UC Merced Library Extant User Survey Data

Spring 2009 Graduating Students Survey. N=59

- Survey questions
    1. Library Survey Questions for Graduating Students. Spring 2009. (Word Document.)
- Best results document:
    2. Survey and Focus Groups with Graduating Students–Spring 2009. (.pdf)
- Remaining survey documents expand on the results according to gender, first generation status, undergraduate or graduate student standing, and school of study:
    3. Library Survey of Graduating Students Output for all Areas. Spring 2009 (.pdf)
    4. Library Survey Output. Student Assistants vs. Non Student Assistants. With Comments. Spring 2009. (.pdf)
    5. Library Survey Summary Comments. Graduating Student Survey. Spring 2009. Open-Ended Questions. (Word Document.)

Spring 2009 Graduating Student Focus Groups. Four focus groups. N=28.

- Focus group questions.
    6. Focus Group Graduating Students. Spring 2009. Focus Group Questions. (Word Document.)
- Key findings
    7. Key Findings. Assessment. Spring 2009. 11 August 2009. (.pdf)

Spring 2010 Undergraduate Focus Groups. Two focus groups. N=16.

- Focus group questions.
    8. Focus Group Questions. Spring 2009. (Word Document.)
- Findings
    9. Library Focus Group Report. Spring 2010. (Word Document.)

Fall 2009 iPod Touch data gathering on student preferences in using libraries. N=320.

- The online student assignment
    10. iPod Touch Library Tour Assignment. Fall09. On the Web. (Word Document.)
- Data obtained from online assignment submissions. Includes summaries from Fall 2009 (N=320) and Spring 2010 (N=52)
    11. iPod Assignment Data. Fall 2009. Summary. (Word Document.)
    12. iPod Assignment Data. Spring 2010. Summary. (Word Document.)
    13. iPod Touch Tour Report. Including Summary of WRI 1 Evaluation. Quantitative and Qualitative. Fall 2009. (.pdf)

Fall 2009 Writing 1 Course Evaluation

14. Includes seven questions on the UC Merced Library iPod Touch tour and their use of the UC Merced Library and its resources.

Fall 2009 Writing 10 course evaluations.

- Includes two questions regarding information literacy and library use.
    15. Library Questions for WRI 10 Course Evaluation. Fall 2009. (.pdf)
- Results summary
    16. Library Questions for WRI 10 Course Evaluation. Fall 2009. Summary. (.pdf)

Fall 2008, Spring 2009, and Spring 2010. Information literacy assessment of Writing 10 students.

- Pre-test and post-test with analysis by UCSB Social Science Survey Center.
- Post-test includes survey question regarding student satisfaction with UC Merced Library resources and services.

Fall 2008

Pre N=42

17. WRI 10 Data Results Fall 2008. Students (N=10) Who Took Both Pre And Post Test. (Word Document.)
18. WRI 10 Data Results Fall 2008. Post-Test Frequencies. (.pdf)
19. WRI 10 Data Results Fall 2008. Pre-Test Frequency Observations. (.pdf)

Post N=10

20. WRI 10 Instruments Fall 2008. Post-Test Survey. (Word Document.)
21. WRI 10 Instruments Fall 2008. Pre Test. (Word Document.)
22. WRI 10 Instruments Fall 2008. Rubric Evaluate Bibliographies. (Word Document.)

Spring 2009

Pre N=47

23. WRI 10 Pre and Post Test. Spring 2009. Chart Questions Improvement Pre to Post Test. (Excel Spreadsheet.)
24. WRI 10 Pre and Post Test. Spring 2009. Post-Test Output With Comments. (.pdf)
25. WRI 10 Pre and Post Test. Spring 2009. Pre-Test Output Comments. (.pdf)
26. WRI 10 Pre and Post Test. Spring 2009. Pre And Post-Test Comparison Analysis Summary UCSB. (Word Document.)

Post N=16

27. WRI 10 Pre and Post Test. Spring 2009. Pre-Test Questionnaire. (Word Document.)

28. WRI 10 Pre and Post Test. Spring 2009. Post-Test Questionnaire with Survey. (Word Document.)
29. WRI 10 Pre and Post Test. Spring 2009. Rubric Analyze Bibliographies. (Word Document.)

Spring 2010

Pre N=143

30. Writing 10. Spring 2010. Data Results. Initial Analysis Summary UCSB. (Word Document.)

Post N=126

31. Writing 10. Spring 2010. Instruments. Post-Test Questions with Survey. (Word Document.)
32. Writing 10. Spring 2010. Instruments. Pre-Test Questions. (Word Document.)

UC Merced Library Graduating Student Exit Survey

Q. 1
While classes were in session, how often did you use the UC Merced Library building as a place to study?

- ❍ Never
- ❍ Occasionally
- ❍ At least once a week
- ❍ More than once a week
- ❍ Nearly every day

Q. 2
How many UC Merced Library instruction sessions did you attend during your time at UC Merced? [Skips to Question 4 if the answer is zero.]

- ❍ Zero
- ❍ One
- ❍ Two
- ❍ Three
- ❍ Four
- ❍ Five or more

Q. 3
The instruction I received from UC Merced Library contributed to my success as a student at UC Merced.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neutral
- ❍ Agree
- ❍ Strongly Agree

Q. 4 Respond to the following statements.

The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students.	❍ Strongly Disagree ❍ Disagree ❍ Neutral ❍ Agree ❍ Strongly Agree
The UC Merced Library building provided a good place for me to study alone.	
The UC Merced Library building provided a good place for group study.	
The UC Merced Library building provided an important place for me to socialize with fellow students.	
The UC Merced Library's check-out laptops contributed to my success as a UC Merced Student.	
A UC Merced Library laptop was available to me when I needed one.	
When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me	

to find someone to assist me.
I received knowledgeable assistance at the Library's services desks.
I received friendly, courteous assistance at the Library's services desks.
When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me.
When using the UC Merced Library's information resources or services, I received assistance in a timely manner.

Q. 5
Check all the apply. While a student at UC Merced,

- ❑ I received assistance at a UC Merced Library service desk.
- ❑ I contacted the UC Merced Library by email.
- ❑ I contacted the UC Merced Library by telephone.
- ❑ I contacted the UC Merced Library by text messaging.
- ❑ I contacted a librarian through an online chat form or window.
- ❑ I consulted with a UC Merced librarian.

Q. 6
How many times did you use Interlibrary loan (possibly via Melvyl Request) to obtain a book or article not available in the UC Merced Library in the last school year?

- ❍ None
- ❍ Once
- ❍ 2 - 5 times
- ❍ 6 - 9 times
- ❍ 10 or more times

Q. 7 Respond to the following statements.

When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner.	❍ Strongly Disagree ❍ Disagree ❍ Neutral ❍ Agree ❍ Strongly Agree
I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources.	
The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student.	

Q. 9
During your time at UC Merced, what have you valued most at the UC Merced Library?

_____
_____
_____

Q. 10
What do you think the UC Merced Library could do better?

_____
_____
_____

Q. 11
I worked as a student assistant in the library while attending UC Merced.

- ❍ Yes
- ❍ No

Q. 12
I would be willing to be contacted to participate in a focus group on UC Merced Library services. A focus group is a group discussion to solicit your opinions. Participants will receive a $25.00 gift certificate for the Bobcat Bookstore for an hour of their time. [If No, Skip to Qlast]

- ❍ Yes (if needed we will ask for their UC Merced email again)
- ❍ No

Thank you for participating!

* Also collected student gender, school affiliation (Engineering, Natural Science or SSHA), student type (undergrad or graduate) and education of each parent via existing student data.

Assessing Library Services, Resources & Space
Survey and Focus Groups with Graduating Students – Spring 2009

In March 2009 the UC Merced Library launched a survey, facilitated by Institutional Planning & Analysis, to undergrad and graduate students scheduled to graduate between May and December 2009. The intent of the survey was to determine how and to what extent students used the library and their level of satisfaction with the library (space, resources, and services). Those students who completed the survey (59 total) were asked if they would be willing to be contacted to participate in a follow-up focus group. From these volunteers and some additional recruits, we conducted four focus groups in April 2009 using a moderator from the campus's Center for Teaching and Research Excellence (CRTE). Two of the focus groups consisted of graduating students who already worked at the library (7 and 9 participants) and the two remaining focus groups consisted of graduating students who did not work at the library (6 and 8 participants). As a result of the survey and focus group findings, we have outlined the primary strengths and areas of concern brought to the library's attention and have outlined actions in response to these findings.

Key Findings:

Section A:
What Are We Doing Right?

1. We are providing a quality collection that students are using for their academic work.
Students recognized the valuable resources provided by the library and favorably referred to the availability and usefulness of the databases, journals, and articles available to them.

Quotes:
- "The databases provided me with valuable resources for several projects."
- "great amount of peer-reviewed journals"
- "The databases have been very helpful for my research projects. I felt confident in finding what I needed in order to write my papers."
- "The library resources are really excellent here."
- "I love the online databases…. That's probably my favorite service that they offer."

Context/Background: The Library does offer a robust collection of resources to the UC Merced community in support of the academic offerings and research needs. As a University of California library, the UC Merced Library is able to leverage its financial resources to gain access to the wide range of electronic information resources licensed by the California Digital Library on behalf of all the UC libraries and listed in the following table. In addition to electronic resources, the library has access through Interlibrary Loan to the 35 million volumes that comprise the UC print collection. On the local level, the library continues to build an online, print and DVD collection in support of instruction and research.

Information Resources Format	Number
Print Books	78,000
E-Books	540,000
Periodicals	24,200
Government Documents	92,000
Non-Print Media	1,250
Databases	300
Supplemental Course Resources	320
Digital Finding Aids	9,000
Digital Archival Resources	50,000
Digital Images	181,818
UC Library Shared Collection	36,000,000
UC Library Digitized Print Books	1,675,000

WASC Standard 3.6: Developing & Applying Resources & Organizational Structures to Maintain Sustainability

Action:

- To the extent allowed by the availability of funds, the library will continue to participate in CDL consortial licenses for electronic resources. The library will also continue to the best of its ability to purchase print books through its approval plan and to respond to faculty requests for books, online journals and DVDs. (Ongoing)

Note: Particularly in the focus groups, student expressed some frustration at the difficulty of using databases and noted that they like the ease of a search engine such as Google Scholar. At least one individual expressed difficulty identifying appropriate search tools.

Action:

- We have tagged recommended databases with a star icon in an effort to explicitly highlight some of the databases that may be of most interest to our library users. For example on the General Engineering page, the icon draws attention to seven of the databases from a list of 17. http://ucmercedlibrary.info/dblistmain.html?subject=e_general_databases (Completed)

- In our database listing, we have included links to subsets of databases based on assignment requirements. These subset options limit a search to a specific number of resources within a database and can direct students to a group of acceptable resources for a specific course or assignment. (Completed)
    - Selected Political Science Sources (from Academic Search Complete)

- Selected Science News Sources (from Academic Search Complete)
- Selected Magazine Sources (from Academic Search Complete)

2. We are providing a versatile and welcoming physical space that meets multiple needs.
Students like the physical space and its ability to meet various needs. Several noted that they use it for quiet and group study and view the facility as a welcoming, aesthetically appealing and relaxed environment which allows food and drink.

Quotes:

- "The library is the only place I can really sit down and focus and work on important things because it has few distractions and allows me to get what I need to get done."
- "The study areas provided a very welcoming environment for students to study. I loved how the library is so well lit and open with large tables."
- "I see the library is this kind of central important building in my academic experience."
- "the library does help me focus and get away from people"

Context/Background: The UC Merced Library provides spaces to support a variety of activities, not all compatible with each other but all valid uses of library space. The library's first floor provides a student-union atmosphere for eating and socializing, but the space is used for study as well. The upper floors provide collaborative workrooms for group study; these rooms are in high demand and are in use from opening until closing when classes are in session. Throughout the library, traditional library tables are used for individual study but are also used by groups working on projects or studying together. The soft-seating areas are used in ways similar to the table, with student re-arranging the soft seating to meet their needs. The library also provides spacious carrels for individual study.

Action:

- We will continue to provide a space that serves multiple purposes. We are aware that both study and social places are needed for students on campus. Our goal is to provide that balance to serve as many student needs as possible while ensuring that students' academic needs are met. (Ongoing)

Note: Though students made many positive comments concerning library space a number of other students found it too noisy to study and wished for more collaborative study space. *See Section B #1.

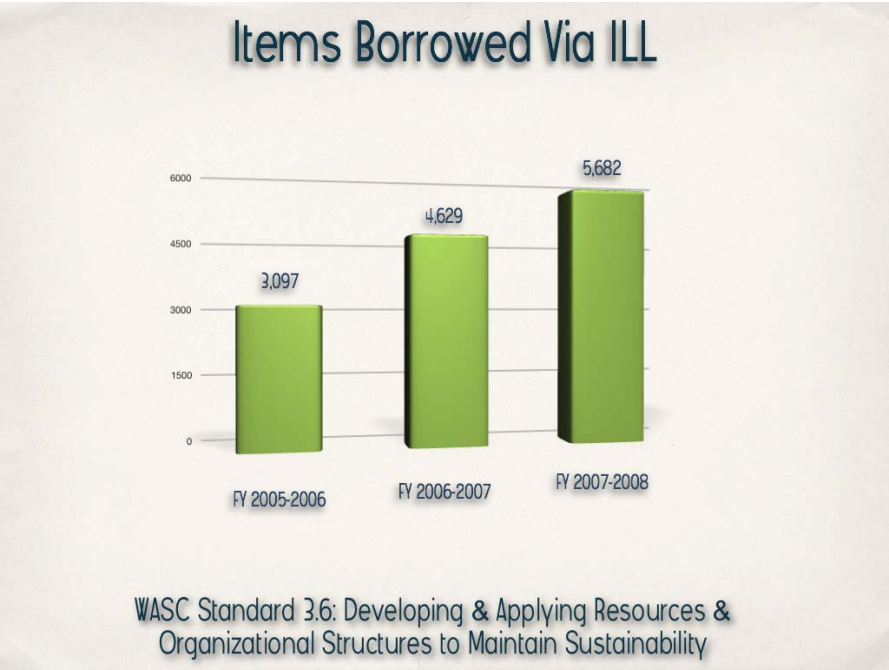
3. We are providing valuable services.
Students appreciate several services available in the library particularly the loaner laptops program, Interlibrary loan, and printing capability.

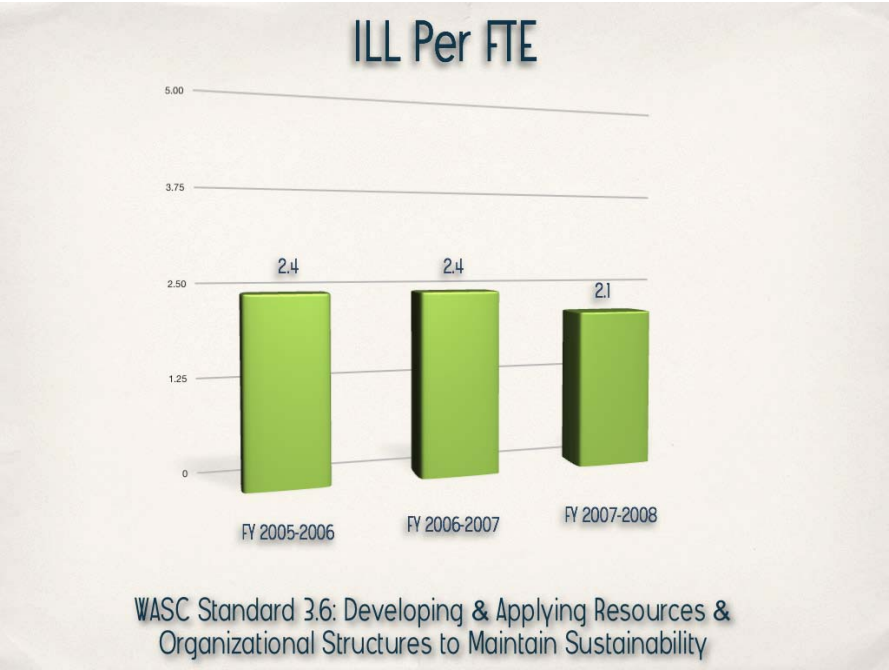
Quotes:

- “The ILL service was especially helpful since I was able to request whatever books/journal articles I could find.”
- “laptop rentals and ILL were the best resources used.”
- "I think that's [the laptop program's] genius."
- "I think that's [ILL's] really important because then it doesn't limit me to what I can … use in my research."
- “I value … printing access even from my own computer.”

Context/Background: The UC Merced Library opened in 2005 with 200 laptops available to users for a 4 hour loan period. The Library provided this service as a means for students to access the library resources though students have also used this for additional purposes due to the full productivity suite of software.

The Interlibrary Loan service has also been extremely popular for many users. Students, faculty, and staff can request items not available locally for no additional charge. Many items are borrowed from other UC campuses though items are also brought in from libraries around the world.

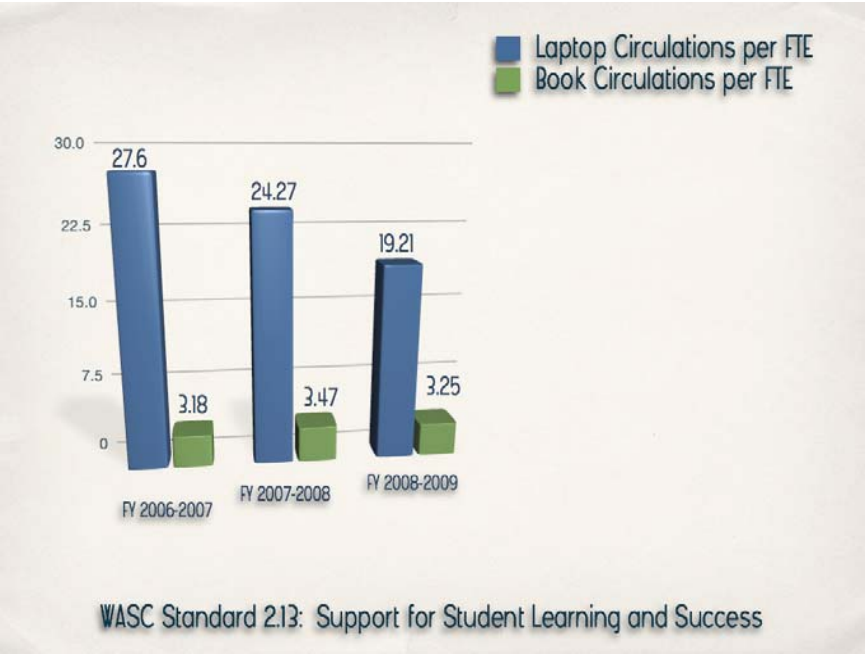




In addition, users have been able to print in the library by connecting through the campus' UCMGlobal Print Queue and sending print jobs to one of three printers available in the library or to another printer on campus.

