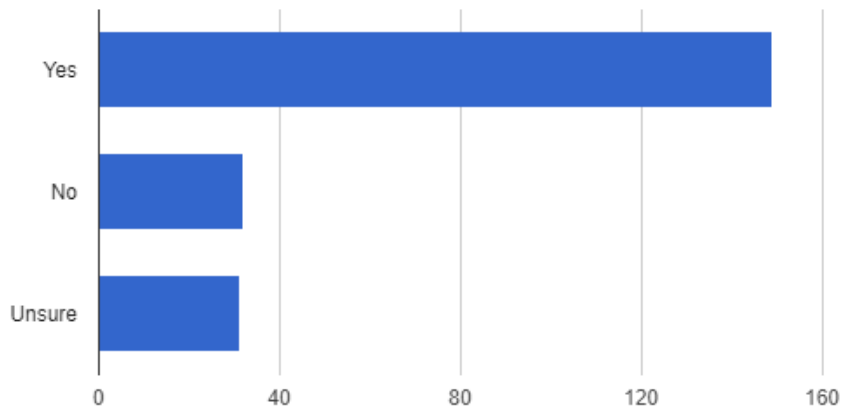
Counts/frequency: Yes (111, 68.5%), No (51, 31.5%)



Did having access to the e-textbook help you to study more effectively?

Total Count (N): 212

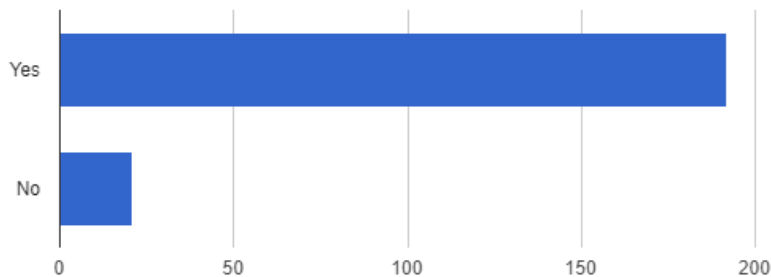
Counts/frequency: Yes (149, 70.3%), No (32, 15.1%), Unsure (31, 14.6%)



Would you support using funds from the Student Library fee to purchase e-textbooks?

Total Count (N): 213

Counts/frequency: Yes (192, 90.1%), No (21, 9.9%)



Do you have any additional feedback?

Total Count (N): 91

[Qualitative data]

