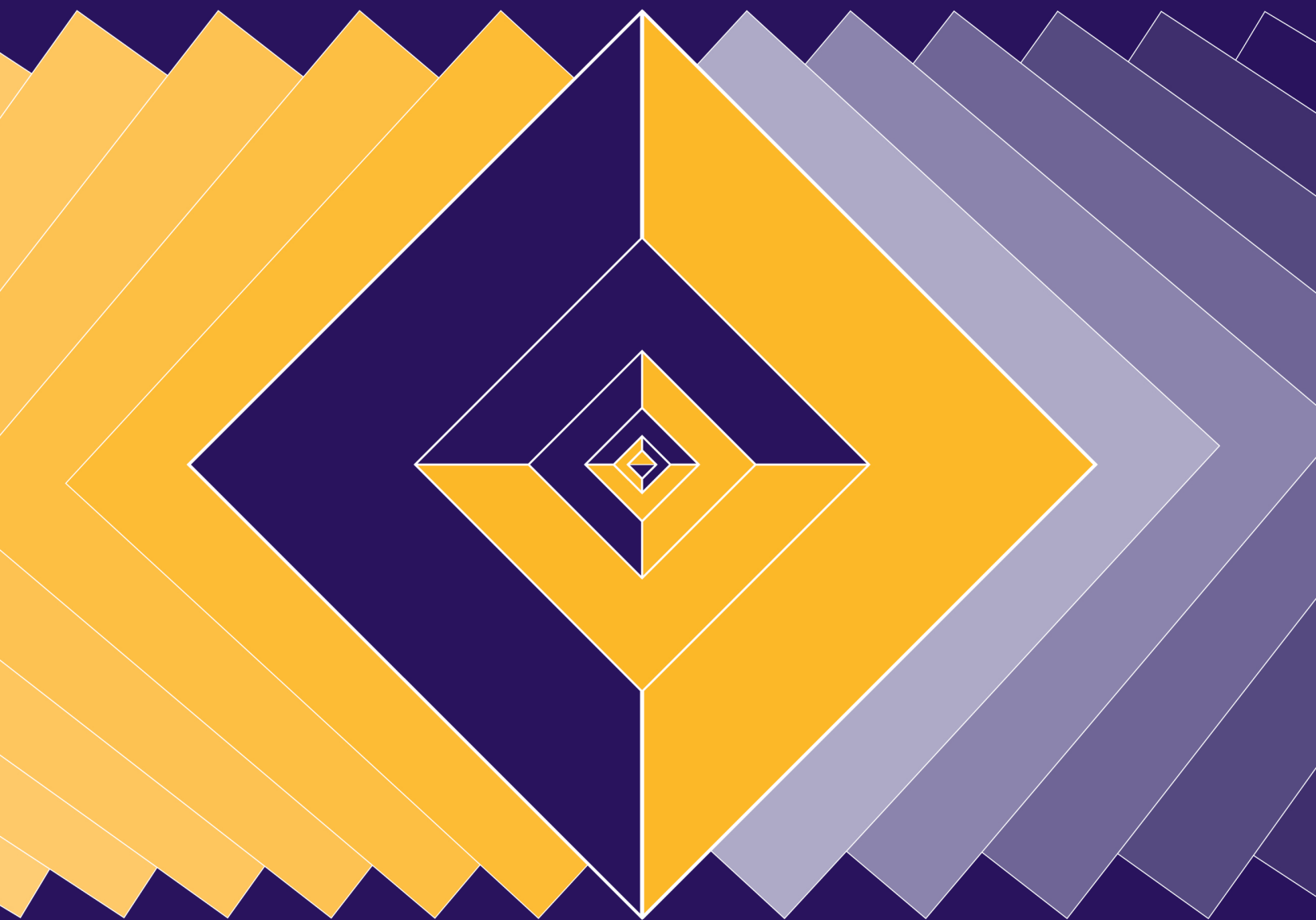# SPEC

Kit 318

Impact Measures in Research Libraries
September 2010

ASSOCIATION OF RESEARCH LIBRARIES

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SPEC Kit 318

Impact Measures in Research Libraries
September 2010

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ASSOCIATION OF RESEARCH LIBRARIES

SPEC Kit 318

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SURVEY RESULTS

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SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

In the face of ubiquitous access to online information, users tend to give libraries less and less credit for contributing to their success at their work. At the same time, funders and governing bodies increasingly challenge libraries to demonstrate their impact beyond the occasional user testimonial and anecdote. The number of volumes held or number of library instruction sessions taught is no longer seen as compelling justification for continued funding. The question that the profession needs to be able to answer is this: what difference do library resources, services, and expertise make in their users' lives?

In their 2007 SPEC Kit on library assessment,[1] authors Stephanie Wright and Lynda White reported that library assessment was alive and well in North American research libraries and that there had been considerable progress in that area from the mid-1980s through 2007. The authors of this SPEC survey were curious about how much research libraries have ventured beyond gauging user satisfaction and collecting input and output measures, into attempting to assess the impact of library use on academic and career success. What kinds of projects, experiments, or programs have taken place in recent years, how wide spread are these, what do their results reveal, have these results been shared and have they made a difference for the library? Are there best practices emerging? Finding answers to such questions and helping to spread best practices was our goal.

The Survey

Loosely following a framework presented by Roswitha Poll and Philip Payne in their article entitled "Impact Measures for Libraries and Information Services,"[2] the survey asked respondents in ARL member libraries whether they have investigated five major areas of possible library impact: correlations between measures of library use and student success pre- or post graduation; correlations between participation in library instruction and information literacy skills; correlations between measures of library use and research output; attempts to calculate how much financial value the library contributes to the parent institution or user community; and any other areas of library impact.

Within each of these five areas, the survey asked which measures were correlated, which methods were used to collect data, what conclusions were drawn, who instigated the study, whether the study was one-time or ongoing, whether the results were shared outside the library, and whether the results were used to influence decisions at the library or parent institution.

The survey was conducted between February 22 and March 31, 2010. Fifty-five of the 124 ARL member institutions completed the survey for a response rate of 44%. It is impossible to know whether the responding institutions provide a representative sample of the impact assessment activities in ARL libraries, or whether the libraries that did not respond to the survey indeed have done less in this area.

Findings and Observations

Despite the urgency the library community has felt in recent years to justify its value, the responding libraries reported shockingly little work that focuses on investigating whether use of library resources and services correlate with measures of success for library users. Only 19 respondents (34%) report having conducted a study in one or more of the five impact

areas, though 13 others (24%) are planning to conduct studies. The remaining 23 respondents (42%) report their library has not and has no plans to study impact measures.

Relatively speaking, library instruction is the area that has seen the most impact assessment activities, probably due to the increased emphasis on assessing learning outcomes in higher education, as well as well-established course-evaluation practices at universities. Still, only 15 respondents (27%) have studied this area and 12 others (22%) have plans to. That means half of the responding institutions have not measured and have no plans to measure whether participation in library instruction, one of the flagship services of academic libraries, increases the attendees' information literacy skills and success in their work or career. Among the assessment activities that are occurring in the instruction area, most focus on immediate results of instruction, such as feedback on instruction and quality of bibliographies in attendees' assignments, with overall GPA hardly ever used for correlation studies and post-graduation impact not investigated at all.

Only a handful of respondents reported any impact measurement activities in the other areas covered by the survey. Each of the other areas has been studied by between one and five libraries; between three and nine other libraries plan to conduct studies in the next 12 months. The vast majority of survey respondents has not measured and has no plans to measure possible correlations between library use and student success, library use and research output, the library's financial value, or any other measures. The number of studies in each category could be even lower because it appears that some of the studies might not legitimately belong in the impact categories under which they were reported. (The responses were too brief for the authors to better categorize them with confidence.)

To gauge whether the impact assessment activity is a project or program, the survey asked if the study was one-time or ongoing. Only half of the responses across all five study categories indicate that the impact investigations discussed are ongoing. A full 13% of the activities were clearly reported as one-time projects. Instruction again appears to be the most established area: two-thirds of the reported impact

studies were identified as ongoing. In contrast, studies of research output have the highest reported percentage of being one-time projects (50%). It is worth noting that more than a third of the respondents are unsure about whether their libraries' assessment activity is intended to reoccur or not, of which financial value calculations ranked the top: eight out of fourteen, or 57%, indicated that they do not know whether that investigation will be ongoing or one-time. It is hard to judge whether this is indicative of the uncertainty about the value or perceived value of such studies, or it is due to the difficulty of obtaining such findings.

Similar to the findings of SPEC Kit 303, this study also revealed that libraries tend to initiate impact assessment activities. Library administration is by far the most-often cited instigator of impact studies. It is unclear how much of this is in response to external pressures. It is interesting to observe that in the library instruction category, "other entity," which includes librarians, faculty, and library or campus departments, is a very close second instigator of the reported investigations.

An examination of the methods libraries reported using to collect data reveals that online and paper surveys rule the landscape, and are the most often used assessment methods for instruction and research output. The majority of the surveys are designed by the library itself.

Instruction assessment studies most often collect data through direct methods such as evaluation of student assignments and observation of student behavior and indirect methods such as collecting student and faculty feedback. A handful of respondents mentioned that they use standardized tests such as SAILS (Standardized Assessment of Information Literacy Skills) and CLA (Collegiate Learning Assessment) for measuring information literacy skills. When measuring student success, respondents most often reported analyzing institutionally collected data (5 of 11, or 45%). Only three correlation studies on research output were reported. They used a mixture of qualitative and quantitative methods to collect data.

The survey asked the libraries that collected data whether they had also analyzed the data. According to responses about 34 impact studies, a significant percentage of the collected data either has not been

analyzed (12 studies or 35%) or the analysis is in progress (6 studies or 18%). Data has not yet been analyzed in half of the eight student success correlation studies and three of the four research output assessment activities. Instruction showed a better result: all but five of the twenty-two respondents (77%) have analyzed collected data. Of the 16 impact assessment studies that have analyzed data, none reported to have found a negative correlation; 13 cited positive correlation and three reported that the correlation was mixed or inconclusive.

When asked whether the impact assessment results have influenced the library's or parent institutions' decisions, the respondents reported a larger effect on the library than on the parent institution. Sixteen of the 23 responding institutions (70%) reported that their results have influenced the library's decisions, ranging from library strategic planning to space decisions. Four reported that such influence reached their parent institution (17%), affecting budget allocations, staffing decisions, and instruction or curriculum change. (It is worth pointing out that all four reported this influence in the instruction category.) Two responded that the results had no impact on the library's decision making. Ten respondents, however, report the influence of the study results on either the library's or the parent institution's decisions is "not yet decided."

In response to the question on whether the results were made available beyond the library, respondents described 33 studies. In eight of the twenty library instruction studies (40%) results were shared beyond the library; in another eight they were not. This could have resulted in the fact mentioned above that instruction results have influenced more decisions on the parent institution level than any other surveyed area. In four of the five financial value studies (80%) results were shared, making this the impact area that had the highest sharing practice percentage-wise. This could probably be explained, at least partially, by the fact that data about value of ownership is usually requested by risk management offices of the parent institutions for insurance purposes. Such numbers are usually produced by multiplying volumes held by a standard per volume cost figure. As such, this kind of data probably does not qualify as a real impact measure since it is getting at replacement cost, rather than impact of the content on users' lives.

Although the survey included no questions specifically about obstacles to impact assessment, in their comments respondents identified concern for patron privacy issues and the difficulty of establishing meaningful impact measures as major challenges.

Conclusions

Our first goal of this SPEC survey was to investigate how much ARL libraries have ventured into assessing their impact on users. Although the authors hoped to see it half full, we cannot help but admit that the glass of library impact investigations is almost empty. It is encouraging to learn that those activities that took place have been initiated by libraries; that among the surveyed areas, correlating instruction with measures of student success is getting more established; and that some of the assessment results have influenced decision making at the library or the parent institution level.

Yet, impact assessment is a field in its infancy for research libraries. Absent institutional or regulatory mandates, impact assessment activities might remain at this level unless compelling success stories demonstrate enough incentive for more libraries to venture into this field.

Our second goal was to help spread best practices. Unfortunately, the number of libraries that have conducted impact assessment is very small, leaving us feeling uncomfortable coining examples as best practices. Instead, we'd like to focus on the major issues we see impeding the development of the field and offer some suggestions that emerge from the comments respondents made.

Paradoxically, the current hunger for demonstrating library impact might be slowing our libraries' progress by creating too much pressure to produce results that are compellingly supportive of our case. Research libraries should consider and debate such questions as: Is it a necessity for us to assess impact? How can we freely investigate and experiment when in a large part libraries depend on results that look good? What happens if investigations do not demonstrate positive correlations? Do we share the results and with whom?

Beyond this basic dilemma, practical challenges also abound. First, libraries need a clear goal towards which the impact assessment contributes. Second, we need standard definitions about measures, so that the profession can have a shared vocabulary to discuss these concepts, for instance, what consists of student success? Third, impact assessment requires sufficient resources and skilled professionals so the effort does not end after the data has been collected. The value of impact assessment rests with utilizing the results to improve decision making. Fourth, to make inroads in this challenging field, we need to get more comfortable as a profession with gathering and analyzing confidential, but not anonymous data. Librarianship's proud tradition in protecting confidentiality, too often leads to knee-jerk rejection of performing data analysis, when carefully adhering to standard data protection methods would be sufficient to protect users.

Last, but not least, we need success stories where the impact measures led to positive outcomes for the library, and we need to know how to share the findings effectively. One respondent to our survey said that the study in question "prevented more significant cuts to our budget than we might have suffered without this information." Can we do better?

Endnotes

1. Stephanie Wright and Lynda S. White, *Library Assessment*, SPEC Kit 303 (Washington, DC: Association of Research Libraries, December 2007).

2. Roswitha Poll and Philip Payne, "Impact Measures for Libraries and Information Services," *Library Hi Tech* 24, no. 4 (2006): 547–62.

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Impact Measures in Research Libraries was designed by **Zsuzsa Koltay**, Director of Assessment and Communication, and **Xin Li**, Assistant University Librarian for Strategic Initiatives, Cornell University. These results are based on data submitted by 55 of the 124 ARL member libraries (44%) by the deadline of March 29, 2010. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

The library profession has been eager to shift from focusing primarily on inputs (such as expenditure data) and outputs (such as number of service transactions) to finding meaningful measures of what impact their institution's resources and activities have on the lives of its users. In the midst of a severe financial downturn, both higher education institutions and local governments look to evidence when making resource allocation decisions. Thus, showing the direct impact of libraries is more important than ever.

The purpose of this survey is to scan the impact assessment landscape across the ARL member libraries and to explore the topics, methods, and results related to assessing library impact. What tools and methods do our libraries use to gauge the difference they make for their user community? How prevalent is the use of these measures in libraries? What topics do assessment practitioners probe via what methods and what kind of results do they get? What are the impacts of impact assessment? Have institutions that publicize positive impact evidence seen a difference in the level of financial or political support from their parent institutions?

The structure of the survey is based loosely on the framework presented in Roswitha Poll's and Philip Payne's important article entitled "Impact Measures for Libraries and Information Services" (*Library Hi Tech* 24, no. 4 (2006): 547–62.)

This survey will investigate work done in the following areas:

- Correlation of library use and student success in school and/or after graduation.
- Correlation of library instruction activities and students' information literacy skills
- Correlation of library use and users' research output and/or other measure of success (such as publications, grants, etc.)
- Calculating the financial value of library operations
- Other impact measure your institution might have investigated

CORRELATION OF LIBRARY USE AND STUDENT SUCCESS IN SCHOOL AND/OR AFTER GRADUATION

1. Has your library recently studied or has plans to study any correlation of library use and student success in school and/or after graduation as shown in the matrix below? N=55

Yes, we have studied this correlation within the past three years	4	7%
Yes, we plan to study this correlation within the next 12 months	7	13%
No, we have not studied and have no plans to study this correlation	44	80%

2. If your library has studied this correlation within the last three years, how many studies have been conducted? N=4

    Number of studies: 1, 1, 2, 3

Comments

Have studied correlation

One now; may be others. Excludes studies described in the section on the impact of instruction. Planned: Questions on Cornell's senior survey will ask students to self report on the library's impact. We will correlate those responses with GPA, etc.

We have two projects in process at this time. One is a study of the impact of LibGuides on the outcome of an annotated bibliography assignment and the other is a team analysis of student research papers that are written as part of our First Year Writing program.

Plan to study correlation

A cross-functional team to study assessment activities (current and potential) will be proposing that the library examine these types of questions, however a formal study will likely not happen within the next 12 months.

Currently, the libraries receive data from the senior exit survey instrument conducted campus-wide - which includes questions related to use of the library and satisfaction with the library during their course of study. There is data here that has not yet been analyzed for potential relationships and/or correlations between library use and student success. Additionally, we would like to expand this concept and conduct additional work to better uncover any possible correlation between graduation rates, GPA and/or retention and on-going use of the library and its services.

Have not studied correlation

We do not currently have written plans to study this correlation although it is of interest.

We have concerns about the privacy issues involved, as well as the difficulty in establishing meaningful measures across disciplines.

We have not formerly studied this although informally at the individual library or unit level, and sometimes at the individual course level, librarians or our Information Literacy Program Steering Committee members, monitor and track this correlation.

If your library has conducted more than one study of this correlation, please pick one study that you think is most significant and describe it through answering the following questions.

If your library plans to study this correlation, please answer as many of the following questions as possible at this time.

If you answered "No" above, please skip to the Library Instruction section of the survey.

3. In the matrix below, please indicate which measure(s) of library use and which measure(s) of student success the study correlates. Check all that apply. Please note that for correlation studies personally identifiable data is a must. [Note: Library instruction activities will be covered in the next section of the survey.] N=8

	Individual Course grades	Overall GPA	Graduation data	Acceptance to graduate school or GRE, MCAAT, LSAT results	Post-graduation employment data	Job promotion data	Assessment of success by self, instructor, or employer	Other measure	Response Count
Library use as reported by user	1	3	2	—	1	—	4	2	7
Circulation transaction data	—	—	1	—	1	—	—	—	1
Personally identifiable library visit data	1	1	—	—	—	—	1	1	1
Online use data	1	1	—	—	—	—	1	1	1
Reference transaction data	—	—	—	—	—	—	—	—	—
Other use data	1	1	1	—	1	—	2	2	4
Response Count	1	3	2	—	1	—	5	2	8

If you checked "Other use data," please briefly describe that data.

