

**Abstract**

Despite the clear negative impact of high textbook costs on students, limits including space, funding, and policies prevent many academic libraries from fully supporting textbook collections. Partnering with other campus units on textbook lending requires creative thinking but can provide students access to other services in addition to the books they need for class. This article describes a partnership between an academic library and a student services unit to provide support for a non-custodial textbook lending program.

**Keywords**

Course reserves, textbooks, user services

## **Introduction**

The rising costs of college are well documented and maligned by students as well as staff and faculty across higher education. Academic libraries have developed a variety of approaches to help assuage the costs of textbooks in particular, including e-reserves, textbook lending, and Open Educational Resources. However, the impact of these initiatives can be limited if students do not know to look to the library for this type of assistance. In this article, we describe a partnership that crosses units within the library and extends out to a campus resource center dedicated to serving students experiencing poverty.

Students at Oregon State University (OSU) developed the Human Services Resource Center (HSRC) to be a one-stop location where low-income students could access all the support and resources needed to successfully manage the high costs of college. Students experiencing poverty and homelessness can shower, do laundry for free, and work with staff to find stable housing or to access short-term emergency housing. A representative from the Department of Human Services comes regularly to help students complete SNAP applications and apply for other state and federal benefits. OSU was one of the first two college campuses to create a campus-based food pantry, now a core program of the HSRC, leading the way for campuses across the country in understanding and addressing food insecurity and other poverty-related challenges. Faculty and staff know that the HSRC can help low-income students in tangible ways and they often refer students in crisis to the center. By integrating a textbook lending program into the services offered at this center, low-income students are introduced to other programs and supports, whether the student needs assistance immediately, or in case their situation worsens during their academic experience.

In the spring of 2016 a new professional staff member, Nicole Hinds, was hired for the Center. On her first day of work, she learned of unused grant funds intended for a textbook

## Access Services are Human Services

lending program two years prior. Implementing the vision for these funds became a high priority for her first 6 months overseeing the center and the HSRC worked with an undergraduate student intern to design the new program. Enrique Fernandez, a sophomore studying computer science, had approached the Dean of Students and other campus leadership to advocate for a textbook lending program similar to one he'd used at a regional community college. With his involvement, we were able to research multiple models and develop a realistic and achievable plan for building and maintaining the textbook lending program; however, sustainable infrastructure for this program quickly presented an early and continuing challenge. As Nicole met with stakeholders across campus, including bookstore and library staff, she gathered suggestions—the most helpful of which came from Kelly McElroy, Student Engagement and Community Outreach Librarian, who suggested using existing library infrastructure for circulation.

As part of a land-grant institution, Oregon State University Libraries and Press (OSULP) has an enduring commitment to providing unfettered access to materials and to leveling the playing field for economically challenged and first-generation college students. While HSRC has strong relationships with marginalized students and the staff in units that serve them, OSULP has expertise and infrastructure for storing, organizing, and circulating high volumes of materials. We enthusiastically joined this project with input and activity from Dan Moore, Librarian for Discovery Services, and Lori Hilterbrand, Circulation Services Manager. Together we were able to supply expertise on how to adapt the library's discovery system and course reserves features to suit the project, and also provide training and support to the HSRC team implementing the pilot for the program.

Oregon State University has a high percentage of students who experience financial pressures; 30% of our domestic undergraduate student population is Pell-grant eligible. Our international population includes many students from countries who have seen dramatic

## Access Services are Human Services

economic changes due to escalating conflict or decreased oil prices which reduces the expected support these students would have received from families or their home countries. Collectively, more than 40% of Oregon State students have unmet need, meaning that they do not receive enough financial support from the institution or their families to fully pay for both tuition and other living expenses. These students inevitably make difficult decisions about appropriate priorities given their financial limitations: should they pay for rent and groceries or should they purchase their course texts? Unfortunately, research about the realities of college students struggling with poverty is a knowledge gap in the scholarly literature.

### **Literature Review**

Higher education literature speaks with general consensus that the cost of textbooks may pose a significant barrier to students starting and continuing their academic careers (Jean Johnson et al., 2011). Textbook usage is unsurprisingly associated with course success (Landrum, Gurung, & Spann, 2012). It may seem obvious that access to the course textbook would be associated with academic outcomes, yet cost is only one factor, as students' motivation, reading level, and pedagogical fit for course materials may also affect their likelihood to effectively use their textbooks (Cannon & Brick, 2015). Yet as much as 70% of college students report not purchasing a course textbook due to its high cost (Redden, 2011), leaving those students at an unquestionable disadvantage.

