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The User Experience: Student Perspectives on Library Course Reserve

by Sara Foster, Duane Wilson, Shannon Sanders, and Justin Johnson

Abstract

A group of researchers from an academic library surveyed students to understand how and why the members of their community use course reserve services. Students were happy with the service and used it as a replacement for purchasing textbooks. Frequent users requested more textbook offerings, and both users and nonusers indicated a need for increased promotion of the service. Users provided specific suggestions for improvement that should be examined. Findings illustrated the value of course reserve services as a way to help students with college affordability and to support instruction and learning.

Keywords: course reserve, student survey, textbook affordability, library users, academic libraries, user experience, information-seeking behavior

Introduction

Brigham Young University's (BYU) Course Reserve (Reserve) service exists to help faculty members provide students with easy, affordable, and copyright-compliant access to course readings and textbooks. Reserve services at BYU are provided for a university population of approximately 35,000 students enrolled in a variety of undergraduate, master's, and doctoral degree programs. In 2019, Reserve fulfilled 8,880 requests for physical and electronic materials. Approximately 61% (5,440) of those requests were for electronic reserve, while the remaining 39% (3,440) were physical reserve requests. Faculty are the primary request initiators, but Reserve personnel also increasingly work with various campus services, college personnel, and students to identify materials used in courses. Reserve requests are submitted and managed through a web-based request system developed in-house by BYU library programmers. Electronic requests are also reviewed and cleared for copyright compliance by the campus copyright office.

Reserve services and systems are designed to provide a smooth, user-friendly experience for both faculty and students, but target users have rarely been directly consulted to determine the effectiveness and usefulness of these services and systems in meeting end-user purposes. Because the patron experience and perspective is critical to providing effective and relevant services, Reserve staff wanted to gain a better picture of how target end users perceive, discover, and utilize Reserve. Consequently, in 2020, Reserve personnel administered a survey to understand faculty and student perceptions of Reserve service. This article addresses the findings from the student survey. The intent of the study was to examine the utility of the Reserve service through the eyes of its patrons in order to identify areas of improvement and look at ways to increase the use and relevance of Reserve services.

Literature Review

Four common themes are prevalent in the course reserve literature: usage patterns, promotional efforts, textbook affordability, and format fulfillment preferences.

A significant portion of the literature addressed usage patterns (Brown & Sewell, 2013; Power, 2011; Samson, 2014; Shelburne, 2009). Most assessments of course reserve services surveyed staff and faculty but did not offer the student perspective (Foss & Dawes, 2010; Schlack & Johnston, 2018; Silver et al., 2011). Many surveys focused on staff and faculty opinions of system features to determine satisfaction levels (Brown & Sewell, 2013; Foss & Dawes, 2010). Occasionally, surveys were sent to gauge user perceptions but were limited by small sample sizes and low response rates or were conducted on a convenience sample and therefore did not necessarily represent the views of the entire population (Brown & Sewell, 2013; Greiner, 2012; Rojeski, 2012; Schlack & Johnston, 2018; Silver et al., 2011). Data from across the literature shows satisfaction and increased usage of reserve services (Brown & Sewell, 2013; Foss & Dawes, 2010).

Many articles also addressed the need to increase community awareness of reserve services, though few specifically outlined how they marketed their programs (Brown & Sewell, 2013; Poe, 2006). As Poe (2006) stated, “In order to receive the optimum use for any product or service, the user population must know about it and how to use it” (p. 99). When promotional efforts were employed, they were largely geared toward faculty rather than students (Brown & Sewell, 2013; Woodman, 2008). Often emails were sent to instructors notifying them that their textbooks were available on reserve and asking them to share the announcement with their students (Thompson & Cotton, 2017). Some libraries used blogs, information and instruction on web pages, workshops, flyers or handouts, and one-on-one training sessions (Poe, 2006; Schrecker, 2006; Thompson & Cotton, 2017; Woodman, 2008), but the effectiveness of marketing campaigns has not yet been the subject of careful investigation. Additionally, while articles cite the need for libraries to target the members of their institutions who do not use their services, very little literature exists explaining why this population of nonusers does not use course reserve.