LibQUAL+® Information Literacy Outcomes.

NSSE (National Survey of Student Engagement) data, such as amount of assigned reading and writing, as surrogates for library use.

Scheduled personal consultation with subject librarian.

The data we are using is use of LibGuides by students in specific courses.

If you checked "Other measure," please briefly describe the measure(s).

SAILS (Standardized Assessment of Information Literacy Skills).

We are correlating LibGuide use/exposure to the LibGuide designed for that course with the quality of the sources selected for student bibliographies.

4. Please indicate whether this study was or will be one-time or ongoing. N=11

One-time study	2	18%
Ongoing study	3	27%
Don't know	6	55%

Comments

One-time Study

But will likely be done again in the future.

It's one time at this point, but we did conduct our study over the course of the fall 2009 and spring 2010 semesters.

Ongoing Study

We would like to measure over time.

5. Who instigated this study? Check all that apply. N=11

Library administration	9	82%
The parent institution	1	9%
An institutional or regulatory body (e.g., for accreditation)	—	—
Other entity	4	36%

Please describe other entity.

A cross-functional team initiated by library admin will be looking at these issues.

It was instigated by a team of reference librarians and one administrator who wanted to investigate the impact of LibGuides on student performance – not instigated by the library admin but library admin did support it with funding.

Research and Assessment Unit.

While this activity is being initiated within the libraries, it is being done in response to growing campus administrative desires to see impact measures factored into decision-making and the development of service priorities.

6. Please indicate the method(s) the library used to gather this data. Check all that apply. N=11

Mining institutional data	5	46%
Online survey	4	36%
Focus group	3	27%
Interviews	3	27%
Paper survey	2	18%
Customer service logs (e.g., chat log)	1	9%
Phone survey	—	—
Other method	6	55%

Please describe other method.

Collected and analyzed student annotated bibliography assignment - using the blackboard outcomes assessment module.

In the planning stages - no decisions on methods yet.

Methodology will be discussed over the next 6-9 months.

NSSE (National Survey of Student Engagement) survey, LibQUAL+® survey, Oregon University System post-graduation survey, library circulation records.

SAILS

To be determined.

If the library used a survey, please answer the next question. Otherwise, continue to the next page.

7. Please indicate how the survey was developed. N=6

Library designed the survey	2	33%
Library participated in an ARL survey (e.g., LibQUAL+®, MINES for Libraries®, etc.)	2	33%
Parent institution designed the survey	1	17%
Parent institution designed the survey in collaboration with others	1	17%
Library outsourced the design of the survey	—	—
Library designed the survey in collaboration with other libraries not associated with parent institution	—	—
Other process	—	—

8. What conclusion about the correlation of library use and student success in school and/or after graduation was drawn from the results of the study? N=8

Correlation was positive	1	13%
Correlation was negative	—	—
Correlation was mixed or inconclusive	1	13%
Analysis is in progress	2	25%
No analysis has been done	4	50%

Comments

Statistically significant correlation was positive, but so small as to be meaningless.

9. Please indicate whether the study results were used to influence any of the following decisions by the library or parent institution. Check all that apply. N=6

	Library	Parent Institution	Response Count
Not yet decided	3	1	3
No influence	1	1	1
Strategic planning	2	—	2
Budget allocations	2	—	2
Service decisions	2	—	2
Staffing decisions	2	—	2
Space decisions	2	—	2
Reorganization decisions	1	—	1
Instruction or curriculum change	1	—	1
Defining specific targets of library success	1	—	1
Other decision	1	—	1
Response Count	6	2	6

If you checked "Other decision," please briefly describe the decision for which the data were used.

Staff training decisions, promotional/advertising decisions, and collection development decisions. Penn State has multiple library locations, some of which have made decisions that were influenced by the LibQUAL+® results, some of which have not.

10. Were the results of the study made available to others beyond the library? N=6

Yes	1	17%
No	3	50%
Don't know	2	33%

If yes, please briefly describe with whom and how much detail about the results were shared.

The University's Office of Institutional Research and Planning collects and does basic analysis of survey results.

Additional comments about how the study results or sharing the results made a difference to the library.

At this time we are still performing the study and have just started to analyze the fall semester data so too soon to be doing anything with results.

CORRELATION OF LIBRARY INSTRUCTION ACTIVITIES AND STUDENTS' INFORMATION LITERACY SKILLS

11. Has your library recently studied or has plans to study any correlation of library instruction activities and students' information literacy skills as shown in the matrix below? N=55

Yes, we have studied this correlation within the past three years	15	27%
Yes, we plan to study this correlation within the next 12 months	12	22%
No, we have not studied and have no plans to study this correlation	28	51%

12. If your library has studied this correlation within the last three years, how many studies have been conducted? N=12

Number of studies

Minimum	Maximum	Mean	Median	Std Dev
1	15	3.83	1.50	4.73

Studies	Responses
1	6
2	1
3	2
4	—
5	1
>5	2

Comments

Have studied correlation

Evaluation within context of credit-bearing Library Research classes.

Librarians teach a credit-bearing required course for undergraduates. IL skills and knowledge are assessed in a pre-test - post-test structure, and also via student self-assessment and student attitudes collected via summative course evaluations.

Multiple. We also plan to study this correlation within the next 12 months. In the past few years, CUL has been working

towards being able to assess its instruction efforts more systematically. One example, described in this section, is Cornell's Undergraduate Information Competency Initiative (CUICI). In addition, CUL's Instruction Committee is working towards developing a preliminary framework to assess CUL's instruction efforts at the program level. It will likely start by targeting and assessing several learning outcomes in a certain percentage of classes. Accreditation is one driving force. However, for many years, and through various methodologies, staff have been seeking feedback from students, faculty and peers to improve their instruction efforts. The Cornell Undergraduate Information Competency Initiative (CUICI) was started by the Library, but is a multi-unit program (funded by grants from the Library, the Office of the Vice Provost for Undergraduate Education, and the Center for Teaching Excellence). First offered in 2008, the CUICI encourages faculty (with funding, opportunity and assistance) to explore creative and effective ways to engage students by integrating research skills into the classroom and the curriculum through the redesign and creation of assignments for undergraduate courses. It serves as a strong advocate for learning outcome assessment through its emphasis on and support for integrating practices such as articulating and sharing learning goals, systematically assessing student progress toward each separate learning goal, and improving teaching based on this assessment. Faculty members participate in a 5-day summer institute that launches long-term collaborations in redesigning assignments and teaching the enhanced courses. Each faculty member is part of an implementation team, which consists of a librarian, an instructional technologist and a pedagogical expert. In 2009/2010, six faculty members were selected to participate.

Ongoing study of pre-test and post-test scores for credit-bearing course.

There is no way to guesstimate as these "studies" happen at the individual library or unit level, or even at the individual librarian level. An enterprise-wide study has not been conducted.

This is the First Year Writing project, which is an ongoing assessment project. We are analyzing the papers of students who had library instruction and students who did not have library instruction and comparing the outcomes of the paper.

We also expect to continue to study this correlation in the next 12 months.

We are exploring correlations between library instruction activities and student information literacy (IL) skills in several ways: 1. Working with the university's Center for Teaching Excellence – we are studying the impact of library and writing center participation in assignment design and targeted library instruction within specific courses. This includes comparing student outcomes between control courses without these interventions and the modified courses. We are using pre/post testing, rubric analysis of student work product and the CLA (Collegiate Learning Assessment). 2. We are currently teaching several sessions of a 1-credit information literacy course at the honors and at the standard level. One of the sessions is geared towards incoming student athletes. In the next 12 months, we hope to do follow up studies with students who have taken the courses, evaluating their perception of impact, GPA and other factors. 3. We are working with a course (PRE 101) designed to help student adjust to University academic life. Our role is to provide an introduction to the libraries, designed to minimize library anxiety and increase student confidence in conducting research.

Plan to study correlation

The instruction librarian serves on the Assessment Cross-functional team and would like to create a more formal mechanism for determining impact of information literacy instruction.

The Library & Information Literacy Instruction Program has been a site of the libraries' early efforts to look at our impact on student learning outcomes. Information literacy is among the Essential Learning Outcomes that campus has identified as an overarching framework for assessment of student learning. In 2009, librarians developed a Web site (http://www.library.wisc.edu/inst-services/assessment.html) summarizing findings to date about the information literacy of our students. The site points to a number of direct assessments of student learning conducted by the library in collaboration with faculty and departments: in the current year, these include structured analyses of student responses

during library instruction sessions and graded, course-embedded assignments. The site also details several assessment projects underway in the current year including: • An initiative to map learning outcomes related to information literacy to a pilot group of curricula across campus; • Development of a wiki to disseminate tools and best practices for the direct assessments of information literacy in the library instruction classroom; and As a focus on student learning outcomes continues to permeate academic library culture, new tools and models for measuring libraries' impact on student learning are being developed. Together with the quantitative and qualitative measures already in place to measure the effectiveness of library services, outcomes measures will help to develop a more complete picture of libraries' overall impact on students learning. In the coming year, the UW Libraries plan to: 1. Collaborate with our campus partners to develop information literacy assessments in concert with broader teaching and learning goals and campus priorities. 2. Look for ways to expand assessments of the ways library spaces, collections, and services contribute to student learning outcomes. 3. Integrate outcomes assessment measures into new projects (e.g. planning for innovative learning spaces; improvements to our web-based services and tools).

Have not studied correlation

We do not currently have written plans to study this correlation although it is of some interest.

We have done elements of these measures (observation of student behavior, evaluation of student assignments, student/faculty feedback) for individual courses and products (online tutorials), but not as a systematic study at the program level.

We have plans to study student and faculty feedback on all library sessions taught by the Undergraduate Library, but we do not have plans to gather personally identifiable data.

If your library has conducted more than one study of this correlation, please pick one study that you think is most significant and describe it through answering the following questions.

If your library plans to study this correlation, please answer as many of the following questions as possible at this time.

If you answered "No" above, please skip to the Users' Research Output section of the survey.

13. In the matrix below, please indicate which measure(s) of library instruction and outreach activities and which measure(s) of students' information literacy skills the study correlates. Check all that apply. Please note that for correlation studies personally identifiable data is a must. [Note: Impact on users' research output and/or other measures of success will be covered in the next section of the survey.] N=25

	Observation of student behavior	Evaluation of student assignment (e.g., bibliography)	Individual course grades	Overall GPA	Student or faculty feedback on instruction	Acceptance to graduate school or GRE, MCAAT, LSAT results	Post-graduation employment data	Job promotion data	Other measure	Response Count
Participation in library instruction sessions related to course	12	16	4	2	16	—	—	—	4	19
Participation in credit course taught/co-taught by library	11	12	11	4	9	—	—	—	4	14
Use of online library tutorials	5	7	4	3	9	—	—	—	3	12
Participation in library instruction session not related to course	5	4	2	2	7	—	—	—	1	9
Participation in technology class taught/co-taught by library	5	5	3	2	6	—	—	—	2	8
Participation in non-credit course taught/co-taught by library	1	1	2	2	2	—	—	—	1	3
Other activity	1	1	1	—	1	—	—	—	2	2
Response Count	15	19	11	5	18	—	—	—	8	25

If you checked "Other activity," please briefly describe that activity.

Individually scheduled research consultations with subject librarians.

LibQUAL+® information literacy outcomes question "The library provides me with the information skills I need in my work or study" does not specify the type of instruction activity.

If you checked "Other measure," please briefly describe the measure(s).

Assessment of success by self.

Information Literacy.

Pre- and post-testing, use of the CLA (Collegiate Learning Assessment).

Pre- and post-tests administered to all students in our credit courses.

Pre- and post-tests are completed by students participating in the instruction. The students complete an online library tutorial customized to the class as a post-test.

SAILS (Standardized Assessment of Information Literacy Skills) online quizzes built into course management system.

Student analysis of personal use of information literacy skills within academic courses and non-academic situations.

We have been conducting focus groups with faculty and students.

14. **Please indicate whether this study was or will be one-time or ongoing. N=27**

One-time study	4	15%
Ongoing study	18	67%
Don't know	5	19%

Comments

One-time Study

Again, the word "study" is used loosely. While improving research skills is one of our strategic aspirations, we have not, to date, designed or implemented any formal study of impact.

But will likely be done again in the future.

Ongoing Study

Study repeated annually for 3 years.

These assessments are an integral part of the Library's required course.

This first year writing study has been going on for some time and will continue, but the library has been involved for the past year only.

We offer a library instruction for credit and this course is being assessed.

We plan to have the study conducted on an ongoing basis, but funding and staffing challenges could change those plans.

Don't Know

Program first offered in 2008. Continuation based on funding.

15. Who instigated this study? Check all that apply. N=27

Library administration	16	59%
The parent institution	2	7%
An institutional or regulatory body (e.g., for accreditation)	1	4%
Other entity	15	56%

Please describe other entity.

Assessment Librarian and Library Instruction Coordinator.

Cornell Information Technologies. Center for Teaching Excellence. Will use for accreditation.

Course instructors.

Division staff.

First Year Writing Program faculty.

Individual librarians or faculty.

Individual librarians perform informal assessment of student learning on an ongoing basis.

Instruction Librarian.

Liaison librarians who engage in instruction.

Libraries' Education and Outreach Department.

Library Instruction Department.

Library Instruction Unit in partnership with the head of the Tier I Writing Program.

Research librarians.

The course redesign project was instigated by the University's Center for Teaching Excellence. It is funded through a Spencer Teagle Foundation grant, administered by Duke University.

The Information Literacy/Fluency Task Force, which reports to the Public Services Committee of the Libraries.

16. Please indicate the method(s) the library used to gather this data. Check all that apply. N=24

Online survey	16	67%
Paper survey	11	46%
Interviews	7	29%
Focus group	5	21%
Session registration or other log	3	13%
Mining institutional data	2	8%
Phone survey	—	—
Other method	8	33%

Please describe other method.

Course-management software usage analyses; course grades; formative and summative student evaluation surveys; pre-test post-test knowledge assessments.

Data is gathered from actual student papers.

Pre and post testing, rubric analysis of student work product, CLA.

Pre- and post-tests, including completion of an online tutorial.

Pre-course and post-course tests.

SAILS; course management system.

Use or non-use of library tutorials, quiz scores, graded short answer questions.

Used a class period as a focus group.

If the library used a survey, please answer the next question. Otherwise, continue to the next page.

17. Please indicate how the survey was developed. N=20

Library designed the survey	13	65%
Other process	4	20%
Library participated in an ARL survey (e.g., LibQUAL+®, MINES for Libraries®, etc.)	2	10%
Library outsourced the design of the survey	1	5%
Library designed the survey in collaboration with other libraries not associated with parent institution	—	—
Parent institution designed the survey	—	—
Parent institution designed the survey in collaboration with others	—	—

Please describe other process.

Librarians designed the survey in consultation with education assessment experts at the university.

Library participated in SAILS (Standardized Assessment of Information Literacy Skills).

Library will design the survey in collaboration with campus faculty member. Survey will be based in part on some established models for similar research.

Rubrics are modified versions of AAC&U VALUE rubrics. The CLA (Collegiate Learning Assessment) is a national standardized test.

18. **What conclusion about the correlation of library instruction and outreach activities and students' information literacy skills was drawn from the results of the study? N=22**

Correlation was positive	11	50%
Correlation was negative	—	—
Correlation was mixed or inconclusive	2	9%
Analysis is in progress	4	18%
No analysis has been done	5	23%

Comments

Correlation was positive

Following the completion of each year's program, Cornell Information Technologies (CIT) surveyed the students in all CUICI classes (the second year of data has not yet been analyzed). For each skill targeted by the institute, students were asked to evaluate if their level of skill had changed. In the survey for the first year, the majority of respondents rated themselves "Good" on all skills except one (distinguishing scholarly information from unreliable, which they rated themselves "Very Good") before their involvement in the institute classes, and "Very Good" on all research skills after their involvement in the institute classes. However, they were also asked if their research practices, use of library resources and overall attitude about researching had changed, and as a whole, they answered no. However, in comments students did indicate a change in their behavior, particularly in terms of using library resources. CIT also interviewed faculty members to find out how the institute affected their classes, and what they liked best and least about the institute. See the matrix above for more information on the library's involvement on impact assessment by class type. In coming years, the Library hopes to be more fully involved in the assessments.

The study is still in process, but preliminary results indicate a positive correlation between students' participation in the instruction sessions and their subsequent learning. Unfortunately, the approach used in the study (individual sessions taught by librarians) is not scalable with our current staffing. The next phase of the project will be assessing whether an online tutorial would have the same results as in-class instruction. The preliminary and final results will influence the areas noted below.

Correlation was mixed or inconclusive

Analysis was qualitative, aimed at finding gaps in regular program/program improvement.

No analysis has been done

No formal analysis has been done, however the Assessment CF team will be looking at ways to make assessment more consistent (regarding analysis and instrument used).

Our studies are forthcoming.

Project is still in the planning stages.

19. **Please indicate whether the study results were used to influence any of the following decisions by the library or parent institution. Check all that apply. N=18**

	Library	Parent Institution	Response Count
Not yet decided	3	3	4
No influence	—	—	—
Instruction or curriculum change	11	4	12
Service decisions	9	—	9
Strategic planning	8	—	8
Staffing decisions	8	1	8
Budget allocations	7	2	8
Defining specific targets of library success	6	—	6
Reorganization decisions	4	—	4
Space decisions	3	—	3
Other decision	2	—	2
Response Count	18	7	18

If you checked "Other decision," please briefly describe the other decision for which the data were used.

Don't know the full effects yet, especially for the parent organization.

Staff training decisions, promotional/advertising decisions, and collection development decisions. Penn State has multiple library locations, some of which have made decisions that were influenced by the LibQUAL+® results, some of which have not.

Tutorial maintenance priorities, new tutorial creation priorities, quiz question reconstruction, the mix of online vs. in-person instruction.