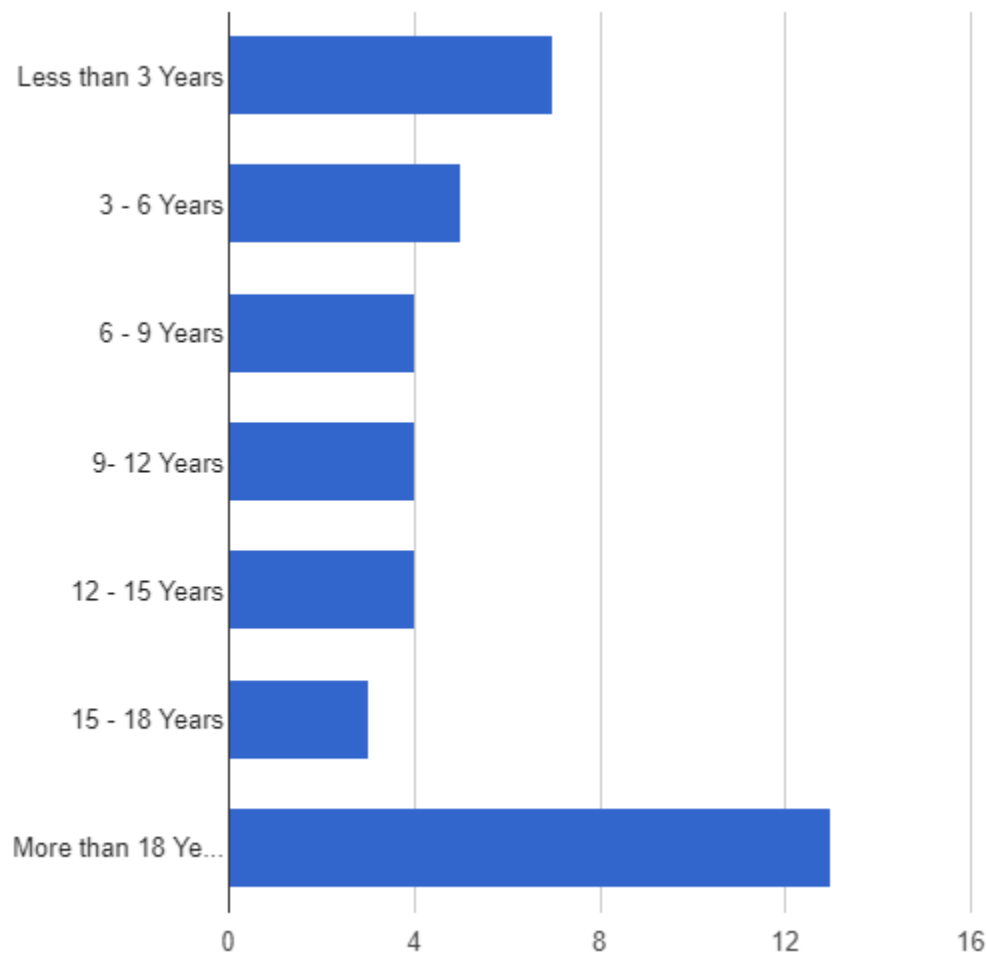
Instructor Survey

Some questions were adopted or adapted from a survey under a [CC-BY 4.0 license](#) featured in Bliss, T., Robinson, T. J., Hilton, J., & Wiley, D. A. (2013). An OER COUP: College teacher and student perceptions of Open Educational Resources. *Journal of Interactive Media in Education*, 2013(1), Art. 4. <http://doi.org/10.5334/2013-04>

How long have you been teaching at the college level?

Total Count (N): 40

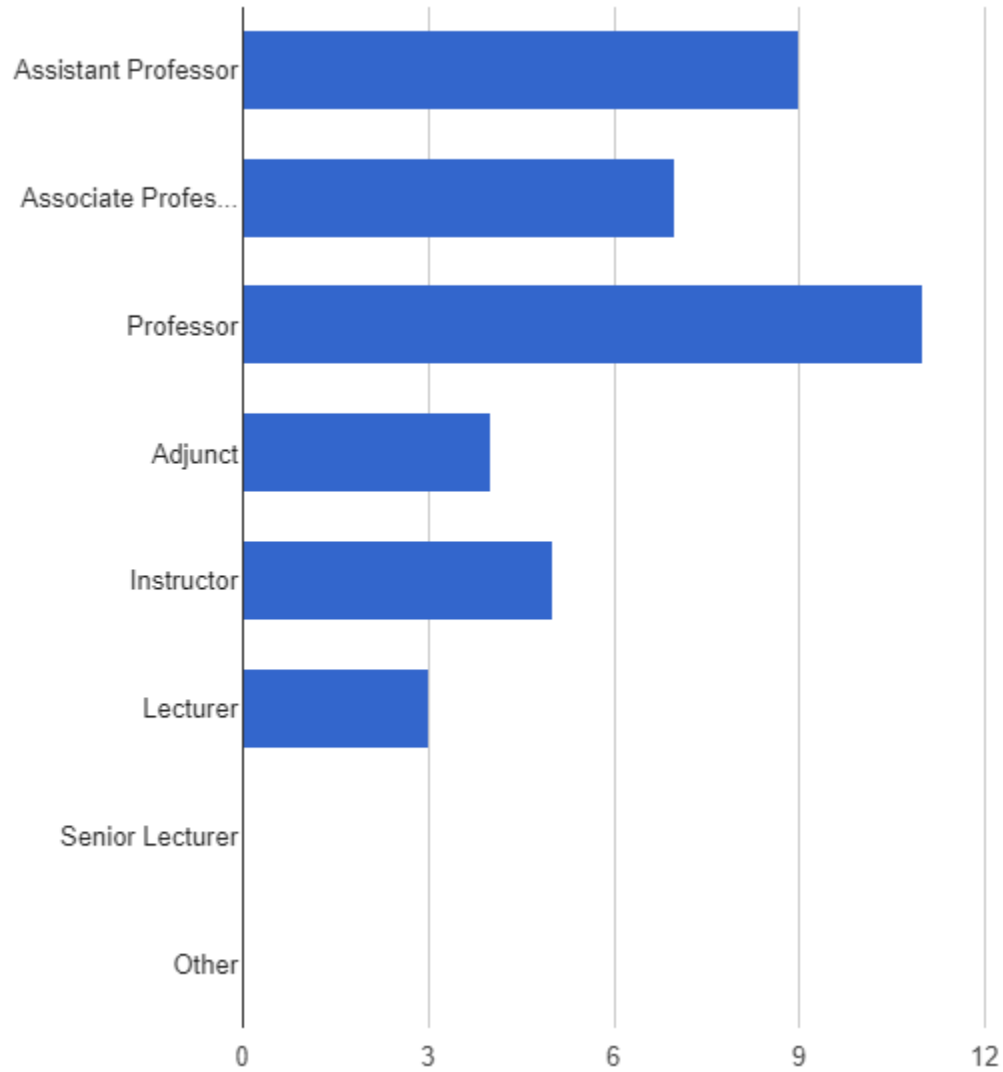
Counts/frequency: **Less than 3 Years** (7, 17.5%), **3 - 6 Years** (5, 12.5%), **6 - 9 Years** (4, 10.0%), **9- 12 Years** (4, 10.0%), **12 - 15 Years** (4, 10.0%), **15 - 18 Years** (3, 7.5%), **More than 18 Years** (13, 32.5%)



What is your rank?

