

## User Surveys

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## 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:

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

☐ Yes

☐ No

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## Sources

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

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

Other, please specify:

## 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   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic book collection  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Print journals and magazines  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic journals and magazines   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Article databases (JSTOR, Academic Search Premier, etc)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Catalogs (Library catalog, Lens, WorldCat, etc)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Original manuscript and archival materials  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digitized collections of locally held manuscripts/archival materials (Archival Photofiles, etc)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digitized commercial collections of manuscripts/archival materials (Early English Books Online, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Multimedia (CDs, DVDs, etc)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Numeric data (scientific, economic, demographic, etc)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Non-textual sources (maps, music scores, etc)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 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                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Effectiveness as a researcher                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to stay current in your field                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to find information in related fields or new areas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to make efficient use of your time                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to achieve academic success                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 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                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use a computer anywhere on campus to access the Library's resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use a computer from off-campus to access the Library's resources    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use a mobile device to access the Library's resources               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

#### 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   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Study with others                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use the collections for research or course-related work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Retrieve a specific item                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Check out or return materials                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use Library equipment (computers, printers, scanners)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ask Library staff a question                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Browse the Library's shelves                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify:                                  | <input type="text"/>  |                       |                       |                       |                       |

## 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                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Service desk hours              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Spaces for quiet study          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Spaces for group study          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to computers             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wireless access                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to electrical outlets    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to printing and scanning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lighting                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shelving/bookstacks maintenance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

|   | Never                 | Quarterly or less     | Monthly               | Weekly                | Almost daily          |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <u>D'Angelo Law Library</u>                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Eckhart Library</u>                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>John Crerar Library</u>                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Joseph Regenstein Library</u>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Social Services Administration Library</u> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Special Collections Research Center</u>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**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.**

## 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 <a href="#">catalog</a>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search <a href="#">Lens</a>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access <a href="#">course reserve</a> materials                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Request an item through <a href="#">interlibrary loan</a>                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search for a specific book  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search for a specific article   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search for information on a topic   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search for manuscripts and/or archival collections                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search for online books   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search for digitized collections or images  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use the Library's online <a href="#">research guides</a>                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Consult with Library staff  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search for information about using the Library (hours, borrowing privileges, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## 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 <u>subject specialist</u> librarian in your discipline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assistance from Library staff at a <u>reference desk</u>                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assistance from Library staff through <u>Ask-a-Librarian</u>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assistance from Library staff at a circulation desk                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Research guides</u> for specific topics or courses                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Library workshops</u> and librarian presentations                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

## 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 <u>website</u>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library <u>catalog</u>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Lens search</u>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Course reserves</u>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Interlibrary loan</u>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Staff searching for items not found on shelf</u>                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Recalling materials that are checked out</u>                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Circulation (check-out and returns)                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library reference/subject specialist assistance, in person or online | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library <u>workshops</u> and librarians' presentations               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Printing/scanning/photocopying equipment</u>                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Microform equipment  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>FindIt button</u>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Database Finder</u>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>E-journals list</u>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>RefWorks</u>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <u>Off-campus access</u> to electronic journals and databases        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

## 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.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional group study spaces in the Library.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Delivery of material from any campus Library for pickup at the campus Library of your choice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Designated zones for quiet study in the Library.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Group study spaces equipped with technology (computers, flat panel screens, etc).             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mobile device support for library resources and services.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online chat reference service.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provide information about rights,permissions, and other copyright issues.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scanning and online delivery of print journal articles.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-service checkout of books.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**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.**

**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%         |
|   | <b>100</b> |

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

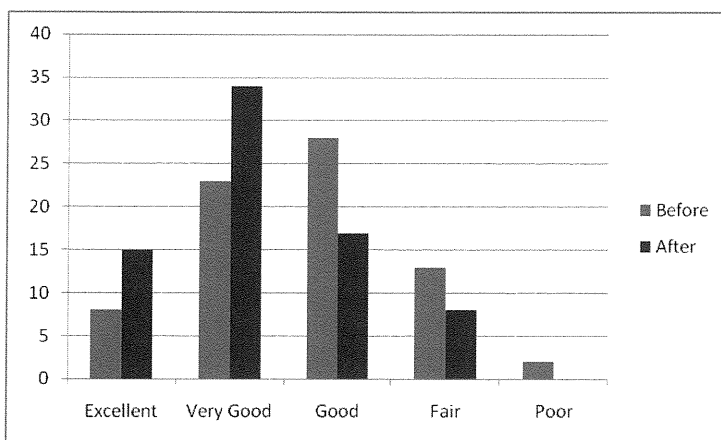
**If known, briefly describe the research assignment(s)  
you are completing for the course(s) you checked above.**