20. Were the results of the study made available to others beyond the library? N=20

Yes	8	40%
No	8	40%
Don't know	4	20%

If yes, please briefly describe with whom and how much detail about the results were shared.

Course pre-test post-test data, student course evaluation data, student attitudes, opinions and self-assessment data, course outcome data shared with campus curriculum committees selectively.

Has been used in preliminary report for accreditation process.

Several national presentations on the outcomes (to-date) of the CTE project have been done. Information was also shared with a campus-wide task force on student retention and success.

Shared with instructors and administrators at the school level.

The course instructors and the wider administrators of their programs.

These data were folded into the campus-wide General Education assessment endeavour in years when Information Literacy was one of the targeted categories.

Yes, the plan is to make the results available after the study is completed.

Additional comments about how the study results or sharing the results made a difference to the library.

As noted above, the study is still in process. Full results will be shared within the Libraries, and with the Libraries' and university administrations. The university is currently revising its General Education Curriculum and the results will be shared with the groups involved in that effort. Sharing the results, particularly when they show a positive correlation between a Libraries' effort and student learning, is essential in today's environment. We are constantly reminded of the need to prove our value using data, and this effort will contribute to that.

Increased collaboration between the Libraries and academic partners campus-wide.

Note: study in progress, not yet completed.

Results are not available yet. Analysis not complete at this time.

Showed success of our courses within the IL category.

The results of the survey had an impact on the development of a new program for delivering instruction at the University.

The success of the CUICI has had an enriching ripple effect across all libraries on campus, fostering increased collaboration between faculty, librarians, Cornell Information Technologies and the Center for Teaching Excellence and generating greater awareness and excitement about establishing and articulating learning outcomes and their assessment.

We are only in the process of analyzing the student papers.

21. Has your library studied or has plans to study any correlation of library use and users' research output and/or other measure of success (such as publications, grants, etc.) as shown in the matrix below? N=55

Yes, we have studied this correlation within the past three years	1	2%
Yes, we plan to study this correlation within the next 12 months	3	5%
No, we have not studied and have no plans to study this correlation	51	93%

22. If your library has studied this correlation within the last three years, how many studies have been conducted? N=1

Number of studies: 1

Comments

Plan to study this correlation

Cornell and Columbia are just starting a grant project with funding from CLIR and the Delmas Foundation, the main goals of which are to determine the kinds of services and support our libraries can provide to address attrition and completion rates for PhD students in the humanities and to propose possible Library intervention strategies to improve those rates. Cornell's Graduate School and Columbia's Graduate School of Arts and Science are providing additional support. A pilot project will involve focus groups with Cornell and Columbia's humanities students in all stages of their PhD work, as well as recent graduates. Interviewers will then develop a questionnaire based on information from the focus groups and administer it to 20 to 25 students from 3 or 4 departments at each institution. Both the focus groups and the interviews will include follow-up print surveys. At the end of the process, the project hopes to have answered the following questions: at what points in their programs are graduate students in the humanities particularly vulnerable?; how does regular use of library services and collections impact attrition and completion rates?; what library services could be envisioned as part of an intervention strategy to improve these trends? How would such intervention be measured?; and how can the library re-conceive its physical space to provide graduate students from across disciplines with an intellectual sense of community? The assessment will be completed by March 2011. If the project findings suggest the libraries can positively influence humanities doctoral work, the project will formulate the components and implementation time line for a graduate student preparatory program at both institutions.

The Assessment CF team will be proposing strategies to study this correlation. However, the specifics have not been determined yet.

Have not studied this correlation

Looking forward to ARL's collaboration with UT & UIUC on the ROI project!

We are interested in this type of study, but have no plans in the next 12 months.

We do not currently have written plans to study this correlation although it is of strong interest.

We do not have plans to study this topic at this time.

We have concerns about the privacy issues involved as well as the difficulty in establishing meaningful measures across disciplines.

If your library has conducted more than one study of this correlation, please pick one study that you think is most significant and describe it through answering the following questions.

If your library plans to study this correlation, please answer as many of the following questions as possible at this time.

If you answered "No" above, please skip to the Financial Value of Library Operations section of the survey.

23. In the matrix below, please indicate which measure(s) of library use and which measure(s) of users' research output and/or other measure of success the study correlates. Check all that apply. Please note that for correlation studies personally identifiable data is a must. [Note: The financial value of library operations will be covered in the next section of the survey.] N=3

	Number of publications	Number of grant proposals	Number of successful grants	Number of successful patents	Quality of publications as locally defined	Assessment of success by user or peers	Other measure	Response Count
Library use as reported by user	—	—	—	—	—	—	1	1
Circulation transaction data	1	—	—	—	—	—	—	1
Reference transaction data	—	—	—	—	—	—	—	—
Personally identifiable library visit data	—	—	—	—	—	—	—	—
Online use data	1	—	—	—	—	—	—	1
Other use data	—	—	—	—	—	1	—	1
Response Count	1	—	—	—	—	1	1	3

If you checked "Other use data," please briefly describe that data.

Assessment of success by user or peers.

If you checked "Other measure," please briefly describe the measure(s).

Completion of PhD. Time to complete PhD.

24. Please indicate whether this study was or will be one-time or ongoing. N=4

        One-time study   2   50%
        Ongoing study   1   25%
        Don't know   1   25%

Comments

One-time Study

But will likely be done again in the future.

25. Who instigated this study? Check all that apply. N=3

Library administration	3	100%
The parent institution	—	—
An institutional or regulatory body (e.g., for accreditation)	—	—
Other entity	—	—

26. Please indicate the method(s) the library used to gather this data. Check all that apply. N=3

Paper survey	2	67%
Online survey	2	67%
Interviews	2	67%
Focus group	1	33%
Mining institutional data	1	33%
Phone survey	—	—
Other method	—	—

If the library used a survey, please answer the next question. Otherwise, continue to the next page.

27. Please indicate how the survey was developed. N=3

Library designed the survey	1	33%
Library designed the survey in collaboration with other libraries not associated with parent institution	1	33%
Library participated in an ARL survey (e.g., LibQUAL+®, MINES for Libraries®, etc.)	1	33%
Library outsourced the design of the survey	—	—
Parent institution designed the survey	—	—
Parent institution designed the survey in collaboration with others	—	—
Other process	—	—

28. What conclusion about the correlation of library use and users' research output and/or other measure of success was drawn from the results of the study? N=4

Correlation was positive	1	25%
Correlation was negative	—	—
Correlation was mixed or inconclusive	—	—
Analysis is in progress	—	—
No analysis has been done	3	75%

29. Please indicate whether the study results were used to influence any of the following decisions by the library or parent institution. Check all that apply. N=2

	Library	Parent Institution	Response Count
Not yet decided	1	1	1
No influence	—	—	—
Strategic planning	1	—	1
Budget allocations	1	—	1
Service decisions	1	—	1
Staffing decisions	1	—	1
Space decisions	1	—	1
Defining specific targets of library success	1	—	1
Reorganization decisions	—	—	—
Instruction or Curriculum change	—	—	—
Other decision	1	—	1
Response Count	2	1	2

If you checked "Other decision," please briefly describe the other decision for which the data were used.

Staff training decisions, promotional/advertising decisions, and collection development decisions. The university has multiple library locations, some of which have made decisions that were influenced by the LibQUAL+® results, some of which have not.

30. Were the results of the study made available to others beyond the library? N=1

Yes	—	—
No	1	100%
Don't know	—	—

If yes, please briefly describe with whom and how much detail about the results were shared.

Additional comments about how the study results or sharing the results made a difference to the library.

CALCULATING THE FINANCIAL VALUE OF LIBRARY OPERATIONS

31. Has your library calculated or has plans to calculate any financial value of library operations as shown in the matrix below? N=55

Yes, we have calculated the value of library operations within the past three years	5	9%
Yes, we plan to calculate the value of library operations within the next 12 months	9	16%
No, we have not calculated and have no plans to calculate the value of library operations	41	75%

32. If your library has calculated the value of library operations within the last three years, how many calculations projects have been done? N=5

Number of calculation projects: 1, 1, 1, 2, 4

Comments

Have calculated the value

Attempts to assign a monetary value to a large part of the use of our collections, services and expertise, borrowing some of the methods used by public libraries. It was noted that the attempt was partial as many measures are unavailable. It was shared with library staff and beyond for feedback on this new approach.

Count is estimated, combination of distributed one-time and ongoing efforts.

We used the Cornell model with minor adjustments.

Plan to calculate the value

The Assessment Cross-functional team is interested in studying ROI factors.

Value of expertise and value of materials to grant income and recruitment.

Have not calculated the value

For insurance purposes, we periodically calculate a rough estimate of the value of the collection (# of volumes x $$ per volume). Collection Management routinely calculates the cost per use for e-journals as part of the serials review (budget) process. When introducing new services or products, we often do cost calculations; occasionally the related publicity will introduce the concept of the value of the service or product.

We are considering calculating this value, but have not yet decided.

We are interested in this question and are studying metric models — but no decisions have been made as to when or how we will approach calculating the financial value of library operations.

We currently have no specific plans to calculate financial value of our operations but we are watching ROI studies underway at other libraries and may conduct local studies in the future.

We do not currently have written plans to study this correlation although it is of interest.

We have talked about attempting this sort of correlation having seen other ROI studies and libraries publishing the dollar value of library services; our dean wants us to give this an attempt.

If your library has calculated the value of library operations more than once, please pick one calculation project that you think is most significant and describe it through answering the following questions.

If your library plans to calculate the value of library operations, please answer as many of the following questions as possible at this time.

If you answered "No" above, please skip to the Other Impact Measure section of the survey.

33. Please indicate below which library operations have been/will be studied for their financial value and which methods(s) were/will be used. Check all that apply. N=10

	Assigned market value to owning an item	Assigned market value to transaction	Calculated contribution to research outcome	Calculated contribution to grant income	Calculated contribution to educational outcome	Contributions to faculty/student recruitment	Other method	Response Count
Ownership of the library's circulating collections	3	1	2	2	3	2	—	6
Ownership of the library's special collections	5	—	2	2	1	2	—	6
Circulation/use of local or borrowed physical items (volumes, DVDs, etc.)	2	5	1	1	2	1	—	6
Electronic books	3	1	1	2	2	1	—	4
Electronic journals/articles	3	3	3	2	2	2	1	8
Reference services	1	4	1	1	2	—	—	6
Library expertise	1	2	2	1	2	1	—	3
Other library operation/service	—	1	—	—	—	—	—	1
Response Count	7	5	3	2	3	2	1	10

If you checked "Other library operation/service," please briefly describe that operation/service.

Use of items borrowed for our patrons from other library systems. Consultations. Distributing Cornell created content through Cornell's institutional repository. Cornell patrons' use of pre-prints from arXiv.org (scientific pre-print e-service).

If you checked "Other method," please briefly describe the method(s).

Assigned time-savings value; calculated savings per full-text article.

34. Please indicate whether this calculation project was or will be one-time or ongoing. N=14

One-time calculation	—	—
Ongoing calculation	6	43%
Don't know	8	57%

Comments

It is more accurate to say that we may calculate this in repeated years, but might replace it with different calculations. All will be ongoing.

We should know more about the nature of this study later this summer.

35. Who instigated this calculation project? Check all that apply. N=13

Library administration	11	85%
The parent institution	2	15%
An institutional or regulatory body (e.g., for accreditation)	1	8%
Other entity	1	8%

Please describe other entity.

Research and Assessment Unit.

36. Please briefly describe the research methodology and results of the value calculation project. N=6

Asks the question, if the library did not exist, what would the university have to pay to secure comparable services. See: http://research.library.cornell.edu/value .

In planning stages.

The study is in its early stages, and methodology is still under development.

Unknown at this time. We are merely contemplating such a project.

Value of circulating and special collections assessed routinely using a variety of sources including data from acquisitions, ILS, and technical services combined with baseline data updated periodically.

We copied the Cornell model with minor adjustments, ROI was 4.1:1.

37. Please indicate whether the study results were used to influence any of the following decisions by the library or parent institution. Check all that apply. N=6

	Library	Parent Institution	Response Count
Not yet decided	3	2	3
No influence	1	—	1
Budget allocations	2	1	2
Strategic planning	2	—	2
Space decisions	2	—	2
Service decisions	1	—	1
Staffing decisions	1	—	1
Reorganization decisions	1	—	1
Instruction or curriculum change	1	—	1
Defining specific targets of library success	1	—	1
Other decision	1	—	1
Response Count	6	3	6

If you checked "Other decision," please briefly describe the other decision for which the data were used.

Information gathered for risk analysis purposes.

38. Were the results of the study made available to others beyond the library? N=5

Yes 4 80%
No — —
Don't know 1 20%

If yes, please briefly describe with whom and how much detail about the results were shared.

Data reported to university administration, including risk management.

Figures were provided to university Risk Management office for insurance purposes.

Results are shared in general information for anyone — as part of the library's annual report. Results are shared with library staff, students, faculty, and campus administrators, including deans.

The calculations were reported in an e-mail to our library staff, asking for input on this new methodology. The e-mail was forwarded on to the ARL directors' list. It is now posted on the Research and Assessment Unit's Web site.

Additional comments about how the study results or sharing the results made a difference to the library.

Data also helpful in planning renovation and improvements of special collections stack space.

It has prompted the library to think more closely about key measures and given staff new tools to describe the library's value.

Prevented more significant cuts to our budget than we might have suffered without this information.

OTHER IMPACT MEASURE INVESTIGATION

39. Has your library investigated or has plans to investigate another impact measure not addressed above? N=55

Yes, we have studied another impact measure within the past three years	1	2%
Yes, we plan to study another impact measure within the next 12 months	5	9%
No, we have not studied and have no plans to study another impact measure	49	89%

40. If your library has studied another impact measure within the last three years, how many studies have been conducted? N=1

Number of studies: 1

Comments

Our major measure continues to be LibQUAL+® - admittedly not an impact measure.

The Assessment Cross-functional team is performing an environmental scan to determine gaps and opportunities for studying impact measures in the future.

If your library has studied more than one other impact measure or has conducted more than one study of the impact measure, please pick one study that you think is most significant and describe it through answering the following questions.

If your library plans to study another impact measure, please answer as many of the following questions as possible at this time.

If you answered "No" above, please skip to the Additional Comments section of the survey.

41. Please briefly describe the impact measure that was investigated.

Comparing retention rates of library student employees to other students.

This year we began conducting annual surveys which target, on a rotating basis, graduate students, faculty, and undergraduates. The result is that each population will be surveyed once every three years. Our survey asks respondents about the impact of the library's services and resources: How important are the library collections to your: * Effectiveness as an instructor * Effectiveness as a researcher * Ability to stay current in your field * Ability to find information in related fields or new areas * Ability to make efficient use of your time * Ability to achieve academic success.

We developed a D2L "My Library" widget that we plan to do some follow-up studies on to determine whether the use of library resources through this widget led to yet defined better outcomes for students who used it than those who did not and whether use has had an impact on circulation, use of e-resources, direct contact with subject specialist librarians, etc.

42. Please indicate whether this investigation was or will be one-time or ongoing. N=4

One-time investigation	—	—
Ongoing investigation	2	50%
Don't know	2	50%

43. Who instigated this investigation? Check all that apply. N=4

Library administration	3	75%
The parent institution	—	—
An institutional or regulatory body (e.g., for accreditation)	—	—
Other entity	1	25%

Please describe other entity.

Library assessment staff working with our Digital Library Services Department and the librarian who developed the widget.

Comments

It is anticipated that the investigation will also lead to improvements in the widget.

44. Please briefly describe the research methodology and results of the investigation.

Comparing retention rates of students employed by the libraries vs. employed buy others on campus and the student body at large.

Invitations were sent to all members of the survey population via e-mail in February asking individuals to complete an online survey containing 23 questions (six of which were open-ended). Analysis of the quantitative and qualitative data is currently underway, but the results are already being used to inform library decision-making and strategic planning.

45. Please indicate whether the study results were used to influence any of the following decisions by the library or parent institution. Check all that apply. N=3

	Library	Parent Institution	Response Count
Not yet decided	2	1	2
No influence	—	—	—
Strategic planning	1	—	1
Budget allocations	1	—	1
Service decisions	1	—	1
Staffing decisions	1	—	1
Space decisions	1	—	1
Reorganization decisions	—	—	—
Instruction or curriculum change	1	—	1
Defining specific targets of library success	1	—	1
Other decision	—	—	—
Response Count	3	1	3

46. Were the results of the investigation made available to others beyond the library? N=1

Yes	1	100%
No	—	—
Don't know	—	—

If yes, please briefly describe with whom and how much detail about the results were shared.

We are posting survey results and analyses on public Web site, discussing survey in Library newsletters, and making presentations to student and faculty committees.

ADDITIONAL COMMENTS

47. Please enter any additional information about impact measure studies at your library that may assist the authors in accurately analyzing the results of this survey.

Although we've responded, "Have not studied and have no plans to study" for the measures investigated, that would mean "no immediate plans." We're certainly interested in this sort of measure and may well opt to investigate in future.

Much of our assessment work to date relates to LibQUAL+®. Though we have used other instruments as well, we are in the process of developing a more formal approach to our assessment efforts.

The library will likely do some of this in the future.

The University Libraries are currently in the process of searching for a new director, thus many of the questions on the survey indicating that we have no plans could change when the new person arrives. I fully expect that we will undertake many of these efforts in the coming year, but cannot answer definitively until the new leadership arrives. I would be happy to provide more information in the fall, once the leadership changes and we have a better sense of priorities and directions. The Libraries highlighted contributions to faculty research in a recent issue of our newsletter, Access. That issue included a progress report for the Libraries as well as a profile of a distinguished research speaking about the contributions of library resources to her research. See http://library.buffalo.edu/libraries/PDFs/access/Access_2009_fall.pdf (pages 4–6 and 8–15).