Action:

- Laptops continue to be available for checkout. However, due to the growing student population coupled with a limited number of laptops available, we expect that some students will not always have a laptop available to them for checkout. Interestingly, our student assistant workers voiced the strongest support for the laptop service. At the same time, our circulation statistics show a decline in laptop circulation per student which could indicate less demand for this service, but it could also indicate that laptops are not as readily available to students who want them since the number of laptops in circulation has declined since 2005/2006 due to equipment attrition and need for more laptops for library instruction. We will continue to evaluate the needs of students and priorities for library services to determine the long-range plans for this program. (Ongoing)



Action:

- The Interlibrary Loan service continues to be a valuable service with the number of requests growing each year. The library will continue to provide this service and more staffing hours will be available for ILL in August 2009. (Ongoing & In Progress)

- Though many users noted that they used this service heavily, others were unaware that they could request resources. As a result, library staff will continue to make users aware of this service through instruction opportunities, orientation presentations, and communication tools e.g. digital signage. (Ongoing & In Progress)

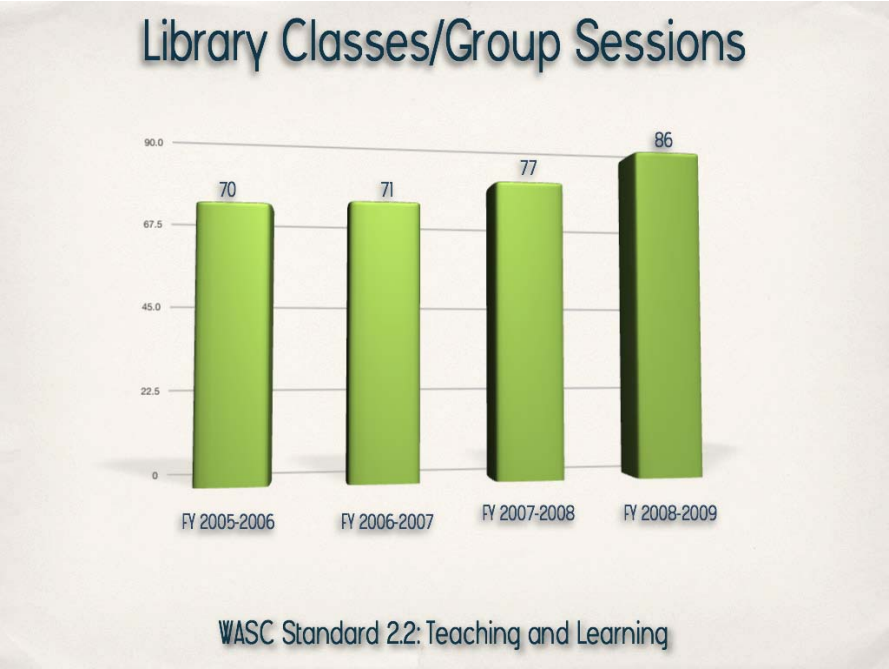
- Continue to improve printing capabilities. Though students expressed an appreciation for print services in the library, there were also numerous comments regarding its lack of reliability. *See Section B#2 below. (In Progress)

4. We are providing friendly, courteous assistance to our users.
Students made several comments positive comments regarding the willing and helpful assistance they received.

Quotes:

- "I also appreciated the willingness of the librarians in helping me learn how to use the online resources."
- "Very professional / Very helpful."

Context/Background: Everyday users of the library will interact most often with our student assistants and occasionally paraprofessional staff at the main service points (Helpdesk, 1st floor and Library Services Desk, 2nd floor). We rely heavily on our student assistants to provide strong customer service. Users are most likely to interact with the librarians during an instruction session, orientation program, research consultation appointment, virtual chat session, or involvement in a special research project.



On the survey portion, we scored more highly on providing friendly, courteous assistance than we did on providing knowledgeable assistance. However, we did receive extremely positive comments from individuals who had visited librarians for research help.

Action:

- We are revising portions of our student assistant training this summer 2009 to support their knowledge and skills to provide excellent customer service. (In Progress)

- The librarians will continue to be very involved in summer orientations. This is an opportunity to introduce incoming students to library staff and services. (Ongoing)

- Librarians are making the process of transferring research related questions to librarians easier and more explicit for our student assistants through training and technology (e.g. walkie talkies). (In Progress)

- In fall 2009, the librarians are training some student library assistants to offer roving reference assistance to Library users in an effort to increase both the level and visibility of research help available to the library users. (In Progress)

- To raise awareness of the librarians and the services they offer, we are going to profile our staff on the digital signage and on the website more prominently for fall 09. (In Progress)

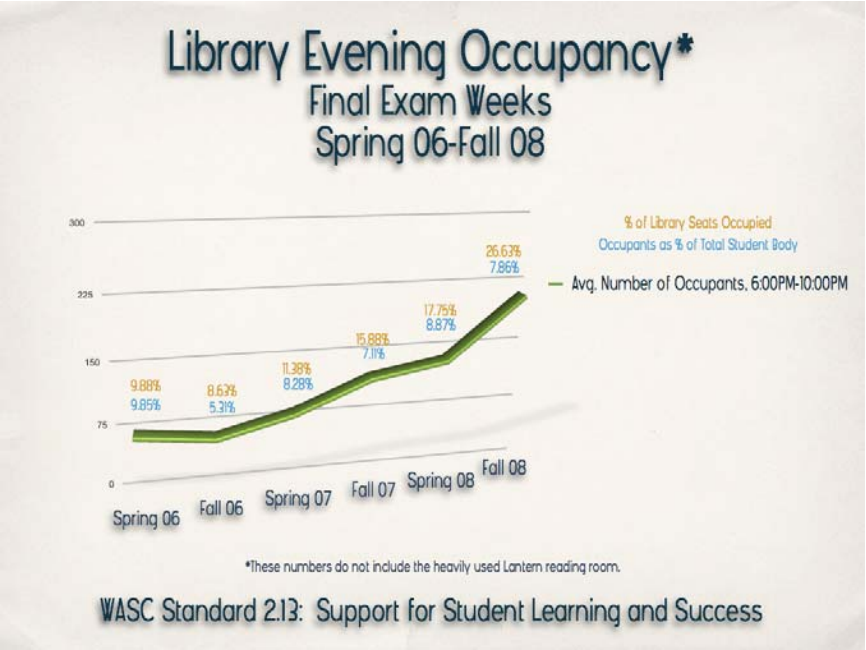
Section B:
What Needs Improvement?

1. Students expressed that there was not enough available quiet study space.
Even though many students indicated that they did use the library for quiet study space and found this valuable, many others found it too noisy for quiet study and wanted quiet to be enforced at least in designated areas. Some individuals thought the noise was merely cumulative while others thought individuals were sometimes just disrespectful of others' needs. Yet, we also heard that students liked having both social and study spaces available. Some of the noise was also attributed to the tours that take place in the library.

Quotes:

- "UC Merced doesn't have a floor where you can listen to music and talk with your friends, and another floor for people who do want quiet to study."
- "during the week like on a Monday or Tuesday, it's not someplace I would come to study"
- "It just gets frustrating when you're trying to crank out a paper or something and people just don't respect that."
- "Make people shut up in the library so that we can actually focus and study."
- "Controlling the amount of idle chatter and noise that occurs throughout the library. It is distracting and not conducive to the studying environment."
- "The library needs to be more quiet hands down. Considering the acoustics of the building...noise from the second floor travels all the way up to the fourth and it is sometimes very distracting."
- "keeping the noise down would be better, there are times when some students get loud and library staff can not be found to quite [sic] the noise"

Context/Background: The library opened its doors in September 2005 to approximately ~875 students. The small number of students made it easy for them to find a quiet or collaborative place to study in the library. Since that time, the student population has steadily grown while the number of seats and collaborative work rooms in the library has remained the same. In light of this growth, noise has increasingly become an issue even though students appreciate the relaxed atmosphere of the library and its versatility to accommodate both study and social space. The graph below shows increased density/occupancy during final exam week from spring 2006 through fall 2008.



Action:

- Due to the number and intensity of the noise complaints, the need to support academic endeavors, and the growing student population, the library is designating areas of the 4th floor for quiet or silent study. (In Progress)
    - KL 460 is being converted to a silent study room.
    - McFadden-Willis reading room is being designated as a silent study room.
    - Signage will be added in the elevators on the internal staircase, outside McFadden and on digital displays to make users aware of this change and expectation.

- Library staff has consulted with Student Affairs staff to more effectively manage tours of the library building to prevent noisy interruptions and to preserve the quiet study zone of the 4th floor. Implementation will be monitored. (In Progress)

- In fall 09, student assistants will sweep the library every hour in the evening. Part of their duties will be to monitor noise on the 4th floor. If students find that individuals are not treating the 4th floor as a quiet study area, they can ask for assistance at the 2nd floor Library Services Desk. (In Progress)

2. Students noted that they like the ability to print in the library but that the service is notoriously unreliable.

Quotes:

- “improve printing troubleshooting instead of juggling the problem between the help desk and IT”
- "printing. And their difficulties. Equals doom"
- "Any odd day of the week you might be lucky and the printers will be working."
- "Low on paper and low on ink all the time."
- “Make the UCM Global Print usable. Most times the laptops won't access the print network or do so with great difficulty. Also get better copier/printers...the Xerox is hard to use and breaks down too much.”
- “The printers in all the floors of the library are HIGHLY unreliable.”

Context/Background:
Printing services available in the library are provided through administrative services on campus. To date, printers have been located on each floor of the library (Rooms 299, 399 and 499). Students send print jobs via UCM Global Print and retrieve those print jobs using their CatCard. Though the library has limited control over the printing services, library staff are often asked to respond to printing questions and concerns. Overall, printing has been a valued yet unreliable service.

Action:

- Library staff has met with key players on campus to take steps to resolve printing unreliability. The two black and white printers will be replaced. All printers (2 black & white and 1 color) will be moved to room 369. If one printer is malfunctioning, a student can retrieve the print job from another printer in the same room rather than moving to another floor. (In Progress)

- Student assistants will be provided with more explicit training in how to best respond to printing questions and how to perform basic troubleshooting. (In Progress)

3. Students noted that they liked the collaborative study rooms but that it was almost impossible to ever find one available. They also thought a minimum of two individuals should occupy a collaborative study room.

Quotes:

- “Have the study rooms by reservation or enforce a minimum of two people in the room”
- "it drives me absolutely insane when I'm with a group of people and we want to go in the room and every single room on the floor only has one student in it"
- "I think there should be at least two or three people reserving."

Context/Background:
To date, the collaborative work rooms have been made available on a first come, first served basis with no time limit or minimum occupancy. They have been very popular and are rarely empty during fall and spring semesters.

Action:

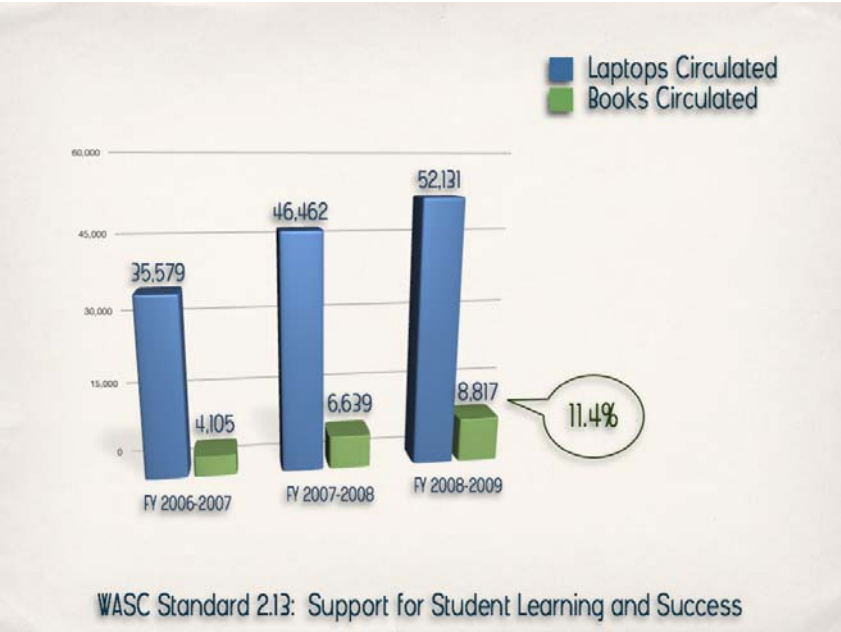
- In an effort to share collaborative work room space more equitably, the library is collaborating with the campus Information Technology department to implement an online room reservation system which would allow students to reserve a collaborative study room in advance for a maximum number of hours per day and with a minimum number of individuals. (In Progress)

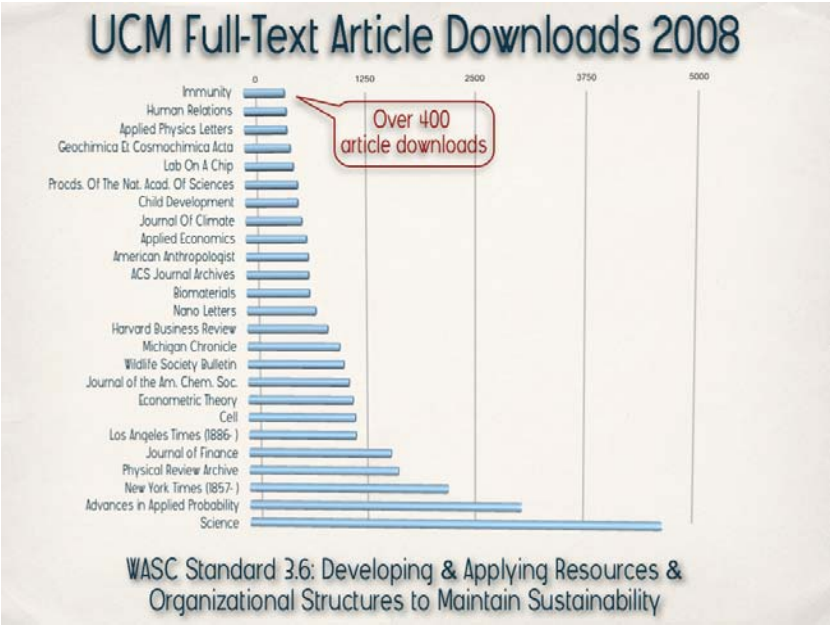
As noted by one participant, it is possible that individuals are using a collaborative work room to escape the noise. In this way, the noise complaints and the collaborative work room issue may be related. Library staff is working to create more areas for quiet study so individuals can have suitable areas for individual work. Beginning in fall 2009, the fourth floor will be designated as a quiet zone so that those who need to study or read without distractions have a refuge. One seminar room on the fourth floor will be designated as a silent study area. *See Section B#1 for details. (In Progress)

4. **Students expressed a desire for more print books in the collection. This sentiment surfaced in the survey but did not receive the same attention in the focus groups.**

Quotes:
"needs more books in the library rather than just having a plethora of them online"
"Have a larger selection of books and novels"
"WE NEED MORE BOOKS!!! I had to request Interlibrary Loan materials several times while here because we don't have many books."

Background/Context:
The library has approximately 78,000 items (e.g. books, DVDs) in its collection which represents a small portion of the total collection available to UC Merced students, faculty and staff. The majority of the library collection is available online: 540,000 online books, 22,400 online journals, 300 databases etc. and the UC Merced community benefits from the larger UC collection. Arguably print books have an appeal to many, yet online resources also have the distinct advantage of increased access via the internet whether on or off the campus network. While books circulated 8,817 times during fiscal year 2008-2009, there were over 5,000 full-text article downloads for a single online journal, *Science*, in 2008 which speaks to the popularity and use of online resources.





UC Merced continues to grow its print collection with 17,610 additions last year (08/09). For 2008-2009, approximately 50% of the total library budget was spent on collections. Yet with continuing fiscal restraints, new additions to the print collection will not grow significantly in the coming years. However, the larger local collection will continue to grow in support of UC Merced instruction and research.