Total Count (N): 39

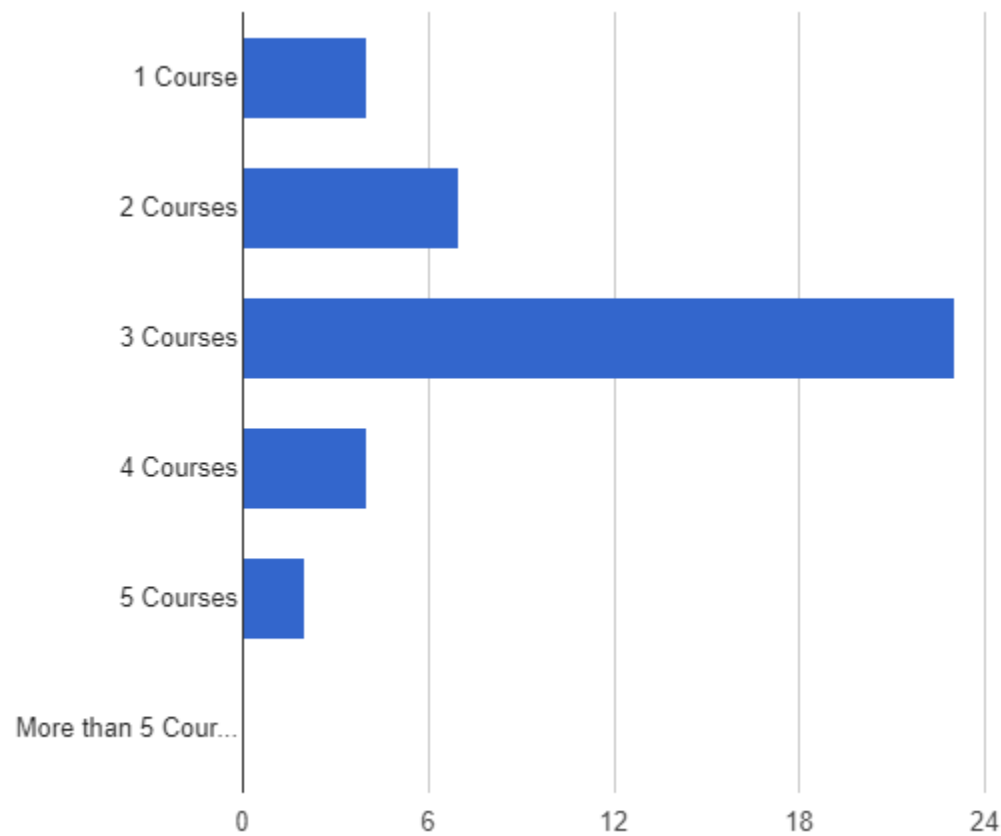
Counts/frequency: Assistant Professor (9, 23.1%), Associate Professor (7, 17.9%), Professor (11, 28.2%), Adjunct (4, 10.3%), Instructor (5, 12.8%), Lecturer (3, 7.7%), Senior Lecturer (0, 0.0%), Other(0, 0.0%)



What is your average teaching load during a regular length semester at your institution?

Total Count (N): 40

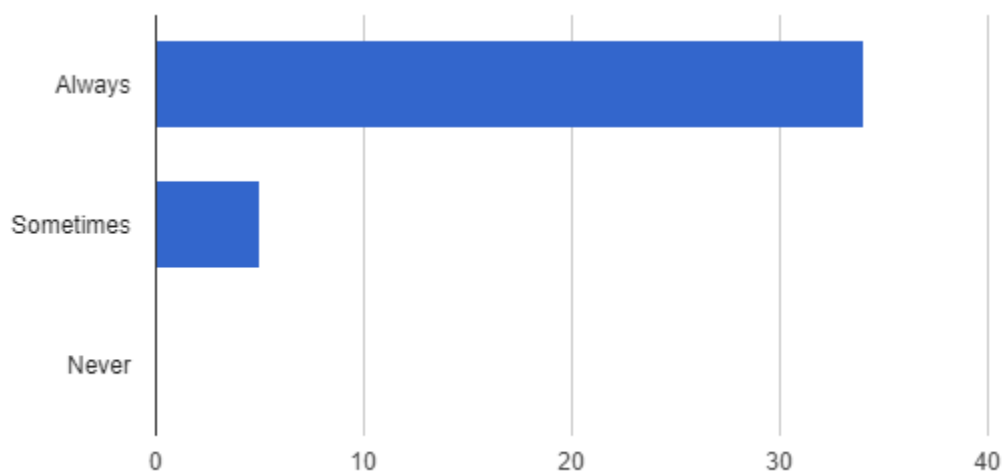
Counts/frequency: 1 Course (4, 10.0%), 2 Courses (7, 17.5%), 3 Courses (23, 57.5%), 4 Courses (4, 10.0%), 5 Courses (2, 5.0%), More than 5 Courses (0, 0.0%)



Are you actively involved in the initial selection or review of textbooks for your courses?