Representative Comments from 45 Responses

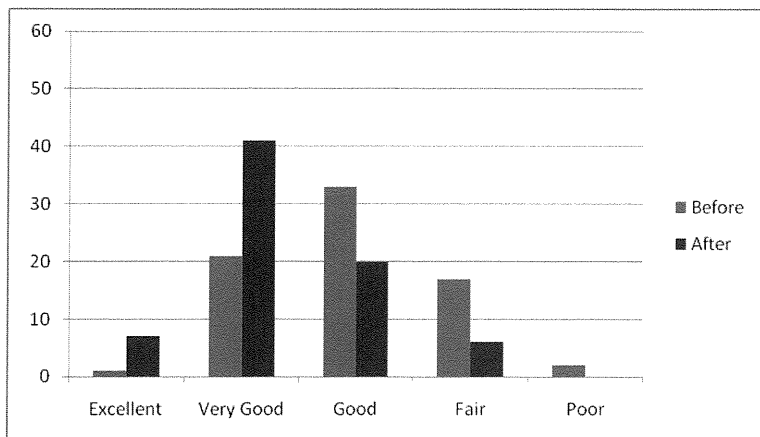
|   |   |
|---|---|
|    | <i>Two Biology labs: Research pertaining to Enzymes and Cardiopulmonary Function. We had to write a lab report for both.</i>  |
|    | <i>A 9-11 page paper based on a topic of our choosing relating in some way to the overall content of the course. In preparation we have completed an annotated bibliography, an outline and draft.</i>  |
|    | <i>I am writing a research paper on the role of food in eating disorders.</i>   |
|    | <i>Final research paper on food or some cultural aspect related to food</i>   |
|    | <i>I just completed a final research paper that required the use of 10-15 scholarly sources. We also did annotated bibliographies.</i>  |
|    | <i>I am writing a 9-11 page research paper on Christian cookbooks' mitigation of spirituality, and spiritualism manifest in the dishes they present.</i>  |
|    | <i>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.</i>  |
|    | <i>Research for an informative speech and online tutorial. Research for a food microbiology laboratory project.</i>   |
|   | <i>Lyrical transition and trends of the top Hip Hop party songs from 1979 to the present.</i>   |
|  | <i>Informative speech somehow related to "play". Must be 6-8 minutes long.</i>  |
|  | <i>Cultures in America.</i>   |
|  | <i>Informative speech on a topic somehow related to "science". I have chosen to research posttraumatic stress disorder in military personnel</i>  |
|  | <i>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.</i> |

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:

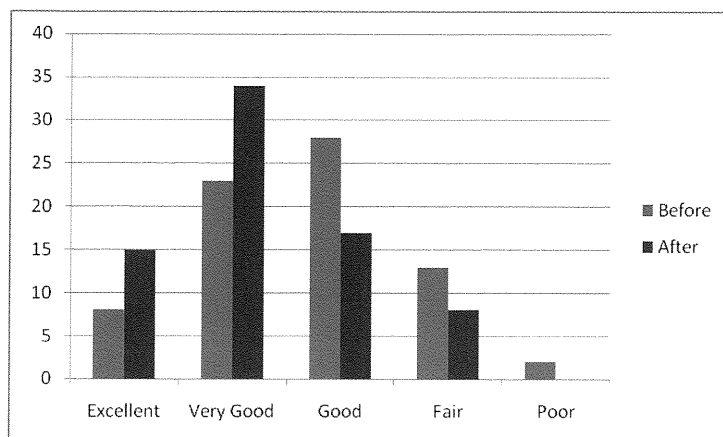
**Determine the extent of information needed for a research assignment:**



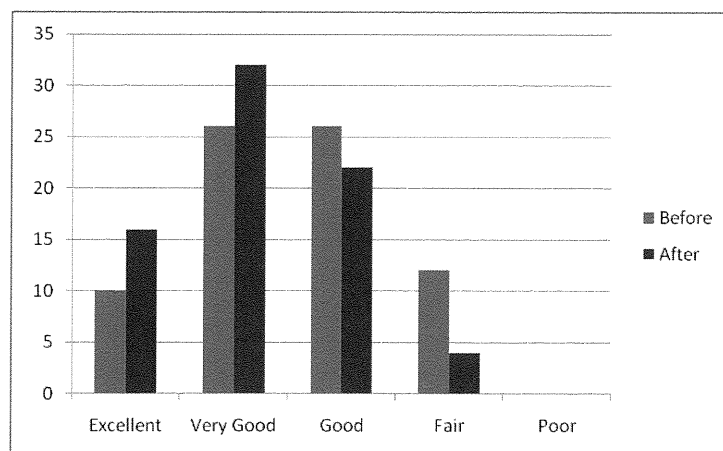
**Pose questions when seeking information, that are more likely to get you the desired results *in a timely manner*:**