Action:

- Increase communication of new titles that are available to the UC Merced community. (In Progress)

- Continue to leverage our UC ties to bring students the resources they need to support their academic success. We are committed to providing Interlibrary Loan services to share resources so that users can request and receive items that may not be available at UC Merced or not held in a user's preferred format (e.g. print). (On-going)

Frequency Table

gender2 Gender of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	30	50.8	50.8	50.8
	Female	29	49.2	49.2	100.0
	Total	59	100.0	100.0	

firstgen2 Are you a first generation student?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	44.1	48.1	48.1
	No	28	47.5	51.9	100.0
	Total	54	91.5	100.0	
Missing	System	5	8.5		
Total		59	100.0		

Rank2 Class Rank-Recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	47	79.7	90.4	90.4
	Graduate	5	8.5	9.6	100.0
	Total	52	88.1	100.0	
Missing	System	7	11.9		
Total		59	100.0		

School2 School of study-recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Engineering	6	10.2	11.3	11.3
	Natural sciences	18	30.5	34.0	45.3
	School of Social Sciences, Humanities and Arts	24	40.7	45.3	90.6
	Division of Graduate Studies	5	8.5	9.4	100.0
	Total	53	89.8	100.0	
Missing	System	6	10.2		
Total		59	100.0		

Crosstabs

q1 First Key Term or Concept * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q1 First Key Term or Concept	Never	Count	1	3	4
		% within gender2 Gender of Respondent	3.3%	10.3%	6.8%
	Occasionally	Count	9	5	14
		% within gender2 Gender of Respondent	30.0%	17.2%	23.7%
	At least once a week	Count	4	7	11
		% within gender2 Gender of Respondent	13.3%	24.1%	18.6%
	More than one a week	Count	9	3	12
		% within gender2 Gender of Respondent	30.0%	10.3%	20.3%
	Nearly every day	Count	7	11	18
		% within gender2 Gender of Respondent	23.3%	37.9%	30.5%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.835(a)	4	.145
Likelihood Ratio	7.053	4	.133
Linear-by-Linear Association	.057	1	.811
N of Valid Cases	59		

a 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.97.

q1 First Key Term or Concept * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q1 First Key Term or Concept	Never	Count	1	1	2
		% within firstgen2 Are you a first generation student?	3.8%	3.6%	3.7%
	Occasionally	Count	5	7	12
		% within firstgen2 Are you a first generation student?	19.2%	25.0%	22.2%
	At least once a week	Count	5	5	10
		% within firstgen2 Are you a first generation student?	19.2%	17.9%	18.5%
	More than one a week	Count	7	5	12
		% within firstgen2 Are you a first generation student?	26.9%	17.9%	22.2%
	Nearly every day	Count	8	10	18
		% within firstgen2 Are you a first generation student?	30.8%	35.7%	33.3%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.816(a)	4	.936
Likelihood Ratio	.818	4	.936
Linear-by-Linear Association	.016	1	.899
N of Valid Cases	54		

a 3 cells (30.0%) have expected count less than 5. The minimum expected count is .96.

q1 First Key Term or Concept * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q1 First Key Term or Concept	Never	Count	2	2	4
		% within Rank2 Class Rank-Recoded	4.3%	40.0%	7.7%
	Occasionally	Count	10	2	12
		% within Rank2 Class Rank-Recoded	21.3%	40.0%	23.1%
	At least once a week	Count	9	1	10
		% within Rank2 Class Rank-Recoded	19.1%	20.0%	19.2%
	More than one a week	Count	10	0	10
		% within Rank2 Class Rank-Recoded	21.3%	.0%	19.2%
	Nearly every day	Count	16	0	16
		% within Rank2 Class Rank-Recoded	34.0%	.0%	30.8%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.961(a)	4	.027
Likelihood Ratio	10.061	4	.039
Linear-by-Linear Association	8.018	1	.005
N of Valid Cases	52		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .38.

q1 First Key Term or Concept * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q1 First Key Term or Concept	Never	Count	0	1	1	2	4
		% within School2 School of study-recoded	.0%	5.6%	4.2%	40.0%	7.5%
	Occasionally	Count	2	2	6	2	12
		% within School2 School of study-recoded	33.3%	11.1%	25.0%	40.0%	22.6%
	At least once a week	Count	2	3	4	1	10
		% within School2 School of study-recoded	33.3%	16.7%	16.7%	20.0%	18.9%
	More than one a week	Count	2	5	4	0	11
		% within School2 School of study-recoded	33.3%	27.8%	16.7%	.0%	20.8%
	Nearly every day	Count	0	7	9	0	16
		% within School2 School of study-recoded	.0%	38.9%	37.5%	.0%	30.2%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.062(a)	12	.147
Likelihood Ratio	18.195	12	.110
Linear-by-Linear Association	1.636	1	.201
N of Valid Cases	53		

a 17 cells (85.0%) have expected count less than 5. The minimum expected count is .38.

q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced? * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced?	Zero	Count	6	5	11
		% within gender2 Gender of Respondent	20.0%	17.2%	18.6%
	One	Count	4	5	9
		% within gender2 Gender of Respondent	13.3%	17.2%	15.3%
	Two	Count	9	5	14
		% within gender2 Gender of Respondent	30.0%	17.2%	23.7%
	Three	Count	4	4	8
		% within gender2 Gender of Respondent	13.3%	13.8%	13.6%
	Four	Count	4	5	9
		% within gender2 Gender of Respondent	13.3%	17.2%	15.3%
	Five or more	Count	3	5	8
		% within gender2 Gender of Respondent	10.0%	17.2%	13.6%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.940(a)	5	.857
Likelihood Ratio	1.961	5	.855
Linear-by-Linear Association	.525	1	.469
N of Valid Cases	59		

a 8 cells (66.7%) have expected count less than 5. The minimum expected count is 3.93.

q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced? * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced?	Zero	Count	1	6	7
		% within firstgen2 Are you a first generation student?	3.8%	21.4%	13.0%
	One	Count	3	6	9
		% within firstgen2 Are you a first generation student?	11.5%	21.4%	16.7%
	Two	Count	5	8	13
		% within firstgen2 Are you a first generation student?	19.2%	28.6%	24.1%
	Three	Count	6	2	8
		% within firstgen2 Are you a first generation student?	23.1%	7.1%	14.8%
	Four	Count	5	4	9
		% within firstgen2 Are you a first generation student?	19.2%	14.3%	16.7%
	Five or more	Count	6	2	8
		% within firstgen2 Are you a first generation student?	23.1%	7.1%	14.8%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.314(a)	5	.097
Likelihood Ratio	9.904	5	.078
Linear-by-Linear Association	7.214	1	.007
N of Valid Cases	54		

a 10 cells (83.3%) have expected count less than 5. The minimum expected count is 3.37.

q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced? * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced?	Zero	Count	7	4	11
		% within Rank2 Class Rank-Recoded	14.9%	80.0%	21.2%
	One	Count	7	0	7
		% within Rank2 Class Rank-Recoded	14.9%	.0%	13.5%
	Two	Count	12	1	13
		% within Rank2 Class Rank-Recoded	25.5%	20.0%	25.0%
	Three	Count	7	0	7
		% within Rank2 Class Rank-Recoded	14.9%	.0%	13.5%
	Four	Count	9	0	9
		% within Rank2 Class Rank-Recoded	19.1%	.0%	17.3%
	Five or more	Count	5	0	5
		% within Rank2 Class Rank-Recoded	10.6%	.0%	9.6%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.090(a)	5	.034
Likelihood Ratio	11.450	5	.043
Linear-by-Linear Association	6.774	1	.009
N of Valid Cases	52		

a 7 cells (58.3%) have expected count less than 5. The minimum expected count is .48.

q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced? * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced?	Zero	Count	2	1	4	4	11
		% within School2 School of study-recoded	33.3%	5.6%	16.7%	80.0%	20.8%
	One	Count	2	6	0	0	8
		% within School2 School of study-recoded	33.3%	33.3%	.0%	.0%	15.1%
	Two	Count	0	7	5	1	13
		% within School2 School of study-recoded	.0%	38.9%	20.8%	20.0%	24.5%
	Three	Count	1	1	5	0	7
		% within School2 School of study-recoded	16.7%	5.6%	20.8%	.0%	13.2%
	Four	Count	1	2	6	0	9
		% within School2 School of study-recoded	16.7%	11.1%	25.0%	.0%	17.0%
	Five or more	Count	0	1	4	0	5
		% within School2 School of study-recoded	.0%	5.6%	16.7%	.0%	9.4%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.286(a)	15	.008
Likelihood Ratio	35.077	15	.002
Linear-by-Linear Association	.079	1	.779
N of Valid Cases	53		

a 23 cells (95.8%) have expected count less than 5. The minimum expected count is .47.

q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced.	Strongly agree	Count	1	6	7
		% within gender2 Gender of Respondent	4.2%	25.0%	14.6%
	Agree	Count	15	10	25
		% within gender2 Gender of Respondent	62.5%	41.7%	52.1%
	Neutral	Count	6	7	13
		% within gender2 Gender of Respondent	25.0%	29.2%	27.1%
	Disagree	Count	2	0	2
		% within gender2 Gender of Respondent	8.3%	.0%	4.2%
	Strongly Disagree	Count	0	1	1
		% within gender2 Gender of Respondent	.0%	4.2%	2.1%
Total		Count	24	24	48
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.648(a)	4	.105
Likelihood Ratio	9.205	4	.056
Linear-by-Linear Association	.731	1	.393
N of Valid Cases	48		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .50.

q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced.	Strongly agree	Count	4	3	7
		% within firstgen2 Are you a first generation student?	16.0%	13.6%	14.9%
	Agree	Count	15	9	24
		% within firstgen2 Are you a first generation student?	60.0%	40.9%	51.1%
	Neutral	Count	5	8	13
		% within firstgen2 Are you a first generation student?	20.0%	36.4%	27.7%
	Disagree	Count	1	1	2
		% within firstgen2 Are you a first generation student?	4.0%	4.5%	4.3%
	Strongly Disagree	Count	0	1	1
		% within firstgen2 Are you a first generation student?	.0%	4.5%	2.1%
Total		Count	25	22	47
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.157(a)	4	.532
Likelihood Ratio	3.553	4	.470
Linear-by-Linear Association	1.804	1	.179
N of Valid Cases	47		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .47.

q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced.	Strongly agree	Count	6	0	6
		% within Rank2 Class Rank-Recoded	15.0%	.0%	14.6%
	Agree	Count	19	1	20
		% within Rank2 Class Rank-Recoded	47.5%	100.0%	48.8%
	Neutral	Count	12	0	12
		% within Rank2 Class Rank-Recoded	30.0%	.0%	29.3%
	Disagree	Count	2	0	2
		% within Rank2 Class Rank-Recoded	5.0%	.0%	4.9%
	Strongly Disagree	Count	1	0	1
		% within Rank2 Class Rank-Recoded	2.5%	.0%	2.4%
Total		Count	40	1	41
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.076(a)	4	.898
Likelihood Ratio	1.462	4	.833
Linear-by-Linear Association	.133	1	.715
N of Valid Cases	41		

a 7 cells (70.0%) have expected count less than 5. The minimum expected count is .02.

q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced.	Strongly agree	Count	0	3	3	0	6
		% within School2 School of study-recoded	.0%	17.6%	15.0%	.0%	14.3%
	Agree	Count	3	5	11	1	20
		% within School2 School of study-recoded	75.0%	29.4%	55.0%	100.0%	47.6%
	Neutral	Count	1	6	6	0	13
		% within School2 School of study-recoded	25.0%	35.3%	30.0%	.0%	31.0%
	Disagree	Count	0	2	0	0	2
		% within School2 School of study-recoded	.0%	11.8%	.0%	.0%	4.8%
	Strongly Disagree	Count	0	1	0	0	1
		% within School2 School of study-recoded	.0%	5.9%	.0%	.0%	2.4%
Total		Count	4	17	20	1	42
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.351(a)	12	.757
Likelihood Ratio	10.322	12	.588
Linear-by-Linear Association	1.032	1	.310
N of Valid Cases	42		

a 16 cells (80.0%) have expected count less than 5. The minimum expected count is .02.

q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students.	Strongly Agree	Count	6	9	15
		% within gender2 Gender of Respondent	20.0%	31.0%	25.4%
	Agree	Count	18	17	35
		% within gender2 Gender of Respondent	60.0%	58.6%	59.3%
	Neutral	Count	5	2	7
		% within gender2 Gender of Respondent	16.7%	6.9%	11.9%
	Disagree	Count	0	1	1
		% within gender2 Gender of Respondent	.0%	3.4%	1.7%
	Strongly Disagree	Count	1	0	1
		% within gender2 Gender of Respondent	3.3%	.0%	1.7%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.898(a)	4	.420
Likelihood Ratio	4.717	4	.318
Linear-by-Linear Association	1.403	1	.236
N of Valid Cases	59		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .49.

q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students.	Strongly Agree	Count	9	6	15
		% within firstgen2 Are you a first generation student?	34.6%	21.4%	27.8%
	Agree	Count	16	17	33
		% within firstgen2 Are you a first generation student?	61.5%	60.7%	61.1%
	Neutral	Count	1	4	5
		% within firstgen2 Are you a first generation student?	3.8%	14.3%	9.3%
	Strongly Disagree	Count	0	1	1
		% within firstgen2 Are you a first generation student?	.0%	3.6%	1.9%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.361(a)	3	.339
Likelihood Ratio	3.874	3	.275
Linear-by-Linear Association	2.999	1	.083
N of Valid Cases	54		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .48.

q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students.	Strongly Agree	Count	13	0	13
		% within Rank2 Class Rank-Recoded	27.7%	.0%	25.0%
	Agree	Count	30	2	32
		% within Rank2 Class Rank-Recoded	63.8%	40.0%	61.5%
	Neutral	Count	4	2	6
		% within Rank2 Class Rank-Recoded	8.5%	40.0%	11.5%
	Disagree	Count	0	1	1
		% within Rank2 Class Rank-Recoded	.0%	20.0%	1.9%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.084(a)	3	.002
Likelihood Ratio	10.320	3	.016
Linear-by-Linear Association	10.061	1	.002
N of Valid Cases	52		

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .10.

q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students.	Strongly Agree	Count	1	6	6	0	13
		% within School2 School of study-recoded	16.7%	33.3%	25.0%	.0%	24.5%
	Agree	Count	5	8	17	2	32
		% within School2 School of study-recoded	83.3%	44.4%	70.8%	40.0%	60.4%
	Neutral	Count	0	4	1	2	7
		% within School2 School of study-recoded	.0%	22.2%	4.2%	40.0%	13.2%
	Disagree	Count	0	0	0	1	1
		% within School2 School of study-recoded	.0%	.0%	.0%	20.0%	1.9%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.710(a)	9	.020
Likelihood Ratio	16.249	9	.062
Linear-by-Linear Association	2.329	1	.127
N of Valid Cases	53		

a 13 cells (81.3%) have expected count less than 5. The minimum expected count is .09.

q4.b The UC Merced Library building provided a good place for me to study alone. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.b The UC Merced Library building provided a good place for me to study alone.	Strongly Agree	Count	6	5	11
		% within gender2 Gender of Respondent	20.0%	17.9%	19.0%
	Agree	Count	13	15	28
		% within gender2 Gender of Respondent	43.3%	53.6%	48.3%
	Neutral	Count	5	6	11
		% within gender2 Gender of Respondent	16.7%	21.4%	19.0%
	Disagree	Count	5	1	6
		% within gender2 Gender of Respondent	16.7%	3.6%	10.3%
	Strongly Disagree	Count	1	1	2
		% within gender2 Gender of Respondent	3.3%	3.6%	3.4%
Total		Count	30	28	58
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.926(a)	4	.570
Likelihood Ratio	3.167	4	.530
Linear-by-Linear Association	.487	1	.485
N of Valid Cases	58		

a 4 cells (40.0%) have expected count less than 5. The minimum expected count is .97.

q4.b The UC Merced Library building provided a good place for me to study alone. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.b The UC Merced Library building provided a good place for me to study alone.	Strongly Agree	Count	6	4	10
		% within firstgen2 Are you a first generation student?	23.1%	14.8%	18.9%
	Agree	Count	12	14	26
		% within firstgen2 Are you a first generation student?	46.2%	51.9%	49.1%
	Neutral	Count	6	4	10
		% within firstgen2 Are you a first generation student?	23.1%	14.8%	18.9%
	Disagree	Count	2	3	5
		% within firstgen2 Are you a first generation student?	7.7%	11.1%	9.4%
	Strongly Disagree	Count	0	2	2
		% within firstgen2 Are you a first generation student?	.0%	7.4%	3.8%
Total		Count	26	27	53
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.136(a)	4	.535
Likelihood Ratio	3.914	4	.418
Linear-by-Linear Association	1.094	1	.296
N of Valid Cases	53		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .98.

q4.b The UC Merced Library building provided a good place for me to study alone. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.b The UC Merced Library building provided a good place for me to study alone.	Strongly Agree	Count	9	1	10
		% within Rank2 Class Rank-Recoded	19.6%	20.0%	19.6%
	Agree	Count	22	2	24
		% within Rank2 Class Rank-Recoded	47.8%	40.0%	47.1%
	Neutral	Count	9	1	10
		% within Rank2 Class Rank-Recoded	19.6%	20.0%	19.6%
	Disagree	Count	4	1	5
		% within Rank2 Class Rank-Recoded	8.7%	20.0%	9.8%
	Strongly Disagree	Count	2	0	2
		% within Rank2 Class Rank-Recoded	4.3%	.0%	3.9%
Total		Count	46	5	51
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.865(a)	4	.930
Likelihood Ratio	.941	4	.919
Linear-by-Linear Association	.039	1	.844
N of Valid Cases	51		

a 7 cells (70.0%) have expected count less than 5. The minimum expected count is .20.

q4.b The UC Merced Library building provided a good place for me to study alone. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.b The UC Merced Library building provided a good place for me to study alone.	Strongly Agree	Count	1	2	6	1	10
		% within School2 School of study-recoded	16.7%	11.1%	26.1%	20.0%	19.2%
	Agree	Count	3	8	12	2	25
		% within School2 School of study-recoded	50.0%	44.4%	52.2%	40.0%	48.1%
	Neutral	Count	2	3	4	1	10
		% within School2 School of study-recoded	33.3%	16.7%	17.4%	20.0%	19.2%
	Disagree	Count	0	3	1	1	5
		% within School2 School of study-recoded	.0%	16.7%	4.3%	20.0%	9.6%
	Strongly Disagree	Count	0	2	0	0	2
		% within School2 School of study-recoded	.0%	11.1%	.0%	.0%	3.8%
Total		Count	6	18	23	5	52
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.638(a)	12	.734
Likelihood Ratio	9.499	12	.660
Linear-by-Linear Association	.774	1	.379
N of Valid Cases	52		

a 18 cells (90.0%) have expected count less than 5. The minimum expected count is .19.

q4.c The UC Merced Library building provided a good place for group study. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.c The UC Merced Library building provided a good place for group study.	Strongly Agree	Count	11	10	21
		% within gender2 Gender of Respondent	37.9%	34.5%	36.2%
	Agree	Count	13	16	29
		% within gender2 Gender of Respondent	44.8%	55.2%	50.0%
	Neutral	Count	3	3	6
		% within gender2 Gender of Respondent	10.3%	10.3%	10.3%
	Disagree	Count	1	0	1
		% within gender2 Gender of Respondent	3.4%	.0%	1.7%
	Strongly Disagree	Count	1	0	1
		% within gender2 Gender of Respondent	3.4%	.0%	1.7%
Total		Count	29	29	58
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.358(a)	4	.670
Likelihood Ratio	3.131	4	.536
Linear-by-Linear Association	.411	1	.522
N of Valid Cases	58		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .50.

q4.c The UC Merced Library building provided a good place for group study. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.c The UC Merced Library building provided a good place for group study.	Strongly Agree	Count	10	10	20
		% within firstgen2 Are you a first generation student?	38.5%	37.0%	37.7%
	Agree	Count	14	14	28
		% within firstgen2 Are you a first generation student?	53.8%	51.9%	52.8%
	Neutral	Count	1	2	3
		% within firstgen2 Are you a first generation student?	3.8%	7.4%	5.7%
	Disagree	Count	1	0	1
		% within firstgen2 Are you a first generation student?	3.8%	.0%	1.9%
	Strongly Disagree	Count	0	1	1
		% within firstgen2 Are you a first generation student?	.0%	3.7%	1.9%
Total		Count	26	27	53
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.315(a)	4	.678
Likelihood Ratio	3.094	4	.542
Linear-by-Linear Association	.146	1	.702
N of Valid Cases	53		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .49.