Total Count (N): 39

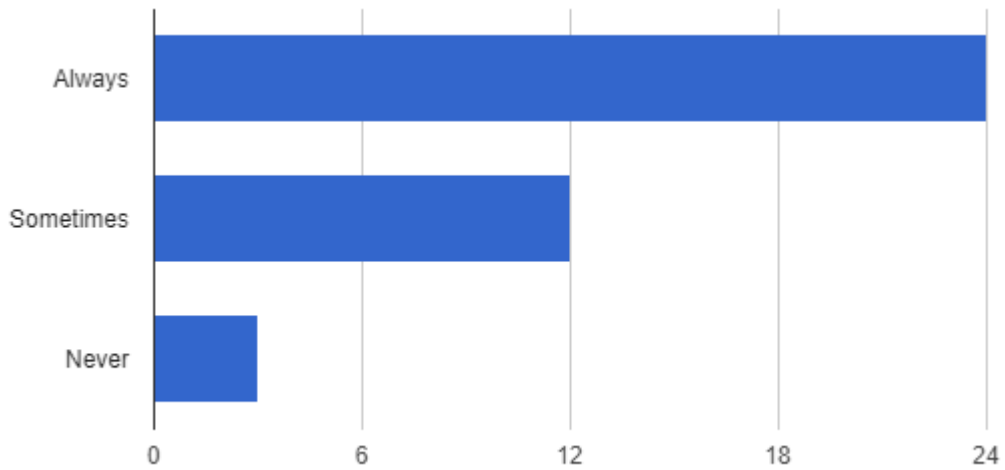
Counts/frequency: Always (34, 87.2%), Sometimes (5, 12.8%), Never (0, 0.0%)



Do you submit textbooks on a regular basis to the bookstore?

Total Count (N): 39

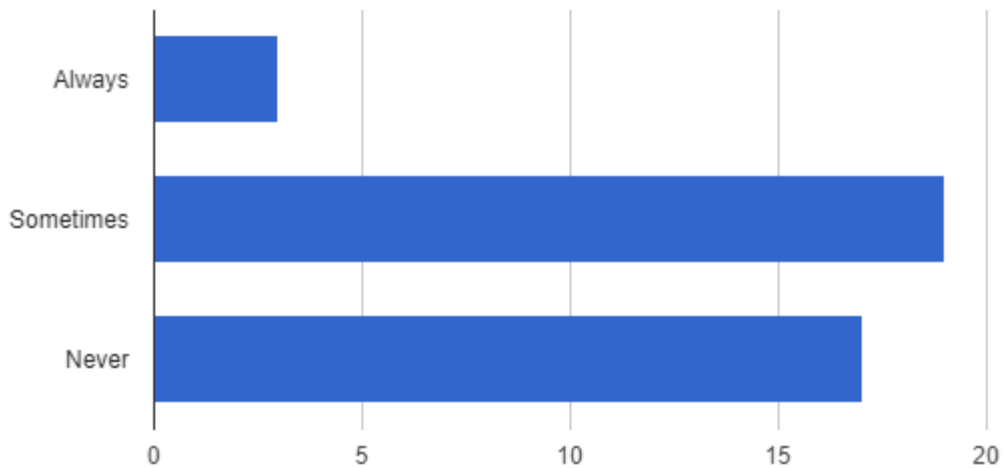
Counts/frequency: Always (24, 61.5%), Sometimes (12, 30.8%), Never (3, 7.7%)



When selecting materials, do you consult the library catalog to see if access is available?