Two prizes indirectly move us in the direction of correlating impact — UCLA Library Prize for Undergraduate Research: The UCLA Library Prize for Undergraduate Research is a new prize honoring the best research produced by UCLA undergraduate students. Two first-place awards will be given in the amount of $700, one for upper division students and one for lower division students. Additional awards may be made at the judges' discretion. University Librarian's Undergraduate Fellowship: The University Librarian's Undergraduate Fellowship is a new fellowship open exclusively to undergraduate students working on departmental honors projects or other comprehensive research projects in any department in the College Division of Humanities and the School of the Arts and Architecture as well as the Department of History and the Department of Women's Studies. Twenty $500 stipends will be given. Note additionally, impact measures as discussed in the WASC accreditation (educational effectiveness) and work of the University of California Undergraduate Experience Survey (UCUES) http://cshe.berkeley.edu/research/seru/ucues.htm. UCUES is a census UC-wide survey of over 160,000 undergraduates within the UC system's nine undergraduate campuses. An article from the UCLA Daily Bruin on WASC is helpful: http://www.dailybruin.com/articles/2010/3/1/review-prompts-change-ucla/.

We are cognizant of the importance of determining impact measures, however, we are still at the stage of gathering best practices and creating a strategy to assess impact measures over the next 12–24 months. As noted, an Assessment work team is currently examining this issue and will be reporting to Library Administration this summer with a strategy regarding Assessment (in general), and Impact Measures (specifically).

We are in the process of hiring a new dean of university libraries, and all candidates interview thus far have expressed a desire to conduct studies of this nature, so it is expected our local practices will change over the next year. Additionally, the university is transitioning to a responsibility centered management budget process and the library will be compelled to provide more information on impact.

We are interested in assessing the impact of the library and are cognizant of some of the studies that have been done. We do not have specific plans to do any such studies in the next 12 months. However, we will be undertaking some of these types of studies beyond 12 months from now.

We are just at the beginning stages of investigating impact measures and how they could be used to quantify the many benefits that libraries provide. We look forward to the SPEC Kit that will provide much useful information to us.

We are just in the early stages of conducting these types of impact measure studies at our library, but we think they have great value and we intend to do more of them.

We are very early in our exploration of this area. We have had much discussion and some planning and think-paper projects, but still need to explore this in real terms.

We do have an interest in measuring impact; we are currently implementing a significant reorganization and preparing to move into a new facility. We are interested in learning more about Impact studies at other ARL institutions as we do wish to study the impact of our efforts but do not think these studies will occur within the next twelve months.

While we are very interested in assessment, any studies that involve correlative data and students are very difficult to collect at an institution of this size.

While we very much wish to measure impact, methods for reliably doing so remain elusive. We monitor with interest the efforts of colleagues and look forward to the results of the recently launched ARL initiative to measure return on investment.

RESPONDING INSTITUTIONS

University at Albany, SUNY

University of Alberta

Arizona State University

Boston University

Brigham Young University

University of British Columbia

University at Buffalo, SUNY

University of Calgary

University of California, Irvine

University of California, Los Angeles

University of California, Santa Barbara

University of Chicago

Columbia University

University of Connecticut

Cornell University

Duke University

Emory University

University of Florida

Georgetown University

Georgia Institute of Technology

Iowa State University

University of Kansas

Kent State University

University of Kentucky

Library of Congress

Louisiana State University

University of Louisville

McGill University

McMaster University

University of Manitoba

University of Massachusetts Amherst

University of Michigan

Michigan State University

University of Nebraska–Lincoln

University of North Carolina at Chapel Hill

North Carolina State University

Northwestern University

Ohio University

University of Oklahoma

Oklahoma State University

University of Oregon

University of Pennsylvania

Pennsylvania State University

Purdue University

University of Rochester

Rutgers University

University of South Carolina

Southern Illinois University Carbondale

Syracuse University

Temple University

University of Texas at Austin

Washington State University

University of Western Ontario

University of Wisconsin–Madison

Yale University

REPRESENTATIVE DOCUMENTS

Impact Assessment Goals

CORNELL UNIVERSITY
Cornell Undergraduate Information Competency Initiative
http://infocomp.library.cornell.edu/

Cornell University

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CORNELL UNDERGRADUATE INFORMATION COMPETENCY INITIATIVE
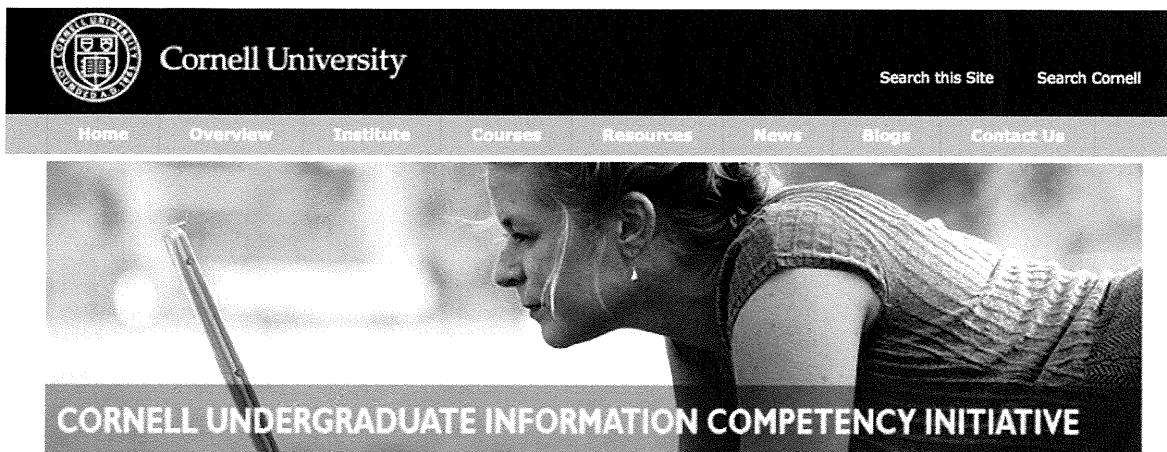
Latest News

Third Summer Institute
featured in Cornell Chronicle
06/24/2010 - 14:26
The successful third summer
institute for the Undergraduate
Information Competency
Initiative was featured in an
article in the Cornell Chronicle
on June 10.

Researching Hip Hop featured in
Chronicle of Higher Education
02/05/2010 - 12:35
Prof. Steve Pond's Research Hip
Hop class, one of the
information competency pilot
classes, was recently featured
in the January 17, 2010
Chronicle Review's Arts &
Academe section.

More News

The **Cornell Undergraduate Information Competency Initiative**, funded by a grant from Cornell University Library and the office of the Vice Provost for Undergraduate Education, encourages Cornell faculty to explore creative and effective ways to engage students by integrating
research skills into the classroom and the curriculum through the redesign and creation of assignments for undergraduate courses. This Initiative supports the university's goal of improving undergraduate education by providing faculty the funding, opportunity, and the assistance of campus academic partners to transform the curriculum by creating authentic and engaging research assignments to incorporate into their courses.

The Initiative, based on a model pioneered by the University of California Berkeley's Mellon Library/Faculty Fellowship for Undergraduate Research, was created as a response to a growing national concern that todays undergraduates do not possess core information competencies.

Learn More...

Readings

- Usability Assessment of Library-Related Web Sites, Methods and Case Studies
- Integrating Information Literacy with a Sequenced English Composition Curriculum
- Using Rubrics to Assess Information Literacy
- Assessing Information Literacy Among Undergraduates: A Discussion of the Literature and the University of California-Berkeley Assessment Experience
- Information Literacy Assessment: Standards-Based Tools and Assignments.

More Readings

Cornell University Library

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FOR RELEASE:
Contact: Gwen Glazer
Phone: (607) 254-8390
E-mail: gglazer@cornell.edu

2CUL To Examine Libraries' Role in Supporting Humanities Ph.D. Students
Partnerships between Libraries, Graduate Schools and Writing Centers Could Help
Graduation Rates

ITHACA, N.Y. (Feb. 23, 2010) – Can libraries help doctoral students in the humanities finish
their degrees?

A collaborative study between the libraries at Cornell University and Columbia University —
two leading research libraries that make up the 2CUL partnership — aims to discover if the
library can help ameliorate high attrition and low completion rates for doctoral students in
the humanities.

"We know libraries play a major role in graduate students' lives, and we want to build on
that connection to create the right kind of help that comes at exactly the right time in their
careers," said Anne R. Kenney, Carl A. Kroch University Librarian at Cornell. "The goal of
this project is to listen to graduate students' concerns and determine whether the library
can develop strategies that will help directly with their research and contribute to their
success."

Grants from the Council on Library and Information Resources and the Gladys Krieble
Delmas Foundation will support a user needs assessment to determine what academic
libraries can do to help humanities doctoral students complete their degrees. Both 2CUL
libraries, which participate in a partnership that could become the most expansive
collaboration to date between two major research libraries, are contributing to this effort.

Cornell's Graduate School and Columbia's Graduate School of Arts and Sciences are
providing additional support. Support from Cornell's Graduate School comes from a grant
from the Council of Graduate Schools for its CGS Ph.D. Completion Project.

The pilot project will involve focus groups with Cornell and Columbia's humanities students
in all stages of their PhD work, as well as recent graduates. Interviewers will then develop
a questionnaire based on information from the focus groups and administer it to 20 to 25
students in three or four departments at each institution.

After the analysis period, the institutions will recommend a course of action to address the
findings. Possible steps forward would include partnerships with the graduate schools,
writing centers and other campus entities at both institutions. Assessment will be
completed by March 2011.

Humanities students have longer mean times to completing their PhDs than students in any
other discipline and, according to a recent National Science Foundation study, those times
are increasing. In 2003, the average humanities student took nine years to graduate, up
from 7.5 years in 1978. Another study shows that humanities students' 49-percent
completion rate within a 10-year period is considerably lower than the rates of their peers
in mathematics and physical sciences (55 percent), social sciences (56 percent), life
sciences (63 percent) and engineering (64 percent).

"It's well documented in empirical studies that PhD students in the humanities have a more
difficult time than their colleagues in the sciences and social sciences," said Kornelia
Tancheva, director of Olin and Uris libraries at Cornell and a co-principal investigator on
the grant. "Many factors — advising, financial aid, family life, community, job prospects —
have been shown to contribute to this, and we want to examine the role the library might
play in supporting their work."

"It is important for academic research libraries to understand how library services might
impact graduate student success in terms of degree completion and time to completion,"
said Damon Jaggars, Columbia's associate university librarian for collections and services
and co-principal investigator on the study. "The results of this study could inform the
design of more responsive and effective research support services for humanities graduate
students — a core user group for research libraries like those at Columbia and Cornell."

About Cornell University Library
Cornell University is an Ivy League institution and New York's land-grant university. Among
the top ten academic research libraries in the country, Cornell University Library reflects
the university's distinctive mix of eminent scholarship and democratic ideals. The Library
offers cutting-edge programs and facilities, a full spectrum of services, extensive
collections that represent the depth and breadth of the university, and a deep network of
digital resources. Its impact reaches beyond campus boundaries with initiatives that extend
the land grant mission to a global focus. To learn more, visit
<http://library.cornell.edu>.

About Columbia University Libraries/Information Services
Columbia University Libraries/Information Services is one of the top five academic research
library systems in North America. The collections include over 10 million volumes, over
100,000 journals and serials, as well as extensive electronic resources, manuscripts, rare
books, microforms, maps, graphic and audio-visual materials. The services and collections
are organized into 22 libraries and various academic technology centers. The Libraries
employs more than 550 professional and support staff. The website of the Libraries at
www.columbia.edu/cu/lweb is the gateway to its services and resources.

Summary:
Partnerships could help graduation rates

login | Cornell University Library | ©2010 Cornell University | [Drupal]

N University of Nebraska–Lincoln

Libraries
Instruction

INSTRUCTION - Library 110

Library 110 is a one-credit hour class designed to teach basic information literacy skills to first year and transfer students. The course familiarizes students with an array of online information resources and introduces them to specific UNL Libraries services and resources.

The objectives of the course include enabling students to:

- Recognize features common to databases and search engines, as well as understand the impact of different kinds of searches on the information retrieved.
- Carefully evaluate and analyze online information sources for quality and usefulness.
- Identify which resources will be most useful for specific research needs.
- Generate terms appropriate to specific research as well as refining search strategies.
- Search the UNL Libraries Catalog to find materials and interpret information found there.
- Locate library service points and materials, as well as understand different services the University Libraries provide.

Library 110 is offered five times during the academic year. Two non-concurrent 7-week classes (consisting of numerous sections) are held during fall and spring semesters. One class is held during the 5-week summer session.

Library 110 is largely independent-study in nature, and students are responsible for accessing and working through web-based units that cover topics and skills related to the course. Each unit contains text as well as graphical material and graded exercises.

For additional information about the course, contact Susan Leach at sleach1@unl.edu or in the Library Instruction Office (N201 Love Library/(402)472-0703). Signe Boudreau, the LI110 Professor-of-Record, can also be contacted through the Library Instruction Office

UNIVERSITY OF WISCONSIN-MADISON

Instructional Services for Faculty

http://www.library.wisc.edu/inst-services/assessment.html

Instructional Services for Faculty

Assessment

Information Literacy: An Essential Learning Outcome

The Library and Information Literacy Instruction Program provides leadership for efforts to assess students' information literacy skills at the classroom, course, program, and campus levels. The examples below include assessments conducted in collaboration with administrators, faculty, and instructors, as well as those conducted within the libraries in order to improve student learning.

The UW System is a participant in the Association of American Colleges and Universities *Liberal Education and America's Promise (LEAP)* project. From this project, the UW-Madison campus adapted a set of Essential Learning Outcomes. These learning outcomes are used as an assessment framework for departments and programs across campus. Information literacy is included among the "intellectual and practical skills" that students should develop.

The new 2008 Preface outlines university-wide assessment standards, goals, and guidelines for measuring and evaluating student academic achievement. The *Plan* requires every UW academic program that includes general education goals to have an assessment plan, in order to be able to "construct a case of evidence to evaluate if students are achieving these learning expectations." Because of the wide diversity in programs here at the UW, evaluative methods can be quite different from department to department, but it is important that these assessment methods be used on a regular basis and be done at all academic levels, to receive a full picture of student learning. Each plan must be consistent with the Essential Learning Outcomes, which include "Information Literacy in the area of Intellectual and Practical skills".
[LINK TO PLAN]

According to the *Plan*, the primary tool used for measuring information literacy at the campus level has been standardized testing. While these efforts have shown that students have achieved an "acceptable level of performance," it is indicated that "[a] more authentic assessment of student learning will provide better information which can be used for program administration and improvement." A future information literacy assessment is included in the *Plan's* calendar for assessment projects scheduled over the next several years (slated for the 2010-11 school year).
[LINK TO PLAN]

Our Students

The following are examples of assessment activities that Library and Information Literacy Instruction librarians have been engaged in across campus.

Reports

An Assessment Study of the Effectiveness of the General Education Communication "A" Requirement at the University of Wisconsin-Madison is an analysis of the self-reported learning of students who had completed the "Comm-A" requirement in comparison with those who, for

whatever reason, had not. The students were asked to rate their writing, communication, and information literacy skills in a variety of ways. The results show that students who had taken the Comm-A requirement ranked their information literacy skills dramatically higher than those who had not, in such areas as locating research materials, properly citing the work of others, and understanding the issue of plagiarism. This was true across all five courses that fulfill the Comm-A requirement.
[LINK TO DOC.]

The NSSE Study Report: An Overview of the National Survey of Student Engagement 2008 Results for UW-Madison is a close-up view of freshman and senior undergraduate students at the UW who were surveyed as part of the National Survey of Student Engagement. The NSSE is used to "assess student involvement in practices associated with high levels of learning" at over 750 colleges and universities in the U.S. and Canada. Topics in this survey that relate to information literacy include "Coursework Emphasizes Academic Challenge," "Reading and Writing Assignments," and "Active and Collaborative Learning." More specifically, the survey included questions about students' ability to make judgments about the value of information, to synthesize and organize ideas and theories, to apply theories or concepts to practical problems or new situations, and to use the Internet to complete assignments. In each of these areas, UW seniors consistently ranked their abilities in these areas higher than their first-year counterparts. For example, when students were asked questions about their ability to make judgments about the value of information, senior students responded with answers of "Quite a bit" or "Very much" at a rate near 70 percent, whereas first-year students responded with the same answer at 60 percent. Both first-year and senior students ranked their skills highly in these areas, but it is clear that their information literacy skills were impacted in their time at UW-Madison.

The ECAR Study of Undergraduate Students and Information Technology is an investigation of undergraduate students at several schools, including UW-Madison, and their use of IT tools in their personal lives and in their educational careers. The purpose of this study is for college-level educators to get a better "feel" for how IT affects students' daily lives and how students' skills and knowledge in these areas can be best used for educational purposes. The survey included three information literacy questions, relating to using digitally based information. The students were asked to rate their skill levels in the following three areas: "using the Internet to effectively and efficiently search for information;" "evaluating the reliability and credibility of online sources of information," and "understanding the ethical/legal issues surrounding the access and use of digital information." In all of these areas, students ranked themselves very highly, with almost 80 percent of the students rating themselves at near-"Expert" levels ("Expert" was the highest rating in the scale provided) in their Internet research abilities. In the other two areas, the students' self-ratings were lower, but still relatively high.

The Project SAILS Test (Standardized Assessment of Information Literacy Skills) was administered to a small group of incoming freshman in 2006 and 2007. The test was used to find out more about the kinds of information literacy skills students have upon arriving on campus, before taking the Communication "A" and "B" courses. Although the sample size was ultimately considered to be too small to reach meaningful conclusions about UW freshman information literacy skills, it was found that there was no significant difference in information literacy skills between UW students and the national benchmark for students at similar institutions, and that UW students tested higher than average than their freshman counterparts in searching and retrieving resources.Librarians used the information collected through SAILS to inform their judgments about areas of information literacy could receive greater emphasis in the library module of the Communication "A" courses.

This article is an account of the development and implementation of required communication courses for undergraduates at the UW. The Communication "A" and "B" courses, which were created in reaction to concerns over the verbal and writing abilities of incoming UW student, was a university-wide effort that resulted in a decentralized model for teaching proper academic communication skills necessary to succeed in every discipline. These necessary skills include information literacy, and it is noted here as a result that "librarians have been treated as information professionals and brought more clearly into the teaching mission of the university." The authors of the article call for a full-scale assessment of the Communication courses in order to determine the effectiveness of the courses as well as best practices for teaching these skills in the future. Citation: Westphal-Johnson, N. and Fitzpatrick, M. (2002). The role of communication and writing intensive courses in general education: a five-year case study of the University of Wisconsin-Madison. *The Journal of General Education 51* (2), 73-102.

