E-books: Are we on the same page?

Sandra Bozarth & Ying Zhong

To cite this article: Sandra Bozarth & Ying Zhong (2016) E-books: Are we on the same page?, Journal of Electronic Resources Librarianship, 28:4, 232-253, DOI: 10.1080/1941126X.2016.1243436

To link to this article: https://doi.org/10.1080/1941126X.2016.1243436

Published online: 06 Dec 2016.

Submit your article to this journal

Article views: 520

View related articles

View Crossmark data

Citing articles: 5 View citing articles
E-books: Are we on the same page?

Sandra Bozarth and Ying Zhong

ABSTRACT
Libraries are making great efforts acquiring, maintaining, and promoting electronic book (e-book) collections; therefore, understanding what preference users have regarding e-books will help with current and future collection-development decisions. For librarians to provide e-book resources and services effectively, a thorough understanding of faculty, staff, and student e-book needs and preferences is needed. A campus-wide online survey was conducted to gather this much-needed data. As the Walter W. Stiern Library at California State University, Bakersfield, moves toward a broader integrated print and electronic acquisition model, it needs to ensure that its users’ information needs are being met.

In recent years we have witnessed a rapid transition from print to electronic books (e-books) in academia. In Ebrary’s “2011 Global Student E-book Survey,” McKiel (2012) suggests an increasing number of college students are aware of library-owned e-book collections compared with the data collected in 2008. For academic libraries to provide e-book resources and services effectively, however, a thorough understanding of faculty, staff, and student e-book needs, preferences, and usage is needed. As the Walter W. Stiern Library (WSL) at California State University, Bakersfield (CSUB), moves toward a broader e-book acquisition model, it must ensure that its users’ information needs are being met.

The main purpose of this study is to better understand our users’ preferences and behaviors regarding print and electronic books. Librarians are making great efforts acquiring, maintaining, and promoting e-book collections, so understanding what value or preference users have regarding e-books will help with the library’s decision making and creating a viable print and e-book collection policy. Our librarians need to determine if they are on the same page as users when it comes to both print and electronic books.

A campuswide online survey using SurveyMonkey was sent out to CSUB faculty, staff, and students in Fall Quarter 2014, with a total of 630 responses received. By administering this study, we were able to gather information on whether demographics play a role in print and electronic book usage. A comparison of the answers from each user group has been done. Our respondent’s awareness of the extensive WSL library e-book collection was also examined.

Institutional background
California State University, Bakersfield, one of 23 campuses in the California State University system, is located approximately 115 miles north of Los Angeles in California and currently has an enrollment of 8,371 students. CSUB is considered a Hispanic-serving institution with 49% of the student population being Hispanic. The average age of our undergraduate students is 23, 59% of the undergraduate students are considered low income, and 61% of the student population are women. In addition to our main campus in Bakersfield, we also support a library that is located at our satellite campus in the Antelope Valley.
Literature review

Students, staff, and faculty are very familiar with the various obstacles to using e-books. Many of these obstacles are placed upon them by publishers, as stated in the article by Korah, Cassidy, Elmore, and Jerabek (2009). In their article, we are reminded of the confusion found in the variety of platforms that users must learn, plug-ins, and different reader downloads that are often required of users before they can access the material they want. Once able to access the material, users are left to deal with features and searching within the text that can also vary by platform. To remedy these issues, publishers are making some necessary changes by listening to users and building better e-book interfaces and platforms (Korah et al., 2009).

In a study of current and potential e-book use in research and instruction by Bierman, Ortega, and Rupp-Serrano (2010), the capacity to which e-books can be expanded is discussed. Features that allow for manipulating graphics, copying text, and solving math problems can benefit users, especially those who are visual learners. Other types of interaction might include video and audio links. This kind of interactivity is more beneficial to readers than simple conversion of text to PDF files, which is a model that many publishers use (Bierman et al., 2010). When librarians are selecting resources to purchase, e-books may be more viable if these upgrades from standard printed text are included. Although the printed text does have advantages over an e-book and creates a different learning environment, we should also consider what e-books can potentially bring to the table.