Total Count (N): 39

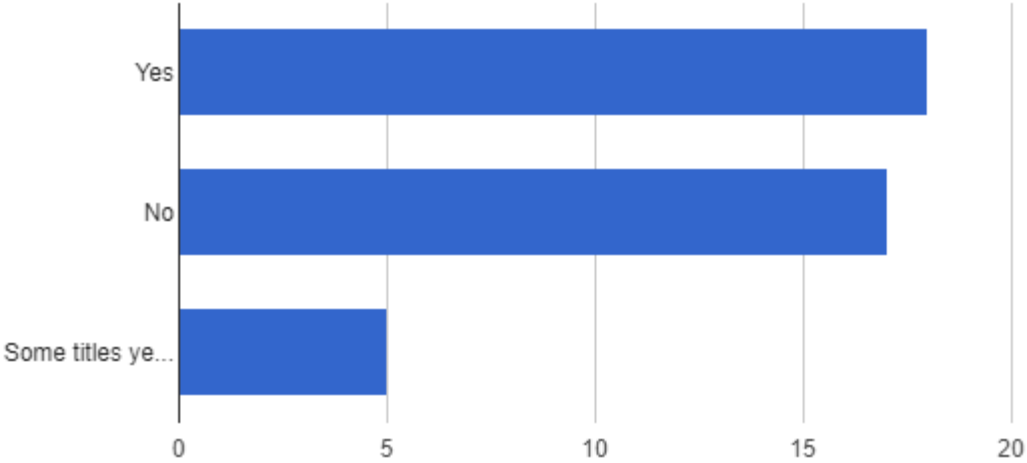
Counts/frequency: Always (3, 7.7%), Sometimes (19, 48.7%), Never (17, 43.6%)



Based on the email you received in the beginning of the semester, were you aware these titles were already available or could be purchased through the library?

Total Count (N): 40

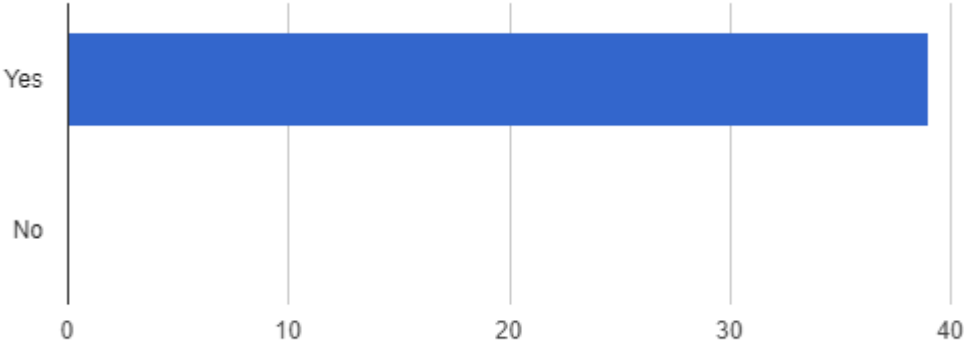
Counts/frequency: Yes (18, 45.0%), No (17, 42.5%), Some titles yes, some titles no (5, 12.5%)



Did you find the emails from the library beneficial?

Total Count (N): 39

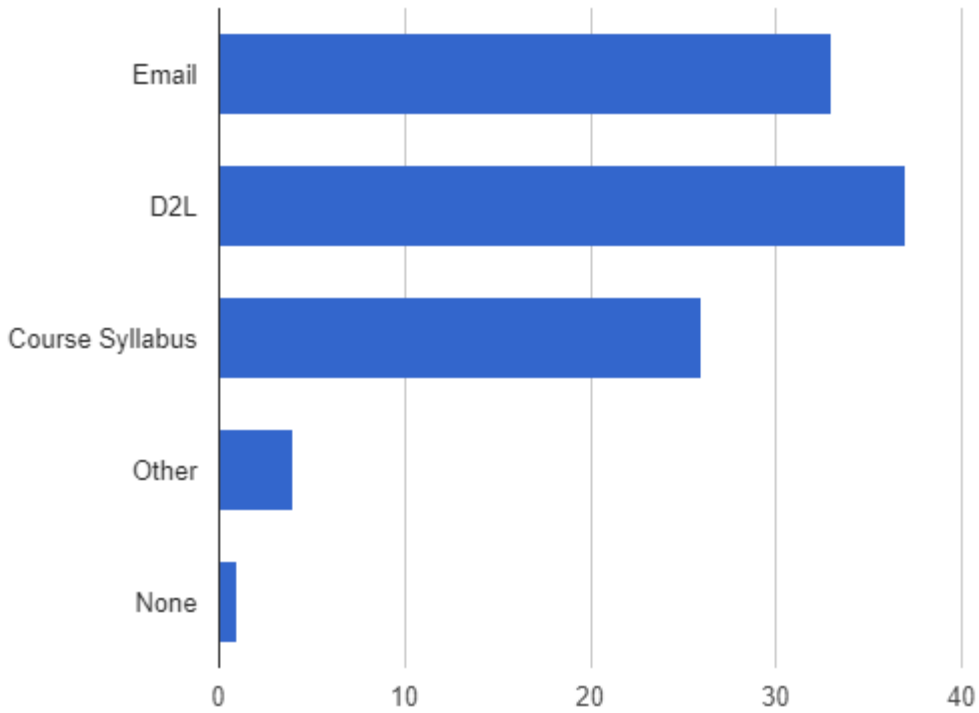
Counts/frequency: Yes (39, 100.0%), No (0, 0.0%)



What communication channels did you use to inform your students of the access to the e-textbook(s)?