We will focus on the intersection of library services, grant-funded projects, and targeted populations of low-income students as a possible solution to the problem of attrition among this demographic. However, the overall scarcity of research about college students experiencing poverty makes it difficult to focus narrowly on this population. Library literature typically focuses on the textbook problem without special consideration for the socioeconomic circumstances of

## Access Services are Human Services

their users; analysis has instead focused on use of library resources in regards to general student practices and global publishing trends.

Interlibrary loan and course reserves are two of the major ways that academic libraries help address the problem of adequate and affordable access to textbooks. Open Educational Resources (OER), free-to-use materials published under Creative Commons for use in classrooms, provide another approach. However, while these materials have been shown to have a positive impact on student success (Hilton and Laman, 2012), their efficacy depends on broader institutional buy-in. Due to inconsistent OER adoption at OSU, these materials were not recommended for the HSRC's Textbook Lending Library, and we will not focus on them in this literature review.

Interlibrary loan (ILL), where print and other analog materials are requested from borrowing partners and then delivered to the user for a short loan period, is one approach that students have found for dealing with the textbook problem. At OSU, we follow the common trend among Association of Research Libraries (ARL) libraries and discourage students from requesting their textbooks through ILL, noting on the login page of our interlibrary loan portal that textbooks may be difficult to obtain or may entail long delays. In spite of this, many students consider ILL a viable, if uncertain, strategy to acquire coursework materials. Blackburn and Tiemeyer analyzed the use of ILL by students to acquire textbooks at Wichita State University (WSU). Their analysis of ILL statistics shows that users may not always be aware of the resources available within the library's collection. While WSU has a dedicated Textbook Collection funded by donor gifts that includes a wide variety of actively used textbooks required by WSU courses, the authors found that "the existence of a textbook collection...do[es] not appear to have had an impact on the number of textbook requests sent through interlibrary loan," indicating that users may have been unaware of its existence (Blackburn and Tiemeyer, 2013, p. 14). Furthermore, the authors discovered that this led to an inefficient use of funds:

## Access Services are Human Services

“At WSU [the average cost of 104 ILL transactions] adds up to \$1,259.44 spent over five years of textbook ILL requests. Had this money been used to purchase ten additional books for the Textbook Collection at \$125 each, at an average use of 5.7 users per semester, 570 students could have benefited instead of the 104 who placed the ILL requests.” (Blackburn and Tiemeyer, 2013, p. 15)

Other studies on the use of interlibrary loan for the purpose of procuring textbooks show that a textbook requested through interlibrary loan may not be getting used for a full term. Munson and Savage postulate that “ILL is not necessarily a replacement for purchasing textbooks but rather a way to take a textbook on an extended test drive” (Munson and Savage, 2013, p. 198). This usage behavior also makes sense for classes that require multiple textbooks but only use small selections of each text for a short period of time.

Course reserves are another strategy libraries may use to alleviate textbook affordability on their campuses. Many academic libraries work with campus faculty to procure one or two copies of the required texts for their courses and put those items on reserve for short loans (a few hours to a few days) or in-library use throughout the term. Some very ambitious libraries aim to collect at least one copy of each textbook for each course on campus. North Carolina State University enacted such a program in 2009 with clear financial ramifications: “assuming a relatively modest cost per volume of \$50...this textbook reserve program saves NCSU students more than \$1 million per year” (Raschke and Shanks, 2011, p. 53). While Oregon State University Libraries and Press cannot match this full textbook coverage, we have been able to procure and manage a heavily used course reserves collection. OSULP adheres to a strict textbook collection policy of not promising to purchase textbooks; however, we encourage our campus faculty to request to have their textbooks placed on reserve. In an average academic term, we order approximately 50 textbooks at the request of professors for their courses. Of course, this requires the intervention of active faculty—students cannot request that their textbooks be put on reserve.

Similar to the use of ILL for short-term use of a required textbook, Christie, Pollitz, and

## Access Services are Human Services

Middleton found that a significant 84% of surveyed students turn to course reserves in lieu of purchasing a required textbook when the course only required a small selection of the text (Christie, Pollitz, and Middleton, 2009). Of course, the onus is on professors, as only those who actually come forward to put their books on reserve will have their books available to students. Further, course reserves do not address the need for long-term use of items given the short-loan periods. Low-income students who struggle to balance work and courses are especially restricted by traditional course reserve time limits.

