

Cohort 4 – Report Template

Section Header	Description
CARLI Counts Participant	Jacqueline Zook Ronald Williams Library (RWL) Technical Services Coordinator; Selector for Music/Dance and Art Northeastern Illinois University
Project Name/Title	Assessing the use of the Reserves Textbook Collection by undergraduates who are unable to afford purchasing their course materials.
Single Sentence Abstract	The purpose of this assessment is to determine if the Library Textbook Collection (beginning with AY2017) has been a success in providing access to STEM or other expensive textbooks for Pell-eligible undergraduate students.
Motivation(s) for Project	Beginning in AY2017, Ronald Williams Library devoted resources to expand the Reserves Collection to incorporate textbooks purchased for those who were unable to afford them, especially those within STEM. Six years into this purchasing program, it seemed appropriate to look at circulation data to determine if the targeted audience was receiving the benefits of having their textbooks available to use for free. Northeastern is continually asking the Library to find ways to save money without canceling electronic collections necessary for academic research. The data collected from Voyager and ALMA will help the Assessment Working Group, of which I am a part, determine if the usage of textbooks on reserve warrants purchasing, or at least redefining how these materials are acquired for the future.
Partners and Stakeholders	Stakeholders include The Ronald Williams Library, Library Administration, Assessment Working Group (member) and the Technical Services Department. Other stakeholders include Campus Administration, Office of Academic Affairs and the Office of Equity, Diversity and Inclusion located on the campus of Northeastern Illinois University. Partners include CARLI and NEIUs Institutional Research Office.

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Inquiry Question	How does the use of the Textbook Collection impact student success for low-income undergraduate students for AY2017 through AY2023? What was the retention rate of these students and did they graduate?
Study Participants/Population	Pell-eligible or Pell recipients, first generation undergraduates from under-represented groups
Method(s) of Data Collection and Analysis	CARLI was able to provide ALMA data from June 2020 through June 2023. Harvesting of patron ID numbers, patron groups and specific titles were translated from the individual transactions that were produced, when items have been loaned. Voyager data was also retrieved for the Reserves Textbook Collection, beginning AY2017 through AY2020. This data will be corelative in nature as no patron information is available, due to anonymization.
Findings	The Voyager circulation numbers are very robust for the STEM titles; however, the ALMA data shows no loans for the same STEM titles from June 2020 through AY2023. Because CARLI was able to provide detailed information, I sorted by the ungraduated patron group with surprising results.
Use of Findings	While undergraduates have used the collection, the circulation data in ALMA does bring into play whether or not the library will continue to support purchasing STEM titles in the future.
Next Steps and Other Results	This evaluation is on hold until Institutional Research returns the spreadsheet of ID numbers harvested from ALMA and can provide to me the demographics of each undergraduate who used the collection from June 2020 to the present. If these students are also Pell recipients and have not used our STEM collection, how are they gaining access to the required textbooks? Even if students were using our free scanner, ALMA would show at least some circulation data. Perhaps they are sharing the textbook with a friend who did purchase their textbooks. This could also include borrowing the textbook and bringing it to the library to scan. Another plausible scenario for the Pell-eligible undergraduates could include testing out

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	<p>of these courses needed for their general education requirements.</p>
<p>Additional Reflections</p>	<p>Disconcerting is the fact that some of these students may be majoring in a STEM field and faculty have never submitted requests for upper-level textbooks. This could mean students will go without their textbooks within their major area of study. Prices for STEM or other expensive material that are close to, equal to, or more than \$100 have been researched to determine the return on investment.</p>
<p>Timeline</p>	<p>With the disappointing data from ALMA, it seems appropriate to advertise the collection more and get more faculty involved. Once the data is received from Institutional Research and analyzed, this will be helpful in crafting a survey. This could be a few questions and obtaining data from their ID swipe or creating a larger survey emailed to Pell undergraduates to help us understand what needs they have and how the library can concentrate on fulfilling these needs. Either option will require me to update Protocol #256, for further approval from the Internal Review Board. If it is determined that a survey is needed, we will roll this out in Fall 2024 and run it for all of AY2025. Analyzing this data will help us move forward in determining the future of the Textbook Collection.</p>
<p>Bibliography/Works Cited</p>	<p>Many sources have not been listed, as I have not yet read/studied them for content.</p> <p>Diaz, C. (2017). <i>Textbooks in academic libraries: Selection, circulation, and assessment</i>. ala editions, an imprint of the American Library Association.</p> <p>Ferguson, Christine L. (2016) Textbooks in Academic Libraries, <i>Serials Review</i>, 42(3), 252–258. https://doi.org/10.1080/00987913.2016.1207480</p>

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	<p>Grillo, M. C., & Leist, C. W. (2013). Academic Support as a Predictor of Retention to Graduation: New Insights on the Role of Tutoring, Learning Assistance, and Supplemental Instruction. <i>Journal of College Student Retention: Research, Theory & Practice</i>, 15(3), 387-408. https://doi.org/10.2190/CS.15.3.e</p> <p>Krieb, D. (2018). Assessing the impact of reference assistance and library instruction on retention and grades using student tracking technology. <i>Evidence Based Library and Information Practice</i>, 13(2), https://doi.org/10.18438/eblip29402</p> <p>McHale, Christopher (2020) The life span of a print textbook: An investigation in the utility of aging textbook collections in academic libraries, <i>Journal of Access Services</i>, 17(1), 4-21, 10.1080/15367967.2019.1684825</p> <p>Mezich, Elizabeth M. (2007) Return on Investment: Libraries and Student Retention, <i>The Journal of Academic Librarianship</i>, 33(5), 561-566 https://doi.org/10.1016/j.acalib.2007.05.002</p> <p>Osman, Celik & Peck, Roxanne (2016) If you expand, they will come: Textbook affordability through expansion of course reserves: The case of UCLA library's course reserves via strategic partnership with the campus independent bookstore, <i>Technical Services Quarterly</i>, 33(3), 268-278, 10.1080/07317131.2016.1169788</p> <p>Wimberly, L., Chaney, E., & Ding, Y. (2020) Equitable student success via library support for textbook, <i>Reference Services Quarterly</i>, 48(3), 373-383. https://doi.org/10.1108/RSR-03-2020-0024</p>
Appendices	Once all data is analyzed, I will create visualizations for my final report, to be completed in 2025.

Note: Submit report as a single PDF to Michelle Haake (mjhuls@uillinois.edu) and cc Lisa Hinchliffe (ljanicke@uillinois.edu) by February 1, 2024.