Promotional efforts are especially important because patrons frequently request textbooks from their academic libraries as a solution to high and rising textbook costs (Laskowski, 2007; Middlemas et al., 2012; Murphy, 2013). The average college student spent approximately \$1,200 on textbooks in 2017 (Ozdemir & Hendricks, 2017; Thompson & Cotton, 2017). The price of textbooks has typically increased at an average rate of two to four times that of the general rate of inflation (Middlemas et al., 2012; Murphy 2013; Sotak et al., 2020; Weisbaum, 2014). Course reserve pilot projects have been a critical response in dealing with these rising costs. Many reserve-related articles discussed how to launch and manage course reserve programs (Chang & Garrison, 2011; Gibbs & Bowdoin, 2014; Greiner, 2012; Laskowski, 2007; McElroy et al., 2017; Murphy, 2013; Riha & LeMay, 2016; Schlack & Johnston, 2018; Skowronek, 2017; Sotak et al., 2020; Thompson & Cotton, 2017). The pilot programs were overwhelmingly successful, resulting in significant increases in circulation of course reserve materials (Gibbs & Bowdoin, 2014; Murphy, 2013; Skowronek, 2017; Sotak et al., 2020), and students frequently expressed appreciation for the service (Chang & Garrison, 2011; Middlemas et al., 2012).

Many of the pilot programs in the literature also focused on adding ebooks to already established course reserve programs and provided insight into user preferences related to format (Brown & Sewell, 2013; Li & Demers, 2010; Lyons et al., 2014; McCaslin, 2008; Poe, 2006). Results indicated that many students preferred online materials over traditional print reserve services,

particularly due to the unrestricted lending periods, keyword searching capability, multiple user access, instant access from anywhere, and the help curbing textbook costs (Lyons et al., 2014; McCaslin, 2008; Riha & LeMay, 2016; Rojeski, 2012; Shelburne, 2009).

Though research offers some insight into the faculty perspective on course reserve services, only a few surveys have explored the student experience with course reserve services (see Rojeski, 2012 and Shelburne, 2009). Even among student studies, most of the data relates to use indicators such as checkout numbers rather than more qualitative user input about discovery, purpose for use, and ease of use. Consequently, researchers at BYU's Harold B. Lee Library assessed student use of course reserve to better understand the student user and nonuser perspectives related to usability, discovery, and effect on student purchasing of course readings and textbooks.

Methodology

The authors sampled students who had previously checked out physical items on reserve as well as students from a general university list. This provided data from users of physical reserve books, users of electronic reserve, and BYU students who had not previously used Reserve (referred to as "nonusers"). Of the 5,000 students sampled, 2,000 (referred to as "known users") had checked out physical course reserve items between January 1, 2019, and March 5, 2020. The other 3,000 students had not. Since it was not possible to extract a list of electronic users because of system limitations, it was assumed that the physical and general user lists would also capture the electronic users. An 11-question survey was sent to the sample. Students who had used Reserve (as determined by a survey question) were presented with all 11 questions, while students who had not were presented with four questions (see the appendix for the full survey).

The survey was conducted using the Qualtrics survey platform. Invitations to participate in the survey were emailed on March 20, 2020, with follow-up emails sent on March 25 and March 30. The survey was closed the morning of April 1, 2020.

Researchers performed statistical tests and analyses on the results. Chi-squared tests were performed to determine if there was a statistically significant difference between the expected and observed frequencies of values. One of the researchers coded open-ended responses, and another team member reviewed the codes. These codes were assimilated into themes.

Results

Respondents

Of the 5,000 survey invitations sent, 51 sampled emails bounced, and some emails were duplicated or incomplete, leaving 4,943 survey invitations successfully sent. Respondents completed 899 surveys for a response rate of 18.2%. Of these, 385 came from the physical Reserve "known-user" list (students who checked out at least one reserve book in 2019), and 514 came from the general list. The researchers excluded 37 partially completed surveys that contained only demographic information.

Responses to demographic questions showed a slightly higher percentage of respondents reporting they were seniors (31.8%) and juniors (24.8%) than sophomores (18.7%) and freshmen (13.6%). Graduate students represented 7.8% of respondents. These percentages mirror the demographic distribution of student classes at the university where there are more seniors and juniors than sophomores and freshmen.

To learn more about the student perspective of Reserve, the remainder of the survey targeted three primary service themes: frequency and ease of use (usability), discovery of Reserve offerings (discovery), and the effect of Reserve on purchasing decisions for students (effect on purchasing). Results of the two open-ended feedback questions at the end of the survey provided additional insight into these themes.