**Identify relevant books on a specific topic:**

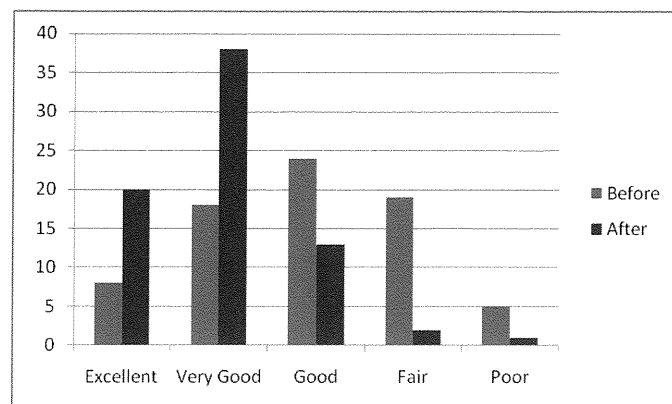


**Find relevant web sites:**

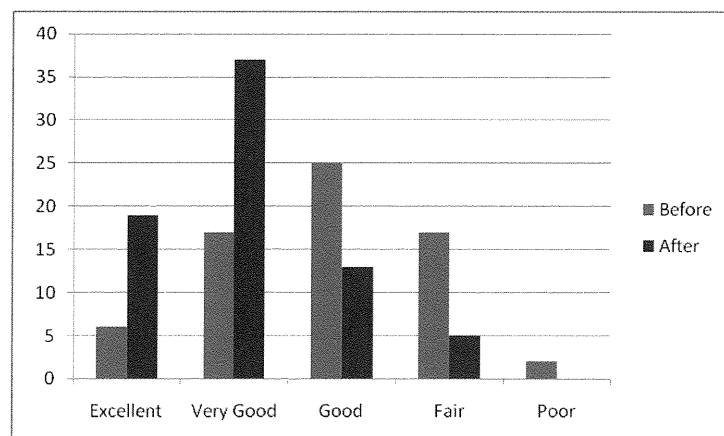




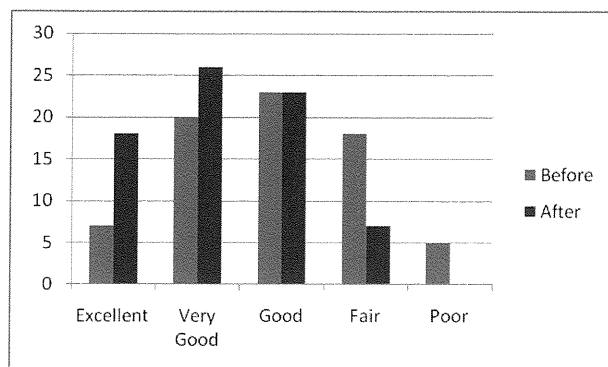
**Find relevant articles in scholarly journals:**



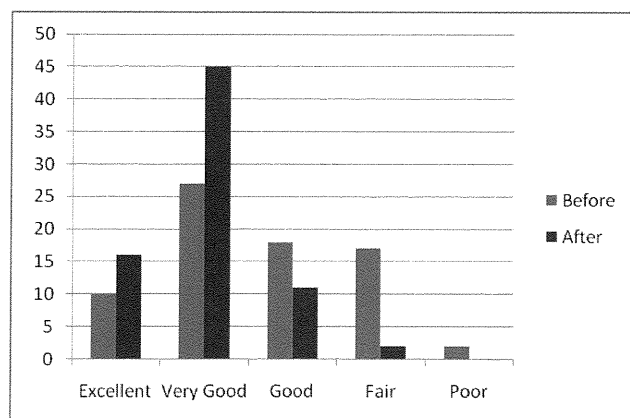
**Find relevant articles through library databases:**



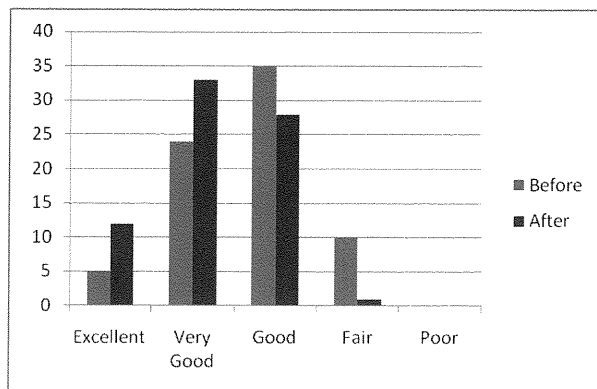
**Locate relevant sources from a bibliography:**



**Distinguish between reliable, authentic, scholarly information and information that is less trustworthy:**



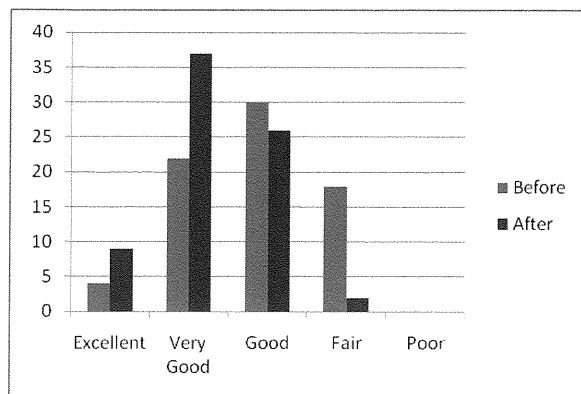
**Compare new knowledge with prior knowledge:**