According to Slater (2010), e-books within academic libraries could possibly surpass print books in popularity, just as electronic journals have done with print journals. What needs to be done seems simple. Fix interface, platform, and access issues, and relieve some of the limitations imposed upon users, such as the inability to download and print unlimited pages (Slater, 2010). Although some platforms have fewer limitations, users are not always aware of what they can and can't do within each one. With so many different platforms, it isn't easy for users to learn and memorize their options. Making this a more seamless and uniform process for the user is a possible way to increase e-book usage.

It is believed that Carlock and Perry (2008) were the first to publish a study on faculty attitudes and usage of e-books. Although their focus group had only six faculty members, many of their findings were consistent with other research. The need to learn various interfaces and manipulating through the e-books were listed as issues by this focus group. Carlock and Perry (2008) found that faculty in science and engineering used e-books more than faculty from other areas. This is a common finding in other research as well.

In Lamothe's (2013) study, when compared with faculty and undergraduate students, doctoral students had higher e-book usage. The study also found that the size of the e-book collection affected user acceptance and usage. According to Slater (2010), users from computer science and business are using e-books more than others. This does not mean a publisher's entire e-book package for these specific areas will have the best set of books available. Also, when it comes to funding and varying yearly budgets, a package that was once affordable may not be in years to come (Slater, 2010). Making e-books more affordable on an individual-title basis can help libraries more effectively build and maintain their e-book collections.

Some of the large studies of e-books include the 2011 Global Student E-book Survey (McKiel, 2012), The National E-Books Observatory Project (Estelle & Woodward, 2009) and Electronic Book Usage (Levine-Clark, 2006). McKiel's survey was published by Ebrary, received a total of 6,329 responses and was first done in 2008 and then again in 2011. Estelle and Woodward's survey was distributed in the United Kingdom and received more than 23,000 responses. When asked what advantages e-books have over print, 52% of respondents stated that e-books were more accessible than print (Estelle & Woodward, 2009). In Levine-Clark's (2006) survey, more than 60% stated they prefer print books, but 80% said they were flexible regarding their selection of print or e-book. This survey had 2,067 responses.

Although print is still the preferred choice for most users, Zickuhr and Rainie (2014) report that adult e-readership has grown from 23% to 28% within a 1-year period. Corlett-Rivera and Hackman (2014) also found that their users prefer print. Although users say they prefer print, some libraries are reporting a decline in their print-circulation statistics. Camacho and Spackman (2010) indicated that Brigham
Young University's library has seen a 35% decline over a 10-year period. According to Gregory's (2008) undergraduate survey, when given a choice, 66% students preferred using print, but 89% said they would use an e-book if it was the only option. Hernon, Hopper, Leach, Saunders, and Zhang (2007) explain that users often do not read an entire e-book from beginning to end. Slater (2010) reports similar findings and states that print, e-books, and articles are seldom read in their entirety in academia.

Corlett-Rivera and Hackman's (2014) findings revealed users' lack of awareness of the e-book collection, which allowed the survey itself to serve as a form of promoting the collections. Croft and Corey (2009) also found that users were not aware of e-book collections. Raising awareness and offering events promoted by e-book vendors are conclusions drawn upon by Ashcroft (2011) to address users' lack of knowledge about their library's e-book collection and how to access it.

**Methodology**

This survey was conducted online using a paid subscription to SurveyMonkey during the fall quarter of 2014 and was open the entire quarter. Three slightly different surveys were given to students, staff, and faculty at CSUB, with a total of 633 responses. There were 516 responses from students, 60 from staff, and 57 from faculty. The total number of questions asked was 22 for staff and students and 26 for faculty. The use of skip logic decreased the total number of questions for some respondents. The questions addressed user e-book preferences, usage, and e-book features. At the end of the survey, five demographic-related questions were asked of students and staff, and seven of faculty. Each survey can be found in Appendixes A through C.

The surveys were distributed via a campus email that was sent to all current students, staff, and faculty. WSL subject librarians were asked to advertise the survey in their classes and orientations. Flyers were given to students at the WSL check-out desk and were placed on bulletin boards throughout campus as well as on electronic displays within the library. Announcements, reminders, and links to the survey were advertised on the library Facebook page, blog, and on the library homepage. CSUB campus groups were sought out to help with email reminders and getting the word out to students (for example, first-year experience Instructors, camp Instructors, departments, and schools).