Usability

To better understand differences between nonusers and users of Reserve, participants were asked about Reserve-use frequency. The majority of respondents used Reserve (71.6%), though “never” was a frequently selected response (265 respondents, 28.4%). Participants who responded “never” were classified as nonusers. “User” respondents selected a range of frequencies, with all responses shown in Table 1.

Table 1

Student Frequency of Reserve Use

Frequency	Respondents	Percent
Daily	12	1.3%
More than weekly	53	5.7%
Weekly	58	6.2%
More than monthly	65	6.9%
Monthly	58	6.2%
More than once a semester	124	13.3%
Once a semester	89	9.5%
“Only as assigned by the course instructor”	210	22.5%
Never	265	28.4%

Nonusers

Participants who responded “never” to the frequency question were directed to the final two open-ended questions, where they could suggest ways in which Reserve services might be improved and provide any additional feedback related to the Reserve system.

One hundred five non-user respondents listed improvement suggestions. Responses from this nonuser group almost universally indicated a lack of awareness of the Reserve system and, either by implication or direct request, suggested promotion as an important improvement (see full list of themes in Table 2). As one student succinctly stated, “Publicize it more. I’m a senior and honestly don’t really know what it is or how it could benefit me.” A small subset of comments indicated interest in expanded Reserve options, including the student who stated, “Maybe have more copies of certain textbooks.”

Table 2

Improvement Suggestions by Nonusers

Theme	Respondents	Percent
Never used	28	26.7%
No suggestions	23	21.9%
Unaware	22	20.9%
Promotion	21	20.0%
Miscellaneous	11	10.5%
Total	105	100.0%

Follow-up comments in the subsequent question “What else would you like to tell us about the library’s course reserve system?” (Q11) indicated general support and interest for the reserve concept but again reiterated the lack of awareness and need for promotion among non-user groups on campus (see Table 3). As one student stated, “I’ve never used [Reserve] and only have a small understanding of it. If it makes it so I don’t need to buy textbooks, then I would love to learn more about it!”

Table 3

Comments by Nonusers

Theme	Respondents	Percent
Unaware	28	40.8%
No comment	20	28.9%
Great service	7	10.1%
Promotion	5	7.2%
Miscellaneous	9	13.0%

Total

69

100.0%

Users

Between the known-user and general population list, those on the known-user list were more likely to respond that they had used Reserve than those on the general population list.

Interestingly, 47 respondents (12.2%) from the known-user distribution list indicated that they had “never” used the Reserve service. This may indicate confusion about Reserve offerings.

Of students who indicated that they had used Reserve previously, most responded that Reserve services were very easy or somewhat easy for them to access. A small percentage (7.1%, or 47 respondents) reported that it was hard or somewhat hard to access Reserve services. Those who selected somewhat hard or very hard were asked what they found hard about accessing Reserve services. Lack of awareness was the most common response (35.7%). Students also cited website navigation (19%), book availability (16.7%), and inconvenience (14.3 %) as barriers/difficulties. Shortened loan periods (7.1%), faulty links (4.8%), and format preference (2.4%) were all nominal in comparison with the lack of awareness expressed by respondents.

Three hundred fifty-four user respondents provided suggestions for improvement. These responses were coded into 17 themes, with the desire for more textbooks, increased promotion, more online options, extended checkout periods, and improved accessibility being the most common responses (see Table 4).

Table 4

Improvement Suggestions by Users

Theme	Respondents	Percent
More textbooks	85	24.0%
More promotion	78	22.0%
No suggestions	50	14.1%
More online options	36	10.2%
Extend the loan period	30	8.5%
Accessibility	28	7.9%
Service suggestion	25	7.1%
Miscellaneous	22	6.2%
Total	354	100.0%

Improvement suggestions regarding the desire for more textbooks typically mentioned adding additional copies or expanding the collection’s class coverage. These suggestions included comments like, “Have more copies of more expensive or often used textbooks.” The promotion suggestions were best represented by the respondent who noted that Reserve needed to “get the word out more. Not many people realize that it is an option.”

Suggestions also frequently indicated a desire for expanded ebook coverage or ease of access. As one student stated, “I’m unaware of the feasibility of expanding it [Reserve], but I think it would be very convenient to a lot of students. Especially if ebooks are available for general classes.”