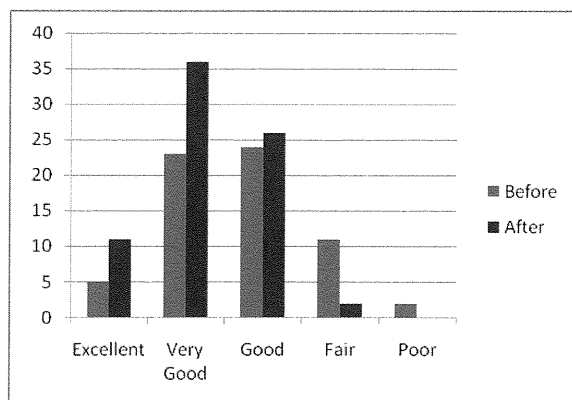
**Formulate research questions:**



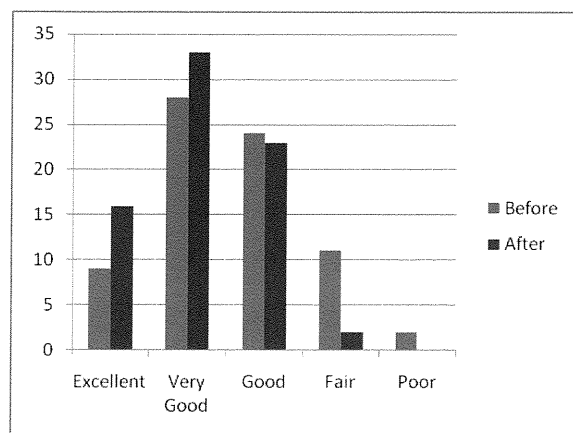
**Analyze the basic elements of an idea, such as examining a particular case in depth and considering its components:**



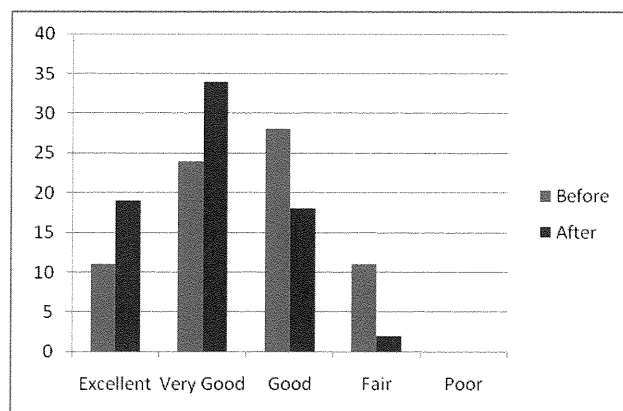
**Synthesize and organize information into new, more complex interpretations or relationships:**



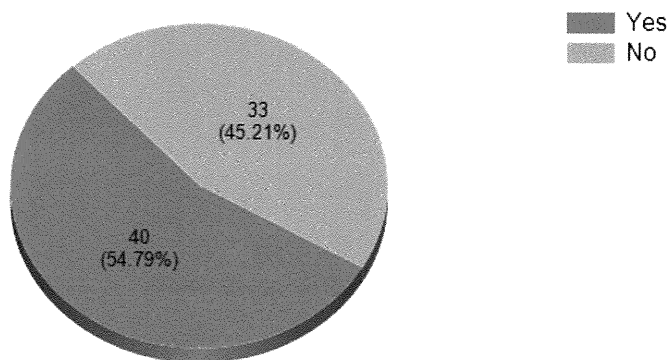
**Develop a thesis statement:**



**Acknowledge or credit resources:**































### During the semester, did your research practices change? (73 Responses)



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

**If yes, how did your research practices change?**

**(42 Responses-verbatim)**














|   |   |
|---|---|
|    | <i>I understand and use Cornell databases</i>   |
|    | <i>I use PubMed and the like more often.</i>  |
|    | <i>More knowledge regarding how to distinguish scholarly articles, plagiarism, and how to cite sources properly.</i>  |
|    | <i>Now I look through a lot more different sources to find information instead of just through Google.</i>  |
|    | <i>Learned to use library website learned to narrow and specify words in searches.</i>  |
|    | <i>I now know how to use the databases accessible from the library website to find relevant scholarly publications.</i>   |
|    | <i>Became more efficient from practice.</i>   |
|    | <i>Using the Cornell website for databases and journals.</i>  |
|    | <i>I now search the Cornell database before anything else and use it to help with citations.</i>  |
|    | <i>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> |
|    | <i>I used data bases to find scholarly articles and requested books through the interlibrary loan.</i>  |
|    | <i>Found better research sites and had a better understand of how to create my key words for searching.</i>   |
|   | <i>I was able to narrow my search through more specific question.</i>   |
|  | <i>I relied less on internet sources and more on academic journals and database searches.</i>   |
|  | <i>Using the library website and databases.</i>   |
|  | <i>I have a better understanding of the library catalog and different databases that I can use.</i>   |
|  | <i>I now use more databases, not just jstor!, to locate relevant articles.</i>  |
|  | <i>I learned how to use the database and was motivated to look far and wide for sources.</i>  |
|  | <i>I started using WorldCat and became more comfortable with the new library catalog.</i>   |
|  | <i>Spoke to circulation librarian and got info on interlibrary loan</i>   |
|  | <i>I was able to construct a more precise thesis and was exposed to better research methods.</i>  |
|  | <i>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>   |
|  | <i>I discovered new areas to find sources and RefWorks.</i>   |
|  | <i>More detailed and found methods for experiments instead of just results.</i>   |
|  | <i>Was able to examine experiments more closely and analyze results more thoroughly. Developed more in-depth thesis and hypothesis.</i>   |
|  | <i>I used these new databases and did more brainstorming on search terms to use.</i>  |
|  | <i>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.</i>  |
|  | <i>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>   |
|  | <i>I've started using more specific research databases and searching specifically for scholarly articles and statistics when needed.</i>  |
|  | <i>I am now able to easily find information and distinguish which sources are reliable.</i>   |
|  | <i>Using new online databases and citation software.</i>  |


