National Testing

- Project SAILS was administered to incoming freshmen to establish an information literacy benchmark for incoming freshmen and to compare UW students to incoming students at similar institutions.   (Spring 2007 & Summer 2007)
- Chemistry 346 utilized the Student Assessment of Learning Gains (SALG) which assesses learning as reflected by the student. Information Literacy questions were included; they related to each of the course's assignments. (Fall 2004 & Spring 2005)

Pre/Post Testing

- Life Sciences Communication 100 students take a pre/post survey regarding their information needs and the effectiveness of a library session in meeting those needs for their persuasive-paper assignments. (Each semester)
- Engineering Professional Development 151, Mechanical Engineering 900, Chemical & Biological Engineering, and Interdisciplinary Engineering 413 students take a pre/post survey regarding their information fluency during a library session. (Each semester).
- Communication-A instructors were surveyed about the effectiveness of library instruction sessions in improving their students' skills as demonstrated in coursework. Changes were made to the library module's curriculum (CLUE tutorial and library instruction session), based on instructor feedback regarding their students' weaknesses and strengths. (Fall 2007)

Surveys

- Biocore 304 instructors receive results of a student survey on the library session. Results are examined by the instruction team to inform revisions to the curriculum. (Yearly)
- Biology 151 students are required to complete a tutorial on evaluating Web sites. A Web-based survey is embedded in the tutorial, to enable students to immediately send feedback, questions, etc. Mass emails to students are generated to address comments and needs. (Each semester)

Student Projects/Assignments

- To fulfill accreditation requirements, second-year medical students are required to submit records of search queries completed in PubMed to instruction librarians. Students have the option of learning skills online, in person, or independently. Librarians analyze the results to assess the effectiveness of each mode of instruction in improving student performance. (Yearly)
- Spanish 266 instructors were surveyed to determine if a library session or a library course page was most effective for students' assignments. The instructors determined that a hybrid

of both approaches was most effective and that good assignment design was integral to student success. (Spring 2008 & Fall 2008)

- Biology 152 instruction coordinators and librarians meet to determine if Chapter 2 Using the Library for Scientific Research (co-written by the librarians and course instructors) needs revisions before being printed in the Biology 152 Lab Manual. (Annually)

Embedded Testing

- Chemistry 346 students complete a supporting-information document to complete each lab report. See Journal of Chemistry Education article on course revision and components. (Annually)
- A benchmark survey is given to incoming chemistry graduate students in the fall. The survey's results influence the content presented in the first-year organic and inorganic graduate classes. (Annually)

Specific Tools

- Communication-A students completed an online worksheet during the library session. Instruction librarians evaluated responses in each skill area, using a rubric. Results shaped changes in the curriculum (e.g., results showed that we needed to emphasize keyword over natural-language searching, as well as the differences between popular and scholarly sources). (Fall 2007)
- Communication-A students complete an in-class evaluation form at the end of the library session. Instruction librarians review the responses after each class and discuss student comments in planning meetings. The comments and responses after each class have led to changes in instructional strategies, such as providing more hands-on activities and fewer demonstrations. (Each semester)
- Biology 152, Communication-A courses have clicker questions embedded throughout the library-session curriculum. Students' responses shape the direction of the session, and an analysis of the composite responses shapes the curriculum design.   (Annually)
- Biology 152 and Biology 301 students fill out note cards with responses to "one-minute assessment" questions. Students' comments on the most useful things learned and how to improve the session are analyzed and incorporated into the next semester's instruction. (Each semester)

Current Initiatives

To improve student learning, Library and Information Literacy Instruction librarians across campus are continuously engaged in systematic assessment of their teaching. Examples of current initiatives are listed below.

The *Assessment Plan for General Education at the University of Wisconsin-Madison* is a framework for measuring the efficacy of the General Education Requirements (GER) in the courses where such requirements are taught. The "Essential Learning Outcomes," which include information literacy in the area of "Intellectual and Practical Skills," provide a framework for student learning in the context of the requirements. Information literacy skills are initially taught in Communication "A" and "B" courses.

According to the *Plan,* the primary tool used for measuring information literacy skills on campus has been standardized testing. While these efforts have shown that students have achieved an "acceptable level of performance," it is indicated that "[a] more authentic assessment of student learning will provide better information which can be used for program administration and improvement." Therefore, a direct assessment of information literacy skills is included in the *Plan*'s Cycle of Assessment, a calendar for assessment projects scheduled over the next several years

(slated for the 2010-11 school year).

The CUWL User Services Coordinating Committee's Information Literacy Assessment Working Group recently produced a report (October 2008) investigating a variety of commercially available information literacy assessment tools being considered for use in the UW System. They identified three major available tests—iSkills, Project SAILS, and the Information Literacy Test- and studied the merits and drawbacks of each. The group considered several factors, such as suitability for use at a system level; relevance to the information literacy skills being taught at each institution; presence and quality of feedback to test-takers; usability at a variety of levels (classroom level to institution level); practicality of providing the test, given campus schedules; and cost to use the test. Though the group did not ultimately recommend one of these three instruments over the others for use in the UW System, they did find that iSkills would be best used only at an individual-school level. Also, they recommended further investigation, to find out how other schools are using these tools.

- Learning Assessment Wiki *Restricted access; contact LILI for permissions.*
- Memorial Library Communication-B Toolkit
- Subject Integration Template (In progress)
- Library Course Pages (Redesigned in Spring 2009 to allow for better assessment of student usage)

If you have questions or would like to know more about our assessment efforts, please contact Library & Information Literacy Instruction Coordinator Sarah McDaniel.

More about Instruction...

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This page last modified: January 07, 2010

Library Value Calculation

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Cornell University Library Research & Assessment Unit

Making data make sense

aspect₂

ratio
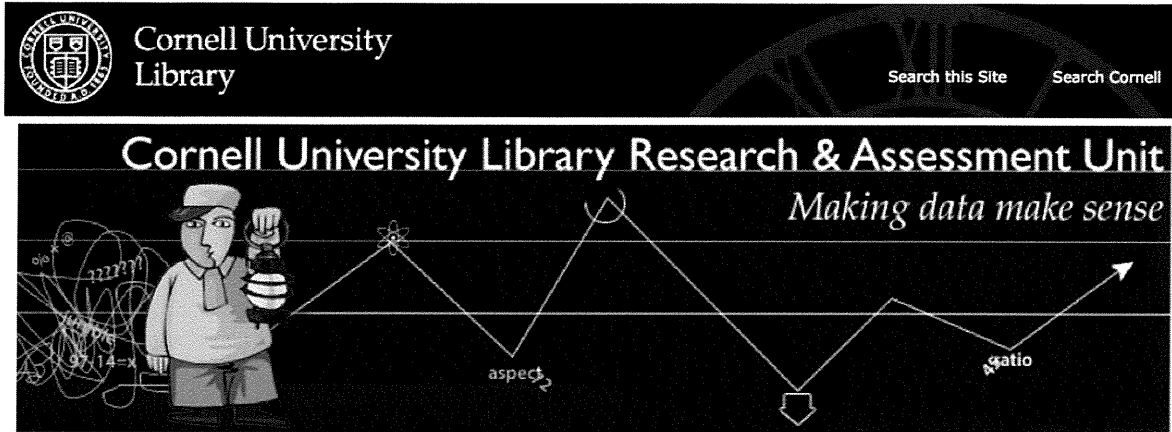
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Library value calculations

We all know that maintaining a research library requires a large investment. The annual expenditure figures of a library quantify the investment, but do not tell the whole story.

How do we quantify the other side of the story, the contributions the library makes in return to the university? Research libraries are not used to assigning a monetary value to the use of their collections, services and expertise, although public libraries have been moving into this direction in the past few years. Borrowing some of the methods public libraries use, RAU has calculated dollar values for some core library transactions. This is only an illustration and is by no means an exhaustive list of the ways the library contributes to the university. As calculating financial value is a new approach in our environment, we'd be interested in hearing your reactions and suggestions for improvement.

The bottom line: even a partial list of how CUL is used every day shows that we generate more value than how much money is expended on supporting our operations. And we didn't even try to include what the popular MasterCard ad would use as its punch line:

Intellectual stimulation: priceless.

Here are the figures:

It cost $56,678,222 to maintain Cornell's 20 libraries in 2008/2009.

Includes Weill Cornell in New York City but not in Doha, Qatar. Includes all sources of funds: appropriated, endowment income, sponsored funds.

If CUL did not exist, the university would have had to pay the following amounts last year to secure services that are comparable to the use that the Cornell community makes of the library:

for the use of physical volumes: $15,135,782
The assumption is that access to a volume through borrowing it from the library is worth a user 50% of what it would cost to purchase a book.

This calculation uses 50% of the average Amazon.com unit order cost for library-like content (price + shipping): $26.12 (although obviously a lot of volumes we provide access to are not available at Amazon and are a lot more valuable than Amazon's average title.)

In 2008/09 Cornell-owned titles were used 553,938 times (general and reserve charges excluding renewals, laptop and equipment charges.)

Books not owned by Cornell were borrowed for Cornell users 25,533 times a year (BorrowDirect and Interlibrary Loan)

for articles accessed online and through interlibrary services: $61,265,783
The assumption is that a commercial pay-per-view charge fairly describes the value of accessing a scholarly article.
Number of full text article downloads from licensed core online sources in calendar year 2008: 3,877,755 (not all downloads can be tracked, so the actual number is higher than this.)

Non-returnable interlibrary borrowing transactions in 2008/2009: 12,136.
Pay-per-view charge for Science Direct in the absence of a license: $31.50

This calculation uses 50% of Science Direct charge to attempt to average out price differences among a wide range of disciplines.

for answering questions to build research skills and contribute to Cornell research results: $1,176,615
Number of reference questions answered in 08/09: 78,441

The Massachusetts Library Association, in its widely used and adapted library value calculator, uses $15 to represent the value of a reference question.

for in-depth consultations that contribute to Cornell research results: $126,900

The assumption is that $75/hr is a fair representation of the value of a research consultation. This figure is based on the fee-based reference rate charged at the ILR library for requests coming from non-Cornellians.

In 2008/09 376 consultations were conducted at the handful of unit libraries that record these transactions. We are estimating that three times this number took place at CUL as a whole, and that the average length of a consultation was 90 minutes.

for Cornell's use of preprints from arXiv.org: $740,250

The assumption is that half of a commercial pay-per-view charge fairly describes the value of accessing a scientific preprint (since preprints have not gone through peer review and the editing process, although they are a lot more current than published articles.)

Number of arXiv preprint downloads from cornell.edu unique IP (multiple downloads of same item from same IP in the same month are excluded): 47,000

Pay-per-view charge for Science Direct in the absence of a license: $31.50

Calculation uses 50% of Science Direct charge in recognition of the fact that these items are preprints

for distributing Cornell-created content to the world through eCommons: $12,001,290

The assumption is that half of a commercial pay-per-view charge fairly describes the value of accessing a Cornell-authored preprint/document (since these items have not gone through peer review and the editing process.)

Number of downloads from eCommons excluding robots for 1/1/09 – 11/30/09: 733,412. Extrapolated for full 12 months: 800,086.

for laptops borrowed: $202,165

The assumption is that half of a commercial pay-per-view charge fairly describes the value of accessing a Cornell-authored preprint/document (since these items have not gone through peer review and the editing process.)

Number of downloads from eCommons excluding robots for 1/1/09 – 11/30/09: 733,412. Extrapolated for full 12 months: 800,086.

for laptops borrowed: $202,165

In 2008/2009 124,793 laptop charges and renewals took place. We are calculating that each loan and renewal lasted for 3 hours, so the total is 374,379 hours.

The Cornell Store rents laptops at $90/week, and we assume that this is a fair market value. This translates to the $0.54/hr rate used in this calculation.

TOTAL OF PARTIAL LIST ABOVE: $90,648,785

What's missing from these value calculations:

- Use figures are not available for some parts of our electronic collections (e.g. use of our approximately 518,000 e-books, some of our licensed e-journals and electronic databases, some locally produced and maintained digital collections.)
- Use figures are not available for our public computers, carrels, and study spaces.
- It is difficult to assign a dollar value to library instruction and what it contributes to students' educational outcomes.
- It is difficult to quantify the value of unique and rare materials (e.g. archival material and rare books)
- We are not including library discovery services in these calculations since it can be argued that the value is included in the delivery of the items discovered.

Please share your reactions and ideas for other value calculations.

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User Surveys

Library Survey 2010: Graduate and Professional Students

Demographic information

Thank you for taking approximately 15 minutes to help The University of Chicago Library by completing the following anonymous survey.

The results will help us to serve you better now and to prepare for the needs of future students.

* 1. Academic division or school

○ Biological Sciences Division

○ Booth School of Business (full-time)

○ Booth School of Business (part-time)

○ Divinity School

○ Graham School

○ Harris School of Public Policy Studies

○ Humanities Division

○ Law School

○ Physical Sciences Division

○ Pritzker School of Medicine

○ School of Social Service Administration

○ Social Sciences Division

Other, please specify:

[   ]

* 2. Degree program

○ Doctoral degree

○ Master's degree

○ Law degree (J.D., L.L.M., J.S.D.)

○ Medical degree (M.D. and all M.D. joint degrees)

Other, please specify:

[   ]

Page 1

Library Survey 2010: Graduate and Professional Students

*3. Is this your first academic year at the University of Chicago?

◯ Yes

◯ No

Page 2

Library Survey 2010: Graduate and Professional Students

Sources

4. How important are the following to your current research and study?

	Not important	Somewhat important	Important	Very important
Print books	○	○	○	○
Electronic books	○	○	○	○
Print journals and magazines	○	○	○	○
Electronic journals and magazines	○	○	○	○
Article databases (JSTOR, Academic Search Premier, etc)	○	○	○	○
Catalogs (Library catalog, Lens, WorldCat, etc)	○	○	○	○
Free internet sources (Wikipedia, blogs, etc)	○	○	○	○
Original manuscripts and archival materials	○	○	○	○
Digitized collections of locally held manuscripts/archival materials (Archival Photofiles, etc)	○	○	○	○
Digitized commercial collections of manuscript/archival materials (Early English Books Online, etc.)	○	○	○	○
Multimedia (CDs, DVDs, etc)	○	○	○	○
Numeric data (scientific, economic, demographic, etc)	○	○	○	○
Non-textual sources (maps, music scores, etc)	○	○	○	○
Faculty, experts, other colleagues	○	○	○	○
Librarians	○	○	○	○
Current awareness/alerting services	○	○	○	○

Other, please specify:

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Library Survey 2010: Graduate and Professional Students

Satisfaction with Library collections

5. In general, how satisfied are you with the Library collections?

	Don't use	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Print book collection	○	○	○	○	○
Electronic book collection	○	○	○	○	○
Print journals and magazines	○	○	○	○	○
Electronic journals and magazines	○	○	○	○	○
Article databases (JSTOR, Academic Search Premier, etc)	○	○	○	○	○
Catalogs (Library catalog, Lens, WorldCat, etc)	○	○	○	○	○
Original manuscript and archival materials	○	○	○	○	○
Digitized collections of locally held manuscripts/archival materials (Archival Photofiles, etc)	○	○	○	○	○
Digitized commercial collections of manuscripts/archival materials (Early English Books Online, etc.)	○	○	○	○	○
Multimedia (CDs, DVDs, etc)	○	○	○	○	○
Numeric data (scientific, economic, demographic, etc)	○	○	○	○	○
Non-textual sources (maps, music scores, etc)	○	○	○	○	○

6. Please share your suggestions for improving Library collections.

7. How important are the University of Chicago Library collections to your:

	Not important	Somewhat important	Important	Very Important
Effectiveness as an instructor	○	○	○	○
Effectiveness as a researcher	○	○	○	○
Ability to stay current in your field	○	○	○	○
Ability to find information in related fields or new areas	○	○	○	○
Ability to make efficient use of your time	○	○	○	○
Ability to achieve academic success	○	○	○	○

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Library Survey 2010: Graduate and Professional Students

Frequency of use

8. In general, how often do you:

	Never	Quarterly or less	Monthly	Weekly	Almost daily
Visit one of the University's libraries in person	○	○	○	○	○
Use a computer anywhere on campus to access the Library's resources	○	○	○	○	○
Use a computer from off-campus to access the Library's resources	○	○	○	○	○
Use a mobile device to access the Library's resources	○	○	○	○	○

9. In general, when visiting the Library's physical spaces how often do you:

	Never	Some visits	About half the visits	Most visits	All visits
Study alone	○	○	○	○	○
Study with others	○	○	○	○	○
Use the collections for research or course-related work	○	○	○	○	○
Retrieve a specific item	○	○	○	○	○
Check out or return materials	○	○	○	○	○
Use Library equipment (computers, printers, scanners)	○	○	○	○	○
Ask Library staff a question	○	○	○	○	○
Browse the Library's shelves	○	○	○	○	○

Other, please specify:

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Library Survey 2010: Graduate and Professional Students

Frequency of Library use

10. Which Library do you use most often?

11. For the Library you use most often, how satisfied are you with the following?

	No opinion	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Building hours	○	○	○	○	○
Service desk hours	○	○	○	○	○
Spaces for quiet study	○	○	○	○	○
Spaces for group study	○	○	○	○	○
Access to computers	○	○	○	○	○
Wireless access	○	○	○	○	○
Access to electrical outlets	○	○	○	○	○
Access to printing and scanning	○	○	○	○	○
Lighting	○	○	○	○	○
Shelving/bookstacks maintenance	○	○	○	○	○

12. In general, about how often do you visit the libraries listed below?

	Never	Quarterly or less	Monthly	Weekly	Almost daily
D'Angelo Law Library	○	○	○	○	○
Eckhart Library	○	○	○	○	○
John Crerar Library	○	○	○	○	○
Joseph Regenstein Library	○	○	○	○	○
Social Services Administration Library	○	○	○	○	○
Special Collections Research Center	○	○	○	○	○

13. Please give us any comments or suggestions you have about the Library's physical spaces. Please indicate whether your comments or suggestions apply to a particular library.