Total Count (N): 40

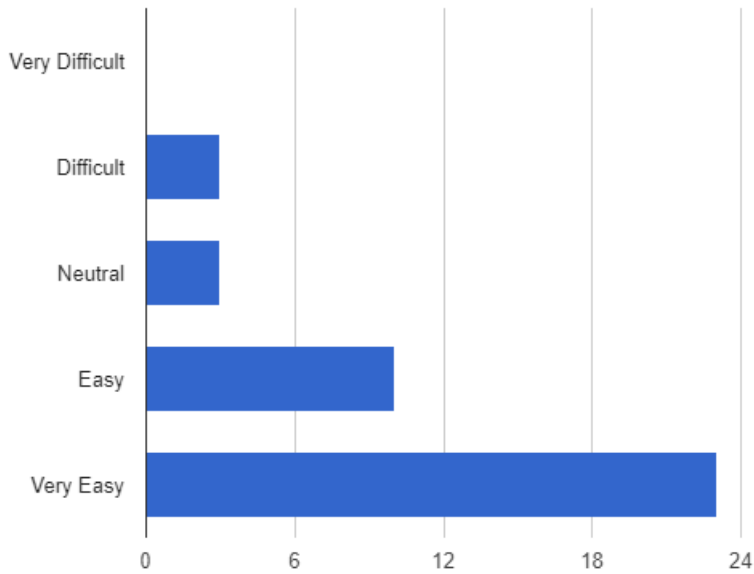
Counts/frequency: Email (33, 82.5%), D2L (37, 92.5%), Course Syllabus (26, 65.0%), Other (4, 10.0%), None (1, 2.5%)



Rate the level of difficulty to implement the e-textbook(s) in your course(s).

Total Count (N): 39

Counts/frequency: **Very Difficult** (0, 0.0%), **Difficult** (3, 7.7%), **Neutral** (3, 7.7%), **Easy** (10, 25.6%), **Very Easy** (23, 59.0%)



Why did you choose this rating?

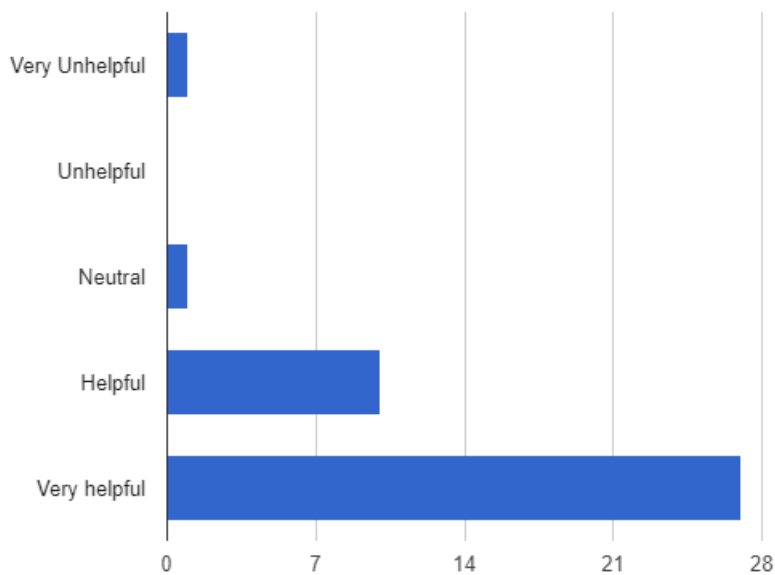
Total Count (N): 32

[Qualitative data]

Rate the support from Sherrod Library.