|   |   |
|---|---|
|  | <i>Before I spent quite awhile trying to search for things then once I did the assignment I would have to go back and find where I got my sources. Now everything is streamlined using certain applications on my computer.</i>   |
|  | <i>I learned a lot about how to use the library databases and my ability to research a topic effectively increased greatly.</i>   |
|  | <i>I began using RefWorks to track my sources and was aware of more databases to use.</i>   |
|  | <i>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>   |
|  | <i>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>  |
|  | <i>I learned methods to research using more reliable sources, e.g. the CU library.</i>  |
|  | <i>The Mann Library tutorial gave a lot of good websites to search through and these have been very beneficial and time-saving.</i>   |
|  | <i>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> |
|  | <i>I learned how to properly research my topic and find valuable sources for scholarly information.</i>   |
|  | <i>I learned from classes of library research and lectures that teaches analysis skills.</i>  |

**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)**

|   |   |
|---|---|
|  | <i>They helped create a more physical basis for the information we learned.</i>   |
|  | <i>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</i>  |
|  | <i>It did not help.(2 responses)</i>  |
|  | <i>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.</i>  |
|  | <i>Helped provide background information for lab report (improved understanding of important background information)</i>  |
|  | <i>Mostly just served to generate interest in the topic, not much increased understanding of the course itself.</i>   |
|  | <i>The tutorial we took for biology helped me to learn how to use Cornell's resources.</i>  |
|  | <i>It was a chance to do things more hands on and not just to understand material from a book.</i>  |
|  | <i>The assignment made the course material I learned more relevant because I was able to apply it to an actual country's situation.</i>   |
|  | <i>Finding relevant and scholarly articles on the topic I was researching.</i>  |
|  | <i>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.</i>  |
|  | <i>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).</i> |
|  | <i>The research assignments allowed me to find more information on the topics than if I had done a basic search or searched for information on the internet.</i>  |

|   |  |
|---|--|
|   | <i>information the way I had before taking the class.</i>  |
|    | <i>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.</i>                 |
|    | <i>My research assignment is linked very closely to one of the main themes of the course--food as symbol.</i>  |
|    | <i>Looking for scholarly articles for lab reports and using information to further research.</i>   |
|    | <i>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>                            |
|    | <i>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> |
|    | <i>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.</i>  |
|    | <i>It helped me to come up with ideas for a speech?</i>  |
|    | <i>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>  |
|    | <i>I needed to apply my experiment results with past research projects. This helped me to further learn the material and how my experiment worked.</i>   |
|    | <i>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.</i>   |
|    | <i>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.</i>  |
|   | <i>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.</i>  |
|  | <i>Helped apply concepts of finding reliable, credible sources of information.</i>   |
|  | <i>They gave me a guideline to follow in order to research my topic.</i>   |
|  | <i>Learning to read analytically helped in finishing the research project.</i>   |

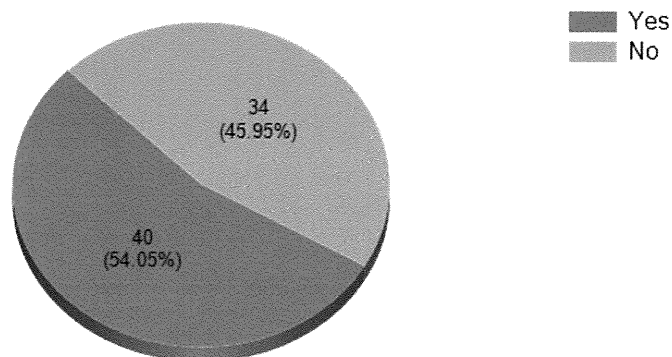
When gathering information for your assignment in this course,  
how often did you do or use the following?

(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)**






**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 by 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.  |














|   |  |
|---|--|
|  | <i>Increased my use of reference websites.</i>                             |
|  | <i>I used archived materials and special collections from the library.</i> |
|  | <i>I use more library databases.</i>                                       |