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Library Survey 2010: Graduate and Professional Students

Using Library website

14. About how often do you use the Library website to accomplish the following tasks?

	Never	Quarterly or less	Monthly	Weekly	Almost daily
Search the Library catalog	○	○	○	○	○
Search Lens	○	○	○	○	○
Access course reserve materials	○	○	○	○	○
Request an item through interlibrary loan	○	○	○	○	○
Search for a specific book	○	○	○	○	○
Search for a specific article	○	○	○	○	○
Search for information on a topic	○	○	○	○	○
Search for manuscripts and/or archival collections	○	○	○	○	○
Search for online books	○	○	○	○	○
Search for digitized collections or images	○	○	○	○	○
Use the Library's online research guides	○	○	○	○	○
Consult with Library staff	○	○	○	○	○
Search for information about using the Library (hours, borrowing privileges, etc)	○	○	○	○	○

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Library Survey 2010: Graduate and Professional Students

Research help

15. The library provides the following services. Please rate how important each service is to supporting your research and study.

	Not important	Somewhat important	Important	Very important
Assistance from the subject specialist librarian in your discipline	○	○	○	○
Assistance from Library staff at a reference desk	○	○	○	○
Assistance from Library staff through Ask-a-Librarian	○	○	○	○
Assistance from Library staff at a circulation desk	○	○	○	○
Research guides for specific topics or courses	○	○	○	○
Library workshops and librarian presentations	○	○	○	○

16. How can the Library improve its support of your research and study?

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Library Survey 2010: Graduate and Professional Students

Library services

17. Please indicate your satisfaction with the Library services and facilities listed below.

	Don't use	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Library website	○	○	○	○	○
Library catalog	○	○	○	○	○
Lens search	○	○	○	○	○
Course reserves	○	○	○	○	○
Interlibrary loan	○	○	○	○	○
Staff searching for items not found on shelf	○	○	○	○	○
Recalling materials that are checked out	○	○	○	○	○
Circulation (check-out and returns)	○	○	○	○	○
Library reference/subject specialist assistance, in person or online	○	○	○	○	○
Library workshops and librarians' presentations	○	○	○	○	○
Printing/scanning/photocopying equipment	○	○	○	○	○
Microform equipment	○	○	○	○	○
FindIt button	○	○	○	○	○
Database Finder	○	○	○	○	○
E-journals list	○	○	○	○	○
RefWorks	○	○	○	○	○
Off-campus access to electronic journals and databases	○	○	○	○	○

18. Please give us any comments or suggestions you have about the Library's services and facilities.

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Library Survey 2010: Graduate and Professional Students

Other Library services

19. The Library is considering adding new services. Please indicate how important the following would be to you if offered.

	No opinion	Not important	Somewhat important	Important	Very important
Accepting credit card payment for Library fees and fines.	○	○	○	○	○
Additional group study spaces in the Library.	○	○	○	○	○
Delivery of material from any campus Library for pickup at the campus Library of your choice.	○	○	○	○	○
Designated zones for quiet study in the Library.	○	○	○	○	○
Group study spaces equipped with technology (computers, flat panel screens, etc).	○	○	○	○	○
Mobile device support for library resources and services.	○	○	○	○	○
Online chat reference service.	○	○	○	○	○
Provide information about rights, permissions, and other copyright issues.	○	○	○	○	○
Scanning and online delivery of print journal articles.	○	○	○	○	○
Self-service checkout of books.	○	○	○	○	○

20. If the Library could only offer one of these services, which would you pick?

[▼]

21. Are there other services that would help you with your research or study?

[   ]

Library Survey 2010: Graduate and Professional Students

Conclusion

22. Overall, how satisfied are you with the University of Chicago Library?

○ Very dissatisfied

○ Dissatisfied

○ Satisfied

○ Very satisfied

23. Please provide any additional comments or suggestions.

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CUICI Fall 2009 Evaluation Data
Kim Nicholson, FSS

Student Survey: 74 responses (closed Spring, 2010)

Demographics:

74% respondents female
26% male

41% Freshman
17% Sophomore
22% Junior
19% Senior
1% Graduate

College:	Percent
College of Agriculture and Life Sciences	46%
College of Architecture, Art and Planning	3%
College of Arts and Sciences	24%
College of Engineering	6%
College of Human Ecology	18%
School of Hotel Administration	3%
	100

41% of respondents were enrolled in BIOG 1105: Introductory Biology Individual Instruction
23% enrolled in COMM 2010: Oral Communication
17% in FGSS-ENGL 3721/AMST 3720: Food, Gender, Culture
9% in FDSC 3950 Food Microbiology Laboratory
5% in MUSIC 2501: Researching Hip-Hop
4% in Writing 1420: Writing and Research in the University
1% in BIOG 1103: Biological Sciences Laboratory

**If known, briefly describe the research assignment(s)
you are completing for the course(s) you checked above.**

Representative Comments from 45 Responses

	Two Biology labs: Research pertaining to Enzymes and Cardiopulmonary Function. We had to write a lab report for both.
	A 9-11 page paper based on a topic of our choosing relating in some way to the overall content of the course. In preparation we have completed an annotated bibliography, an outline and draft.
	I am writing a research paper on the role of food in eating disorders.
	Final research paper on food or some cultural aspect related to food
	I just completed a final research paper that required the use of 10-15 scholarly sources. We also did annotated bibliographies.
	I am writing a 9-11 page research paper on Christian cookbooks' mitigation of spirituality, and spiritualism manifest in the dishes they present.
	Research paper based on a topic of our choosing. I am studying how Betty Friedan and Julia Child influenced American housewives in the early 1960s.
	Research for an informative speech and online tutorial. Research for a food microbiology laboratory project.
	Lyrical transition and trends of the top Hip Hop party songs from 1979 to the present.
	Informative speech somehow related to "play". Must be 6-8 minutes long.
	Cultures in America.
	Informative speech on a topic somehow related to "science". I have chosen to research posttraumatic stress disorder in military personnel
	The research assignments I completed included musical analysis, background in hip hop culture and pioneers, and a final focus research presentation on an element of hip hop (i.e. art history). In addition, I also took part in a geomapping project that involved mapping out hip hop events from the past onto modern day locations.

Using a scale (Excellent, Very Good, Good, Fair and Poor) students were asked to self-rate research abilities prior to enrolling in the CUICI course and the same abilities toward the end of their semester in the course.   The Fall 2009 data (74 Responses) is as follows:

Determine the extent of information needed for a research assignment:
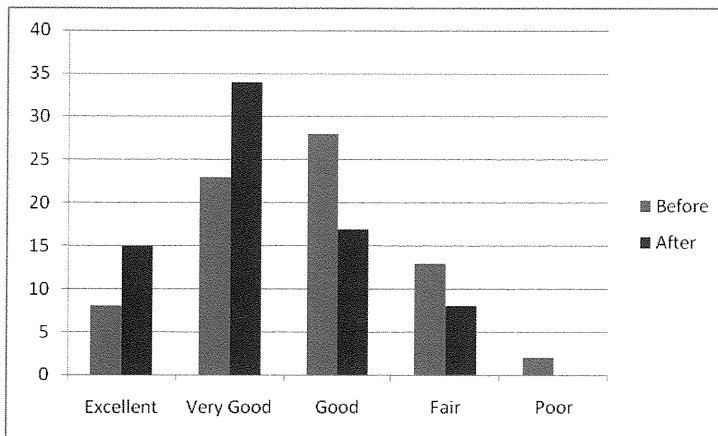
Pose questions when seeking information, that are more likely to get you the desired results *in a timely manner:*
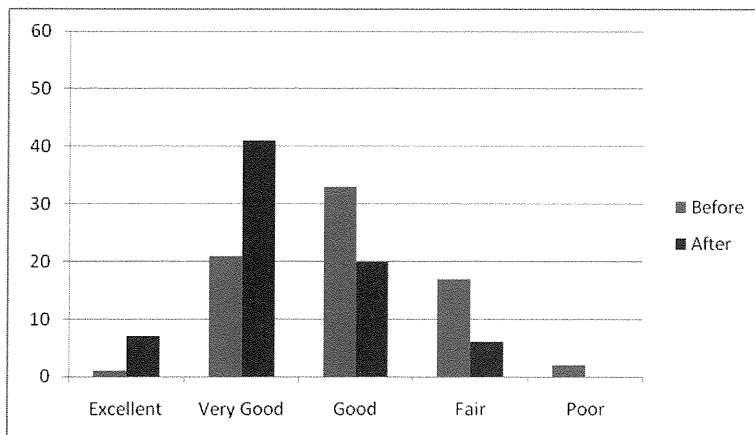
Identify relevant books on a specific topic:
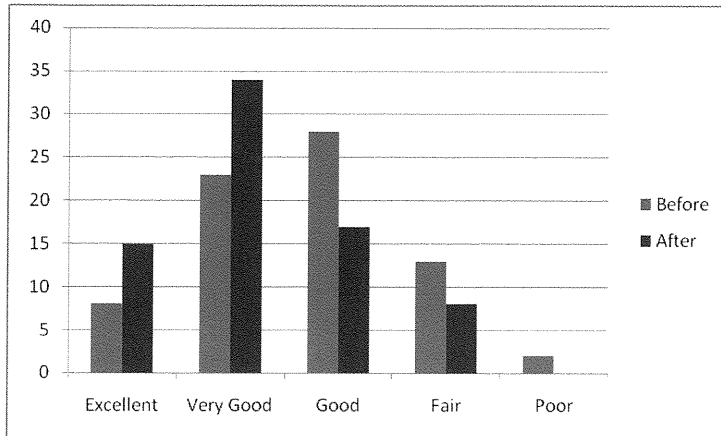
Find relevant web sites:
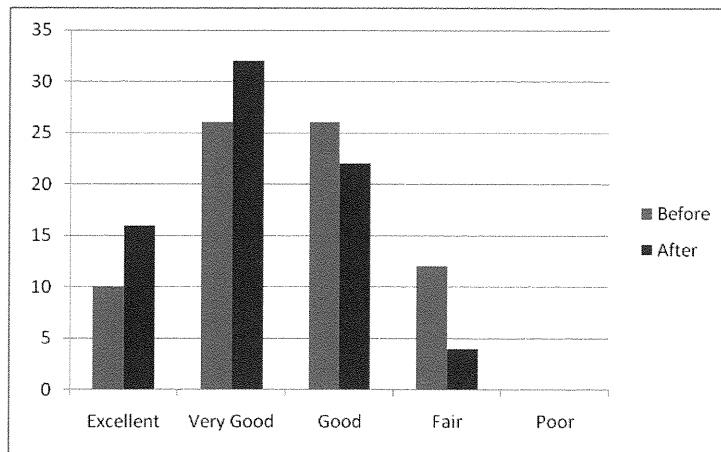
Find relevant articles in scholarly journals:
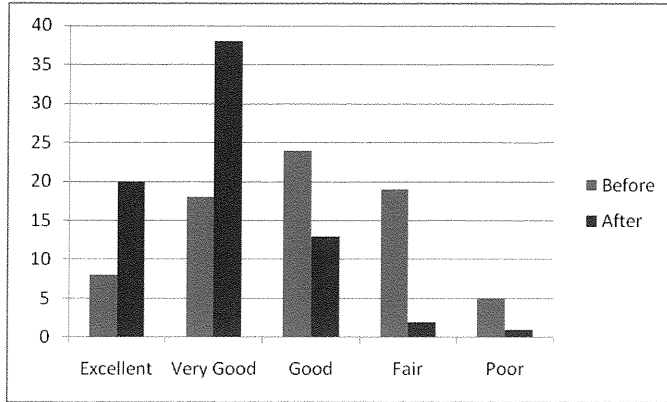
Find relevant articles through library databases:
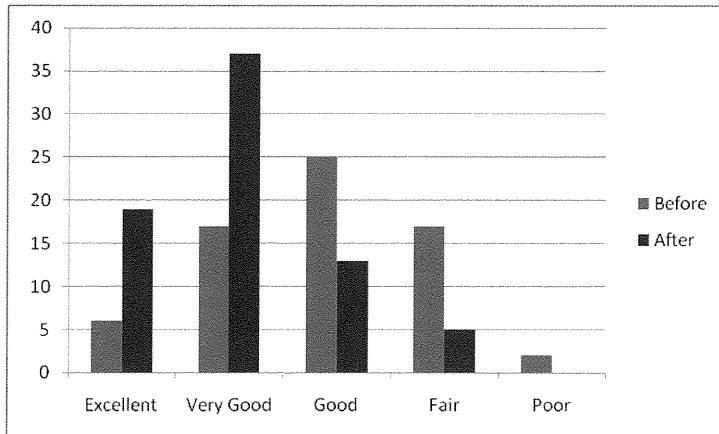
Locate relevant sources from a bibliography:

Distinguish between reliable, authentic, scholarly information and information that is less trustworthy:
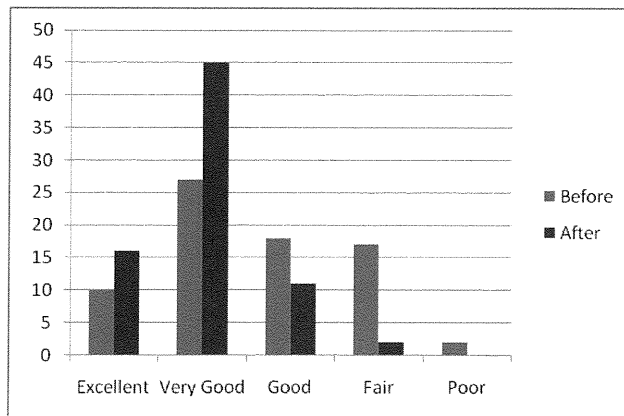
Compare new knowledge with prior knowledge:

Formulate research questions:
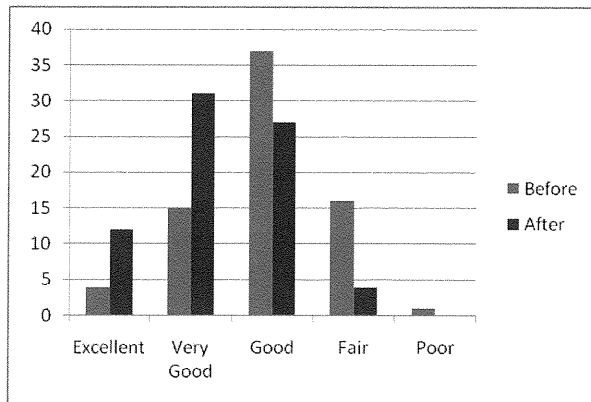
Analyze the basic elements of an idea, such as examining a particular case in depth and considering its components:
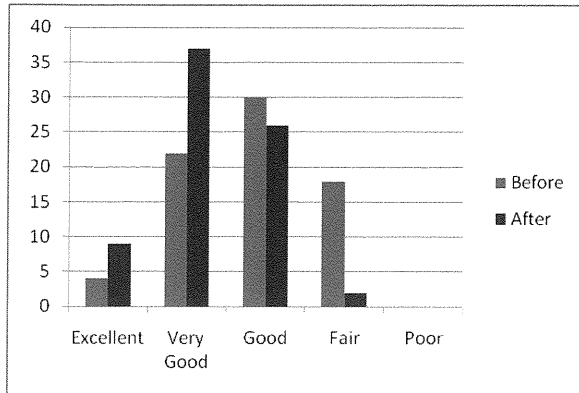
Synthesize and organize information into new, more complex interpretations or relationships:
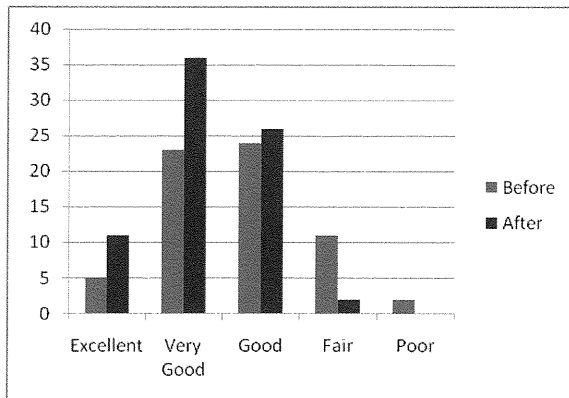
Develop a thesis statement:
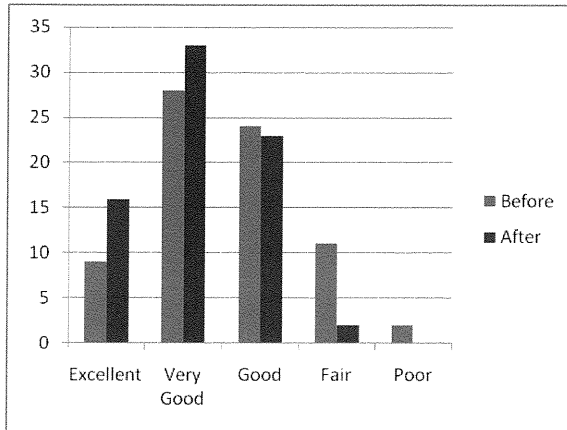
Acknowledge or credit resources:
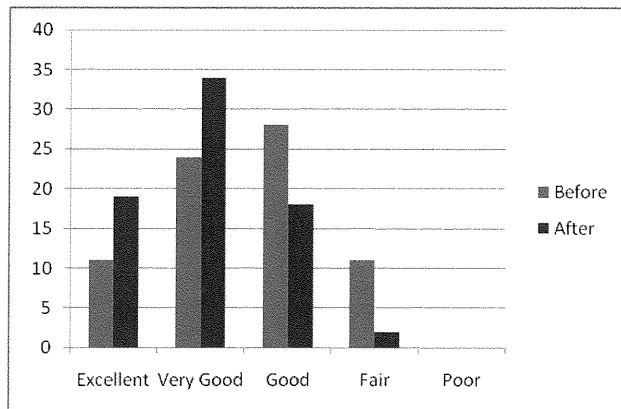
During the semester, did your research practices change?
(73 Responses)

33
(45.21%)

40
(54.79%)

Yes
No
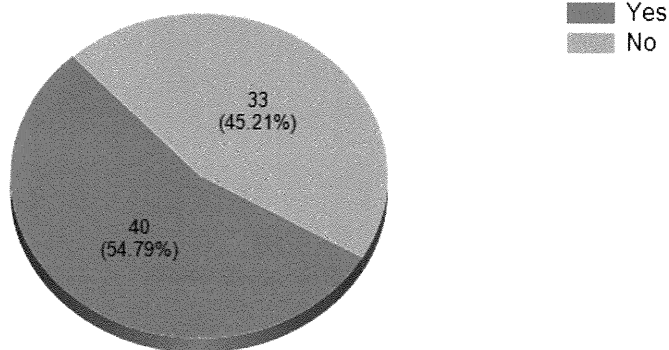
If yes, to what do you attribute this change?