Total Count (N): 39

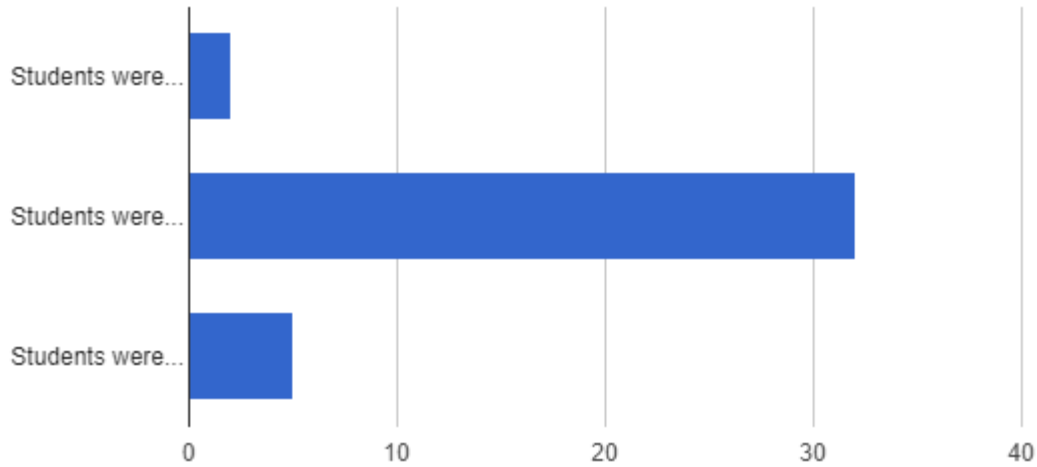
Counts/frequency: **Very Unhelpful** (1, 2.6%), **Unhelpful** (0, 0.0%), **Neutral** (1, 2.6%), **Helpful** (10, 25.6%), **Very helpful** (27, 69.2%)



How did your students' preparedness compare to previous semesters?

Total Count (N): 39

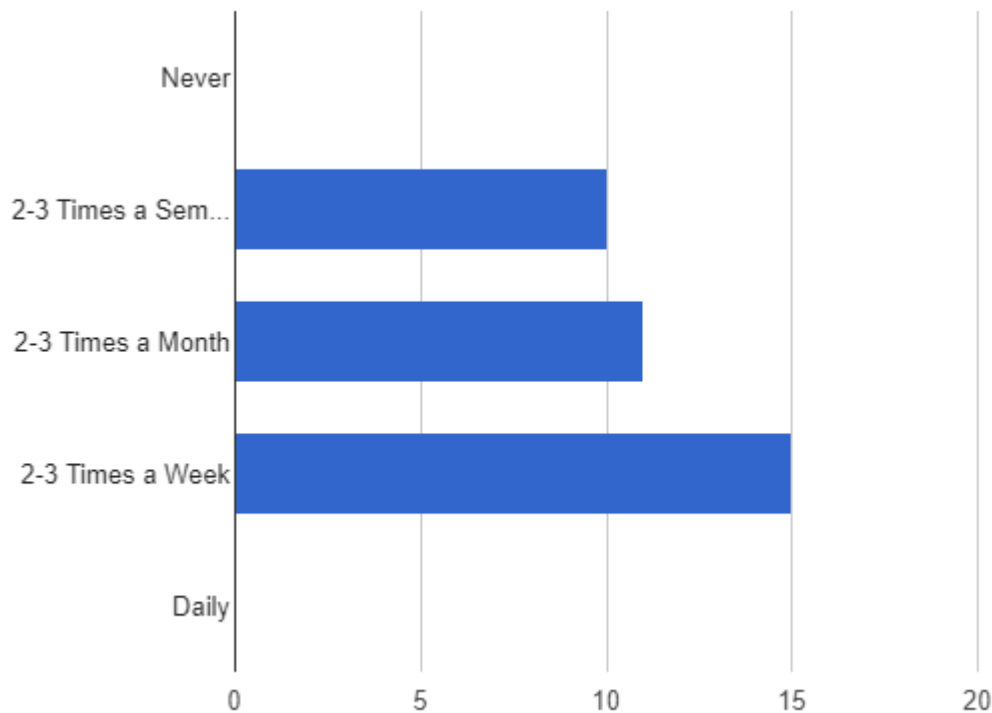
Counts/frequency: Students were Less Prepared (2, 5.1%), Students were Equally Prepared (32, 82.1%), Students were More Prepared (5, 12.8%)



How often do you think students used the e-textbook(s) throughout the semester?

Total Count (N): 36

Counts/frequency: Never (0, 0.0%), 2-3 Times a Semester (10, 27.8%), 2-3 Times a Month (11, 30.6%), 2-3 Times a Week (15, 41.7%), Daily (0, 0.0%)



What feedback, if any, did you receive from students about accessing and using the e-textbook(s)?

Total Count (N): 30

[Qualitative data]

Did having access to the e-textbook(s) alter your course(s) in any way?

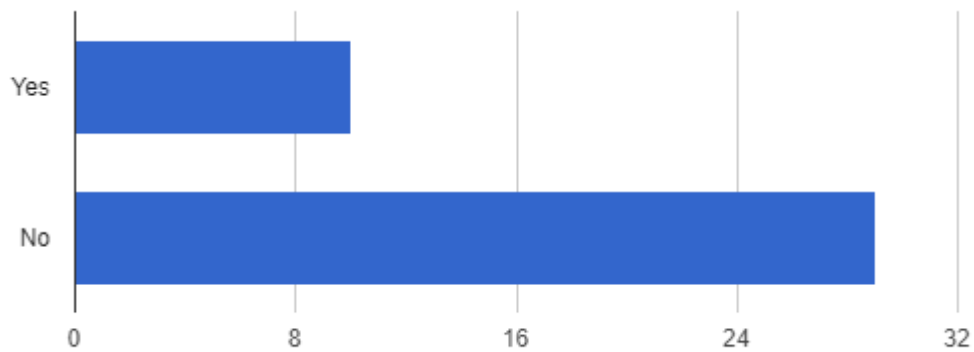
Total Count (N): 34

[Qualitative data]

Have you used an e-textbook accessible in one of your courses through Sherrod Library before this semester?