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

**(60 Responses-verbatim)**

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























|   |  |
|---|--|
|    | <i>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>         |
|    | <i>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.</i>   |
|    | <i>Maureen (the librarian) helped me and I simply considered their credibility.</i>  |
|    | <i>I based this decision on whether or not the items were peer-reviewed.</i>   |
|    | <i>By their subject matter.</i>  |
|    | <i>Went to library website.</i>  |
|    | <i>I looked for people who were personally affected, which was not hard to find. Also, they all had similar experiences.</i>   |
|    | <i>The course outlined criteria our sources had to meet.</i>   |
|  | <i>I read the article to see if it was relevant and researched the author.</i>   |
|  | <i>If it was in an academic journal, I essentially assumed it was likely to be a reliable source.</i>  |
|  | <i>Based on criteria learned.</i>  |
|  | <i>Made sure they were scholarly articles, and went through books to make sure they applied to my research question.</i>   |
|  | <i>Date of publication, content (abstract), journal of publication.</i>  |
|  | <i>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.</i>  |
|  | <i>Used scientific databases such as web of knowledge. Used sources cited in papers.</i>   |
|  | <i>Relevant topics, recent research.</i>   |
|  | <i>I used only scholarly articles published in peer-reviewed journals.</i>   |
|  | <i>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.</i> |
|  | <i>Credible Journal articles related to my topic will cite sources and I often look at those.</i>  |
|  | <i>I mainly dabble in scientific research, so researching articles is usually the first step.</i>  |
|  | <i>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.</i>  |
|  | <i>Evaluating the authors.</i>   |
|  | <i>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.</i>  |
|  | <i>The online tutorials through Comm 2010 have helped me to learn which sources are reliable.</i>  |
|  | <i>Peer Reviewed.</i>  |
|  | <i>.gov or .edu websites, credentials of author, relevance to topic.</i>   |



























|   |  |
|---|--|
|  | <i>Prior experience in other classes.</i>  |
|  | <i>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.</i>    |
|  | <i>Sources that were from scientific journals were credible.</i>   |
|  | <i>I looked at their authors/sources.</i>  |
|  | <i>I learned how to judge whether a source was credible or not by examining the currency and author among other things.</i>  |
|  | <i>By their sources. I didn't use sources that didn't have citations or cited websites.</i>  |
|  | <i>Which ones seemed meaty and reputable.</i>  |
|  | <i>Reading the description and then actually looking at the book.</i>  |
|  | <i>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> |
|  | <i>I asked the professor, librarians, and others for advice. I also used provided links from the course website that were reliable sources.</i>                                    |
|  | <i>I looked at the authors to see if they were credible.</i>   |
|  | <i>Asked for help (library, instructor).</i>   |
|  | <i>To see whether it is relevant to my topic and whether it refuse or agree with my thesis.</i>  |













Please list three criteria you used for selecting sources.

(59 Responses-verbatim)












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



























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














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

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

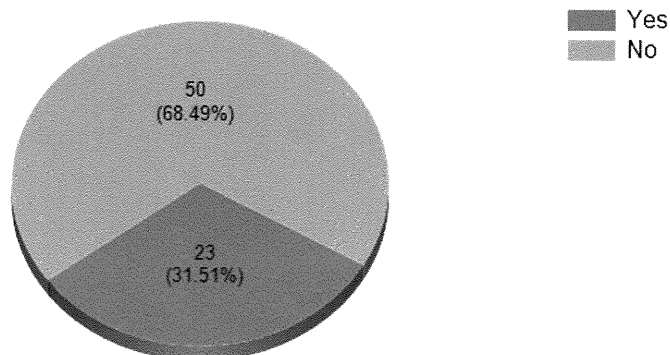
**(55 Responses-verbatim)**

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

|   |   |
|---|---|
|    | <i>The sources could be compared and if one is weaker than the other then that can be used to support the stronger source.</i>  |
|    | <i>By looking at the strengths and weaknesses of each source.</i>   |
|    | <i>Looked at who was author's credibility</i>   |
|    | <i>I usually went with the source I agreed with or the one that had the strongest argument.</i>   |
|    | <i>Find another, or state that sources disagree.</i>  |
|    | <i>I integrated the two and discussed both perspectives.</i>  |
|    | <i>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> |
|    | <i>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>                                    |
|    | <i>I tried to incorporate all sides of the story.</i>   |
|    | <i>Found a few more to confirm or disagree.</i>   |
|    | <i>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>   |
|  | <i>I would attempt to figure out why this disjuncture occurred.</i>   |
|  | <i>Decided which argument was more valid and reliable.</i>  |
|  | <i>Ask my academic professor for help, or choose the newer one.</i>   |
|  | <i>Analyze experimental methods and where the research was being performed.</i>   |
|  | <i>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>  |
|  | <i>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.</i>   |
|  | <i>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>   |
|  | <i>I would look at their cited references for details.</i>  |
|  | <i>I cite it in writing/speech and discuss the controversy; who, what, when, why?</i>   |
|  | <i>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.</i>   |
|  | <i>Spoke with my TA/ or someone in the class.</i>   |
|  | <i>Read contradicting sources and propose them as counterarguments that should be taken into consideration.</i>   |
|  | <i>I would not use sources that I believed contained false information.</i>   |
|  | <i>Research more deeply.</i>  |
|  | <i>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</i>  |

|   |   |
|---|---|
|   | <i>back it up.</i>  |
|    | <i>Did more research.</i>   |
|    | <i>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> |
|    | <i>I would read the background on them both and consider their sources before deciding.</i>   |
|    | <i>I tried to determine which source was most credible.</i>   |
|    | <i>I would either not use those sources at all or use them to briefly bring up the opposite view.</i>   |
|    | <i>I didn't have this problem</i>   |
|    | <i>I utilized both.</i>   |
|    | <i>I tried to find other sources that might shed light on the disagreement.</i>   |
|    | <i>My topic was somewhat controversial, so I needed to use both sources when this sort of issue came up.</i>  |
|    | <i>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>  |
|   | <i>I presented them both in the paper but presented my opinion on which I thought was more appropriate/correct.</i>   |
|  | <i>Incorporated in my project as a discussion of different viewpoints.</i>  |
|  | <i>Analyze why and where they contradict and make my own judgment.</i>  |