Libraries are not alone in concerns about the rising cost of textbooks and the impact on students. On some campuses, other groups have championed textbook lending programs outside the library. HSRC student intern Enrique Fernandez was inspired by a program at Chemeketa Community College, where a Textbook Library is managed by the Chemeketa Student Support group on campus

(<http://www.chemeketa.edu/aboutchemeketa/collegelife/support/lendinglibrary.html>).

Addressing specific issues pertaining to first-generation and/or low-income students led to the creation of the Columbia First Generation Low-Income Partnership, FLIP

([https://www.facebook.com/columbiaflip/?ref=page\\_internal](https://www.facebook.com/columbiaflip/?ref=page_internal)). This group enables efficient

outreach of textbook lending programs to Columbia University students. Northern Arizona

University's textbook lending program uses eligibility criteria to ensure access for targeted

students, which we adapted for the HSRC Textbook Lending Program ([https://nau.edu/first-](https://nau.edu/first-generation/textbook-loan-program/)

[generation/textbook-loan-program/](https://nau.edu/first-generation/textbook-loan-program/)). Unlike Northern Arizona University's program, the HSRC

Textbook Lending Program adheres instead to a restorative justice model—rather than fines

levied to student accounts—on failure to return loan items on time. City College of San

Francisco's Bookloan Program operates as a student-created and student-operated non-profit

entity providing a similar textbook lending program to students with term-length loans

(<https://www.ccsf.edu/en/student-services/student-activities/bookloan.html>).

## Access Services are Human Services

The creation of the HSRC Textbook Lending Program pulled in aspects of many of these programs, but added a key collaboration with the campus library. By leveraging both library technologies and HSRC's advocacy and outreach, we sought to replicate successes at other campuses and forge new pathways to efficiently address the significant barrier of textbook affordability for low-income students at OSU.

### **Developing the Program**

To spend the first half of the program funds, HSRC staff collaborated with researchers in the Office of Admissions to identify the 90 courses each year with the highest percentage of Pell-eligible first-year students. Pell-eligible students have the highest need for financial aid, as defined by data gathered through the Free Application for Federal Student Aid (FAFSA). Because only domestic and some permanent U.S. residents can complete FAFSA and be eligible for Pell grants, we only used this information to guide what books to purchase, not eligibility to borrow. We chose to target first-year students because on-campus meal plans, which are required for most first-year residential students, make them ineligible for SNAP, and very few of these students use our campus food pantry. Targeting first-year courses was a way to alleviate the financial stress on a group of students unlikely to use other HSRC services, while building relationships with them that might help these students easily access other resources if their economic situation worsens in the future. From the list of courses provided by the Office of Admissions, after stripping out textbooks that required access codes—which cannot be shared and re-used in future terms—HSRC staff bought 168 new and used textbooks for about \$9,700, to support about 30 courses. In Winter and Spring quarters, staff will reissue textbooks still in use and spend \$5,000 purchasing additional course materials. Books that are no longer used will be sold back to the campus bookstore—funding other textbook purchases—or sent to the campus surplus store.

## Access Services are Human Services

The first week of each term, texts are available to identified groups of low-income students on a priority access system. This priority access group includes participants in campus TRiO programs, veterans, former foster youth, and Pell-eligible students. Students who cannot meet these priority access markers but face significant financial stress are directed to meet with a staff member to receive priority access and the support and referrals they may need to revise their financial aid forms or connect with other resources. For example, undocumented students are generally ineligible for Pell grants and traditional programs that support low-income students, so planning for a professional judgment call helped us include these students in the Textbook Lending Program. Following the priority access period, books become available to all students on campus. Students can check out one text each day and return the next day to check out another that they need if it remains available. Students can also make requests and suggestions for books that should be purchased in future terms.

The staff-side setup for the HSRC program in Alma, our integrated library system (ILS), turned out to be mercifully simple. As with many large educational institutions, we already have multiple libraries under our institutional umbrella and it required little effort to add the HSRC. We created their project as a branch library with the simple structure of two locations, which Alma uses to distinguish material types and loan periods. The two locations were created to make it possible to provide access for students in the priority access group during the first two weeks, followed by general visibility for the rest of the term. During the priority access period, we suppressed the general location so that only students in the greatest need would be able to borrow items, almost by invitation only. At the beginning of the third week of the term, the course reserve location takes over, allowing for visibility in both the library catalog generally and in its course reserve scope, which students generally use to find textbooks on reserve. The HSRC has only three loan rules in Alma: you have to be a current student at OSU to borrow; all items are due at the end of the term; and late items will generate overdue notices, but no fines

## Access Services are Human Services

will be charged.