**Demographics**

**Student responses**

Freshman made up 23% of the student responses, 10% were sophomore, 19% were juniors, and 28% were seniors. The remaining were credential or graduate students. Females comprised 65% of the responses, which is consistent with our campus demographics. Hispanics/Latinos made up 43% of the student responses, 28% White, 8% Asian, 5% African American, and the remaining 16% selected two or more races or other/declined to answer. The age range of 18 to 23 was 60%, 24 to 29 was 15%, 30 to 39 was 13%, 40 to 49 was 6%, over 50 was 5%, and 1% declined to answer.

**Faculty responses**

Tenured/tenured-track faculty made up 56% of the responses, 21% were full-time lecturers, and 11% were part-time lecturers, 6% selected other, and 6% declined to state. Arts and humanities had 29% of the responses, 25% natural sciences, mathematics, and engineering, 23% social sciences and education, 4% business and public administration, and 19% declined to answer. Years of service at CSUB was 31% for 11 to 20 years, 25% for 1 to 5 years, 15% for 6 to 10 years, 13% for 21 to 30 years, 8% for 30 years or more, and 8% declined to answer. Females made up 48% of the responses, and 9% declined to answer. Age 50 or older was 48%, and White was 59%.

**Staff responses**

Years of service at CSUB was 47% for 1 to 5 years, 29% for 11 to 20 years, 14% for 6 to 10 years, 8% for 21 to 30 years, and 2% declined to state. Females made up 69% of the responses from staff. Age 50 or older was 35%, 24 to 29 years old was 20%, 40 to 49 years old was 16%, 36 to 39 years old was 14%, and 30
to 35 years old was 10%, 18 to 23 years old was 3%, and 2% declined to state. White was listed for 45% of the staff responses, Hispanic/Latino was 23%, African American was 10%, Asian was 10%, and 12% declined to answer.

**Results**

**E-book usage**

Question 1 inquired if the respondents have ever read e-books. Respondents from all the three categories—students, faculty, and staff—consistently had previous experience with e-books. When it comes to e-book usage, 62% of the students, 84% of the faculty, and 68% of the staff indicated they have used an e-book. Of students, 42% indicated they read 2–5 e-books during an academic quarter, 25% of the students read e-books once in a quarter, and 22% of the students read more than 10 e-books in a quarter, and 2% declined to state. Fifty-three percent of the faculty and 41% of the staff also read 2–5 e-books in a quarter. Respondents in all three categories cited personal, more often than professional, as the major purpose of e-book usage. The top three reasons for using e-books for students are personal, class assignment, and required text. See Figures 1, 2, 3, and 4.

**How respondents find e-books**

Question 4 asked respondents to indicate their chief source for e-books in general. The possible answers follow:

- Public library catalog
- University library catalog

![Figure 1. Have you ever read an e-book?](image1)

![Figure 2. About how many e-books do you typically read in a quarter (approximately 3 months)?](image2)
Figure 3. What are the purposes of your e-book usage?

• Public library website
• University library website
• E-reader website (Goodreads or other social reading sites)
• Internet search
• Blackboard or course website
• Other (please specify)

More than 48% of the students found an e-book via an Internet search, 37% of students found e-books from e-reader websites, and 23% of students used the university library catalog to find e-books. For both faculty and staff, e-reader websites, Internet search, and other are the top three sources to find e-books. It is worth noting that students tend to rely on Internet searches to find e-books. See Figure 5.

When asked how they learned about the library’s e-book collection, the top three responses from students are this survey (48%), instructor (28%), and library website (24%). Faculty learned of the library’s e-book collection via this survey (43%), librarian (41%), and library website (31%). Staff who indicated they learned about the library’s e-book collection via this survey were 58%, library website 22%, and librarian 14%. This may correspond to a number of factors, such as an absence of education of users. The results indicated that promoting library’s e-book collection among all the users is necessary. See Figures 6, 7, and 8.