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



**If yes, how?**

**(24 Responses-verbatim)**






|  |   |
|--|---|
|  | <i>You need many resources to support your findings.</i>  |
|  | <i>Not sure.</i>  |
|  | <i>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.</i>   |
|  | <i>It takes a lot more work than I thought it did.</i>  |
|  | <i>It just made me think more in depth about the topic and the possible topics that could branch off of the main topic.</i>   |
|  | <i>Didn't change how I viewed research.</i>   |
|  | <i>I learned the proper format of research articles and the details that go into making them.</i>   |
|  | <i>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>  |
|  | <i>I don't like it as much.</i>   |
|  | <i>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.</i> |
|  | <i>There are probably sources out there that can support any claim under the sun, now i look for the</i>  |



















|  |   |
|--|---|
|  | <i>reliable ones.</i>   |
|   | <i>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>   |
|   | <i>I view it as much more complex.</i>  |
|   | <i>This was a very tedious and specific assignment which made research more difficult and not enjoyable.</i>  |
|   | <i>I learned about the wonder that is RefWorks!</i>   |
|   | <i>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.</i>  |
|   | <i>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.</i>               |
|   | <i>Need to be more detailed and organized.</i>  |
|   | <i>I feel much more confident in my ability to go through the process of writing a research paper.</i>  |
|   | <i>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.</i> |
|   | <i>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.</i>   |
|   | <i>Research can be the main method for learning about a subject.</i>  |
|  | <i>It seems easier now!</i>   |

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





**(29 Responses-verbatim)**

---

|   |   |
|---|---|
|  | <i>I hope to use the Cornell library system more often because you guys are awesome and offer a lot of help.</i>  |
|  | <i>Nothing else.</i>  |
|  | <i>They could be confusing at times, but were overall manageable.</i>   |
|  | <i>The citation option on the Library database is probably the fastest and most useful tool for citing a source correctly.</i>  |
|  | <i>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.</i> |

|   |   |
|---|---|
|    | <i>Sometimes the library website was confusing, but I'm still learning.</i>   |
|    | <i>More emphasis for the class on searching for credible websites would be interesting.</i>   |
|    | <i>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.</i>  |
|    | <i>Too staged and dragged out. Didn't get to see enough themes of course before developing thesis.</i>  |
|    | <i>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.</i>   |
|    | <i>The step-by-step tutorials were very useful when learning how to use library databases.</i>  |
|    | <i>It was difficult when the assignment was restricted to one database, and I knew of another database I wanted to use.</i>   |
|    | <i>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.</i> |
|    | <i>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.</i>   |
|    | <i>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</i>   |
|    | <i>Very time consuming.</i>   |
|    | <i>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.</i>   |
|   | <i>How to cite things using APA format.</i>   |
|  | <i>I find that reworks is not very user friendly.</i>   |
|  | <i>I felt it was pointless.</i>   |
|  | <i>Upset I didn't learn about some of the resources until my junior year. They would have been much more helpful earlier on!</i>  |
|  | <i>It was great practice.</i>   |
|  | <i>That there is lots of information on the web but it takes awhile to determine if it's from a reputable source.</i>   |



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

## 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!

The screenshot shows the Temple University Libraries website. The header includes the Temple University Libraries logo and a navigation bar with links like Library Home, Subject Guides Home, and Communication Studies. The main content area is titled "Communication Studies" and includes tags for various topics like business communication, interpersonal communication, and public speaking. Below this, there's a "Database Spotlight" section featuring "Communication & Mass Media Complete (CMMC)" with a description of its contents. To the right, a "Welcome!" message states that the guide contains resources relevant to the broad field of Communication Studies. Below the welcome message is a "Find Articles" section with a list of databases: ComAbstracts, Communication & Mass Media Complete, Communication Abstracts, and IEEE Xplore, each with a brief description. On the far right, there's a "Your Librarian" section featuring a photo of Kristina De Voe and a contact form with fields for Name, Email, and Question, along with a "Send" button.

TEMPLE UNIVERSITY LIBRARIES

Library Home » Subject Guides Home » Communication Studies

Communication Studies Tags: communication business\_communication interpersonal\_communication nonverbal\_communication public\_speaking communication\_disorders organizational\_communication

Resources for finding information on Communication Studies.

Last update: Aug 24, 2008 URL: <http://guides.temple.edu/communication> Print Guide RSS Updates SHARE

Home Communication Disorders Organizational Communication Public Speaking For Communication Faculty

Home Comments (0) Print Page Search Guides Go

**Database Spotlight**

**Communication & Mass Media Complete (CMMC)** contains journal articles published since 1915 focused on Communication Studies, including Rhetoric, Communication Theory, Mass Media, Television, Radio, Advertising, and much more.