Because OSULP is a member of the Orbis Cascade Alliance, a consortium of 39 academic libraries in the Pacific Northwest that uses a shared Alma/Primo instance, this project raised considerations beyond our campus. We worked with Alliance staff to get our new library to display in Primo, the networked discovery system and catalog. Even though the textbooks remain for local use only, our catalog and all the display protocols are built on a consortial level and we relied on staff at the Alliance to make changes in Primo that would allow this new HSRC library to be visible in the online catalog, but only at OSU.

In addition to backend setup, OSULP staff helped train HSRC staff so that they could create catalog records in Alma for the textbooks in their collection. Record creation, any good catalog technician would argue, is an art form, but we did not have time to teach the art, so we taught the craft instead. We chose to use only brief citations, limited to title, author, and edition, connected to our course reserves module. (See figures 1 and 2 below.) This made for rapid entry and limited connection to the rest of the catalog, while providing easy cleanup at the end of each term as books are returned and the holdings change to accommodate new courses.

Figure 1

Figure 2

For Primo display, a scope was added to the Course Reserves tab. This scope is restricted to items only at the two HSRC locations, so any student searching course names, numbers, or textbook titles will return only items located in the Textbook Lending Program. This scope provides the general student population of OSU an opportunity to see what is available after the priority access period. OSULP staff also provided training in basic checkout procedures for HSRC staff. The library supplied an easy and efficient way for the HSRC to create the records, loan the textbooks, and notify students when their books were due.

## Challenges

Although the partnership has been largely successful, there have been some challenges along the way. The issue of patron privacy came to the forefront in several aspects of this project. Libraries and supportive service centers like the HSRC both deeply value privacy, personal autonomy, and minimal data gathering for the protection of the communities we serve. However, there is no question that statistics are essential for determining the success of this program, as the HSRC is required to report and analyze the use of funds across the life of their grant. Furthermore, reporting the impact of this program creates opportunities for fundraising and development for sustainable future funding. Balancing the privacy of our users with the reporting needs of the grant was easy on the library side, as we used existing frameworks and policies governing collection of user data. Patron information is deleted from the library's ILS within 24 hours of the return of the loan. This is a common anonymization job scheduled to run every day in the early hours of the morning. However, existing library workflows regarding patron privacy presented a challenge to the HSRC. The HSRC tracks student program participation using a web-based user tracking system called Atrium. The program does not track which books go to which students, but simply records any student who interacts with the Textbook Lending Program, whether they check out a book or inquired about checking out a book that was not in the collection.

When fall term began, several technical hiccups became apparent. Using the two locations in Alma to allow for priority access caused some unexpected confusion. During the two-week priority access period, the initial suppressed location was effective, keeping the records invisible to the general student body while low-income students had their opportunity to

## Access Services are Human Services

pick up books. But the reserves location, where items would remain for the remainder of the term, was not effective. Due to a misunderstanding of the course reserves process, course reserve records were entered into Alma inconsistently. The two fundamental pieces of course reserves are course records and reading lists, and many of the books in the HSRC collection already existed in OSULP records in Alma. To HSRC staff, it seemed like a great time saver to use these existing records instead of creating new course records and reading lists. However, this meant that new textbooks were added to old courses no longer showing in the discovery layer, so when we turned on the course reserves display after the priority access period ended, only a handful of the HSRC's remaining textbooks were visible in our catalog searches. HSRC staff were unaware that many of these courses were inactive and would, therefore, not display to the public; and library staff were unaware that the new records were being added to the old courses. Revisions to the data entry process--and a large amount of data re-entry-- have resolved the issue, but we did lose a week before discovering the problem.

This same shortcut also caused some materials to show up when they shouldn't have. Materials that were added to existing active reserves showed up immediately at the beginning of term, rather than being suppressed for the initial two-week priority access period. In our belief that the books would not be visible until week three, we had not informed circulation staff of the way these items would appear or of the specifics of the priority access period. Because of this, library staff inadvertently sent more than a few students to the HSRC before those students were eligible to borrow from the program.

Despite these errors in data management and public display of records, staff at HSRC were nonetheless able to use their Alma backend access to manage inventory, help students collect the textbooks they needed, and circulate materials with few problems. Training and information sharing will ease this confusion moving forward, but we will continue to use the

basic set-up within Alma.