Figure 4. Purposes of students’ e-book usage
How e-books are used. Question 5 attempted to uncover what e-book devices respondents used the most. The majority of students, 74%, used computer/laptop to access e-books; 49% used a tablet to read e-books; while 47% of the students indicated reading e-books on a smartphone. For faculty users, the top three devices used to access e-books are computer/laptop 57%, tablet 53%, and e-reader 47%. Staff most frequently used a tablet to read e-books (54%), e-reader was cited 44% of the time, and computer/laptop was mentioned 41% of the time as the e-book device used by staff. See Figure 9.

In question 6, we asked faculty and staff respondents what e-book collections they use frequently. Possible e-book collections for respondents to select from were CSUB Library’s website, Ebrary, EBSCOhost e-book collection, Safari Tech Books, Amazon, and Google e-books. The most-cited e-books collection is Amazon (66%), Google e-books (21%), and EBSCOhost e-book collection was cited by 11% of the faculty. For staff, Amazon, Google e-books, and EBSCOhost e-book collections are also the most frequently used e-book collections. See Figure 10.
Figure 7. How did faculty learn about the library’s e-book collections?

**Why do respondents use e-books?**

Question 7 in the student survey, question 11 in the faculty survey, and question 9 in staff survey were designed to determine the most important features of e-books from the user’s standpoint. For students, the most frequently cited features are “easy access 24/7” 89%, “easy to download” 81%, “price” 71%, “ability to search within the book” 69%, and “extra features such as highlighting, annotating, citations, bookmarks, links” 58%. Faculty cited “easy access 24/7” and “easy to download” as the equally important features (both cited 78% of the time). Price was the third most important feature, with 67% cited; “ability to search within the books” and “extra features: highlighting, annotating, citations, bookmarks, links” were the fourth and fifth most cited features. As for staff, “easy access 24/7” was the most important features of e-books, as 82% cited. “Easy to download” was cited 78% of the time, “extra features such as highlighting, annotating, citations, bookmarks, links,” “ability to search within the book,” and “price” were cited 53%, 49%, and 47% of the time. “Easy access 24/7” and “easy to download” were reported as the most important features according to our users. See Figure 11.

Figure 8. How did staff learn about the library’s e-book collections?
Figure 9. What device do you use to read e-books?

What factors make respondents use library e-books more often?

Question 8 in the student survey, question 13 for faculty, and question 11 in staff survey inquired what factors would make respondent want to use the library’s e-book collection more often. Students listed “more affordable” 56% of the time as the top factor, “easier access” 48% of the time, and “more titles in my subject area” 45% of the time. “Less restriction on printing and copying” was the fourth factor, cited 39% of the time, and “having a device to read it on” was cited 37% of the time.

Faculty reported 73% of the time that they would want to use the library’s e-book collection more often if there were “more titles in my subject area.” “Easier access” was cited 53% of the time, and “less restriction on printing copying” was cited 47% of the time. “Having a device to read it on,” “easier to read,” and “better training and instruction” were all cited 33% of the time.

Figure 10. What e-book collections do faculty and staff use frequently?
Figure 11. What are the most important features of an e-book?

As for staff, they indicated “more titles in my subject area” and “more recent titles” are equally important to make them want to use the library’s e-book collection more often. Both factors were cited 67% of the time. “Easier access” was the third most important factor, cited 56% of the time, and “having a device to read it on,” and “less restriction on printing and copying” were both the major factors that will encourage e-book usage among staff. See Figure 12.

Figure 12. What factors would make respondents use library-owned e-book collections more often?
When asked whether they prefer print or e-books when given the option, faculty, students, and staff indicated in favor of print books in most of the categories. The only group that prefers using e-books to using hard copies are students who are doing research, with 45% of the students choosing e-books, while 37% choose print, and 18% indicate no preference. Faculty heavily favored print to e-book; 72% of the faculty would prefer print books for course-assigned texts, 53% prefer print books for research purposes, and 52% prefer print books for personal use. Meanwhile, 46% of the staff prefer using books in print, 28% are more willing to use e-books, and 26% of staff indicates no preference for e-books or print. See Figures 13, 14, 15.