(42 Responses - verbatim)

	Discovering the Cornell library site and research tools.
	To a better understanding of research process through library`s/school`s website.
	Reading the online Cornell University library tutorials.
	I do a lot more research to back up anything I say in my reports to give more validity to my thesis.
	Becoming more familiar with how to use Cornell's resources
	We were shown how to access some scholarly databases from the library website
	Doing more research assignments in multiple classes.
	The Cornell library website and the research tutorial.
	Being able to use the Cornell library database to find information.
	Having resources close by (libraries on campus), learning about databases to use.
	Learning how to find scholarly sources and using databases
	The Library Tutorials
	The library tutorials helped me stop Googling and start to use sources like Pubmed that are often better.

I attribute this change to the greater accessibility I had to academic journals.
Knowing how to do research
It was helpful understanding how to use databases to find the research I need, specifically how my searches affect the results so significantly.
The librarian assistant for the class gave several demos on finding sources through the library databases, and from the library system.
Maureen, one of the librarians, was very helpful with showing us new resources.
Library sessions.
Got more familiar with interlibrary loan.
The library sessions and the relevant information on blackboard.
The course's specific manner in completing research and obtaining reliable articles for lab reports.
New knowledge acquired from class (through library workshops).
Needing to design an experiment including methods.
The instructor and T.A.'s imparting their knowledge. Research articles found.
Through the course, I was offered new databases to search.
The process that was presented in my course was quite helpful. In particular, I liked that we were asked to do an extended outline, because that was the most useful exercise in preparing for the writing of the research paper.
To the tutorial making me more away of databases out there and such programs as RefWorks.
I gained information about which sites to use to research on topics.
The Biology Lab 1103 poster project really helped me work hard to find sources and reliable information.
To more knowledge about resources available to students
Just more practice.
The class gave structured tutorials which allowed me to learn how to use various websites and library databases.
Knowing how to use the library's resources and other websites to find relevant information.
A further and better understanding of how to execute research properly
I know where to find relevant resources easily, as well as new ways to present data.
Having to research subjects I knew little about in a new environment.
The tutorial we used, from Mann Library, was very helpful
Definitely the multiple research options.
The help of the Cornell librarians.
More targeted in finding data more familiar with analysis

If yes, how did your research practices change?

(42 Responses-verbatim)

I understand and use Cornell databases
I use PubMed and the like more often.
More knowledge regarding how to distinguish scholarly articles, plagiarism, and how to cite sources properly.
Now I look through a lot more different sources to find information instead of just through Google.
Learned to use library website learned to narrow and specify words in searches.
I now know how to use the databases accessible from the library website to find relevant scholarly publications.
Became more efficient from practice.
Using the Cornell website for databases and journals.
I now search the Cornell database before anything else and use it to help with citations.
I used to use Google Scholar to find websites, now I use the Cornell Library's website. In addition, instead of being unable to get articles you had to pay to read, I was able to use Cornell's website and access to get them.
I used data bases to find scholarly articles and requested books through the interlibrary loan.
Found better research sites and had a better understand of how to create my key words for searching.
I was able to narrow my search through more specific question.
I relied less on internet sources and more on academic journals and database searches.
Using the library website and databases.
I have a better understanding of the library catalog and different databases that I can use.
I now use more databases, not just jstor!, to locate relevant articles.
I learned how to use the database and was motivated to look far and wide for sources.
I started using WorldCat and became more comfortable with the new library catalog.
Spoke to circulation librarian and got info on interlibrary loan
I was able to construct a more precise thesis and was exposed to better research methods.
I had to focus more on the distinction between primary and secondary resources and use specific databases like those found in the Cornell Library website.
I discovered new areas to find sources and RefWorks.
More detailed and found methods for experiments instead of just results.
Was able to examine experiments more closely and analyze results more thoroughly. Developed more in-depth thesis and hypothesis.
I used these new databases and did more brainstorming on search terms to use.
I am now more confident in my ability to find materials without second guessing their relevance, and I feel more able to use primary sources and gather materials in an educated way.
Having the ability to find more credible sources and using other research links other than standard search engines or library books (i.e. scholarly journals).
I've started using more specific research databases and searching specifically for scholarly articles and statistics when needed.
I am now able to easily find information and distinguish which sources are reliable.
Using new online databases and citation software.

	Before I spent quite awhile trying to search for things then once I did the assignment I would have to go back an find where I got my sources. Now everything is streamlined using certain applications on my computer.
	I learned a lot about how to use the library databases and my ability to research a topic effectively increased greatly.
	I began using RefWorks to track my sources and was aware of more databases to use.
	I am now more willing and able to look for sources to back up my research in scholarly journals and magazines as well as using polls and other forms of legitimate data.
	I understand now that all your sources do not to be found at once. The more time you spend researching a topic, the easier it is to write about it.
	I learned methods to research using more reliable sources, e.g. the CU library.
	The Mann Library tutorial gave a lot of good websites to search through and these have been very beneficial and time-saving.
	Because we were allowed to complete a final research project using many options (e.g. PowerPoint, research paper, interview, video, etc), it was a challenge to come up with the right presentation/visual aids for the topic of our choice. This challenge helped modify the way of general research. With the variety of options, the type of information and way of obtaining articles/pictures are very important. How you present will affect what is required to carry the information across to the audience efficiently.
	I learned how to properly research my topic and find valuable sources for scholarly information.
	I learned from classes of library research and lectures that teaches analysis skills.

If known, please describe how the research assignment(s) affected your understanding of the course material or helped you apply concepts from the course?

(29 Responses-verbatim)

	They helped create a more physical basis for the information we learned.
	I have used the databases several times in all of my classes; I'm so glad I learned how to use them and that they are available to me
	It did not help.(2 responses)
	The research assignment was designed so that i would have to place together my knowledge of various topics and use them together so that i could successfully complete my report.
	Helped provide background information for lab report (improved understanding of important background information)
	Mostly just served to generate interest in the topic, not much increased understanding of the course itself.
	The tutorial we took for biology helped me to learn how to use Cornell's resources.
	It was a chance to do things more hands on and not just to understand material from a book.
	The assignment made the course material I learned more relevant because I was able to apply it to an actual country's situation.
	Finding relevant and scholarly articles on the topic I was researching.
	I was able to incorporate readings from the course into my paper. I was also able to take the knowledge from my research to both this course and other courses I am taking this semester.
	The ways that food adopts certain meanings, values, connotations, etc. was a universal constant throughout the constant, build up and expanded upon through my research paper (particularly in adding the aspect of spirituality).
	The research assignments allowed me to find more information on the topics than if I had done a basic search or searched for

	information the way I had before taking the class.
	The research assignments were mostly done to further obtain information for biology labs I had completed. The information attained from research articles and so forth enabled me to see how the material I learned was not only being applied but what experimental research was currently being done for/with it.
	My research assignment is linked very closely to one of the main themes of the course--food as symbol.
	Looking for scholarly articles for lab reports and using information to further research.
	There is more work that is needed to be done when deigning an experiment verses following a procedure given in class. There are many more problems with the experiments when a student is designing and running tests because they have less experience and do not foresee all of the possible problems.
	I was able to compare many research projects done on a topic and determine what made each unique and collect all of the conclusions they came to into an understanding of the general research question they were all asking. From this I gained a better understanding of approaches used in microbiology laboratory and research.
	I was able to use the methods of analysis presented in the course to inform my analysis of the materials I found for my paper.
	It helped me to come up with ideas for a speech?
	It helped in understanding because I directly used what I learned in the Information Competency Tutorial in my research for the speeches I had to prepare.
	I needed to apply my experiment results with past research projects. This helped me to further learn the material and how my experiment worked.
	It didn't! I've already learned proper researching techniques in my FWS classes and in various science courses I have taken throughout the years.
	Structuring an outline for my speech helped me to break down my topic into the most important aspects that I wanted to talk about. It may my ideas and view on the subject more clear.
	For me in particular I could identify lyrical trends and phases in Hip Hop, a lot of which correlated with the social implications of that specific time which we had studied throughout the semester.
	Helped apply concepts of finding reliable, credible sources of information.
	They gave me a guideline to follow in order to research my topic.
	Learning to read analytically helped in finishing the research project.

**When gathering information for your assignment in this course,
how often did you do or use the following?**

(74 Responses)

	Daily	Weekly	4-6 times per semester	1-3 times per semester	Never
Visit a library desk and ask for help	0 (0.00%)	4 (5.41%)	4 (5.41%)	28 (37.84%)	38 (51.35%)
Use e-mail or Library chat to ask for help from a librarian	0 (0.00%)	0 (0.00%)	6 (8.11%)	11 (14.86%)	57 (77.03%)

Retrieve a book	1 (1.35%)	8 (10.81%)	18 (24.32%)	25 (33.78%)	22 (29.73%)
Use Google	30 (40.54%)	25 (33.78%)	12 (16.22%)	6 (8.11%)	1 (1.35%)
Use Library databases	10 (13.51%)	30 (40.54%)	28 (37.84%)	5 (6.76%)	1 (1.35%)

Did the type of resources that you used this semester change?
(74 Responses)

Yes
No

34
(45.95%)

40
(54.05%)
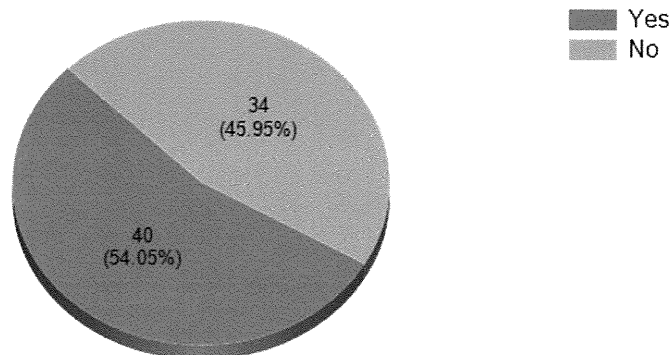
If yes, how?

(40 Responses-verbatim)

📄	*Used databases more often.*
📄	*I used more library databases to find research papers.*
📄	*I use much more research articles.*
📄	*I used more online copies of articles/journals.*
📄	*look through more books and journals.*
📄	*used library database more often.*
📄	*No web sources were allowed.*
📄	*I learned about PubMed*
📄	*Library databases.*
📄	*I began using articles from places like pub med which I didn't know about before.*
📄	*I used journal articles a lot more.*
📄	*Now Google is just for a general idea while the articles found on the Library*

	database are my sources.
	I used the library more often.
	Before, I did not have access to articles that must be paid for to be seen, now I do. Also, I use scholarly articles more than books.
	More books and scholarly research articles.
	Used the library website.
	I used scholarly journals more than anything when I typically use internet sources a lot. I also used programs or sources introduced to me by my professor.
	I rely more heavily on databases now.
	I used more books.
	Before I only knew how to use EBSCO and through the blackboard site I was able to access many other databases for all different types of research. However, without the helpful site I don't know if I would know where to find these databases again. I also used a lot more books rather than articles and found that I enjoy taking research from books more than other types of sources.
	I have always used a lot of library books, but now I tried to make more use of articles on library databases.
	Used the database and looked for scholarly resources.
	I started using EBSCO instead of only using JSTOR.
	Usually I use more journal articles, but this time I found books to be more informative.
	I used the library database more for this class than any class before. Usually I used Google in the past to help with these kinds of assignments.
	I no longer used possibly unreliable resources such as Wikipedia but credible, primary resources found on concrete databases.
	Scholarly articles and more journals.
	I took out books from the library.
	Used sources found through the Cornell library system.
	New databases were offered during a classroom session with Keith.
	It somewhat changed because I broadened my research my using other sources of information.
	I used library books for the first time and also used the library database more often.
	Used new resources such as polling data and government statistics
	As the semester went on I focused more on the use of library databases.
	I had never cited a website before this semester.
	It has now expanded to include more types of sources aside from just books and websites.
	I became more critical of internet sources and sought to use Journal Articles more.

	Increased my use of reference websites.
	I used archived materials and special collections from the library.
	I use more library databases.

How did you decide which sources were good for your assignment?

(60 Responses-verbatim)

_____

	Author accreditations, was article peer reviewed, and source location.
	I chose from scientific journals and most information from the Cornell Library website.
	Not sure.
	I used keywords and abstracts for pre-selection, then I read through the content to see which were more relevant to research question.
	I looked for more scientific journals instead of just online articles.
	The info in each of the sources
	Whether or not they came from a respectable source.
	It was based on whether they were "scholarly" or not.
	Read the title/abstract, skimmed some of the paper if it looked relevant, determined its relevance
	If they addressed the topic and had relevant information, and came from a credible source, I used them.
	Scholarly journals.
	I read them briefly.
	If they were proper research articles with abstracts, introductions, results, and discussion.
	If it was reviewed by other individuals, if it had other citations, and also the credentials of the authors.
	I chose peer reviewed journal articles.
	Look for articles on the database my course recommended.
	Reading over the article and seeing if it had reliable background information.
	Found reliable sources/journals.
	By how relevant the content was to my assignment and if the professor recommended the source or one similar to it.
	Peer review, using articles instead of websites.
	I read through them and judged their relevancy.

	I decided based on the publication it appeared in, if it was an article, or by the reputation of the author. I also found many of my sources through citations from them within my first few sources.
	I would briefly skim them, see that they were from reputable publishers, magazines, and made sure they were relevant to the ideas I wanted supported.
	Maureen (the librarian) helped me and I simply considered their credibility.
	I based this decision on whether or not the items were peer-reviewed.
	By their subject matter.
	Went to library website.
	I looked for people who were personally affected, which was not hard to find. Also, they all had similar experiences.
	The course outlined criteria our sources had to meet.
	I read the article to see if it was relevant and researched the author.
	If it was in an academic journal, I essentially assumed it was likely to be a reliable source.
	Based on criteria learned.
	Made sure they were scholarly articles, and went through books to make sure they applied to my research question.
	Date of publication, content (abstract), journal of publication.
	The sources were good, if they offered me the basic method that I would need in the assignment, or the standard of some microbial limitations.
	Used scientific databases such as web of knowledge. Used sources cited in papers.
	Relevant topics, recent research.
	I used only scholarly articles published in peer-reviewed journals.
	Once I figured out what I was trying to argue and what aspect of my topic I deemed most relevant and interesting, I was able to weed out the sources that I thought would be helpful in developing the topic.
	Credible Journal articles related to my topic will cite sources and I often look at those.
	I mainly dabble in scientific research, so researching articles is usually the first step.
	By determining if they were credible and well-cited or that someone took full credit for what was written on a webpage and they themselves had some credibility.
	Evaluating the authors.
	Checking the credibility of the sources such as education of the writer, etc. and the relevancy of the article topic, or if there were any biases.
	The online tutorials through Comm 2010 have helped me to learn which sources are reliable.
	Peer Reviewed.
	.gov or .edu websites, credentials of author, relevance to topic.

	Prior experience in other classes.
	If the I could get reliable information in a timely matter. I don't spend forever trying to find out how a website works or if the book or article uses too much jargon.
	Sources that were from scientific journals were credible.
	I looked at their authors/sources.
	I learned how to judge whether a source was credible or not by examining the currency and author among other things.
	By their sources. I didn't use sources that didn't have citations or cited websites.
	Which ones seemed meaty and reputable.
	Reading the description and then actually looking at the book.
	I trusted that scholarly articles found on reputable websites were credible sources. used the abstracts from these articles to determine if they were relevant to my topic.
	I asked the professor, librarians, and others for advice. I also used provided links from the course website that were reliable sources.
	I looked at the authors to see if they were credible.
	Asked for help (library, instructor).
	To see whether it is relevant to my topic and whether it refuse or agree with my thesis.

Please list three criteria you used for selecting sources.

(59 Responses-verbatim)

	Whether they came from reliable publications, whether they were relevant to my research topic, and whether they were relatively recent.
	Database, availability of full text article, and author.
	Author's credibility, published work's credibility, and when the article was written.
	If it looks legitimate, if it comes from a research database, if there are authors or sponsors.
	Number of authors, year of publication and title of journal.
	Peer edited journals, scientific journals, boring.
	Scholarly, peer reviewed, first hand research.
	Listed in database, had what I was looking for, looked fairly respectable, only used sources published in magazines, journals, etc.
	Should have been from a journal or text. Should have been scholarly. Should have been a reputable study.
	Relevance to subject written at a level I understand.
	It was peer-reviewed, it addressed the topic, and I could understand what they were saying.
	Professional writing, scholarly source, peer-reviewed.
	Related to my topic, easy enough for me to understand and supported my findings.
	Relevance. If it was reliable and appropriate source for the class.
	They were in an academic journal, they cited credible research, and they were not metanalyses
	The database the course manual recommended. The databases that the course website recommended. Databases available on the Cornell Library website.
	Scholarly source, Database or book.
	Reliable source, relevant source, understandable.
	Content availability, (electronically or at the library) author.
	Relevance to topic scientific? Availibility.
	Relevance current-ness, reliability.
	Found through a reputable database, published in an academic journal, cited in other reputable sources or by reputable authors.