## **Benefits**

At the end of our first academic term of the project, some benefits are already clear. 90 of the 168 books were checked out within the first week of term, when the program was restricted to low-income students. Simply by demand, it is clear that this service addresses student needs and we successfully reached the target group of students. Course instructors have also been supportive of the project. Within the first four weeks of the program, instructors and students donated nearly 200 textbooks to the program, effectively doubling the size of the collection, and others successfully encouraged students to donate books at the end of the term, adding another 8 books. The level of usage and support validate the continuation of the project.

We have many other questions to address with future assessment and the results of these will drive future conversations about textbook initiatives on campus. The HSRC and the OSULP can collect requests for the Textbook Lending Program as well as traditional course reserves to drive purchasing decisions. Overall use and success can communicate to professors the impact that high costs for course texts have on low-income students. Because HSRC is building relationships with students who use the program, there are opportunities to gather stories about the impact it has on the student body and compare it across demographic data. We can look at GPA and retention of students using this program, in contrast to the general student population and subgroups analyzing first-generation status, Pell-eligibility or other demographic points. Our focus on providing books for first-year courses presents some inherent limitations to assessing whether students are likely to use other HSRC services—as noted earlier, residential living and dining requirements mean many first-year students may be ineligible for SNAP benefits, and unlikely to use housing assistance. These questions will take more time to examine. Combining the library's techniques for collection analysis with HSRC's

## Access Services are Human Services

student affairs approach to assessment may provide new ideas for assessment for both parties.

The burgeoning partnership between OSU Libraries and Press and HSRC has also proven mutually beneficial. For example, after library staff saw the inclusive language that HSRC developed for their late notices, we adapted our own late notices. Alma sends out emails automatically when library materials are borrowed, coming due, overdue, or when they have been overdue for so long that they are about to be declared lost. OSULP leans progressively toward a minimal fine structure, but has not yet abolished overdue charges altogether. The HSRC wanted to ensure that no student would incur charges for use of the Textbook Lending Program, since many of these students can least afford the necessities of a college education. Without extensive changes to the underlying XML, Alma's notifications are uniformly generic across libraries within an institution, so we had an opportunity to reexamine the language of these notices from a softer perspective. How do you use an overdue notice to convince people to return their books without threatening to charge them fines? The HSRC wanted to emphasize the importance of both building positive relationships with students and the community impact when materials are not returned. This was not that different from what the library wanted to express, so we changed the notices to use HSRC's softer, more empathetic language. Our notices now include these statements: "Keeping this item means that another student can't share the resource and may put your eligibility to borrow in the future at risk," and "If you have extenuating circumstances and are unable to return your materials, give us a call or stop by and talk with a staff member." Our library director agreed to this change without pause. So, even though HSRC doesn't charge overdue fines and OSULP still does, all of our patrons are being treated with more kindness. It is worth noting that the absence of fines did not negatively impact the return rates of the textbooks during the pilot, as all but five of the loaned texts were returned on time.

Our collaboration is predicated on a model of ILS extensibility which we strongly support

## Access Services are Human Services

as library technology evolves. By invoking traditional library technologies such as course reserves in non-traditional library settings and practices, we hope to show how modern libraries can address shifting climates and circumstances on academic campuses. While we used Alma/Primo, this model was developed to be ILS-agnostic: any course reserves systems can be adapted to provide this type of support. An ILS is a powerful tool that library staff may overlook as a part of outreach: offering this software in partnership with other campus units can be a huge asset as those units grapple with how to manage inventory and circulation. We look forward to seeing comparable adaptations to the other major ILS platforms.

The project has strengthened cross-promotion of services in each unit as well. After sending emails about HSRC programs to all library staff, we've received thanks and further questions about their services. As the library serves all students, deeper knowledge about the challenges facing low-income students can help us adapt what we offer. For several years, the OSULP has run a successful hygiene drive for the HSRC, collecting toothpaste, cleaning supplies, and other items to donate to the student food pantry. The Textbook Lending Program has given a new context for the drive, as library staff gain a deeper understanding of the experiences of students in poverty on our campus. In addition, the professional faculty at the HSRC met with circulation and information desk staff to discuss ways to be more inclusive of students experiencing poverty, and to explore other collaborations to support low-income students who use the library.

Finally, besides the impact on individual students, this project shows broad commitment to supporting all students. Across the country, initiatives around textbooks, Open Educational Resources, and other cost-saving tools for students often develop in departmental silos. By working together, this initiative shows our shared commitment to student success and educational equity regardless of a student's income level. Other textbook programs have popped up and withered around campus over the years, and we hope that this partnership may

Access Services are Human Services

attract even broader long-term collaborations.