User attitudes toward e-books
As previously mentioned, faculty and staff indicate they would prefer using print books for teaching, research, and personal use. This may lead to a lack of interest in participating in the library’s e-book collection and the development of it. Only 18% of the faculty have made e-book suggestions for library purchase. The rate of staff who have ever made suggestions to purchase e-book is even lower—only 4%. When asked if they would want the library to purchase more e-books in the future, however, 67% of the faculty and 56% of the staff answered “yes,” which may imply a willingness to adopt e-books in the future.
Figure 15. When staff have the option, do they prefer print or electronic books?

**User satisfaction**

We used question 14 in the student survey, question 15 in the faculty survey, and question 13 in the staff survey to find out if our patrons are satisfied with the library’s e-book collection. Remarkably, 50% of the students replied, “I didn’t know the library had an e-book collection,” and 18% reported they are “satisfied” with the library’s e-book collection. Further, 41% of the faculty also didn’t know the library had an e-book collection, 10% said they are “satisfied,” and 14% answered they are “somewhat satisfied.” As for staff, 58% of them didn’t know about the library’s e-book collection, 10% of the staff are “satisfied,” and 12% of the staff are “somewhat satisfied” with the e-book collection in the library. See Figure 16.

**Other comments**

Questions 10 in faculty survey, question 9 in student survey, and question 8 in staff survey were completely open ended, giving respondents a chance to further explain their opinions of the pros and cons of using e-books. The following pros were most often cited. Here are some of the comments from faculty:

- Portability, fast access to research content
- Quick access to multiple sources, notes, highlighting, quick reference
- Pros: Many publishers have formats that allow me to share notes with my students; this helps them develop critical reading skills. Cons: My students have been reluctant to purchase e-books for classroom use.
• Convenient and inexpensive for students
• Pro: Excellent and quick searching. Con: easy to get distracted from your source material.

Some of the comments from students follow:
• Pros: skip to chapter or page number, search for topic or key word, cons: too expensive for e-copy, should be cheaper
• Green (pro), not easy to access when there is no Wifi available (con)
• Pro: Keyword search, usually cheaper than textbook and easy to carry to class. Con: Difficult to use for research.
• Pro: easy access, ability to carry lots of information in one place. Cons: if there is a problem with my device, I could lose everything (it happened once with my nook), I typically highlight different themes in my research in different colors—I don't know if e-books can highlight in more than one color.
• Pro: Carry with you anywhere, less books to carry Con: If battery on device does, can't use the e-book. Hurts eyes sometimes when using it.

Some of the comments from staff follow:
• Lightweight, adjustable font
• Can have all books in one place instead of carrying them around
• Must have electronic device that is charged, doesn't have the same feel as reading paper books
• I don't see the book so I forget that I have it, hard to find good free books, searches are long, all the steps required to download the book
• Not always user friendly, can be hard on the eyes, not all teachers allow them for use.

Discussion and conclusion

This survey received a proportionate amount of data representing the responses from university students, faculty, and staff at CSUB. This study found no significant differences in the way students, faculty, and staff use e-books, their preferences, and attitudes toward e-books.

Half of student respondents did not know that the library had an e-book collection, and 41% of faculty and 58% of the staff were unaware of the library’s e-book collection. To remedy this, we will need to expand our outreach efforts to promote our e-book collection.

Forty-eight percent of our students find e-books using the Internet and 37% from e-reader websites. Only 19% of the students access e-books from our library catalog. Our faculty and staff also heavily rely on using e-reader websites and the Internet to find e-books, rather than using our library catalog. Again, to remedy this, we will need to expand our outreach efforts to promote our e-book collection. The library website should provide easy access to our e-book collection for users.

“Easy access,” “easy download,” and “price” were the most important features of e-books for both faculty and students. These features must be kept in mind when subscribing to various providers for e-book content. The less hassle the user has, the more likely they are to continue using e-books.

One benefit of this survey was the advocacy of our e-book collection. Since 82% of faculty have never suggested that the library purchase e-books and 66% say they plan to suggest that we purchase more of them, e-books still have the potential to be more desirable in the future. As the library expands its digital collections, more effective and proactive strategies should be adopted to promote the e-book collection. We can take the survey results into our consideration when we create our e-book collection-development policies.