	Academic journal (Peer-reviewed), length, abstract.
	Relatedness to my own topic, the source (many of my books were based of first-hand accounts), Accessibility of the source.
	Relevance, accuracy, ease of retrieval.
	Personal experience, if the person was well known for writing about the experience, how long the person faced the situation.
	Primary source (contained raw data, etc.) date of publication at least within 6months credible authors (professors, PhD, etc.).
	Relevance to topic ease of finding information availability.
	Credible scientific journal, knowledgeable author with scientific background, full-text article easy to obtain.
	Relevance to topic, source of the articles, date of publication.
	References, reliability, location.
	Does it answer my research question? Is it scholarly? Does it follow class requirements?
	Relevant keywords, publication in a scholarly journal, contained helpful information.
	Topic, author, name of the title.
	Relevant to research, Accessible online since didn't have time to wait for books. Could understand the paper.
	Relevant to my topic. In a peer-reviewed journal. Did not duplicate other material.
	Specificity in its relation to my topic, historical relevance.
	Scholarliness, relevance, date.
	Date published, source retrieved from, author's published history.
	Peer review, comprehensive (sound science), and application to the product.
	If there was a clear stated author or organization. If there were citations listed or further links. If the information was updated recently or written currently.
	Accessibility, credibility, convenience.
	Unbiased Scholarly author (credibility). Date of publication (most recent valid study).
	Worthy author, un-biased, educational purpose.
	Peer reviewed, scholarly, cited by ___ others.
	Recent publication date, absence of bias, easy to understand.
	Authoritative sources, current source, impartial viewpoint.
	Speed, information, accuracy. I can write a plugin for a piece of computer software where I can search multiple databases from one

	search.
📄	*Published in a scientific journal, peer reviewed, and the authors use of reputable sources.*
📄	*Who compiled or generated the information. When the information was generated/last updated. The writer's purpose for publishing the information.*
📄	*Currency, author, bias.*
📄	*Sources, location, relevance.*
📄	*Reputable source, focused on what I was researching and accessible.*
📄	*Relevance, credibility, interest.*
📄	*Reliability, content, accessibility.*
📄	*Scholarly authors/sources. Dense and in depth material. Mainly articles and books.*
📄	*Academic sources, sound bibliography, content.*
📄	*Relevant, either supporting or refuting my thesis, scholarly or credible.*

If you came across sources you disagreed with, or two sources that contradicted each other, how did you handle that?

(55 Responses-verbatim)

_____

📄	*I would look for more sources.*
📄	*Search for related articles or more information on Google.*
📄	*Do more research.*
📄	*Got another source.*
📄	*I would research more on the topic and pick a side according to the number of relevant facts.*
📄	*I would have to ignore the topic because then the topic was not clear and I would risk being incorrect.*
📄	*Didn't use one or both of them.*
📄	*I did not [encounter this situation]. 5 responses*
📄	*Used the one I agreed with. If I couldn't find one, I used the one I disagreed with and stated why I disagreed.*
📄	*Tried to use information from both, present a counter argument to mine.*
📄	*I would mention the varying viewpoints in my project or paper.*

	The sources could be compared and if one is weaker than the other then that can be used to support the stronger source.
	By looking at the strengths and weaknesses of each source.
	Looked at who was author's credibility
	I usually went with the source I agreed with or the one that had the strongest argument.
	Find another, or state that sources disagree.
	I integrated the two and discussed both perspectives.
	I actually chose many sources that disagreed with each other in order to gain full knowledge of both sides of the argument I was researching. Maybe ten percent of my research was for the opposition so that I could gain a better understanding of my topic.
	I had to amend my thesis to accommodate for such complexities. These contradictions (provided there are only few examples) do not necessarily invalidate the thesis, just need to be synthesized into the overall argument.
	I tried to incorporate all sides of the story.
	Found a few more to confirm or disagree.
	If I couldn't integrate them into my assignment in any manner even as contradictions to my argument I had no choice but to discard them.
	I would attempt to figure out why this disjuncture occurred.
	Decided which argument was more valid and reliable.
	Ask my academic professor for help, or choose the newer one.
	Analyze experimental methods and where the research was being performed.
	If they contradicted, I tried to understand why. If I disagreed with it or it didn't say what I wanted it to say, I ignored it.
	I did not really come across this issue, but when I found nuances of my topic that were contradictory, I tried to mention both opinions.
	Never found contradicting resources, really - just ones that I disagreed with because they didn't seem to have their facts right, so I ignored them.
	I would look at their cited references for details.
	I cite it in writing/speech and discuss the controversy; who, what, when, why?
	Further researched the source of information to see who was more credible or if the source I disagreed with had references that I could look into further.
	Spoke with my TA/ or someone in the class.
	Read contradicting sources and propose them as counterarguments that should be taken into consideration.
	I would not use sources that I believed contained false information.
	Research more deeply.
	Read both, and the information that was used to come to the differing conclusions. I would use the result that seemed to have a more logical conclusion or had more data to

	back it up.
	Did more research.
	If it were related to the sciences, I would check the dates they were published. Progression in science moves fast so that yesterday's discovery is today's mistake. If it were from anything else, I would look for other sources and choose the side I found the majority information for.
	I would read the background no them both and consider their sources before deciding.
	I tried to determine which source was most credible.
	I would either not use those sources at all or use them to briefly bring up the opposite view.
	I didn't have this problem
	I utilized both.
	I tried to find other sources that might shed light on the disagreement.
	My topic was somewhat controversial, so I needed to use both sources when this sort of issue came up.
	I usually note the contradictions if I were to present or find other reliable sources that sufficiently and reasonably proves that one is false. Sometimes I would leave out that piece of material if it is not important.
	I presented them both in the paper but presented my opinion on which I thought was more appropriate/correct.
	Incorporated in my project as a discussion of different viewpoints.
	Analyze why and where they contradict and make my own judgment.

Did the assignment in this course change how you view research?
(73 Responses)

Yes
No

50
(68.49%)

23
(31.51%)
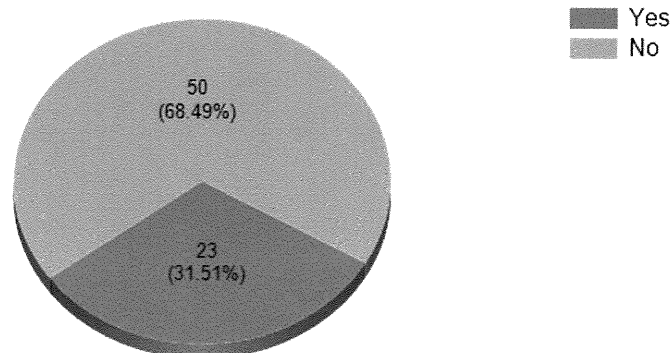
If yes, how?

(24 Responses-verbatim)

	You need many resources to support your findings.
	Not sure.
	Research is way more fun than I thought. When you have the right databases and the 'bonus' access from the school, resources are easier to find.
	It takes a lot more work than I thought it did.
	It just made me think more in depth about the topic and the possible topics that could branch off of the main topic.
	Didn't change how I viewed research.
	I learned the proper format of research articles and the details that go into making them.
	Research is a lot harder than I thought it was; I had minimal prior experience with research, so taking BIOG 1105, I found out how difficult it is to find applicable articles this semester.
	I don't like it as much.
	I see now that research can easily be manipulated to support any argument. I can look for and only use sources that support my argument. Research is not clear cut. This is not a positive thing. You have to be very careful and concise.
	There are probably sources out there that can support any claim under the sun, now i look for the

	reliable ones.
	I find it actually kind of fun now. Not all research has to be boring. The articles and books that you find more interesting make for a more interesting and engaging paper.
	I view it as much more complex.
	This was a very tedious and specific assignment which made research more difficult and not enjoyable.
	I learned about the wonder that is RefWorks!
	I realized that the library search has more features available that can lead to a more accurate search of information, although the website is still confusing.
	When I was doing the final report of our project, I realized the fact that the results of experiments usually are not exactly the same as the designer formerly expect. But discovery can be found all the time.
	Need to be more detailed and organized.
	I feel much more confident in my ability to go through the process of writing a research paper.
	I feel that it is essential for all papers, experiments, and work. It is less of a hassle for me now that I truly understand how plagiarism can occur without citations. Good sources also strengthen the validity of my work.
	There is more to research than just looking at scholarly articles from journals. There is some good info on blogs, periodicals, polls, and the like.
	Research can be the main method for learning about a subject.
	It seems easier now!

**What else would you like us to know about your
experience with the research assignment(s)?**

(29 Responses-verbatim)

_____

	I hope to use the Cornell library system more often because you guys are awesome and offer a lot of help.
	Nothing else.
	They could be confusing at times, but were overall manageable.
	The citation option on the Library database is probably the fastest and most useful tool for citing a source correctly.
	The library system at Cornell is excellent to foster research. So excellent that it is difficult to narrow down the number of sources you use for any research assignment.

	Sometimes the library website was confusing, but I'm still learning.
	More emphasis for the class on searching for credible websites would be interesting.
	The BlackBoard session was unnecessary. BlackBoard is good for sharing assignments and announcements, but intellectual discussion will never come from it and it's a waste of time.
	Too staged and dragged out. Didnt get to see enough themes of course before developing thesis.
	The blackboard site and the library sessions were very helpful for the research paper. I wish that more professors would actually have both of these features in their classes when students are expected to write a research paper.
	The step-by-step tutorials were very useful when learning how to use library databases.
	It was difficult when the assignment was restricted to one database, and I knew of another database I wanted to use.
	Honestly, I believe the library workshops would be far more useful to freshman. This class was 3000 level. At this point, most students have a pretty good understanding of how to conduct research. This is not to say it was useless--I actually did learn some new things, but most were not new to me.
	The online assignment was time consuming; instead of spending my short, valuable time on my assignment, I had to do tedious research for the online tutorial. It was no help. All the information I needed to help me was in my manual for the course.
	The online library system is still confusing and frustrating to use. Sometimes I can find decent information, but most of the time just ended up using Google Scholar, because it helped save time
	Very time consuming.
	This process was incredibly helpful, and I would definitely recommend it. It saved me from having too many moments of crisis in the process of completing the paper.
	How to cite things using APA format.
	I find that refworks is not very user friendly.
	I felt it was pointless.
	Upset I didn't learn about some of the resources until my junior year. They would have been much more helpful earlier on!
	It was great practice.
	That there is lots of information on the web but it takes awhile to determine if it's from a reputable source.

	I still see research as the same process, I just understand how to research more efficiently.
	It was really interesting to be in such a research based class.
	The refworks site is very helpful for keeping sources organized...I wish I had been introduced to this site sooner!
	I would have preferred it to be broken up into smaller pieces with more focus on in class research and revision.

Temple Library Subject Guides Project
Temple University, Paley Library

Thank you for taking the time to complete this survey. This is an anonymous survey so no identifying information about you is being collected. This questionnaire seeks to capture information about your recent STOC 1111 annotated bibliography assignment and the use of Library Subject Guides. You may have used a Library Subject Guide to perform research for your assignment. A screenshot of a Library Subject Guide is presented below.

This questionnaire should take no more than 5-7 minutes to complete. Please complete the questionnaire and return it to your instructor. If you provide your e-mail address at the end of questionnaire you will be included in a drawing to receive a $25 Barnes and Noble gift card. To enter the drawing detach the last page with your e-mail address and hand it in separately with your completed survey.

There is still time to submit your annotated bibliography assignment which will help the librarians to better understand how our subject guides can assist students with their research. You will be entered into a drawing for one of three $25 Barnes and Noble gift cards. We will truly appreciate the few minutes it will take you to submit your bibliography assignment (all information is kept confidential).

If you have any questions about this survey contact Steven Bell, Associate University Librarian, at 215-204-5023.

THANK YOU!

LibGuides Research Project

Please fill in the bubble that represents the BEST answer to each of the following questions.

Like this: ●   Not like this: (✓)   (X)   (/)

1. **When you were working on your annotated bibliography, how did you find your sources? (CHOOSE ALL THAT APPLY.)**

   O   Free Web Search Engines such as Google, Yahoo, etc.

   O   Library Website

   O   Additional Methods Used: _____

2. **If you visited the Temple University Libraries' website to find sources for your annotated bibliography, what did you use? (CHOOSE ALL THAT APPLY)**

   O   Diamond catalog (to find, for example, printed books in the physical library)

   O   Library Databases (for example, Academic Search Premier, LexisNexis, etc.)

   O   Library Subject / Course Guides

   O   Other online library resources. Please identify: _____

   O   I did not use Temple University Libraries' website.

3. **How many sources did you include in your annotated bibliography?**

   O   0 to 5

   O   6 to 9

   O   10

   O   11 or more

4. **Approximately how many sources did you identify / consult while working on your annotated bibliography (whether or not you used them)?**

   O   0 to 5

   O   6 to 9

   O   10

   O   11 to 15

   O   16 to 20

   O   21 or more

5. **What factors did you consider when picking sources to include in your annotated bibliography? (CHOOSE ALL THAT APPLY.)**

    O   Relevancy to your topic

    O   Publication date (how recently the source was published)

    O   Author's reputation or area of expertise

    O   Format / type of source (i.e. book, journal article)

    O   The way you found the source (academic search engine, library subject guide etc.)

    O   Advice from other students

    O   Guidance from your instructor / professor

    O   Suggestions from a librarian

    O   Other (Please specify: _____)

6. **Which do you think was the most important factor for evaluating sources for your annotated bibliography? (CHOOSE ONE.)**

    O   Relevancy to your topic

    O   Publication date (how recently the source was published)

    O   Author's reputation or area of expertise

    O   Format / type of source (i.e. book, journal article)

    O   The way you found the source (academic search engine, library subject guide etc.)

    O   Advice from other students

    O   Guidance from your instructor / professor

    O   Suggestions from a librarian

    O   Other (Please specify: _____)

Additional questions on next page!

A librarian visited your Public Speaking class and discussed several library resources that you could use when working on your annotated bibliography. Questions 7, 8 and 9 are about that visit.

Please indicate how much you agree or disagree with each of the following statements.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. The annotated bibliography assignment was easier because a librarian visited my class and discussed library resources.	O	O	O	O	O
8. The librarian who visited my class provided information that was relevant for my annotated bibliography assignment.	O	O	O	O	O

9. How helpful or unhelpful did you find the librarian's visit to your class?

O   Very helpful

O   Somewhat helpful

O   Somewhat unhelpful

O   Very unhelpful

10. Did you use a Library Subject Guide for your annotated bibliography assignment for this course?

O   Yes

O   No (**Please skip to Question # 20.**)

11. How did you learn about the Library Subject Guide? (CHOOSE ONE)

O   A librarian came to my Public Speaking class and told me about it

O   I learned about it from another staff member at the library

O   I found it on the library website

O   I have used Library Subject Guides for other courses

O   There was a link to it in my Blackboard course site

O   A classmate told me about it

O   An instructor directed me to use it

Additional questions on next page!

Please indicate how much you agree or disagree with each of the following statements.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. The annotated bibliography assignment was easier because I used the Library Subject Guide.	O	O	O	O	O
13. The Library Subject Guide provided information that was relevant for my assignment.	O	O	O	O	O
14. I found the Library Subject Guide was easy to use.	O	O	O	O	O

15. How helpful or unhelpful did you find the Library Subject Guide?

O Very helpful

O Somewhat helpful

O Somewhat unhelpful

O Very unhelpful

16. I thought the Library Subject Guide had:

O too much information

O right amount of information

O not enough information

	Very Likely	Likely	Unlikely	Very Unlikely
17. How likely is it that you will use a Library Subject Guide for your next research assignment?	O	O	O	O
18. How likely is it that you will recommend a Library Subject Guide to another student?	O	O	O	O

Additional questions on next page!

19. The <u>most</u> convenient way for me to find a Library Subject Guide in the future would be: (CHOOSE ONE.)

    O   A link to it on my Blackboard course site

    O   A link to it on TU Portal

    O   A link to it on the library homepage

    O   If my instructor shows me where to find it

    O   If a librarian comes to my class and shows me how to use it

    O   Other (Please explain): _____

20. If you didn't use the Library Subject Guide, why not? (choose one)

    O   Did not know about it

    O   Knew about it but decided not to use it (**Please go back and answer questions 11 through 19**)

        Please explain: _____

21. What is your current year in school?

    O   Freshmen

    O   Sophomore

    O   Junior

    O   Senior

22. What is your major? (Please write Undecided if you have not picked a major yet.)

    _____

23. What is your gender?

    O   Male

    O   Female

24. What month and year were you born? _____

Additional questions on next page!

25. Do you have access to a computer where you currently live?

O   Yes

O   No

26. Do you have Internet access where you currently live?

O   Yes

O   No

27. Do you regularly use one of the computer labs on campus to work on school-related tasks?

O   Yes

O   No

28. What is your preferred method of seeking assistance from the library? (CHOOSE ONE):

O   Calling the library

O   Emailing a request for help to the library

O   Using the library's instant message service

O   Going to the reference desk in Paley Library

O   Asking a librarian who I know

O   I do not seek assistance from the library.

Please read next page!

IF YOU WOULD LIKE TO BE ENTERED FOR A DRAWING TO WIN A $25 GIFT CARD FROM BARNES & NOBLE, PLEASE WRITE YOUR EMAIL ADDRESS BELOW.

MY EMAIL ADDRESS IS _____

YOU MAY TEAR OFF THIS SHEET AND HAND IT IN SEPARATELY SO IT IS NOT LINKED TO YOUR SURVEY.

SELECTED RESOURCES

Books and Journal Articles

Ahmed, S. M. Zabed. "Measuring Performance and Impact of Rural Community-led Library Initiatives in Thailand." *Information Development* 26, no. 1 (2010): 17–35.

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Assessment Tools

Association of American Colleges and Universities: VALUE (Validate Assessment of Learning in Undergraduate Education)
    http://www.aacu.org/value/index.cfm

Collegiate Learning Assessment
    http://www.collegiatelearningassessment.org/

Cornell University Institutional Planning
    http://dpb.cornell.edu/IP_E_Survey_Overview.htm

LibQUAL+®
    http://libqual.org/home

National Survey of Student Engagement
    http://nsse.iub.edu/

Project SAILS: Standardized Assessment of Information Literacy Skills
    https://www.projectsails.org

The University of California Undergraduate Experience Survey
    http://www.universityofcalifornia.edu/studentsurvey/