q4.c The UC Merced Library building provided a good place for group study. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.c The UC Merced Library building provided a good place for group study.	Strongly Agree	Count	19	1	20
		% within Rank2 Class Rank-Recoded	41.3%	20.0%	39.2%
	Agree	Count	22	1	23
		% within Rank2 Class Rank-Recoded	47.8%	20.0%	45.1%
	Neutral	Count	3	3	6
		% within Rank2 Class Rank-Recoded	6.5%	60.0%	11.8%
	Disagree	Count	1	0	1
		% within Rank2 Class Rank-Recoded	2.2%	.0%	2.0%
	Strongly Disagree	Count	1	0	1
		% within Rank2 Class Rank-Recoded	2.2%	.0%	2.0%
Total		Count	46	5	51
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.477(a)	4	.014
Likelihood Ratio	8.232	4	.083
Linear-by-Linear Association	2.462	1	.117
N of Valid Cases	51		

a 7 cells (70.0%) have expected count less than 5. The minimum expected count is .10.

q4.c The UC Merced Library building provided a good place for group study. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.c The UC Merced Library building provided a good place for group study.	Strongly Agree	Count	3	6	10	1	20
		% within School2 School of study-recoded	60.0%	33.3%	41.7%	20.0%	38.5%
	Agree	Count	2	8	13	1	24
		% within School2 School of study-recoded	40.0%	44.4%	54.2%	20.0%	46.2%
	Neutral	Count	0	2	1	3	6
		% within School2 School of study-recoded	.0%	11.1%	4.2%	60.0%	11.5%
	Disagree	Count	0	1	0	0	1
		% within School2 School of study-recoded	.0%	5.6%	.0%	.0%	1.9%
	Strongly Disagree	Count	0	1	0	0	1
		% within School2 School of study-recoded	.0%	5.6%	.0%	.0%	1.9%
Total		Count	5	18	24	5	52
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.025(a)	12	.115
Likelihood Ratio	14.505	12	.270
Linear-by-Linear Association	.378	1	.539
N of Valid Cases	52		

a 16 cells (80.0%) have expected count less than 5. The minimum expected count is .10.

q4.d The UC Merced Library building provided an important place for me to socialize with fellow students. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.d The UC Merced Library building provided an important place for me to socialize with fellow students.	Strongly Agree	Count	11	8	19
		% within gender2 Gender of Respondent	36.7%	27.6%	32.2%
	Agree	Count	13	14	27
		% within gender2 Gender of Respondent	43.3%	48.3%	45.8%
	Neutral	Count	5	6	11
		% within gender2 Gender of Respondent	16.7%	20.7%	18.6%
	Disagree	Count	1	0	1
		% within gender2 Gender of Respondent	3.3%	.0%	1.7%
	Strongly Disagree	Count	0	1	1
		% within gender2 Gender of Respondent	.0%	3.4%	1.7%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.585(a)	4	.629
Likelihood Ratio	3.359	4	.500
Linear-by-Linear Association	.562	1	.453
N of Valid Cases	59		

a 4 cells (40.0%) have expected count less than 5. The minimum expected count is .49.

q4.d The UC Merced Library building provided an important place for me to socialize with fellow students. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.d The UC Merced Library building provided an important place for me to socialize with fellow students.	Strongly Agree	Count	12	6	18
		% within firstgen2 Are you a first generation student?	46.2%	21.4%	33.3%
	Agree	Count	7	19	26
		% within firstgen2 Are you a first generation student?	26.9%	67.9%	48.1%
	Neutral	Count	6	3	9
		% within firstgen2 Are you a first generation student?	23.1%	10.7%	16.7%
	Strongly Disagree	Count	1	0	1
		% within firstgen2 Are you a first generation student?	3.8%	.0%	1.9%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.477(a)	3	.024
Likelihood Ratio	10.124	3	.018
Linear-by-Linear Association	.001	1	.970
N of Valid Cases	54		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .48.

q4.d The UC Merced Library building provided an important place for me to socialize with fellow students. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.d The UC Merced Library building provided an important place for me to socialize with fellow students.	Strongly Agree	Count	14	1	15
		% within Rank2 Class Rank-Recoded	29.8%	20.0%	28.8%
	Agree	Count	23	1	24
		% within Rank2 Class Rank-Recoded	48.9%	20.0%	46.2%
	Neutral	Count	9	2	11
		% within Rank2 Class Rank-Recoded	19.1%	40.0%	21.2%
	Disagree	Count	0	1	1
		% within Rank2 Class Rank-Recoded	.0%	20.0%	1.9%
	Strongly Disagree	Count	1	0	1
		% within Rank2 Class Rank-Recoded	2.1%	.0%	1.9%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.405(a)	4	.022
Likelihood Ratio	6.828	4	.145
Linear-by-Linear Association	2.441	1	.118
N of Valid Cases	52		

a 7 cells (70.0%) have expected count less than 5. The minimum expected count is .10.

q4.d The UC Merced Library building provided an important place for me to socialize with fellow students. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.d The UC Merced Library building provided an important place for me to socialize with fellow students.	Strongly Agree	Count	2	5	7	1	15
		% within School2 School of study-recoded	33.3%	27.8%	29.2%	20.0%	28.3%
	Agree	Count	2	9	13	1	25
		% within School2 School of study-recoded	33.3%	50.0%	54.2%	20.0%	47.2%
	Neutral	Count	2	4	3	2	11
		% within School2 School of study-recoded	33.3%	22.2%	12.5%	40.0%	20.8%
	Disagree	Count	0	0	0	1	1
		% within School2 School of study-recoded	.0%	.0%	.0%	20.0%	1.9%
	Strongly Disagree	Count	0	0	1	0	1
		% within School2 School of study-recoded	.0%	.0%	4.2%	.0%	1.9%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.454(a)	12	.273
Likelihood Ratio	10.065	12	.610
Linear-by-Linear Association	.758	1	.384
N of Valid Cases	53		

a 16 cells (80.0%) have expected count less than 5. The minimum expected count is .09.

q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student.	Strongly Agree	Count	6	16	22
		% within gender2 Gender of Respondent	20.0%	55.2%	37.3%
	Agree	Count	13	6	19
		% within gender2 Gender of Respondent	43.3%	20.7%	32.2%
	Neutral	Count	9	4	13
		% within gender2 Gender of Respondent	30.0%	13.8%	22.0%
	Disagree	Count	2	2	4
		% within gender2 Gender of Respondent	6.7%	6.9%	6.8%
	Strongly Disagree	Count	0	1	1
		% within gender2 Gender of Respondent	.0%	3.4%	1.7%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.033(a)	4	.040
Likelihood Ratio	10.700	4	.030
Linear-by-Linear Association	2.349	1	.125
N of Valid Cases	59		

a 4 cells (40.0%) have expected count less than 5. The minimum expected count is .49.

q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student.	Strongly Agree	Count	10	11	21
		% within firstgen2 Are you a first generation student?	38.5%	39.3%	38.9%
	Agree	Count	8	10	18
		% within firstgen2 Are you a first generation student?	30.8%	35.7%	33.3%
	Neutral	Count	6	5	11
		% within firstgen2 Are you a first generation student?	23.1%	17.9%	20.4%
	Disagree	Count	1	2	3
		% within firstgen2 Are you a first generation student?	3.8%	7.1%	5.6%
	Strongly Disagree	Count	1	0	1
		% within firstgen2 Are you a first generation student?	3.8%	.0%	1.9%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.622(a)	4	.805
Likelihood Ratio	2.013	4	.733
Linear-by-Linear Association	.163	1	.687
N of Valid Cases	54		

a 4 cells (40.0%) have expected count less than 5. The minimum expected count is .48.

q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student.	Strongly Agree	Count	20	1	21
		% within Rank2 Class Rank-Recoded	42.6%	20.0%	40.4%
	Agree	Count	14	1	15
		% within Rank2 Class Rank-Recoded	29.8%	20.0%	28.8%
	Neutral	Count	9	2	11
		% within Rank2 Class Rank-Recoded	19.1%	40.0%	21.2%
	Disagree	Count	3	1	4
		% within Rank2 Class Rank-Recoded	6.4%	20.0%	7.7%
	Strongly Disagree	Count	1	0	1
		% within Rank2 Class Rank-Recoded	2.1%	.0%	1.9%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.844(a)	4	.584
Likelihood Ratio	2.603	4	.626
Linear-by-Linear Association	1.670	1	.196
N of Valid Cases	52		

a 7 cells (70.0%) have expected count less than 5. The minimum expected count is .10.

q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student.	Strongly Agree	Count	0	7	13	1	21
		% within School2 School of study-recoded	.0%	38.9%	54.2%	20.0%	39.6%
	Agree	Count	2	8	5	1	16
		% within School2 School of study-recoded	33.3%	44.4%	20.8%	20.0%	30.2%
	Neutral	Count	3	1	5	2	11
		% within School2 School of study-recoded	50.0%	5.6%	20.8%	40.0%	20.8%
	Disagree	Count	1	2	0	1	4
		% within School2 School of study-recoded	16.7%	11.1%	.0%	20.0%	7.5%
	Strongly Disagree	Count	0	0	1	0	1
		% within School2 School of study-recoded	.0%	.0%	4.2%	.0%	1.9%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.626(a)	12	.164
Likelihood Ratio	20.519	12	.058
Linear-by-Linear Association	.532	1	.466
N of Valid Cases	53		

a 16 cells (80.0%) have expected count less than 5. The minimum expected count is .09.

q4.f A UC Merced Library laptop was available to me when I needed one. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.f A UC Merced Library laptop was available to me when I needed one.	Strongly Agree	Count	5	8	13
		% within gender2 Gender of Respondent	16.7%	27.6%	22.0%
	Agree	Count	15	18	33
		% within gender2 Gender of Respondent	50.0%	62.1%	55.9%
	Neutral	Count	9	3	12
		% within gender2 Gender of Respondent	30.0%	10.3%	20.3%
	Disagree	Count	1	0	1
		% within gender2 Gender of Respondent	3.3%	.0%	1.7%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.950(a)	3	.176
Likelihood Ratio	5.481	3	.140
Linear-by-Linear Association	4.093	1	.043
N of Valid Cases	59		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is .49.

q4.f A UC Merced Library laptop was available to me when I needed one. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.f A UC Merced Library laptop was available to me when I needed one.	Strongly Agree	Count	5	7	12
		% within firstgen2 Are you a first generation student?	19.2%	25.0%	22.2%
	Agree	Count	17	15	32
		% within firstgen2 Are you a first generation student?	65.4%	53.6%	59.3%
	Neutral	Count	3	6	9
		% within firstgen2 Are you a first generation student?	11.5%	21.4%	16.7%
	Disagree	Count	1	0	1
		% within firstgen2 Are you a first generation student?	3.8%	.0%	1.9%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.388(a)	3	.496
Likelihood Ratio	2.792	3	.425
Linear-by-Linear Association	.036	1	.849
N of Valid Cases	54		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .48.

q4.f A UC Merced Library laptop was available to me when I needed one. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.f A UC Merced Library laptop was available to me when I needed one.	Strongly Agree	Count	12	1	13
		% within Rank2 Class Rank-Recoded	25.5%	20.0%	25.0%
	Agree	Count	26	1	27
		% within Rank2 Class Rank-Recoded	55.3%	20.0%	51.9%
	Neutral	Count	8	3	11
		% within Rank2 Class Rank-Recoded	17.0%	60.0%	21.2%
	Disagree	Count	1	0	1
		% within Rank2 Class Rank-Recoded	2.1%	.0%	1.9%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.194(a)	3	.158
Likelihood Ratio	4.425	3	.219
Linear-by-Linear Association	1.612	1	.204
N of Valid Cases	52		

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .10.

q4.f A UC Merced Library laptop was available to me when I needed one. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.f A UC Merced Library laptop was available to me when I needed one.	Strongly Agree	Count	2	3	7	1	13
		% within School2 School of study-recoded	33.3%	16.7%	29.2%	20.0%	24.5%
	Agree	Count	2	11	14	1	28
		% within School2 School of study-recoded	33.3%	61.1%	58.3%	20.0%	52.8%
	Neutral	Count	2	4	2	3	11
		% within School2 School of study-recoded	33.3%	22.2%	8.3%	60.0%	20.8%
	Disagree	Count	0	0	1	0	1
		% within School2 School of study-recoded	.0%	.0%	4.2%	.0%	1.9%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.898(a)	9	.359
Likelihood Ratio	9.864	9	.362
Linear-by-Linear Association	.053	1	.818
N of Valid Cases	53		

a 13 cells (81.3%) have expected count less than 5. The minimum expected count is .09.

q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me.	Strongly Agree	Count	5	8	13
		% within gender2 Gender of Respondent	16.7%	27.6%	22.0%
	Agree	Count	13	13	26
		% within gender2 Gender of Respondent	43.3%	44.8%	44.1%
	Neutral	Count	10	6	16
		% within gender2 Gender of Respondent	33.3%	20.7%	27.1%
	Disagree	Count	2	2	4
		% within gender2 Gender of Respondent	6.7%	6.9%	6.8%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.676(a)	3	.642
Likelihood Ratio	1.692	3	.639
Linear-by-Linear Association	1.063	1	.303
N of Valid Cases	59		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.97.

q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me.	Strongly Agree	Count	5	7	12
		% within firstgen2 Are you a first generation student?	19.2%	25.0%	22.2%
	Agree	Count	14	9	23
		% within firstgen2 Are you a first generation student?	53.8%	32.1%	42.6%
	Neutral	Count	6	10	16
		% within firstgen2 Are you a first generation student?	23.1%	35.7%	29.6%
	Disagree	Count	1	2	3
		% within firstgen2 Are you a first generation student?	3.8%	7.1%	5.6%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.683(a)	3	.443
Likelihood Ratio	2.707	3	.439
Linear-by-Linear Association	.339	1	.560
N of Valid Cases	54		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.44.

q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me.	Strongly Agree	Count	10	1	11
		% within Rank2 Class Rank-Recoded	21.3%	20.0%	21.2%
	Agree	Count	21	3	24
		% within Rank2 Class Rank-Recoded	44.7%	60.0%	46.2%
	Neutral	Count	14	0	14
		% within Rank2 Class Rank-Recoded	29.8%	.0%	26.9%
	Disagree	Count	2	1	3
		% within Rank2 Class Rank-Recoded	4.3%	20.0%	5.8%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.664(a)	3	.300
Likelihood Ratio	4.315	3	.229
Linear-by-Linear Association	.006	1	.939
N of Valid Cases	52		

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .29.

q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me.	Strongly Agree	Count	0	4	6	1	11
		% within School2 School of study-recoded	.0%	22.2%	25.0%	20.0%	20.8%
	Agree	Count	3	6	12	3	24
		% within School2 School of study-recoded	50.0%	33.3%	50.0%	60.0%	45.3%
	Neutral	Count	2	7	6	0	15
		% within School2 School of study-recoded	33.3%	38.9%	25.0%	.0%	28.3%
	Disagree	Count	1	1	0	1	3
		% within School2 School of study-recoded	16.7%	5.6%	.0%	20.0%	5.7%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.161(a)	9	.423
Likelihood Ratio	11.952	9	.216
Linear-by-Linear Association	2.169	1	.141
N of Valid Cases	53		

a 12 cells (75.0%) have expected count less than 5. The minimum expected count is .28.

q4.h I received knowledgeable assistance at the Library's services desks. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.h I received knowledgeable assistance at the Library's services desks.	Strongly Agree	Count	10	5	15
		% within gender2 Gender of Respondent	33.3%	17.9%	25.9%
	Agree	Count	10	13	23
		% within gender2 Gender of Respondent	33.3%	46.4%	39.7%
	Neutral	Count	9	9	18
		% within gender2 Gender of Respondent	30.0%	32.1%	31.0%
	Disagree	Count	1	1	2
		% within gender2 Gender of Respondent	3.3%	3.6%	3.4%
Total		Count	30	28	58
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.991(a)	3	.574
Likelihood Ratio	2.022	3	.568
Linear-by-Linear Association	.673	1	.412
N of Valid Cases	58		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is .97.

q4.h I received knowledgeable assistance at the Library's services desks. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.h I received knowledgeable assistance at the Library's services desks.	Strongly Agree	Count	6	8	14
		% within firstgen2 Are you a first generation student?	24.0%	28.6%	26.4%
	Agree	Count	12	9	21
		% within firstgen2 Are you a first generation student?	48.0%	32.1%	39.6%
	Neutral	Count	7	10	17
		% within firstgen2 Are you a first generation student?	28.0%	35.7%	32.1%
	Disagree	Count	0	1	1
		% within firstgen2 Are you a first generation student?	.0%	3.6%	1.9%
Total		Count	25	28	53
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.081(a)	3	.556
Likelihood Ratio	2.465	3	.482
Linear-by-Linear Association	.210	1	.646
N of Valid Cases	53		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is .47.

q4.h I received knowledgeable assistance at the Library's services desks. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.h I received knowledgeable assistance at the Library's services desks.	Strongly Agree	Count	10	1	11
		% within Rank2 Class Rank-Recoded	21.7%	20.0%	21.6%
	Agree	Count	19	2	21
		% within Rank2 Class Rank-Recoded	41.3%	40.0%	41.2%
	Neutral	Count	16	1	17
		% within Rank2 Class Rank-Recoded	34.8%	20.0%	33.3%
	Disagree	Count	1	1	2
		% within Rank2 Class Rank-Recoded	2.2%	20.0%	3.9%
Total		Count	46	5	51
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.958(a)	3	.266
Likelihood Ratio	2.427	3	.489
Linear-by-Linear Association	.339	1	.561
N of Valid Cases	51		

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .20.