Student users of the physical reserve items commented consistently on the length of checkout. As one student noted, “It is often difficult to work around only having the book for two hours, though I understand why that policy is in place.” Suggestions about longer checkout periods varied from three to four hours to a whole day or up to a week. A few comments in this category also noted the desire for a holds queue or waitlist of some kind.

Respondents offered a wide range of suggestions regarding improved accessibility. Specific comments ranged from the need for better system navigation to the desire for a less complex process to suggestions for improved online searching. System navigation suggestions included comments such as, “Make the information on the system a bit easier to find, and the instructions a bit clearer.” Several students also indicated a desire to make Reserve “easier to search.” One student specifically suggested that Reserve “publish a list of available course reserve books.”

When asked for additional comments about the Reserve system, respondents were very positive (see Table 5). Many respondents expressed gratitude for the service and encouraged further use and promotion. One student stated, “I LOVE IT! The [Reserve] system BYU has in place has saved me hundreds of dollars, and I could not appreciate it more!” Another student suggested, “I wish in freshman classes there was more talk about it so it would have felt more comfortable to use and would have known the resources available to me.” Another student stated, “I wish more of my classes used it! It’s saved me a lot of money.”

Table 5

Additional Comments by Users

Code	Respondents	Percent
Great service	87	34.5%
No comment	51	20.3%
Affordability	28	11.1%
Promotion	26	10.3%
Convenience	18	7.1%
Electronic	15	6.0%

Miscellaneous	27	10.7%
Total	252	100.0%

Discovery (How Students Learn about Reserve)

Participants were asked how they found out about Reserve and could select all the responses that applied. Hearing about Reserve from the instructor or reading about it in the course syllabus were the most common responses. The majority of respondents selected “told in class” (406, 38.6%), with the course syllabus (251, or 23.8% of responses) and learning management system (167, or 15.9% of responses) being the next most popular answers. The “other” option (123, or 11.7% of responses) ranked higher than the email from an instructor (105, or 10% of responses).

Of the 123 “other” responses to the discovery question, 119 respondents listed a source where they found out about Reserve. Library sources accounted for 57.1%, or 68, of these other responses, which represented 10.4% of total survey respondents. A much smaller number of respondents said that they found Reserve through another person or by themselves. Further analysis of the “Library source” revealed students discovered Reserve by searching in the library catalog, through exploration in the physical library, or by speaking with an employee or working at the library. As one respondent noted, “I looked up the textbook I needed (mine hadn’t arrived in the mail yet), and the library website led me to course reserve.” Another respondent noted, “[I] always try to find a library book instead of buying the textbook, so I often find books on course reserve.” These comments and others like them indicate that there is a subset of students who are actively looking to the library as a way to fulfill their course reading needs.

Effect on Purchasing

Two-hundred sixteen students (32.9% of responses) reported that if a physical textbook was on Reserve, they would use the library copy and refrain from purchasing the item. A smaller percentage, 172 students (26.2%), reported that they would always buy the textbook regardless of library availability. One hundred twenty respondents (18.3%) indicated that they use Reserve books to help them decide whether or not to purchase the textbook. Eighty-three respondents (12.7%) reported they use the Reserve copies when they are on campus and do not have their textbook with them. Sixty-five respondents (9.9%) said they used the Reserve copy while they were awaiting the arrival of a textbook they purchased.

When asked if they would buy a copy of the physical textbook if the library already had an electronic version of the item available, most respondents said they would not (393 respondents, or 60.1%). Interestingly, the next most popular response was “depends,” with 194 responses, or 29.7%. Only 67 (10.2%) respondents said that they would purchase the physical copy if the electronic copy were available. Of the 194 students who marked “depends,” 78 provided an explanation. These 78 responses were coded into 12 themes or determining factors with some respondents including more than one theme for a total of 86 responses (see Table 6). The main reasons for the respondents’ decisions were the cost of the textbook (15 responses, or 17.4%), not wanting to use electronic items (15 responses, or 17.4%), and needing the book beyond the current class (14 responses, or 16.3%). Eleven respondents, or 12.8% of responses, indicated that lack of awareness regarding ebook availability was a determining factor.