Comments (0)

**TU Libraries News**

Temple Libraries News & Commentary

**Welcome!**

This guide contains resources relevant to the broad field of Communication Studies. For additional information, refer to the Film & Media Arts, Journalism, Mass Media & Popular Culture, and Newspapers guides.

Comments (0)

**Find Articles**

Need to find scholarly articles? These are good places to start.

- **ComAbstracts** Contains abstracts to articles and books from leading journals focused on interpersonal communication, communication and new media, journalism, rhetoric, and much more.
- **Communication & Mass Media Complete** Contains full-text articles published since 1915 and focused on Communication Studies, including mass media, journalism, television, radio, newspaper publishing, advertising, broadcasting, communication theory, and much more.
- **Communication Abstracts** Contains abstracts to articles, books, and other resources focused on communication studies, including communication theory, organizational communication, public opinion, and more.
- **IEEE Xplore** Contains full-text articles from technical journals and magazines on telecommunications and mobile communications.

**Your Librarian**

Kristina De Voe

**I'm offline.**  
Send me a message.

Your Name  
Your Email  
Your Question  
Send

### LibGuides Research Project

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

Like this: ☒ Not like this: ☐ ☐ ☐

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

- ☐ Free Web Search Engines such as Google, Yahoo, etc.
- ☐ Library Website
- ☐ 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)**

- ☐ Diamond catalog (to find, for example, printed books in the physical library)
- ☐ Library Databases (for example, Academic Search Premier, LexisNexis, etc.)
- ☐ Library Subject / Course Guides
- ☐ Other online library resources. Please identify: \_\_\_\_\_
- ☐ I did not use Temple University Libraries' website.

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

- ☐ 0 to 5
- ☐ 6 to 9
- ☐ 10
- ☐ 11 or more

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

- ☐ 0 to 5
- ☐ 6 to 9
- ☐ 10
- ☐ 11 to 15
- ☐ 16 to 20
- ☐ 21 or more

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

- ☐ Relevancy to your topic
- ☐ Publication date (how recently the source was published)
- ☐ Author's reputation or area of expertise
- ☐ Format / type of source (i.e. book, journal article)
- ☐ The way you found the source (academic search engine, library subject guide etc.)
- ☐ Advice from other students
- ☐ Guidance from your instructor / professor
- ☐ Suggestions from a librarian
- ☐ Other (Please specify: \_\_\_\_\_)

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

- ☐ Relevancy to your topic
- ☐ Publication date (how recently the source was published)
- ☐ Author's reputation or area of expertise
- ☐ Format / type of source (i.e. book, journal article)
- ☐ The way you found the source (academic search engine, library subject guide etc.)
- ☐ Advice from other students
- ☐ Guidance from your instructor / professor
- ☐ Suggestions from a librarian
- ☐ 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.

☐ ☐ ☐ ☐ ☐

8. The librarian who visited my class provided information that was relevant for my annotated bibliography assignment.

☐ ☐ ☐ ☐ ☐

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

- ☐ Very helpful
- ☐ Somewhat helpful
- ☐ Somewhat unhelpful
- ☐ Very unhelpful

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

- ☐ Yes
- ☐ No (Please skip to Question # 20.)

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

- ☐ A librarian came to my Public Speaking class and told me about it
- ☐ I learned about it from another staff member at the library
- ☐ I found it on the library website
- ☐ I have used Library Subject Guides for other courses
- ☐ There was a link to it in my Blackboard course site
- ☐ A classmate told me about it
- ☐ 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.

12. The annotated bibliography assignment was easier because I used the Library Subject Guide.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

13. The Library Subject Guide provided information that was relevant for my assignment.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

14. I found the Library Subject Guide was easy to use.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

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

- ☐ Very helpful
- ☐ Somewhat helpful
- ☐ Somewhat unhelpful
- ☐ Very unhelpful

16. I thought the Library Subject Guide had:

- ☐ too much information
- ☐ right amount of information
- ☐ 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?

☐ Very Likely ☐ Likely ☐ Unlikely ☐ Very Unlikely

18. How likely is it that you will recommend a Library Subject Guide to another student?

☐ Very Likely ☐ Likely ☐ Unlikely ☐ Very Unlikely

Additional questions on next page!

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

- ☐ A link to it on my Blackboard course site
- ☐ A link to it on TU Portal
- ☐ A link to it on the library homepage
- ☐ If my instructor shows me where to find it
- ☐ If a librarian comes to my class and shows me how to use it
- ☐ Other (Please explain): \_\_\_\_\_

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

- ☐ Did not know about it
  - ☐ 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?**

- ☐ Freshmen
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

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

\_\_\_\_\_

**23. What is your gender?**

- ☐ Male
- ☐ 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?**

☐ Yes

☐ No

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

☐ Yes

☐ No

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

☐ Yes

☐ No

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

☐ Calling the library

☐ Emailing a request for help to the library

☐ Using the library's instant message service

☐ Going to the reference desk in Paley Library

☐ Asking a librarian who I know

☐ 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.**