q4.h I received knowledgeable assistance at the Library's services desks. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.h I received knowledgeable assistance at the Library's services desks.	Strongly Agree	Count	2	5	3	1	11
		% within School2 School of study-recoded	33.3%	27.8%	13.0%	20.0%	21.2%
	Agree	Count	0	6	13	2	21
		% within School2 School of study-recoded	.0%	33.3%	56.5%	40.0%	40.4%
	Neutral	Count	4	6	7	1	18
		% within School2 School of study-recoded	66.7%	33.3%	30.4%	20.0%	34.6%
	Disagree	Count	0	1	0	1	2
		% within School2 School of study-recoded	.0%	5.6%	.0%	20.0%	3.8%
Total		Count	6	18	23	5	52
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.499(a)	9	.187
Likelihood Ratio	13.853	9	.128
Linear-by-Linear Association	.003	1	.953
N of Valid Cases	52		

a 12 cells (75.0%) have expected count less than 5. The minimum expected count is .19.

q4.i I received friendly, courteous assistance at the Library's services desks. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.i I received friendly, courteous assistance at the Library's services desks.	Strongly Agree	Count	15	10	25
		% within gender2 Gender of Respondent	50.0%	34.5%	42.4%
	Agree	Count	14	14	28
		% within gender2 Gender of Respondent	46.7%	48.3%	47.5%
	Neutral	Count	1	4	5
		% within gender2 Gender of Respondent	3.3%	13.8%	8.5%
	Disagree	Count	0	1	1
		% within gender2 Gender of Respondent	.0%	3.4%	1.7%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.784(a)	3	.286
Likelihood Ratio	4.304	3	.230
Linear-by-Linear Association	3.242	1	.072
N of Valid Cases	59		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .49.

q4.i I received friendly, courteous assistance at the Library's services desks. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.i I received friendly, courteous assistance at the Library's services desks.	Strongly Agree	Count	13	10	23
		% within firstgen2 Are you a first generation student?	50.0%	35.7%	42.6%
	Agree	Count	10	15	25
		% within firstgen2 Are you a first generation student?	38.5%	53.6%	46.3%
	Neutral	Count	3	2	5
		% within firstgen2 Are you a first generation student?	11.5%	7.1%	9.3%
	Disagree	Count	0	1	1
		% within firstgen2 Are you a first generation student?	.0%	3.6%	1.9%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.521(a)	3	.472
Likelihood Ratio	2.913	3	.405
Linear-by-Linear Association	.760	1	.383
N of Valid Cases	54		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .48.

q4.i I received friendly, courteous assistance at the Library's services desks. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.i I received friendly, courteous assistance at the Library's services desks.	Strongly Agree	Count	19	2	21
		% within Rank2 Class Rank-Recoded	40.4%	40.0%	40.4%
	Agree	Count	22	3	25
		% within Rank2 Class Rank-Recoded	46.8%	60.0%	48.1%
	Neutral	Count	5	0	5
		% within Rank2 Class Rank-Recoded	10.6%	.0%	9.6%
	Disagree	Count	1	0	1
		% within Rank2 Class Rank-Recoded	2.1%	.0%	1.9%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.802(a)	3	.849
Likelihood Ratio	1.366	3	.713
Linear-by-Linear Association	.184	1	.668
N of Valid Cases	52		

a 6 cells (75.0%) have expected count less than 5. The minimum expected count is .10.

q4.i I received friendly, courteous assistance at the Library's services desks. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.i I received friendly, courteous assistance at the Library's services desks.	Strongly Agree	Count	3	7	9	2	21
		% within School2 School of study-recoded	50.0%	38.9%	37.5%	40.0%	39.6%
	Agree	Count	3	9	11	3	26
		% within School2 School of study-recoded	50.0%	50.0%	45.8%	60.0%	49.1%
	Neutral	Count	0	1	4	0	5
		% within School2 School of study-recoded	.0%	5.6%	16.7%	.0%	9.4%
	Disagree	Count	0	1	0	0	1
		% within School2 School of study-recoded	.0%	5.6%	.0%	.0%	1.9%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.970(a)	9	.837
Likelihood Ratio	6.005	9	.739
Linear-by-Linear Association	.109	1	.741
N of Valid Cases	53		

a 12 cells (75.0%) have expected count less than 5. The minimum expected count is .09.

q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me.	Strongly Agree	Count	8	6	14
		% within gender2 Gender of Respondent	26.7%	22.2%	24.6%
	Agree	Count	13	14	27
		% within gender2 Gender of Respondent	43.3%	51.9%	47.4%
	Neutral	Count	8	7	15
		% within gender2 Gender of Respondent	26.7%	25.9%	26.3%
	Disagree	Count	1	0	1
		% within gender2 Gender of Respondent	3.3%	.0%	1.8%
Total		Count	30	27	57
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.235(a)	3	.745
Likelihood Ratio	1.619	3	.655
Linear-by-Linear Association	.021	1	.884
N of Valid Cases	57		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is .47.

q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me.	Strongly Agree	Count	8	4	12
		% within firstgen2 Are you a first generation student?	33.3%	14.3%	23.1%
	Agree	Count	9	16	25
		% within firstgen2 Are you a first generation student?	37.5%	57.1%	48.1%
	Neutral	Count	7	7	14
		% within firstgen2 Are you a first generation student?	29.2%	25.0%	26.9%
	Disagree	Count	0	1	1
		% within firstgen2 Are you a first generation student?	.0%	3.6%	1.9%
Total		Count	24	28	52
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.009(a)	3	.260
Likelihood Ratio	4.424	3	.219
Linear-by-Linear Association	1.077	1	.299
N of Valid Cases	52		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is .46.

q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me.	Strongly Agree	Count	10	2	12
		% within Rank2 Class Rank-Recoded	21.7%	40.0%	23.5%
	Agree	Count	24	2	26
		% within Rank2 Class Rank-Recoded	52.2%	40.0%	51.0%
	Neutral	Count	12	1	13
		% within Rank2 Class Rank-Recoded	26.1%	20.0%	25.5%
Total		Count	46	5	51
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.836(a)	2	.658
Likelihood Ratio	.751	2	.687
Linear-by-Linear Association	.535	1	.464
N of Valid Cases	51		

a 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.18.

q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me.	Strongly Agree	Count	2	4	4	2	12
		% within School2 School of study-recoded	33.3%	22.2%	17.4%	40.0%	23.1%
	Agree	Count	2	9	13	2	26
		% within School2 School of study-recoded	33.3%	50.0%	56.5%	40.0%	50.0%
	Neutral	Count	2	5	6	1	14
		% within School2 School of study-recoded	33.3%	27.8%	26.1%	20.0%	26.9%
Total		Count	6	18	23	5	52
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.042(a)	6	.916
Likelihood Ratio	1.973	6	.922
Linear-by-Linear Association	.061	1	.805
N of Valid Cases	52		

a 8 cells (66.7%) have expected count less than 5. The minimum expected count is 1.15.

q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner.	Strongly Agree	Count	9	7	16
		% within gender2 Gender of Respondent	30.0%	24.1%	27.1%
	Agree	Count	18	16	34
		% within gender2 Gender of Respondent	60.0%	55.2%	57.6%
	Neutral	Count	3	6	9
		% within gender2 Gender of Respondent	10.0%	20.7%	15.3%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.351(a)	2	.509
Likelihood Ratio	1.371	2	.504
Linear-by-Linear Association	.969	1	.325
N of Valid Cases	59		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.42.

q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner.	Strongly Agree	Count	8	7	15
		% within firstgen2 Are you a first generation student?	30.8%	25.0%	27.8%
	Agree	Count	16	14	30
		% within firstgen2 Are you a first generation student?	61.5%	50.0%	55.6%
	Neutral	Count	2	7	9
		% within firstgen2 Are you a first generation student?	7.7%	25.0%	16.7%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.908(a)	2	.234
Likelihood Ratio	3.068	2	.216
Linear-by-Linear Association	1.631	1	.202
N of Valid Cases	54		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.33.

q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner.	Strongly Agree	Count	13	1	14
		% within Rank2 Class Rank-Recoded	27.7%	20.0%	26.9%
	Agree	Count	25	4	29
		% within Rank2 Class Rank-Recoded	53.2%	80.0%	55.8%
	Neutral	Count	9	0	9
		% within Rank2 Class Rank-Recoded	19.1%	.0%	17.3%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.638(a)	2	.441
Likelihood Ratio	2.447	2	.294
Linear-by-Linear Association	.135	1	.713
N of Valid Cases	52		

a 3 cells (50.0%) have expected count less than 5. The minimum expected count is .87.

q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner.	Strongly Agree	Count	1	6	6	1	14
		% within School2 School of study-recoded	16.7%	33.3%	25.0%	20.0%	26.4%
	Agree	Count	4	7	15	4	30
		% within School2 School of study-recoded	66.7%	38.9%	62.5%	80.0%	56.6%
	Neutral	Count	1	5	3	0	9
		% within School2 School of study-recoded	16.7%	27.8%	12.5%	.0%	17.0%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.743(a)	6	.577
Likelihood Ratio	5.493	6	.482
Linear-by-Linear Association	.365	1	.546
N of Valid Cases	53		

a 9 cells (75.0%) have expected count less than 5. The minimum expected count is .85.

q5 Second Key Term or Concept * Gender2 Gender of Respondent-Recoded

		gender2 Gender of Respondent		
		Male	Female	Total
I received assistance at a UC Merced Library service desk.	Count	28	26	54
	% within gender2	100.0%	92.9%	
I contacted the UC Merced Library by email.	Count	15	15	30
	% within gender2	53.6%	53.6%	
I contacted the UC Merced Library by telephone.	Count	6	9	15
	% within gender2	21.4%	32.1%	
I contacted a librarian through an online chat form or window.	Count	2	4	6
	% within gender2	7.1%	14.3%	
I consulted with a UC Merced librarian.	Count	18	16	34
	% within gender2	64.3%	57.1%	
Total	Count	28	28	56

Percentages and totals are based on respondents.

q5 Second Key Term or Concept * Firstgen2 Are you a first generation student?

$Q5*firstgen2 Crosstabulation

		firstgen2 Are you a first generation student?		
		Yes	No	Total
I received assistance at a UC Merced Library service desk.	Count	23	26	49
	% within firstgen2	92.0%	100.0%	
I contacted the UC Merced Library by email.	Count	10	17	27
	% within firstgen2	40.0%	65.4%	
I contacted the UC Merced Library by telephone.	Count	8	7	15
	% within firstgen2	32.0%	26.9%	
I contacted a librarian through an online chat form or window.	Count	3	3	6
	% within firstgen2	12.0%	11.5%	
I consulted with a UC Merced librarian.	Count	14	19	33
	% within firstgen2	56.0%	73.1%	
Total	Count	25	26	51

Percentages and totals are based on respondents.

q5 Second Key Term or Concept * Gender2 Gender of Respondent-Recoded

$Q5*Rank2 Crosstabulation

		Rank2 Class Rank-Recoded		Total
		Undergraduate	Graduate	Undergraduate
I received assistance at a UC Merced Library service desk.	Count	42	5	47
	% within Rank2	95.5%	100.0%	
I contacted the UC Merced Library by email.	Count	25	3	28
	% within Rank2	56.8%	60.0%	
I contacted the UC Merced Library by telephone.	Count	12	0	12
	% within Rank2	27.3%	.0%	
I contacted a librarian through an online chat form or window.	Count	6	0	6
	% within Rank2	13.6%	.0%	
I consulted with a UC Merced librarian.	Count	28	1	29
	% within Rank2	63.6%	20.0%	
Total	Count	44	5	49

Percentages and totals are based on respondents.

q5 Second Key Term or Concept * School2 School of Study-Recoded

$Q5*School2 Crosstabulation

		School2 School of study-recoded				
		Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
I received assistance at a UC Merced Library service desk.	Count	5	16	22	5	48
	% within School2	100.0%	100.0%	91.7%	100.0%	
I contacted the UC Merced Library by email.	Count	2	10	14	3	29
	% within School2	40.0%	62.5%	58.3%	60.0%	
I contacted the UC Merced Library by telephone.	Count	0	5	7	0	12
	% within School2	.0%	31.3%	29.2%	.0%	
I contacted a librarian through an online chat form or window.	Count	0	2	4	0	6
	% within School2	.0%	12.5%	16.7%	.0%	
I consulted with a UC Merced librarian.	Count	2	10	17	1	30
	% within School2	40.0%	62.5%	70.8%	20.0%	
Total	Count	5	16	24	5	50

Percentages and totals are based on respondents.

q6 Third Key Term or Concept * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q6 Third Key Term or Concept	None	Count	11	6	17
		% within gender2 Gender of Respondent	36.7%	20.7%	28.8%
	Once	Count	7	3	10
		% within gender2 Gender of Respondent	23.3%	10.3%	16.9%
	2 - 5 times	Count	4	11	15
		% within gender2 Gender of Respondent	13.3%	37.9%	25.4%
	6 - 9 times	Count	3	4	7
		% within gender2 Gender of Respondent	10.0%	13.8%	11.9%
	10 or more times	Count	5	5	10
		% within gender2 Gender of Respondent	16.7%	17.2%	16.9%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.465(a)	4	.167
Likelihood Ratio	6.662	4	.155
Linear-by-Linear Association	1.772	1	.183
N of Valid Cases	59		

a 4 cells (40.0%) have expected count less than 5. The minimum expected count is 3.44.

q6 Third Key Term or Concept * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q6 Third Key Term or Concept	None	Count	7	10	17
		% within firstgen2 Are you a first generation student?	26.9%	35.7%	31.5%
	Once	Count	5	5	10
		% within firstgen2 Are you a first generation student?	19.2%	17.9%	18.5%
	2 - 5 times	Count	6	8	14
		% within firstgen2 Are you a first generation student?	23.1%	28.6%	25.9%
	6 - 9 times	Count	3	2	5
		% within firstgen2 Are you a first generation student?	11.5%	7.1%	9.3%
	10 or more times	Count	5	3	8
		% within firstgen2 Are you a first generation student?	19.2%	10.7%	14.8%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.443(a)	4	.837
Likelihood Ratio	1.451	4	.835
Linear-by-Linear Association	.962	1	.327
N of Valid Cases	54		

a 5 cells (50.0%) have expected count less than 5. The minimum expected count is 2.41.

q6 Third Key Term or Concept * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q6 Third Key Term or Concept	None	Count	17	0	17
		% within Rank2 Class Rank-Recoded	36.2%	.0%	32.7%
	Once	Count	9	0	9
		% within Rank2 Class Rank-Recoded	19.1%	.0%	17.3%
	2 - 5 times	Count	10	1	11
		% within Rank2 Class Rank-Recoded	21.3%	20.0%	21.2%
	6 - 9 times	Count	4	2	6
		% within Rank2 Class Rank-Recoded	8.5%	40.0%	11.5%
	10 or more times	Count	7	2	9
		% within Rank2 Class Rank-Recoded	14.9%	40.0%	17.3%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.299(a)	4	.081
Likelihood Ratio	9.046	4	.060
Linear-by-Linear Association	6.169	1	.013
N of Valid Cases	52		

a 5 cells (50.0%) have expected count less than 5. The minimum expected count is .58.

q6 Third Key Term or Concept * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q6 Third Key Term or Concept	None	Count	3	8	6	0	17
		% within School2 School of study-recoded	50.0%	44.4%	25.0%	.0%	32.1%
	Once	Count	2	4	3	0	9
		% within School2 School of study-recoded	33.3%	22.2%	12.5%	.0%	17.0%
	2 - 5 times	Count	1	5	5	1	12
		% within School2 School of study-recoded	16.7%	27.8%	20.8%	20.0%	22.6%
	6 - 9 times	Count	0	1	3	2	6
		% within School2 School of study-recoded	.0%	5.6%	12.5%	40.0%	11.3%
	10 or more times	Count	0	0	7	2	9
		% within School2 School of study-recoded	.0%	.0%	29.2%	40.0%	17.0%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.765(a)	12	.094
Likelihood Ratio	23.474	12	.024
Linear-by-Linear Association	13.513	1	.000
N of Valid Cases	53		

a 17 cells (85.0%) have expected count less than 5. The minimum expected count is .57.

q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner.	Strongly Agree	Count	3	7	10
		% within gender2 Gender of Respondent	10.0%	24.1%	16.9%
	Agree	Count	16	13	29
		% within gender2 Gender of Respondent	53.3%	44.8%	49.2%
	Neutral	Count	10	7	17
		% within gender2 Gender of Respondent	33.3%	24.1%	28.8%
	Disagree	Count	1	2	3
		% within gender2 Gender of Respondent	3.3%	6.9%	5.1%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.757(a)	3	.431
Likelihood Ratio	2.812	3	.422
Linear-by-Linear Association	.622	1	.430
N of Valid Cases	59		

a 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.47.

q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner.	Strongly Agree	Count	5	5	10
		% within firstgen2 Are you a first generation student?	19.2%	17.9%	18.5%
	Agree	Count	13	11	24
		% within firstgen2 Are you a first generation student?	50.0%	39.3%	44.4%
	Neutral	Count	7	10	17
		% within firstgen2 Are you a first generation student?	26.9%	35.7%	31.5%
	Disagree	Count	1	2	3
		% within firstgen2 Are you a first generation student?	3.8%	7.1%	5.6%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.957(a)	3	.812
Likelihood Ratio	.965	3	.810
Linear-by-Linear Association	.559	1	.454
N of Valid Cases	54		

a 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.44.

q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner.	Strongly Agree	Count	8	0	8
		% within Rank2 Class Rank-Recoded	17.0%	.0%	15.4%
	Agree	Count	19	5	24
		% within Rank2 Class Rank-Recoded	40.4%	100.0%	46.2%
	Neutral	Count	17	0	17
		% within Rank2 Class Rank-Recoded	36.2%	.0%	32.7%
	Disagree	Count	3	0	3
		% within Rank2 Class Rank-Recoded	6.4%	.0%	5.8%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.454(a)	3	.091
Likelihood Ratio	8.358	3	.039
Linear-by-Linear Association	.719	1	.397
N of Valid Cases	52		

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .29.

q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner.	Strongly Agree	Count	0	6	3	0	9
		% within School2 School of study-recoded	.0%	33.3%	12.5%	.0%	17.0%
	Agree	Count	3	5	11	5	24
		% within School2 School of study-recoded	50.0%	27.8%	45.8%	100.0%	45.3%
	Neutral	Count	2	7	8	0	17
		% within School2 School of study-recoded	33.3%	38.9%	33.3%	.0%	32.1%
	Disagree	Count	1	0	2	0	3
		% within School2 School of study-recoded	16.7%	.0%	8.3%	.0%	5.7%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.309(a)	9	.112
Likelihood Ratio	17.324	9	.044
Linear-by-Linear Association	.247	1	.619
N of Valid Cases	53		

a 12 cells (75.0%) have expected count less than 5. The minimum expected count is .28.