Table 6

Explanation of “Depends” Response to Purchasing a Physical Item if an Electronic Item was Available

Response to “Depends”	Responses	Percent
Cost	15	17.4%
Would not use electronic textbooks	15	17.4%
If book needed beyond current class	14	16.3%
Didn’t know electronic versions were available	11	12.8%
Depends on how frequently it is needed	6	7.0%
Depends on class/subject	6	7.0%
Depends on how easily available the electronic copy is	3	3.5%
Depends on need for a physical book	3	3.5%
Depends on quality of electronic copy	2	2.3%
Doesn’t apply to their situation	3	3.5%
Misunderstood question	2	2.3%
Other reasons	6	7.0%

Discussion

Students responded positively about their experience using Reserve, a trend that aligns with results from the pilot programs addressed in the literature (Brown & Sewell, 2013; Chang & Garrison, 2011; Foss & Dawes, 2010; Middlemas et al., 2012). Additionally, when asked about the Reserve system, most students responded that it was very easy or somewhat easy to access. Such findings illustrate that students see value in Reserve offerings, specifically noting

satisfaction with customer service and the system setup. Even respondents who had never used Reserve expressed interest in the concept and a desire to know more about it.

Decision-Making and Format Preferences

Survey responses provided great insight into the broad array of end-user perspectives and the different decision points that users consider when searching for course readings and Reserve services. Responses reveal the complexity of decision making for students around course reading materials and textbooks. Though ease of use, format, and potential future use were all major considerations, cost was the primary factor in determining whether to purchase a book or to search for alternate access options. For alternate access, students considered convenience, a variety of fulfillment methods, and various providers to find course-related readings and textbooks.

Sometimes students would consider format (physical materials versus electronic) when deciding whether to purchase, with a preference toward physical, but this factor was less important than cost and convenience. The preference for physical items contrasted with the findings in the literature review, in which students showed a preference for electronic materials (Lyons et al., 2014; McCaslin, 2008; Riha & LeMay, 2016; Rojeski, 2012; Shelburne, 2009). However, students preferred to use an electronic copy of a textbook if it was already on Reserve rather than purchase their own physical copy, which supports the finding that cost is a primary concern for students when making decisions about textbook purchases. Additional exploration related to these findings would be beneficial.

Students Seeking Affordable Course Materials

Results indicated that Reserve materials help students reduce or eliminate reading costs for classes. Responses showed that many students do, when feasible, use Reserve materials as a total replacement in lieu of purchasing textbooks for their classes. In addition to total replacement, students used Reserve texts to evaluate whether to purchase materials and to provide textbook access while waiting for a copy they purchased to arrive. Students were typically willing to purchase books they felt were important for their major and would be used in the future, which shows a value judgment likely also related to cost. Responses support the importance of Reserve in helping students with college affordability. Users frequently asked for an expansion of the textbook offerings.

Looking to Faculty, Library, and Peers

The survey responses showed that faculty play a key role in student awareness of Reserve. However, responses also revealed that some students search independently for course material in the library. Additionally, students commonly learned about Reserve from other students (such as classmates or library student employees). It is important for libraries to recognize that students are looking to the library and their peers to find affordable course materials.

The survey question related to discovery of reserve services (Q4) supported previous research by showing that faculty-related communication was essential in students' awareness of Reserve (Greiner, 2012; Skowronek, 2017). However, the more intriguing finding from this question was

the relatively high percentage of respondents who selected the “other” answer option, which was a write-in response. The fixed group of answer choices were all related to faculty communication (including the learning management system, syllabus, email, and in-class communication). The “other” option was the only way to provide an answer unrelated to faculty, and it required more effort for respondents because they had to write an independent response. Almost 12 percent, or 123 respondents, chose to write in their own custom response. When this additional element is considered, it brings additional weight to the finding that students are looking to both their peers and the library as sources of discovery for course-related readings.

Increasing Awareness and Improving Discovery

There is a strong student interest in alternate ways to obtain course materials. This indicates that Reserve is a relevant service, but it is most valuable if services are known and easily usable. The survey shows that, though some usability concerns exist, the main challenge Reserve faces is not lack of interest but lack of awareness. More than a quarter of respondents had never heard of Reserve, and many stated that they would have used Reserve if they had known about it. This finding further supports the need for more effective promotional efforts.

There were 47 respondents from the list of known users who indicated that they had never used Reserve. This discrepancy may indicate that Reserve services are catching at least a few students at their point of need, even if they are not fully aware of the program. It also indicates that Reserve may need to reevaluate branding and make more intentional and identifiable efforts to increase awareness of the service.