Future research

We obtained valuable information through the current survey and therefore secured a better understanding of users’ preference, usage, and satisfaction regarding our e-book collection. It will benefit us to conduct a similar survey again in 1 or 2 years to find out if we are still on the same page as our users and if our outreach efforts to promote the use of library-acquired materials (both print and electronic) continues to be effective.
References


Appendix A: E-book student survey

1. Have you ever read one or more e-books?
   - Yes
   - No
   - Decline to state
2. What are the purposes of your e-book usage? Select all that apply:
   - Class assignment
   - Required text
   - Research
   - Personal
   - Other (please specify)
3. About how many times do you typically read e-books during a quarter (approximately 3 months)?
   - Once
   - 2–5 times
   - 6–10 times
   - 10+ times
   - Decline to state
4. How do you usually find e-books? Select all that apply:
   - Public library catalog
   - Stiern library catalog
   - Public library website
   - Stiern library website
   - E-reader websites (Goodreads or other social “reading” sites)
   - Internet Search
Blackboard or course website
Decline to state
Other (please specify)

5. What do you use to read e-books? Select all that apply.
   - Computer/laptop
   - Tablet (iPad, Android, etc.)
   - E-reader (Kindle, Nook, Kobu, etc.)
   - Smartphone (iPhone or Android)
   Decline to state
   Other (please specify)

6. When you have the option, do you prefer print or electronic books?
   - Print
   - E-book
   - No preference
   - Assigned text
   - Research
   - Personal

7. What are important features of an e-book? Select all that apply:
   - Easy access 24/7
   - Easy to download
   - Ability to print pages
   - Ability to copy and paste
   - Extra features: highlighting, annotating, citations, bookmarks, links
   - Ability to search within the book
   - Price
   Decline to state
   Other (please specify)

8. What factors would make you want to use e-books more often? Select all that apply:
   - Having a device to read it on
   - More titles in my subject area
   - More recent titles
   - More titles for pleasure reading
   - Easier access
   - Easier to read
   - Less restriction on printing and copying
   - Better training and instruction
   - More affordable
   Decline to state
   Other (please specify)

9. What do you feel are the pros and cons of using e-books for:
   - Research
   - Class use
   - Personal use

10. Have you ever tried to use e-books from the Walter Stiern Library?
    - Yes
    - No
    Decline to state

11. Did you have any trouble accessing e-books from the Walter Stiern Library?
    - Yes
    - No
    Decline to state

12. Please describe the trouble you had accessing e-books from the Walter Stiern Library.

13. How did you learn about Walter Stiern Library’s e-book collections? Select all that apply:
    Instructor
Librarian
Library website
Peer
Internet search
This survey
Decline to state
Other (please specify)
Comments

14. Are you satisfied with the e-book collection at the Walter Stiern Library?
   Very satisfied
   Satisfied
   Somewhat satisfied
   Somewhat unsatisfied
   Unsatisfied
   Very unsatisfied
   I didn’t know the Walter Stiern Library had an e-book collection.
   Decline to state

15. If you have not used e-books at the Walter Stiern Library, why not? Select all that apply:
   I have used e-books at the Walter Stiern Library.
   I did not know that the Walter Stiern Library had e-books.
   I prefer print books.
   My instructor prefers that I use print.
   I do not know how to find e-books at the Walter Stiern Library.
   I was not able to find e-books related to my topic in the Walter Stiern Library.
   E-books are too difficult to use.
   I do not have access to a computer or e-reader.
   Decline to state.
   Other (please specify)

16. If you have not used e-books, why not? Select all that apply.
   I prefer print books.
   I do not know how to use e-books.
   I don’t have access to a computer or e-reader.
   E-books are too difficult to use.
   My instructor prefers that I use print.
   I do not know where to find e-books.
   Too expensive.
   Decline to state.
   Other (please specify)

17. Please select your current status:
   Freshman
   Sophomore
   Junior
   Senior
   Credential student
   Graduate student
   Decline to state