q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources.	Strongly Agree	Count	7	5	12
		% within gender2 Gender of Respondent	24.1%	17.2%	20.7%
	Agree	Count	13	20	33
		% within gender2 Gender of Respondent	44.8%	69.0%	56.9%
	Neutral	Count	4	2	6
		% within gender2 Gender of Respondent	13.8%	6.9%	10.3%
	Disagree	Count	5	2	7
		% within gender2 Gender of Respondent	17.2%	6.9%	12.1%
Total		Count	29	29	58
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.771(a)	3	.287
Likelihood Ratio	3.839	3	.279
Linear-by-Linear Association	.788	1	.375
N of Valid Cases	58		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is 3.00.

q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources.	Strongly Agree	Count	4	8	12
		% within firstgen2 Are you a first generation student?	15.4%	28.6%	22.2%
	Agree	Count	17	13	30
		% within firstgen2 Are you a first generation student?	65.4%	46.4%	55.6%
	Neutral	Count	2	4	6
		% within firstgen2 Are you a first generation student?	7.7%	14.3%	11.1%
	Disagree	Count	3	3	6
		% within firstgen2 Are you a first generation student?	11.5%	10.7%	11.1%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.463(a)	3	.482
Likelihood Ratio	2.500	3	.475
Linear-by-Linear Association	.117	1	.732
N of Valid Cases	54		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is 2.89.

q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources.	Strongly Agree	Count	10	0	10
		% within Rank2 Class Rank-Recoded	21.3%	.0%	19.6%
	Agree	Count	27	3	30
		% within Rank2 Class Rank-Recoded	57.4%	75.0%	58.8%
	Neutral	Count	5	0	5
		% within Rank2 Class Rank-Recoded	10.6%	.0%	9.8%
	Disagree	Count	5	1	6
		% within Rank2 Class Rank-Recoded	10.6%	25.0%	11.8%
Total		Count	47	4	51
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.116(a)	3	.549
Likelihood Ratio	3.130	3	.372
Linear-by-Linear Association	.751	1	.386
N of Valid Cases	51		

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .39.

q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources.	Strongly Agree	Count	1	6	3	0	10
		% within School2 School of study-recoded	16.7%	33.3%	12.5%	.0%	19.2%
	Agree	Count	4	6	17	3	30
		% within School2 School of study-recoded	66.7%	33.3%	70.8%	75.0%	57.7%
	Neutral	Count	0	4	2	0	6
		% within School2 School of study-recoded	.0%	22.2%	8.3%	.0%	11.5%
	Disagree	Count	1	2	2	1	6
		% within School2 School of study-recoded	16.7%	11.1%	8.3%	25.0%	11.5%
Total		Count	6	18	24	4	52
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.207(a)	9	.334
Likelihood Ratio	11.625	9	.235
Linear-by-Linear Association	.159	1	.690
N of Valid Cases	52		

a 14 cells (87.5%) have expected count less than 5. The minimum expected count is .46.

q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student.	Strongly Agree	Count	10	12	22
		% within gender2 Gender of Respondent	33.3%	41.4%	37.3%
	Agree	Count	16	14	30
		% within gender2 Gender of Respondent	53.3%	48.3%	50.8%
	Neutral	Count	2	2	4
		% within gender2 Gender of Respondent	6.7%	6.9%	6.8%
	Disagree	Count	0	1	1
		% within gender2 Gender of Respondent	.0%	3.4%	1.7%
	Strongly Disagree	Count	2	0	2
		% within gender2 Gender of Respondent	6.7%	.0%	3.4%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.299(a)	4	.509
Likelihood Ratio	4.457	4	.348
Linear-by-Linear Association	.808	1	.369
N of Valid Cases	59		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .49.

q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student.	Strongly Agree	Count	11	10	21
		% within firstgen2 Are you a first generation student?	42.3%	35.7%	38.9%
	Agree	Count	12	14	26
		% within firstgen2 Are you a first generation student?	46.2%	50.0%	48.1%
	Neutral	Count	1	3	4
		% within firstgen2 Are you a first generation student?	3.8%	10.7%	7.4%
	Disagree	Count	1	0	1
		% within firstgen2 Are you a first generation student?	3.8%	.0%	1.9%
	Strongly Disagree	Count	1	1	2
		% within firstgen2 Are you a first generation student?	3.8%	3.6%	3.7%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.130(a)	4	.712
Likelihood Ratio	2.560	4	.634
Linear-by-Linear Association	.038	1	.845
N of Valid Cases	54		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .48.

q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student.	Strongly Agree	Count	17	1	18
		% within Rank2 Class Rank-Recoded	36.2%	20.0%	34.6%
	Agree	Count	24	4	28
		% within Rank2 Class Rank-Recoded	51.1%	80.0%	53.8%
	Neutral	Count	3	0	3
		% within Rank2 Class Rank-Recoded	6.4%	.0%	5.8%
	Disagree	Count	1	0	1
		% within Rank2 Class Rank-Recoded	2.1%	.0%	1.9%
	Strongly Disagree	Count	2	0	2
		% within Rank2 Class Rank-Recoded	4.3%	.0%	3.8%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.682(a)	4	.794
Likelihood Ratio	2.230	4	.693
Linear-by-Linear Association	.029	1	.866
N of Valid Cases	52		

a 8 cells (80.0%) have expected count less than 5. The minimum expected count is .10.

q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student.	Strongly Agree	Count	3	11	4	1	19
		% within School2 School of study-recoded	50.0%	61.1%	16.7%	20.0%	35.8%
	Agree	Count	2	6	16	4	28
		% within School2 School of study-recoded	33.3%	33.3%	66.7%	80.0%	52.8%
	Neutral	Count	0	1	2	0	3
		% within School2 School of study-recoded	.0%	5.6%	8.3%	.0%	5.7%
	Disagree	Count	0	0	1	0	1
		% within School2 School of study-recoded	.0%	.0%	4.2%	.0%	1.9%
	Strongly Disagree	Count	1	0	1	0	2
		% within School2 School of study-recoded	16.7%	.0%	4.2%	.0%	3.8%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.304(a)	12	.225
Likelihood Ratio	16.094	12	.187
Linear-by-Linear Association	.943	1	.332
N of Valid Cases	53		

a 16 cells (80.0%) have expected count less than 5. The minimum expected count is .09.

q11 I worked as a student assistant in the library while attending UC Merced. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q11 I worked as a student assistant in the library while attending UC Merced.	Yes	Count	9	7	16
		% within gender2 Gender of Respondent	30.0%	24.1%	27.1%
	No	Count	21	22	43
		% within gender2 Gender of Respondent	70.0%	75.9%	72.9%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.256(b)	1	.613		
Continuity Correction(a)	.046	1	.831		
Likelihood Ratio	.257	1	.612		
Fisher's Exact Test				.771	.416
Linear-by-Linear Association	.252	1	.616		
N of Valid Cases	59				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.86.

q11 I worked as a student assistant in the library while attending UC Merced. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q11 I worked as a student assistant in the library while attending UC Merced.	Yes	Count	10	6	16
		% within firstgen2 Are you a first generation student?	38.5%	21.4%	29.6%
	No	Count	16	22	38
		% within firstgen2 Are you a first generation student?	61.5%	78.6%	70.4%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.876(b)	1	.171		
Continuity Correction(a)	1.148	1	.284		
Likelihood Ratio	1.888	1	.169		
Fisher's Exact Test				.236	.142
Linear-by-Linear Association	1.841	1	.175		
N of Valid Cases	54				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.70.

q11 I worked as a student assistant in the library while attending UC Merced. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q11 I worked as a student assistant in the library while attending UC Merced.	Yes	Count	10	0	10
		% within Rank2 Class Rank-Recoded	21.3%	.0%	19.2%
	No	Count	37	5	42
		% within Rank2 Class Rank-Recoded	78.7%	100.0%	80.8%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.317(b)	1	.251		
Continuity Correction(a)	.303	1	.582		
Likelihood Ratio	2.259	1	.133		
Fisher's Exact Test				.569	.327
Linear-by-Linear Association	1.292	1	.256		
N of Valid Cases	52				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .96.

q11 I worked as a student assistant in the library while attending UC Merced. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q11 I worked as a student assistant in the library while attending UC Merced.	Yes	Count	2	2	6	0	10
		% within School2 School of study-recoded	33.3%	11.1%	25.0%	.0%	18.9%
	No	Count	4	16	18	5	43
		% within School2 School of study-recoded	66.7%	88.9%	75.0%	100.0%	81.1%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.280(a)	3	.350
Likelihood Ratio	4.148	3	.246
Linear-by-Linear Association	.300	1	.584
N of Valid Cases	53		

a 6 cells (75.0%) have expected count less than 5. The minimum expected count is .94.

q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services. * gender2 Gender of Respondent

			gender2 Gender of Respondent		
			Male	Female	Total
q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services.	Yes	Count	19	19	38
		% within gender2 Gender of Respondent	63.3%	65.5%	64.4%
	No	Count	11	10	21
		% within gender2 Gender of Respondent	36.7%	34.5%	35.6%
Total		Count	30	29	59
		% within gender2 Gender of Respondent	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.031(b)	1	.861		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.031	1	.861		
Fisher's Exact Test				1.000	.539
Linear-by-Linear Association	.030	1	.862		
N of Valid Cases	59				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.32.

q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services. * firstgen2 Are you a first generation student?

			firstgen2 Are you a first generation student?		
			Yes	No	Total
q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services.	Yes	Count	18	18	36
		% within firstgen2 Are you a first generation student?	69.2%	64.3%	66.7%
	No	Count	8	10	18
		% within firstgen2 Are you a first generation student?	30.8%	35.7%	33.3%
Total		Count	26	28	54
		% within firstgen2 Are you a first generation student?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.148(b)	1	.700		
Continuity Correction(a)	.009	1	.923		
Likelihood Ratio	.149	1	.700		
Fisher's Exact Test				.777	.462
Linear-by-Linear Association	.146	1	.703		
N of Valid Cases	54				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.67.

q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services. * Rank2 Class Rank-Recoded

			Rank2 Class Rank-Recoded		
			Undergraduate	Graduate	Total
q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services.	Yes	Count	29	2	31
		% within Rank2 Class Rank-Recoded	61.7%	40.0%	59.6%
	No	Count	18	3	21
		% within Rank2 Class Rank-Recoded	38.3%	60.0%	40.4%
Total		Count	47	5	52
		% within Rank2 Class Rank-Recoded	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.884(b)	1	.347		
Continuity Correction(a)	.212	1	.645		
Likelihood Ratio	.865	1	.352		
Fisher's Exact Test				.383	.317
Linear-by-Linear Association	.867	1	.352		
N of Valid Cases	52				

a Computed only for a 2x2 table
b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.02.

q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services. * School2 School of study-recoded

			School2 School of study-recoded				
			Engineering	Natural sciences	School of Social Sciences, Humanities and Arts	Division of Graduate Studies	Total
q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services.	Yes	Count	4	11	15	2	32
		% within School2 School of study-recoded	66.7%	61.1%	62.5%	40.0%	60.4%
	No	Count	2	7	9	3	21
		% within School2 School of study-recoded	33.3%	38.9%	37.5%	60.0%	39.6%
Total		Count	6	18	24	5	53
		% within School2 School of study-recoded	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.016(a)	3	.797
Likelihood Ratio	.994	3	.803
Linear-by-Linear Association	.423	1	.515
N of Valid Cases	53		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.98.

Crosstabs

q1 First Key Term or Concept * q11 I worked as a student assistant in the library while attending UC Merced.

While classes were in session, how often did you use the UC Merced Library building as a place to study?

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q1 First Key Term or Concept	Never	Count	0	4	4
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	9.3%	6.8%
	Occasionally	Count	6	8	14
		% within q11 I worked as a student assistant in the library while attending UC Merced.	37.5%	18.6%	23.7%
	At least once a week	Count	2	9	11
		% within q11 I worked as a student assistant in the library while attending UC Merced.	12.5%	20.9%	18.6%
	More than one a week	Count	3	9	12
		% within q11 I worked as a student assistant in the library while attending UC Merced.	18.8%	20.9%	20.3%
	Nearly every day	Count	5	13	18
		% within q11 I worked as a student assistant in the library while attending UC Merced.	31.3%	30.2%	30.5%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC	100.0%	100.0%	100.0%	

	Merced.				

Overall, library student assistants did not use the UC Merced Library building as a place to study as much as the remaining respondents.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.719(a)	4	.445
Likelihood Ratio	4.645	4	.326
Linear-by-Linear Association	.000	1	.991
N of Valid Cases	59		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.08.

q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced? * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q2 How many UC Merced Library instruction sessions did you attend during your time at UC Merced?	Zero	Count	0	11	11
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	25.6%	18.6%
	One	Count	1	8	9
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	18.6%	15.3%
	Two	Count	2	12	14
		% within q11 I worked as a student assistant in the library while attending UC Merced.	12.5%	27.9%	23.7%
	Three	Count	3	5	8
		% within q11 I worked as a student assistant in the library while attending UC Merced.	18.8%	11.6%	13.6%
	Four	Count	3	6	9
		% within q11 I worked as a student assistant in the library while attending UC Merced.	18.8%	14.0%	15.3%
	Five or more	Count	7	1	8
		% within q11 I worked as a student assistant in the library while attending UC Merced.	43.8%	2.3%	13.6%
Total	Count	16	43	59	
	% within q11 I worked as a student	100.0%	100.0%	100.0%	

	assistant in the library while attending UC Merced.				

43.8% of library student assistants attended five or more UC Merced Library instructions sessions while the remaining 2.3% of the remaining respondents attended five or more sessions. It is very likely that the library student assistants included training sessions.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.796(a)	5	.001
Likelihood Ratio	23.131	5	.000
Linear-by-Linear Association	17.366	1	.000
N of Valid Cases	59		

a 6 cells (50.0%) have expected count less than 5. The minimum expected count is 2.17.

q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q3 The instruction I received from UC Merced Library contributed to my success as a student at UC Merced.	Strongly agree	Count	4	3	7
		% within q11 I worked as a student assistant in the library while attending UC Merced.	25.0%	9.4%	14.6%
	Agree	Count	12	13	25
		% within q11 I worked as a student assistant in the library while attending UC Merced.	75.0%	40.6%	52.1%
	Neutral	Count	0	13	13
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	40.6%	27.1%
	Disagree	Count	0	2	2
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	6.3%	4.2%
	Strongly Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	3.1%	2.1%
Total	Count	16	32	48	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

* Library student assistants (100%) were much more like to strongly agree or agree with the statement: “The instruction I received from the UC Merced Library contributed to my success at UC Merced”. The remaining respondents answered with 50% to the same statement.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.206(a)	4	.016
Likelihood Ratio	16.927	4	.002
Linear-by-Linear Association	9.140	1	.003
N of Valid Cases	48		

a 7 cells (70.0%) have expected count less than 5. The minimum expected count is .33.

q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q4.a The UC Merced Library did a good job of informing me about its services and the information resources it provides to UC Merced students.	Strongly Agree	Count	7	8	15
		% within q11 I worked as a student assistant in the library while attending UC Merced.	43.8%	18.6%	25.4%
	Agree	Count	8	27	35
		% within q11 I worked as a student assistant in the library while attending UC Merced.	50.0%	62.8%	59.3%
	Neutral	Count	0	7	7
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	16.3%	11.9%
	Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Strongly Disagree	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	.0%	1.7%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library students assistants (93.8%) also responded that the UC Merced Library did a good job of information them of its services and information resources in contrast to the remaining respondents with 81.4%. One of the library student assistants responded with a "strongly disagree."

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.886(a)	4	.064
Likelihood Ratio	10.608	4	.031
Linear-by-Linear Association	1.449	1	.229
N of Valid Cases	59		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .27.

q4.b The UC Merced Library building provided a good place for me to study alone. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q4.b The UC Merced Library building provided a good place for me to study alone.	Strongly Agree	Count	3	8	11
		% within q11 I worked as a student assistant in the library while attending UC Merced.	18.8%	19.0%	19.0%
	Agree	Count	10	18	28
		% within q11 I worked as a student assistant in the library while attending UC Merced.	62.5%	42.9%	48.3%
	Neutral	Count	2	9	11
		% within q11 I worked as a student assistant in the library while attending UC Merced.	12.5%	21.4%	19.0%
	Disagree	Count	1	5	6
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	11.9%	10.3%
	Strongly Disagree	Count	0	2	2
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	4.8%	3.4%
Total	Count	16	42	58	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistants were more likely than other respondents to view the UC Merced Library building as a good place to study alone. (81.3% to 61.9% strongly agree or agree)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.534(a)	4	.639
Likelihood Ratio	3.097	4	.542
Linear-by-Linear Association	1.324	1	.250
N of Valid Cases	58		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .55.

q4.c The UC Merced Library building provided a good place for group study. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced. Yes	No	Total	
q4.c The UC Merced Library building provided a good place for group study.	Strongly Agree	Count	6	15	21
		% within q11 I worked as a student assistant in the library while attending UC Merced.	37.5%	35.7%	36.2%
	Agree	Count	10	19	29
		% within q11 I worked as a student assistant in the library while attending UC Merced.	62.5%	45.2%	50.0%
	Neutral	Count	0	6	6
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	14.3%	10.3%
	Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.4%	1.7%
	Strongly Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.4%	1.7%
Total	Count	16	42	58	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistant respondents were more likely to view the UC Merced Library building as a good place for group study. (100% to 80.9% strongly agree or agree).

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.748(a)	4	.441
Likelihood Ratio	5.834	4	.212
Linear-by-Linear Association	1.350	1	.245
N of Valid Cases	58		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .28.

q4.d The UC Merced Library building provided an important place for me to socialize with fellow students. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q4.d The UC Merced Library building provided an important place for me to socialize with fellow students.	Strongly Agree	Count	9	10	19
		% within q11 I worked as a student assistant in the library while attending UC Merced.	56.3%	23.3%	32.2%
	Agree	Count	7	20	27
		% within q11 I worked as a student assistant in the library while attending UC Merced.	43.8%	46.5%	45.8%
	Neutral	Count	0	11	11
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	25.6%	18.6%
	Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Strongly Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistant respondents were more likely to view the UC Merced Library building as an important place to socialize with fellow students. (100% to 69.8% strongly agree or agree).