Two clear messages emerged during the first and final questions in this study. First, respondents who used Reserve were tremendously appreciative of the service and were interested in seeing the service expanded and promoted. Unfortunately, a significant portion of the respondents either did not realize they had used the service or never realized the service existed. Nonusers and users alike indicated that they would certainly like to use or increase usage of the service. The question then becomes what is stopping them? It is often the library’s gut reaction to say they just need to promote services better and improve marketing. Of course, these efforts could be helpful. But, this finding, in combination with the finding that students are already looking to the library as an alternate fulfillment method, may also support the need to be more intentional about service placement in both physical and online venues. Design of library web pages could provide better Reserve service placement. The library could consider better signage and inclusion on standard floor maps for students who are physically searching for materials in the library.

Since students are already looking in the library, promotion may require more than creating better advertising to bring people to the service. Libraries should look beyond promoting services to faculty and also consider making the service easier to find for students. Libraries need to understand the ways in which students are looking for textbooks in order to more effectively place Reserve services in visible physical and online arenas.

Limitations

Our survey was sent out in March 2020, which coincided with closures and remote learning due to the COVID-19 pandemic. Based on response analysis, we did not see any effect on survey

responses related to the closures; however, due to the timing of the survey invitations, there is a possibility of an unintended impact on responses.

Because of the limitations of use records, electronic users were not able to be identified to receive a survey. Though the physical user list and the general user list did capture some of these users, it is unclear how the results would have been affected if electronic users had been specifically identified.

Limited response rates for some groups decreased the ability to perform statistical significance tests.

The response “only as assigned by the course instructor” was included as an answer when students were asked how frequently they used Reserve. The other questions were timeline based, and this response may have confused students. If the survey was administered again this response would be eliminated.

Conclusion

The findings from the survey show that students appreciate access to Reserve. Many students view the service as a way to obtain quality educational resources without the high costs of course readings and textbooks. Some students expressed eagerness to see Reserve expanded, while others were unfamiliar with the service. This supports the ideas that expanded Reserve offerings should be explored and that additional promotion is warranted.

Less prominent improvement suggestions shared in the survey should also be considered in order to improve the user experience with Reserve services. These suggestions include ensuring clear electronic access, extending the lending period of physical items, and allowing waitlists, and similar services for physical Reserves. Library staff should use the information provided by this survey to improve current practices and initiate outreach with marketing, advertising, or other promotional efforts.

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Appendix

Q1. What is your university status at BYU?

- a) freshman (year 1)
- b) sophomore (year 2)
- c) junior (year 3)
- d) senior (year 4)
- e) super senior (year 5+)
- f) graduate student
- g) other (please specify) [\[open response\]](#)

Q2. How often do you use library course reserve?

- a) daily
- b) more than weekly
- c) weekly
- d) more than monthly
- e) monthly
- f) more than once a semester

- g) once a semester
- h) only as assigned by course instructor
- i) never **Go to Q10**

Q3. What type of resource do you prefer on course reserve?

- a) electronic (e-book, article, website etc.)
- b) physical item (book, article, hard copy)
- c) other (please specify) [\[open response\]](#)

Q4. How did you find out about course reserve materials? (Check all that apply)

- a) in course syllabus
- b) via a learning management system (canvas, learning suite, etc.)
- c) instructor told us in class
- d) email from instructor
- e) other (please specify) [\[open response\]](#)

Q5. If a physical item (textbook) is on course reserve, what best describes what you do?

- a) Don't purchase the textbook. Use the library copy instead.
- b) Use the library copy when I'm on campus and don't have the book with me.
- c) Use the library copy while I'm awaiting the arrival of my purchased textbook.
- d) Use the library copy to help decide whether I want to buy the book or not.
- e) Don't use it. I always buy textbooks.

Q6 If the library has access to an electronic version of a textbook, do you buy the physical book as well?

- a) no
- b) yes
- c) depends [\[open response\]](#)

Q7 Would you like to be able to request textbooks to be placed on course reserve?

- a) no

b) yes

Q8 How easy is it for you to access course reserve?

a) very easy

b) somewhat easy

c) neither easy or hard

d) somewhat hard

e) very hard

Display if Q8, d) somewhat hard or e) very hard are chosen

Q9 What do you find hard about accessing course reserve?

Q10 In what ways could we improve the library's course reserve system? [\[open response\]](#)

Q11 What else would you like to tell us about the library's course reserve system? [\[open response\]](#)