CARLI COUNTS

Analytics and Advocacy for Service Development

Cohort 4 – Report

Section Header	Description
CARLI Counts Participant	Laura Spradlin, Electronic Resources & Systems Librarian, Illinois Wesleyan University (IWU)
Project Name/Title	"And Then I Gave Up": Assessing Undergraduate Students' Persistence with Library Electronic Resources
Single Sentence Abstract	Using data collected via interviews, I am investigating why and at what point(s) in the information-seeking process undergraduate students stop using a library electronic resource in favor of a non-library resource or a different library resource.
Motivation(s) for Project Why was this project important to undertake? What is the "so what" for the project? Context from the literature?	I was motivated to take this on as a project for several reasons: • There are many decisions that can be made in electronic resources management, and I wanted to understand how they affected students' success with these resources. • To be a good steward of library resources and support student success, it is important that we understand why or why not students use library electronic resources. • Anecdotally, I saw students electing not to use or to stop using library resources for unexpected reasons, and I wanted to use data to better understand what I was seeing.
Partners and Stakeholders	Library faculty –implications for instruction Technical services staff – implications for how electronic resources and discovery systems are managed
Inquiry Question	Overarching inquiry question: How does electronic resources management impact student success? My CARLI Counts project was an exploratory project meant to begin investigating one aspect of this question. My smaller question was, what stops students from persisting when using library electronic resources for research-based assignments?
Study Participants/Population	Undergraduate students at IWU of any major
Method(s) of Data Collection and Analysis	The planned method for data collection is interviews pulling largely from the critical incident technique, a

Describe survey, interviews, web logs, observations, service transaction logging, etc. and how data was analyzed. Specific tools and data analysis may be included here or in appendices.	suggestion that came from a consultation with Lisa (Flanagan, 1954). The interview questions are divided into 3 parts: critical incident questions, open-ended questions, and demographic questions.
Findings What was learned through the project?	I have not yet completed my project and do not have any findings. However, there were several things I learned through the process of developing this project in CARLI Counts, including the importance of scoping a project, breaking down my larger research question, and developing effective interview questions.
Use of Findings How are the findings being applied locally?	I hope that understanding where and why students are or are not persistent in using library electronic resources will help inform electronic resources management and instruction. I hope the findings will help identify where students encounter frustration or confusion, and I hope to use the findings to continue this project by implementing changes in our practices and then assessing those changes to improve persistence.
Next Steps and Other Results What will you do next? Were there any other impacts of participating in CARLI Counts?	After receiving IRB approval, I will begin conducting the interviews. There were several impacts of participating in CARLI Counts, including building my confidence in assessment. I intend to use the skills I learned to continue assessing library services.
Additional Reflections Is there additional context that would help others make sense of the project and/or be able to replicate it? Issues or challenges that were overcome? Resources/budget needed to carry out the study?	My biggest challenge in this project was feeling as though my project scope had to be loftier than it needed to be. CARLI Counts helped me understand that there may be exploratory questions, which may be smaller in scope, that need to be understood first before exploring a larger aspect of assessment or research. Developing an instrument that would appropriately match the inquiry question also started as a challenge that CARLI Counts helped me overcome. CARLI Counts also helped me realize how much time and energy goes into assessment projects, and in the future, I will be thoughtful to make sure that more involved aspects of projects do not coincide with busy times in the semester.
Timeline	May 2023: Decided to change project direction August 2023: Finalized revised inquiry question September-October 2023: Developed instrument

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Identify major phases of the project and highlight key moments or milestones.	November 2023: Submitted IRB February 2024: Projected start of data collection
Bibliography/Works Cited Include as appropriate.	Flanagan, J. C. (1954). The critical incident technique. Psychological Bulletin, 51(4), 327–358. https://doi.org/10.1037/h0061470
Appendices Include as needed. Might be visualizations of the data, survey instruments, etc.	NA