### **Recommendations for partnerships**

The idiosyncrasies of higher education make it difficult to provide a straightforward recipe to replicate this project. However, the following recommendations will help you identify places to get started.

Find the right partners. Even if there isn't a unit quite like the HSRC on your campus, there are certainly other potential partners keen to reduce high textbook costs as a real barrier to low-income students. Many of these partners may not think to come to the library when they start a program, so start asking around. You might begin with units including TRiO-funded programs, first-year advising, student government, or offices that support students of color and other historically marginalized groups. Consider looking for partnerships off-campus as well. Many cities have college access and college success programs that serve former foster youth, homeless students, or other low-income and non-traditional students. Many of these programs may have easy streams for grant funding, foundational support, or other funding relationships that can support these efforts, particularly when formal collaborations with institutions are involved.

Don't be afraid, even if it is unfamiliar. Even within the library, this project required some unusual partnerships. Working across technology, circulation, and outreach required each of us to tread into unfamiliar territory and to trust one another's expertise. Librarians may not be immediately comfortable with term-length loans that have no overdue fees; conversely, those who do not have a background in bibliographic record management, course reserves, and circulation modules may be overwhelmed by the logistics. We learned a great deal from one another, and the shared anxiety of learning new skills together was mitigated by the mission we had undertaken.

## Access Services are Human Services

Know your strengths. In this project, the library could offer robust software, policies, and procedures for checking materials in and out, and of course, experience with buying and storing books. Similarly, the HSRC had funding for textbooks, staff to operate the library, and strong relationships with students in the target populations. Communicating those strengths early and clearly enabled each partner to acknowledge their areas of growth more easily. As you identify potential partners, consider what assets are available on your campus, what you may be missing, and who may have the skills or resources you need.

Relationships lead to resources. There is often a scarcity of resources in university and library settings. Collaborating with new offices or new programs can create an opportunity to share and mutually benefit in unexpected ways. Sometimes organizational charts or diverging functional areas can make it difficult to see the benefits of collaborating or resource sharing. With overlapping missions and continued relationship building, you see opportunities to leverage each other's strengths in partnerships that can leave all parties more effective in their work.

Plan for iteration. With only one term to implement this program, it has been difficult to get everything right from the start. Instead, we planned for roadblocks, documented barriers, and implemented iterative changes. We will use the break between terms to modify workflows and trainings in order to produce a more effective program. We also recommend that interested partners set up regular meetings through the planning, implementation, and review stages so that everyone has time set aside for the unexpected problems that need attention.

## Works Cited

Cannon, J. B., & Brickman, P. (2015). Helping students save: assigning textbooks early can save money and enhance learning. *Journal Of College Science Teaching*, 44(5), 38-41.

## Access Services are Human Services

- Christie, A., Pollitz, J., & Middleton, C. (2009) Student Strategies for Coping with Textbook Costs and the Role of Library Course Reserves. *Libraries and the Academy*, 9, 491-510
- Blackburn, G., & Tiemeyer, R. (2013). Textbooks and Interlibrary Loan. *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve*, 23, 5-18. doi: 10.1080/1072303X.2013.769040
- Johnson, J., Rochkind, J., Ott, A., & DuPont, S. (2009). With Their Whole Lives Ahead of Them: Myths and Realities about Why So Many Students Fail to Finish College. *Public Agenda*. Retrieved from <http://www.publicagenda.org/files/theirwholelivesaheadofthem.pdf>
- Hilton, J., & Laman, C. (2012). One college's use of an open psychology textbook. *Open Learning*, 27(3), 265-272. doi:10.1080/02680513.2012.716657
- Landrum, R. E., Gurung, R. A., & Spann, N. (2012). Assessments of textbook usage and the relationship to student course performance. *College Teaching*, 60(1), 17-24.
- Munson, K., & Savage, D. (2013). Interlibrary loan's efficacy in meeting students' expectations to acquire textbooks: results from a study conducted in a large research library. *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve*, 23, 191-200. doi: 10.1080/1072303X.2014.890151
- Raschke, G. & Shanks, S. (2011) Water on a hot skillet: textbooks, open educational resources, and the role of the library. *Library Technology Reports*, 47(8), 52-57
- Redden, M. (2011) 7 in 10 students have skipped buying a textbook because of its cost, survey finds. *Chronicle of Higher Education*. 23. Retrieved from <http://www.chronicle.com/article/7-in-10-Students-Have-Skipped/128785>