Total Count (N): 39

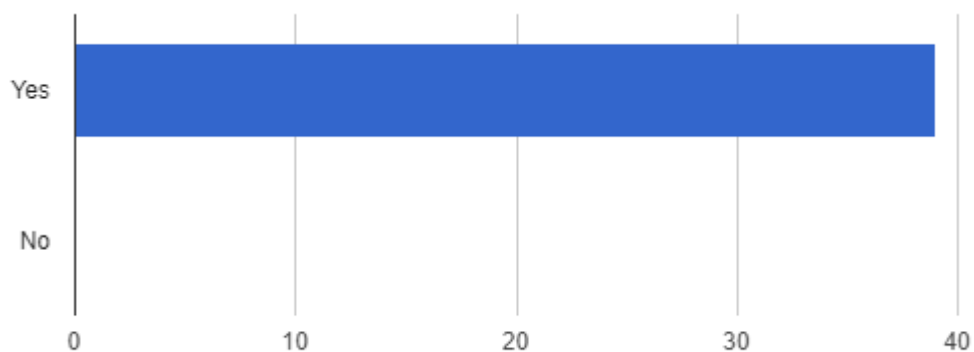
Counts/frequency: Yes (10, 25.6%), No (29, 74.4%)



Would you support continuing the e-textbook program in which Sherrod Library facilitates the purchase of required e-textbooks for courses?

Total Count (N): 39

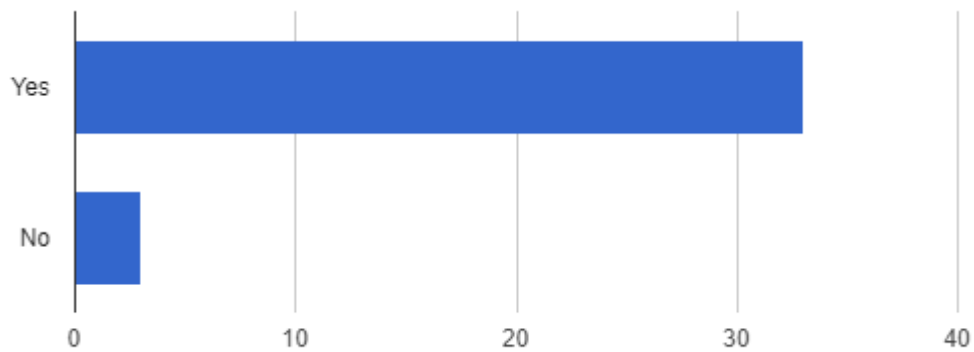
Counts/frequency: Yes (39, 100.0%), No (0, 0.0%)



Would you support your department contributing funds to the e-textbook program?

Total Count (N): 36

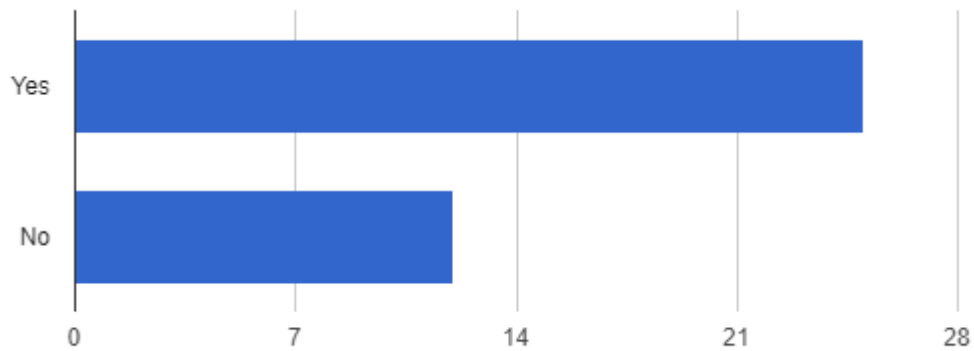
Counts/frequency: Yes (33, 91.7%), No (3, 8.3%)



Would you be interested in attending a workshop to learn more about open educational and low-cost resources for your courses?

Total Count (N): 37

Counts/frequency: Yes (25, 67.6%), No (12, 32.4%)



Do you have any additional feedback?

Total Count (N): 26