18. What is/was your major?
19. What is your gender?
   Male
   Female
   Decline to state
20. What is your age?
   18 to 23
   24 to 29
   30 to 35
   36 to 39
   40 to 49
   50+
   Decline to state
21. What is your race/ethnicity?
   African American
   American Indian
   Asian
   Hispanic/Latino
   Pacific Islander
   White
   2 or more races
   Decline to state
   Other (please specify)

Appendix B: E-book faculty survey

1. Have you ever read an e-book?
   Yes
   No
   Decline to state
2. What are the purposes of your e-book usage? Select all that apply.
   Teaching
   Research
   Personal
   Other (please specify)
3. About how many e-books do you typically read in a quarter (approximately 3 months)?
   0
   1
   2–5
   6–10
   10+
   Decline to state
4. How do you usually find e-books? Select all that apply.
   Public library catalog
   Stiern library catalog
   Public library website
   Stiern library website
   E-reader websites (Goodreads or other social “reading” sites)
   Internet Search
   Blackboard or course website
   Decline to state
   Other (please specify)
5. What do you use to read e-books? Select all that apply.
   Computer/laptop
   Tablet (iPad, Android, etc.)
   E-reader (Kindle, Nook, Kobu, etc.)
Smartphone (iPhone or Android)
Decline to state
Other (please specify)

   Amazon
   Ebrary
   EBSCOhost e-book collection
   Google e-books
   Safari Tech Books
   Decline to state
   Other (please specify)

7. When you have the option, do you prefer print or electronic books?
   Print
   E-book
   No preference
   Course assigned text
   Research
   Personal

8. How likely will you use e-books in your research?
   Very likely
   Likely
   Not likely
   I don't know
   Decline to state

9. How likely is it that you be using e-books in your teaching?
   Very likely
   Likely
   Not likely
   I don't know
   Decline to state
   As assigned text
   For student projects
   For course prep

10. What do you feel are the pros and cons of using e-books for:
    Research
    Teaching
    Personal use

11. What are important features of an e-book? Select all that apply.
    Easy access 24/7
    Easy to download
    Ability to print pages
    Ability to copy and paste
    Extra Features: highlighting, annotating, citations, bookmarks, links
    Ability to search within the book
    Price
    Decline to state
    Other (please specify)

12. Have you ever tried to use e-books from the Walter Stiern Library?
    Yes
    No
    Decline to state

13. What factors would make you want to use the Walter Stiern Library's e-book collections more often? Select all that apply.
Having a device to read it on
More titles in my subject area
More recent titles
More titles for pleasure reading
Easier access
Easier to read
Less restriction on printing and copying
Better training and instruction
More affordable
Decline to state
Other (please specify)

   - Librarian
   - Library website
   - Faculty
   - Internet search
   - This survey
   - Other (please specify)
   - Comments

15. Are you satisfied with the e-book collection at the Walter Stiern Library?
   - Very satisfied
   - Satisfied
   - Somewhat satisfied
   - Somewhat unsatisfied
   - Unsatisfied
   - Very unsatisfied
   - I didn’t know the Walter Stiern Library had an e-book collection.
   - Decline to state

16. Have you ever suggested that the Walter Stiern Library purchase any e-books?
   - Yes
   - No
   - Decline to state

17. Would you suggest that the Walter Stiern Library purchase more e-books?
   - Yes
   - No
   - Decline to state

18. If you have not used e-books at the Walter Stiern Library, why not? Select all that apply.
   - I have used e-books at the Walter Stiern Library.
   - I did not know that the Walter Stiern Library had e-books.
   - I prefer print books.
   - I do not know how to find e-books at the Walter Stiern Library.
   - I was not able to find e-books related to my topic in the Walter Stiern Library.
   - E-books are too difficult to use.
   - I do not have access to a computer or e-reader.
   - Other (please specify)

19. Please select your current status.
   - Tenure-track faculty
   - Tenured faculty
   - FERP faculty
   - Full-time lecturer
   - Part-time lecturer
   - Decline to state
   - Other (please specify)
20. Which school do you teach in?
   Arts and Humanities
   Business and Public Administration
   Natural Sciences, Mathematics and Engineering
   Social Sciences and Education
   Decline to state