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.799(a)	4	.066
Likelihood Ratio	11.773	4	.019
Linear-by-Linear Association	7.780	1	.005
N of Valid Cases	59		

a 5 cells (50.0%) have expected count less than 5. The minimum expected count is .27.

q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q4.e The UC Merced Library's check-out laptops contributed to my success as a UC Merced student.	Strongly Agree	Count	6	16	22
		% within q11 I worked as a student assistant in the library while attending UC Merced.	37.5%	37.2%	37.3%
	Agree	Count	7	12	19
		% within q11 I worked as a student assistant in the library while attending UC Merced.	43.8%	27.9%	32.2%
	Neutral	Count	3	10	13
		% within q11 I worked as a student assistant in the library while attending UC Merced.	18.8%	23.3%	22.0%
	Disagree	Count	0	4	4
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	9.3%	6.8%
	Strongly Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistant respondents were more likely to view the UC Merced Library check-out laptops as contributing to their success as a UC Merced student. (81.3% to 65.1% strongly agree or agree). No library students disagreed or strongly disagreed with the original statement while 11.6% of the other respondents did disagree or strongly disagree.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.877(a)	4	.579
Likelihood Ratio	4.128	4	.389
Linear-by-Linear Association	1.041	1	.307
N of Valid Cases	59		

a 5 cells (50.0%) have expected count less than 5. The minimum expected count is .27.

q4.f A UC Merced Library laptop was available to me when I needed one. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced. Yes	No	Total	
q4.f A UC Merced Library laptop was available to me when I needed one.	Strongly Agree	Count	1	12	13
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	27.9%	22.0%
	Agree	Count	12	21	33
		% within q11 I worked as a student assistant in the library while attending UC Merced.	75.0%	48.8%	55.9%
	Neutral	Count	3	9	12
		% within q11 I worked as a student assistant in the library while attending UC Merced.	18.8%	20.9%	20.3%
	Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.309(a)	3	.230
Likelihood Ratio	5.155	3	.161
Linear-by-Linear Association	.513	1	.474
N of Valid Cases	59		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .27.

q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someone to assist me. * q11 I worked as a student assistant in the library while attending UC Merced.

q4.g When I needed human assistance in using the UC Merced Library's information resources or services, it was easy for me to find someo

Total

Library student assistant respondents were more likely to strongly agree or agree (75.1%) that they could easily get human assistance in using the UC Merced Library's information resources or services in contrast to the remaining respondents (62.8%).

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.093(a)	3	.107
Likelihood Ratio	5.621	3	.132
Linear-by-Linear Association	2.876	1	.090
N of Valid Cases	59		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.08.

q4.h I received knowledgeable assistance at the Library's services desks. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced. Yes	No	Total	
q4.h I received knowledgeable assistance at the Library's services desks.	Strongly Agree	Count	9	6	15
		% within q11 I worked as a student assistant in the library while attending UC Merced.	56.3%	14.3%	25.9%
	Agree	Count	6	17	23
		% within q11 I worked as a student assistant in the library while attending UC Merced.	37.5%	40.5%	39.7%
	Neutral	Count	1	17	18
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	40.5%	31.0%
	Disagree	Count	0	2	2
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	4.8%	3.4%
Total	Count	16	42	58	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

* Library student assistants (93.8%) were much more likely to strongly agree or agree with the statement: "I received knowledgeable assistance at the Library's services desk" than the remaining respondents (54.8%).

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.050(a)	3	.005
Likelihood Ratio	14.007	3	.003
Linear-by-Linear Association	12.083	1	.001
N of Valid Cases	58		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .55.

q4.i I received friendly, courteous assistance at the Library's services desks. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced. Yes	No	Total	
q4.i I received friendly, courteous assistance at the Library's services desks.	Strongly Agree	Count	9	16	25
		% within q11 I worked as a student assistant in the library while attending UC Merced.	56.3%	37.2%	42.4%
	Agree	Count	7	21	28
		% within q11 I worked as a student assistant in the library while attending UC Merced.	43.8%	48.8%	47.5%
	Neutral	Count	0	5	5
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	11.6%	8.5%
	Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistants (100%) rated receiving friendly, courteous assistance at the Library's service desk more than the remaining respondents (86%).

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.294(a)	3	.348
Likelihood Ratio	4.802	3	.187
Linear-by-Linear Association	2.960	1	.085
N of Valid Cases	59		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .27.

q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q4.j When using the UC Merced Library's information resources or services, the assistance I received from library staff was helpful to me.	Strongly Agree	Count	6	8	14
		% within q11 I worked as a student assistant in the library while attending UC Merced.	42.9%	18.6%	24.6%
	Agree	Count	5	22	27
		% within q11 I worked as a student assistant in the library while attending UC Merced.	35.7%	51.2%	47.4%
	Neutral	Count	2	13	15
		% within q11 I worked as a student assistant in the library while attending UC Merced.	14.3%	30.2%	26.3%
	Disagree	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	7.1%	.0%	1.8%
Total	Count	14	43	57	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistants did not always rate assistance from library staff with information resources or services as helpful. 21.4% were neutral or disagree while 30.2% of the remaining respondents were neutral. However, library student assistants (42.9%) were more likely to strongly agree than the remaining respondents (18.6%).

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.153(a)	3	.067
Likelihood Ratio	6.774	3	.079
Linear-by-Linear	1.209	1	.271

Association			
N of Valid Cases	57		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .25.

q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q4.k When using the UC Merced Library's information resources or services, I received assistance in a timely manner.	Strongly Agree	Count	5	11	16
		% within q11 I worked as a student assistant in the library while attending UC Merced.	31.3%	25.6%	27.1%
	Agree	Count	11	23	34
		% within q11 I worked as a student assistant in the library while attending UC Merced.	68.8%	53.5%	57.6%
	Neutral	Count	0	9	9
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	20.9%	15.3%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistants (100%) were somewhat more likely to agree with the statement" When using the UC Merced Library's information resources or services, I received assistance in a timely manner" than were the remaining respondents (79.1%).

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.958(a)	2	.138
Likelihood Ratio	6.283	2	.043
Linear-by-Linear Association	1.980	1	.159
N of Valid Cases	59		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.44.

q6 Third Key Term or Concept * q11 I worked as a student assistant in the library while attending UC Merced.
ILL

		q11 I worked as a student assistant in the library while attending UC Merced. Yes	No	Total	
q6 Third Key Term or Concept	None	Count	3	14	17
		% within q11 I worked as a student assistant in the library while attending UC Merced.	18.8%	32.6%	28.8%
	Once	Count	5	5	10
		% within q11 I worked as a student assistant in the library while attending UC Merced.	31.3%	11.6%	16.9%
	2 - 5 times	Count	4	11	15
		% within q11 I worked as a student assistant in the library while attending UC Merced.	25.0%	25.6%	25.4%
	6 - 9 times	Count	1	6	7
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	14.0%	11.9%
	10 or more times	Count	3	7	10
		% within q11 I worked as a student assistant in the library while attending UC Merced.	18.8%	16.3%	16.9%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistants did not appear to use ILL services more than the other respondents though fewer of them had never used ILL. (18.8% vs. 32.6%, never used ILL)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.047(a)	4	.400
Likelihood Ratio	3.900	4	.420
Linear-by-Linear Association	.015	1	.901
N of Valid Cases	59		

a 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.90.

q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q7.a When requesting resources through Interlibrary loan or those in the UC Merced Library, I was adequately informed about the status of the items in a timely manner.	Strongly Agree	Count	4	6	10
		% within q11 I worked as a student assistant in the library while attending UC Merced.	25.0%	14.0%	16.9%
	Agree	Count	9	20	29
		% within q11 I worked as a student assistant in the library while attending UC Merced.	56.3%	46.5%	49.2%
	Neutral	Count	2	15	17
		% within q11 I worked as a student assistant in the library while attending UC Merced.	12.5%	34.9%	28.8%
	Disagree	Count	1	2	3
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	4.7%	5.1%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Student library assistants (81.3%) were more likely to strongly agree or agree that when requesting resources through Interlibrary Loan or those in the UC Merced Library that they were adequately informed about the status of the items in a timely manner. The remaining respondents strongly agreed or agreed with 60.5%.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.151(a)	3	.369
Likelihood Ratio	3.445	3	.328

Linear-by-Linear Association	1.711	1	.191
N of Valid Cases	59		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is .81.

q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q7.b I was able to easily navigate the UC Merced Library's website to find the information I needed to know about the library's services and its resources.	Strongly Agree	Count	6	6	12
		% within q11 I worked as a student assistant in the library while attending UC Merced.	37.5%	14.3%	20.7%
	Agree	Count	8	25	33
		% within q11 I worked as a student assistant in the library while attending UC Merced.	50.0%	59.5%	56.9%
	Neutral	Count	0	6	6
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	14.3%	10.3%
	Disagree	Count	2	5	7
		% within q11 I worked as a student assistant in the library while attending UC Merced.	12.5%	11.9%	12.1%
Total	Count	16	42	58	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistants (87.5%) were more likely to strongly agree or agree that they could easily navigate the UC Merced Library website to find the information they needed about the library's services and resources than were the remaining respondents (73.5%). However, 12.5% of library student assistants disagreed.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.492(a)	3	.139
Likelihood Ratio	6.758	3	.080
Linear-by-Linear	1.939	1	.164

Association			
N of Valid Cases	58		

a 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.66.

q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q7.c The print and electronic information resources provided by the UC Merced Library contributed to my success as a UC Merced student.	Strongly Agree	Count	9	13	22
		% within q11 I worked as a student assistant in the library while attending UC Merced.	56.3%	30.2%	37.3%
	Agree	Count	6	24	30
		% within q11 I worked as a student assistant in the library while attending UC Merced.	37.5%	55.8%	50.8%
	Neutral	Count	1	3	4
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	7.0%	6.8%
	Disagree	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Strongly Disagree	Count	0	2	2
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	4.7%	3.4%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Library student assistants and the remaining respondents were very similar in their agreement that the print and electronic information resources provided by the UC Merced Library contributed to their success as a UC Merced student. However, library student assistants were more likely to select strongly agree over agree than the remaining respondents.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.011(a)	4	.404
Likelihood Ratio	4.673	4	.322
Linear-by-Linear Association	3.004	1	.083
N of Valid Cases	59		

a 6 cells (60.0%) have expected count less than 5. The minimum expected count is .27.

q9 After you have found a reference through the SOS (Search our Stuff) search, can you navigate easily to the full text? * q11 I worked as a student assistant in the library while attending UC Merced.

q9 After you have found a reference through the SOS (Search our Stuff) search, can you navigate easily to the full text?	No Response
	a place to retreat to for studying when it is quiet at times.
	Ability to bring food in the library, and no extreme rules about noise control.
	Being able to check out laptops
	Being able to check out laptops is extremely helpful! I love the collaborative rooms and the willingness of the staff to help with whatever you need.
	Being able to eat in the library while studying.
	I have valued most their online databases. The databases provided me with valuable resources for several projects. I also appreciated the willingness of the librarians in helping me learn how to use the online resources.
	I like that no one shhhhh's you and you can eat in the library. This makes it a great place to study and meet with people.
	I like that students are made constantly aware of events and exhbits in the library through the ditgial signs
	I value the student workers, the laptop check-out, and printing access even from my own computer. With these services, I spent more time in the library especially when we were able to eat and drink in the library because as students, we are too busy to grab a bite to eat which helped us while we studied.
	internet/online article archive
	It gave me a job.
	It had study rooms for group projects. we had a nice and clean area to study
	I've been at UC Merced since before the 2005 opening, and the Library folks were always the most pleasant to work with on campus.
	Laptop checkouts
	laptop rentals and ILL were the best resources used.

	loaner laptops
	melvyl
	Numerous places to study or relax.
	online resources & VPN
	Our UC Merced Library is very versatile. It's not only a place for studying, finding resources, or research...it's also a place for social events, relaxation, and a library that allows food. It's definitely a big part of our campus and I love being in it. I'd say 80% of my time on campus (on average) is spent in the library building. I value the accessibility, the staff and student assistance, the space, the resources, the technology, the options, and what it has to offer.
	Printing availability and the ability to reserve a study room with a white board.
	Printing/copier machines
	Quick checkout and use of laptops Valuable study area
	study space, up to date books, ILL.
	The ability to find a quiet place to study.
	The ability to use computers and not having to carry my own constantly.
	The accessibility of so many materials the library had to offer. The staff at the desk were knowledgeable about many aspects of the library and were very helpful.
	The available quiet space to study.
	the constant positive attitude of the librarian. she is always willing to provide a bounty of knowledge and as much assistance needed when questioned.
	The databases have been very helpful for my research projects. I felt confident in finding what I needed in order to write my papers.
	The great amount of peer-reviewed journals.
	The helpful staff.
	The hours are great! Especially when the Lantern is open the entire night during finals week. The student staff is also friendly, and they try their best to answer questions.
	The journals/articles available online that I can't access from home.
	The laptop access was valuable to me.
	The laptops, easy computer access, printer capabilities, and the different spaces in the library.

	The librarian Mary, ILL, the study rooms, self-checkout, and the Laptop rental.(The view was great as well)
	The library is the only place I can really sit down and focus and work on important things because it has few distractions and allows me to get what I need to get done.
	The quiet atmosphere allowing studying to take place.
	The selection of journals and the inter-library loan service. The ILL service was especially helpful since I was able to request whatever books/journal articles I could find.
	The study areas provided a very welcoming environment for students to study. I loved how the library is so well lit and open with large tables. I was also very happy with the quality of textbooks I found at the library for my graduate studies, as well as the interlibrary loan process. The library resources are really excellent here.
	The study rooms that provided the ability to meet with study groups.
	The UCM Library has a wonderful staff. Everyone is very approachable and they will always try to help you and answer your questions. The library is an ideal place to study and its very convenient to have the opportunity to check out a laptop.
	Using it as a place to study.
	What I value most at the UCM Library is the fact that there aren't many restrictions and there is always someone there to help you at the service desk, the helpdesk, or the librarians themselves. I have always appreciated my time at the UCM Library, both as a student and a worker.
	When printing was free. Besides that the ability to check out lab tops.
Total	Count
	% within q11

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.905(a)	46	.287
Likelihood Ratio	58.955	46	.095
N of Valid Cases	59		

a 93 cells (98.9%) have expected count less than 5. The minimum expected count is .27.

q10 After you have found a reference through the SOS (Search our Stuff) search, can you navigate easily to the full text? * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q10 After you have found a reference through the SOS (Search our Stuff) search, can you navigate easily to the full text?	-	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	.0%	1.7%
		Count	5	11	16
		% within q11 I worked as a student assistant in the library while attending UC Merced.	31.3%	25.6%	27.1%
	accessibility of librarians	Count	2	0	2
		% within q11 I worked as a student assistant in the library while attending UC Merced.	12.5%	.0%	3.4%
	As a new graduate student, I wish I had known more about what library services were offered when I first came. However, I think this year's incoming grad students were better informed about what the library offers than we were. When I came here I didn't realize there was an interlibrary loan service...I happened to find this out on my own. I also was not aware how to access	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%

	journal articles off-campus. I figured out where to get the download plug-in for off-campus access on my own...finally!				
	At times, there are so many people in the library that it becomes difficult to study in (too many distractions). However, I know it's only due to the space available. If anything, I would like to see the library increase in space. :]	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	.0%	1.7%
	Better ease-of-use using library search Offer more rooms for studying when not in use	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Continue to promote the library services they offer. Many students have never come through the doors of the library administration area because they don't know what's back here. Keep reaching out to students and help them become aware that they have resources to turn to and also tell them where they can find them.	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	.0%	1.7%
	Controlling the amount of idle chatter and noise that occurs throughout the library. It is distracting and	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%

	not conducive to the studying environment.				
	everything is working fairly well	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	.0%	1.7%
	Expand the space, the library has become much more crowded this year with the incoming amount of new students, so it was difficult and time consuming at times to find space to study.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Have a larger selection of books and novels.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Have more books...	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Have policies regarding noise levels on the upper floors Open on weekday holidays as professors often schedule exams after long weekends	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Have the study rooms by reservation or enforce a minimum of two people in the room	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	I don't know if it fall under UCM Library but having a computer lab! Open ALL! ALL! ALL! the	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC	.0%	2.3%	1.7%

	time. I know resources are limited but it was EXTREMELY INCONVENIENT for me to not have access to a computer lab all the time.	Merced.			
	I strongly believe that the librarians need to be more proactive in helping students. I have spoken to some UCM students and they don't believe me when I tell them that there are librarians in the building. It feels as if students are running the place and that can be a bit overwhelming for students trying to find answers to difficult and specific reference questions.	Count	2	0	2
		% within q11 I worked as a student assistant in the library while attending UC Merced.	12.5%	.0%	3.4%
	I think the library could set some space during finals week for "group study" and "individual study." This seemed to be my biggest problem when trying to study because everywhere I went there were groups studying making noise. At least try and make one floor for only "individual study" so people would know that it should be quiet. Also the students at the help desk were	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%

	the least helpful during these situations. They would always say there was nothing that could be done about the noise. I would definitely have to disagree.				
	I think the library is doing great!	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	.0%	1.7%
	improve printing troubleshooting instead of juggling the problem between the help desk and IT	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	It would be helpful if the floors of the library had noise levels during finals. Often I find that I am sitting alone somewhere quiet and a noisy group sit down to talk loudly. It would be great if one floor was designed for group study and another floor for super quiet time.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	It would nice having a librarian by the services desk.	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	.0%	1.7%
	keeping the noise down would be better, there are times when some students get loud and library staff an not be found to	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%

	quite the noise				
	limit the noise inside.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Maintaining outlets! I've been plagued by study spots that have appeared to be great, only to realize that no one's sitting there because the outlets don't work! This gets even worse when you're with others, you sit down, unpack, _then_ realize the outlets don't work. Then you've got to convince everyone to go to a suboptimal location because you've only got 10 minutes left on your laptop!	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Make it quieter	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Make people shut up in the library so that we can actually focus and study. Have an area for group study and specific quiet areas. PEOPLE DON'T BE QUIET AND JUST FOOL AROUND!	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Make the UCM Global Print usable. Most times the laptops won't access the print network	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC	.0%	2.3%	1.7%