21. What is your department?

22. How many years have you taught at CSUB?
   1–5
   6–10
   11–20
   21–30
   30+
   Decline to state

23. What is your gender?
   Male
   Female
   Decline to state

24. What is your age?
   18 to 23
   24 to 29
   30 to 35
   36 to 39
   40 to 49
   50+
   Decline to state

25. What is your race/ethnicity?
   African American
   American Indian
   Asian
   Hispanic/Latino
   Pacific Islander
   White
   2 or more races
   Decline to state
   Other (please specify)

Appendix C: E-book staff survey

1. Have you ever read an e-book?
   Yes
   No
   Decline to state

2. What are the purposes of your e-book usage? Select all that apply.
   Professional
   Personal
   Other (please specify)

3. About how many e-books do you typically read in a quarter (approximately 3 months)?
   0
   1
4. How do you usually find e-books? Select all that apply.
   - Public library catalog
   - Stiern library catalog
   - Public library website
   - Stiern library website
   - E-reader websites (Goodreads or other social “reading” sites)
   - Internet Search
   - Blackboard or course website
   - Decline to state
   - Other (please specify)

5. What do you use to read e-books? Select all that apply.
   - Computer/laptop
   - Tablet (iPad, Android, etc.)
   - E-reader (Kindle, Nook, Kobu, etc.)
   - Smartphone (iPhone or Android)
   - Decline to state
   - Other (please specify)

   - Amazon
   - Ebrary
   - EBSCOhost e-book collection
   - Google e-books
   - Safari Tech Books
   - Decline to state
   - Other (please specify)

7. When you have the option, do you prefer print or electronic books?
   - Print
   - E-book
   - No preference

8. What do you feel are the pros and cons of using e-books? Pros
   Cons

9. What are important features of an e-book? Select all that apply.
   - Easy access 24/7
   - Easy to download
   - Ability to print pages
   - Ability to copy and paste
   - Extra features: highlighting, annotating, citations, bookmarks, links
   - Ability to search within the book
   - Price
   - Decline to state
   - Other (please specify)

10. Have you ever tried to use e-books from the Walter Stiern Library?
    - Yes
    - No
    - Decline to state
11. What factors would make you want to use the Walter Stiern Library’s e-book collections more often? Select all that apply.
   - Having a device to read it on
   - More titles in my subject area
   - More recent titles
   - More titles for pleasure reading
   - Easier access
   - Easier to read
   - Less restriction on printing and copying
   - Better training and instruction
   - More affordable
   - Decline to state
   - Other (please specify)

   - Librarian
   - Library website
   - Faculty
   - Internet search
   - This survey
   - Other (please specify)
   - Comments

13. Are you satisfied with the e-book collection at the Walter Stiern Library?
   - Very satisfied
   - Satisfied
   - Somewhat satisfied
   - Somewhat unsatisfied
   - Unsatisfied
   - Very unsatisfied
   - I didn’t know the Walter Stiern Library had an e-book collection.
   - Decline to state

14. Have you ever suggested that the Walter Stiern Library purchase any e-books?
   - Yes
   - No
   - Decline to state

15. Would you suggest that the Walter Stiern Library purchase more e-books?
   - Yes
   - No
   - Decline to state

16. If you have not used e-books at the Walter Stiern Library, why not? Select all that apply.
   - I have used e-books at the Walter Stiern Library.
   - I did not know that the Walter Stiern Library had e-books.
   - I prefer print books.
   - I do not know how to find e-books at the Walter Stiern Library.
   - I was not able to find e-books related to my topic in the Walter Stiern Library.
   - E-books are too difficult to use.
   - I do not have access to a computer or e-reader.
   - Other (please specify)

17. What department do you work in?

18. How many years have you worked at CSUB?
   - 1–5
   - 6–10
   - 11–20
21–30
30+
Decline to state
19. What is your gender?
   Male
   Female
   Decline to state
20. What is your age?
   18 to 23
   24 to 29
   30 to 35
   36 to 39
   40 to 49
   50+
   Decline to state
21. What is your race/ethnicity?
   African American
   American Indian
   Asian
   Hispanic/Latino
   Pacific Islander
   White
   2 or more races
   Decline to state
   Other (please specify)