	or do so with great difficulty. Also get better copier/printers. ..the Xerox is hard to use and breaks down too much.	Merced.			
	more books	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	More laptops, longer checkout times. Better printers that are more reliable.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	more on hand books	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	needs more books in the library rather than just having a plethora of them online.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	No changes necessary. Everything is good as of now.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Not all, but some student workers are incredibly unfriendly and rude. Maybe having a suggestion box or some more personality training will help with this.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Not sure. I am pleased with it as is.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while	.0%	2.3%	1.7%

		attending UC Merced.			
	Nothing really, I have been very satisfied with their services.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	People in the library need to be more quieter, there are times when some people are too loud and no one tells them anything.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	Please enforce typical library rules, such as: no noise, talking, etc. Some people here have no respect for others studying. They yell, run, and even listen to their laptop music without headphones. It gets really irritating that the library does not seem to care about this and provide a quiet place for all of us to study. This is the biggest problem I have with the library. It should not be a place for socialization. Having signs would help, or having your workers come around making sure its quiet would be great. Also, the library should make those study rooms available for study groups only. You can do this by	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%

	locking all of the rooms. This makes people reserve/check out the rooms. I say this because a lot of times only one person takes a whole room or just leaves there stuff there and leaves, forcing students who DO need it to be outside. Lastly, more hours! Closing at 6PM and 12AM is way too early for most of us. At least have the Latern open 24 hours a day.				
	the 4th floor should be ABSOLUTELY QUIET. during midterm and final weeks, people are constantly talking. i find myself telling people to be quiet at least once / hour while i am trying to study. it particularly pisses me off when people talk inside the reading room, when there are so many other places they can talk or work on group work. it is important for staff to regulate a quiet environment so that people can study. if you enter any other library in the world, you will see people quietly studying and treating the library like a library instead	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%

	of a playground.				
	The library needs to be more quiet hands down. Considering the acoustics of the building...noise from the second floor travels all the way up to the fourth and it is sometimes very distracting. WE NEED MORE BOOKS!!! I had to request Interlibrary Loan materials several times while here because we don't have many books. My experience with Interlibrary loan was usually pretty aweful...I would request a book and then have to bring it back only after having it for two days.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	The printers in all the floors of the library are HIGHLY unreliable. Students who have to print 30 or more pages of readings unfortunately cannot rely on the library printers. Also, it would be nice if the library grants a first-50-pages free printing.	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%
	The study rooms are not sound proof. When individuals are talking, outsiders are able to hear	Count	0	1	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	.0%	2.3%	1.7%

	the conversation. It is a bit distracting at times; maybe the noise can be eliminated somehow.				
	We need a vending machine! Other than that, I think we are ok.	Count	1	0	1
		% within q11 I worked as a student assistant in the library while attending UC Merced.	6.3%	.0%	1.7%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.608(a)	41	.444
Likelihood Ratio	49.089	41	.181
N of Valid Cases	59		

a 83 cells (98.8%) have expected count less than 5. The minimum expected count is .27.

q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services. * q11 I worked as a student assistant in the library while attending UC Merced.

		q11 I worked as a student assistant in the library while attending UC Merced.			
		Yes	No	Total	
q12 I would be willing to be contacted to participate in a focus group on UC Merced Library services.	Yes	Count	14	24	38
		% within q11 I worked as a student assistant in the library while attending UC Merced.	87.5%	55.8%	64.4%
	No	Count	2	19	21
		% within q11 I worked as a student assistant in the library while attending UC Merced.	12.5%	44.2%	35.6%
Total	Count	16	43	59	
	% within q11 I worked as a student assistant in the library while attending UC Merced.	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.107(b)	1	.024		
Continuity Correction(a)	3.818	1	.051		
Likelihood Ratio	5.738	1	.017		
Fisher's Exact Test				.032	.022
Linear-by-Linear Association	5.021	1	.025		
N of Valid Cases	59				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.69.

This is a summary of the comments from the UC Merced Library graduating student survey when students were asked the following 2 questions:

- During your time at UC Merced, what have you valued most at the UC Merced Library? AND
- What do you think the UC Merced Library could do better?

* The numbers indicate how often students referred to a topic.

What are we doing right? (positive comments)

Highlights: study space, laptops, helpful staff, many resources

Facility:
Providing quiet study space (10)
Providing collaborative study space (4)
Allowing a relaxed atmosphere with few restrictions
e.g. food and drink are permitted (3)
e.g. no extreme noise policing (3)
Providing a functional and aesthetically pleasing space (3)
Providing a versatile space for both studying and socializing (2)
Providing acceptable hours (1), cheers for the Lantern when open 24/7

Services:
Providing the laptop checkout program (12)
providing Interlibrary Loan services (4)
providing printing capability is available (4), free printing was valued (1)
providing fast laptop checkout (1)
providing assistance to user (1)
allowing some rooms can be reserved for study (1)
providing self-check (1)
providing library student assistant jobs (1)

Staff:
Providing willing, helpful, knowledgeable assistance, with a call-out to Mary (11)

Resources:
Providing access to many materials esp. databases, journals, articles (mention of peer-reviewed journals, Melvyl, and print books) (12)

Access:
Providing remote access via the VPN (1)

Communication:
communicating events and exhibits through the digital signage (1)

Instruction:
No comments

10 participants did not provide comments

Where can we improve? What would students like to see?

Lowlights: noise, librarians not very accessible, printing unreliable, too few print books

Facility:
Provide more quiet study space and enforce noise expectations in those spaces esp. at finals week (13)
Make changes to study rooms (make more available, make them reservable, enforce a minimum of 2 individuals per room) (4)
Increase library space (2)
Increase hours especially on weekends and holidays (2)

Services:
Increase accessibility of librarians (4)
Increase loan periods for Interlibrary Loan items (1)
Improve printing reliability (3)
Improve printing troubleshooting (rather than referring to IT) (1)
Obtain a new print vending machine (1)
Have a computer lab open 24/7 (1)

Staff:
Have staff be more responsive to noise complaints (1)
Have student assistants be friendly rather than rude (1)

Resources:
Provide more print books, including novels (6)

Access:
Allow to easier searching of library resources (1)
Assist users in accessing journals/articles from home (problems with VPN or lack of knowledge of VPN client) (1)

Communications:
Promote library services more (2)

Instruction:
Continue to teach users awareness of library resources/how to use them (1)

17 participants did not provide “suggestions for improvement”

Some individuals responded that they had no complaints and expressed general satisfaction with the library (5).

Goal: Determine the attitudes students have toward library services and use their experience to generate potential improvements.

Areas of Interest:
Services | Instruction | Resources | Access | Facilities | Communication | Staff

Focus Group Activities & Questions:

Identify: (What are students' association with the UC Merced Library?) ~15 min. total

1) In a group of 2-4 people, write down any words or images that you personally associate with the UC Merced Library. Your peers do not have to agree with you.

   Start with a blank piece of large paper with "UC Merced Library" written in the center. Students work in small groups to write down the words or images they personally associate with the library. ~5min.

2) Explain what you drew or wrote.

   Bring the students together as the complete group. Debrief the brainstorming exercise by asking them to explain to the larger group what they wrote/drew and why. Their comments may fall into the following areas:
   a. Facilities (hours, seating, study space, special rooms, collaborative work rooms)
   b. Instruction (research instruction help connected with classes, workshops)
   c. Services (interlibrary loan, reference help, laptop checkout)
   d. Access (researching materials from home, types of materials, website)
   e. Resources (collection, format of materials)
   f. Communication (marketing, digital signage)
   g. Staff (accessibility, customer service)

   Probe. Once they have discussed the areas from the first brainstorming exercise. Bring up areas that are not addressed (e.g. They may not mention *instruction* or the *website* etc.)

Significance: What is of value or importance? Why? Are there any areas students do not consider important? ~15 min.

3) From what you brainstormed (or noted from other groups), what do you consider most valuable about the **space** at the UC Merced Library and why?

4) From what you brainstormed (or noted from other groups), what do you consider most valuable about the **services** at the UC Merced Library and why?

(e.g. resources, reference assistance, instruction, laptop program, Interlibrary Loan etc.)

5) Overall, on a scale of 1 to 10 (1 being not important and 10 being very important), how would you rate the UC Merced Library as contributing to your success as a student? Why do you rank it in this way?

Problem Solving / Additional Solutions for Effectiveness: What can be improved and how? ~15 min.

6) I noticed that no one mentioned **X** (e.g. instruction, Interlibrary Loan, reference assistance etc.) as being valuable or as contributing to your success as a student. Why not? What could be done to make it more effective?

   There is the possibility of delving into the *modes of instruction* most favored. Will they use online resources or tutorials independently or only if required as part of a class?

7) How could the UC Merced Library be improved to benefit future students? (How would you improve the library to contribute to your success as a student?)

   AND/OR

   From the survey, we've already noticed that ***noise, printing unreliability, too few print books, and lack of librarian visibility*** surfaced as concerns. What specific solutions might you suggest for these areas?

Parting Wisdom as "Soon to Graduate" Students: ~5 min.

8) For incoming students, what do you think would be most important for them to know about the library? How can this message best be delivered?

Assessing Library Services, Resources & Space
Survey and Focus Groups with Graduating Students – Spring 2009

In March 2009 the UC Merced Library launched a survey, facilitated by Institutional Planning & Analysis, to undergrad and graduate students scheduled to graduate between May and December 2009. The intent of the survey was to determine how and to what extent students used the library and their level of satisfaction with the library (space, resources, and services). Those students who completed the survey (59 total) were asked if they would be willing to be contacted to participate in a follow-up focus group. From these volunteers and some additional recruits, we conducted four focus groups in April 2009 using a moderator from the campus's Center for Teaching and Research Excellence (CRTE). Two of the focus groups consisted of graduating students who already worked at the library (7 and 9 participants) and the two remaining focus groups consisted of graduating students who did not work at the library (6 and 8 participants). As a result of the survey and focus group findings, we have outlined the primary strengths and areas of concern brought to the library's attention and have outlined actions in response to these findings.

Key Findings:

Section A:
What Are We Doing Right?

1. We are providing a quality collection that students are using for their academic work.
Students recognized the valuable resources provided by the library and favorably referred to the availability and usefulness of the databases, journals, and articles available to them.

Quotes:
- "The databases provided me with valuable resources for several projects."
- "great amount of peer-reviewed journals"
- "The databases have been very helpful for my research projects. I felt confident in finding what I needed in order to write my papers."
- "The library resources are really excellent here."
- "I love the online databases…. That's probably my favorite service that they offer."

Context/Background: The Library does offer a robust collection of resources to the UC Merced community in support of the academic offerings and research needs. As a University of California library, the UC Merced Library is able to leverage its financial resources to gain access to the wide range of electronic information resources licensed by the California Digital Library on behalf of all the UC libraries and listed in the following table. In addition to electronic resources, the library has access through Interlibrary Loan to the 35 million volumes that comprise the UC print collection. On the local level, the library continues to build an online, print and DVD collection in support of instruction and research.

Information Resources Format	Number
Print Books	78,000
E-Books	540,000
Periodicals	24,200
Government Documents	92,000
Non-Print Media	1,250
Databases	300
Supplemental Course Resources	320
Digital Finding Aids	9,000
Digital Archival Resources	50,000
Digital Images	181,818
UC Library Shared Collection	36,000,000
UC Library Digitized Print Books	1,675,000

WASC Standard 3.6: Developing & Applying Resources & Organizational Structures to Maintain Sustainability

Action:

- To the extent allowed by the availability of funds, the library will continue to participate in CDL consortial licenses for electronic resources. The library will also continue to the best of its ability to purchase print books through its approval plan and to respond to faculty requests for books, online journals and DVDs. (Ongoing)

Note: Particularly in the focus groups, student expressed some frustration at the difficulty of using databases and noted that they like the ease of a search engine such as Google Scholar. At least one individual expressed difficulty identifying appropriate search tools.

Action:

- We have tagged recommended databases with a star icon in an effort to explicitly highlight some of the databases that may be of most interest to our library users. For example on the General Engineering page, the icon draws attention to seven of the databases from a list of 17. http://ucmercedlibrary.info/dblistmain.html?subject=e_general_databases (Completed)

- In our database listing, we have included links to subsets of databases based on assignment requirements. These subset options limit a search to a specific number of resources within a database and can direct students to a group of acceptable resources for a specific course or assignment. (Completed)
    - Selected Political Science Sources (from Academic Search Complete)

- Selected Science News Sources (from Academic Search Complete)
- Selected Magazine Sources (from Academic Search Complete)

2. We are providing a versatile and welcoming physical space that meets multiple needs.
Students like the physical space and its ability to meet various needs. Several noted that they use it for quiet and group study and view the facility as a welcoming, aesthetically appealing and relaxed environment which allows food and drink.

Quotes:

- "The library is the only place I can really sit down and focus and work on important things because it has few distractions and allows me to get what I need to get done."
- "The study areas provided a very welcoming environment for students to study. I loved how the library is so well lit and open with large tables."
- "I see the library is this kind of central important building in my academic experience."
- "the library does help me focus and get away from people"

Context/Background: The UC Merced Library provides spaces to support a variety of activities, not all compatible with each other but all valid uses of library space. The library's first floor provides a student-union atmosphere for eating and socializing, but the space is used for study as well. The upper floors provide collaborative workrooms for group study; these rooms are in high demand and are in use from opening until closing when classes are in session. Throughout the library, traditional library tables are used for individual study but are also used by groups working on projects or studying together. The soft-seating areas are used in ways similar to the table, with student re-arranging the soft seating to meet their needs. The library also provides spacious carrels for individual study.

Action:

- We will continue to provide a space that serves multiple purposes. We are aware that both study and social places are needed for students on campus. Our goal is to provide that balance to serve as many student needs as possible while ensuring that students' academic needs are met. (Ongoing)

Note: Though students made many positive comments concerning library space a number of other students found it too noisy to study and wished for more collaborative study space. *See Section B #1.

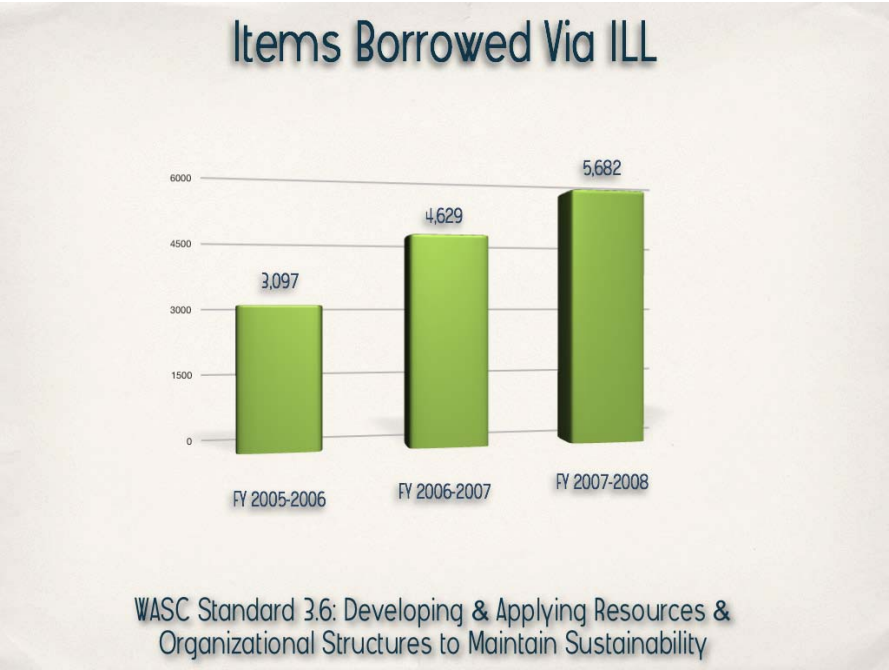
3. We are providing valuable services.
Students appreciate several services available in the library particularly the loaner laptops program, Interlibrary loan, and printing capability.

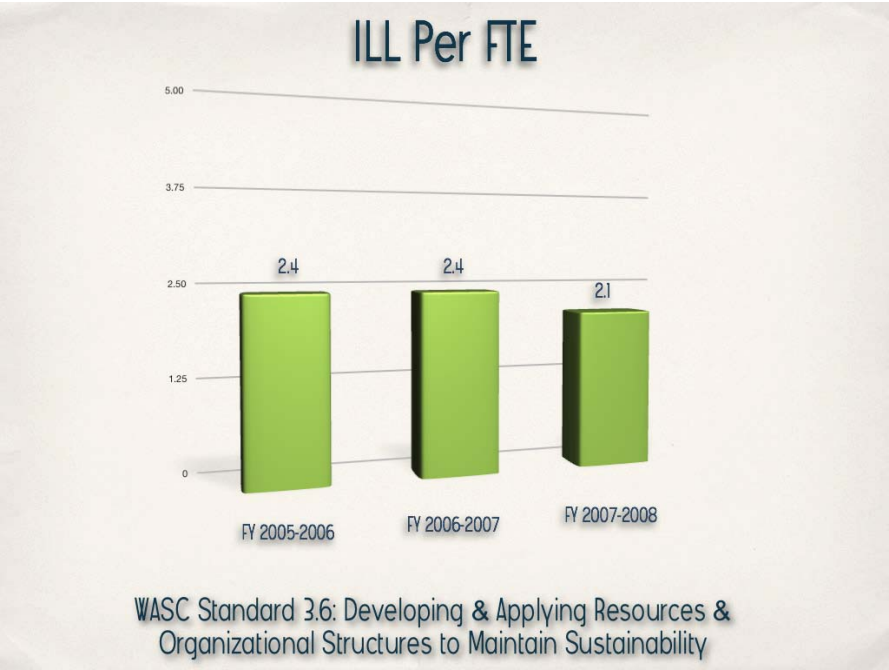
Quotes:

- “The ILL service was especially helpful since I was able to request whatever books/journal articles I could find.”
- “laptop rentals and ILL were the best resources used.”
- "I think that's [the laptop program's] genius."
- "I think that's [ILL's] really important because then it doesn't limit me to what I can … use in my research."
- “I value … printing access even from my own computer.”

Context/Background: The UC Merced Library opened in 2005 with 200 laptops available to users for a 4 hour loan period. The Library provided this service as a means for students to access the library resources though students have also used this for additional purposes due to the full productivity suite of software.

The Interlibrary Loan service has also been extremely popular for many users. Students, faculty, and staff can request items not available locally for no additional charge. Many items are borrowed from other UC campuses though items are also brought in from libraries around the world.

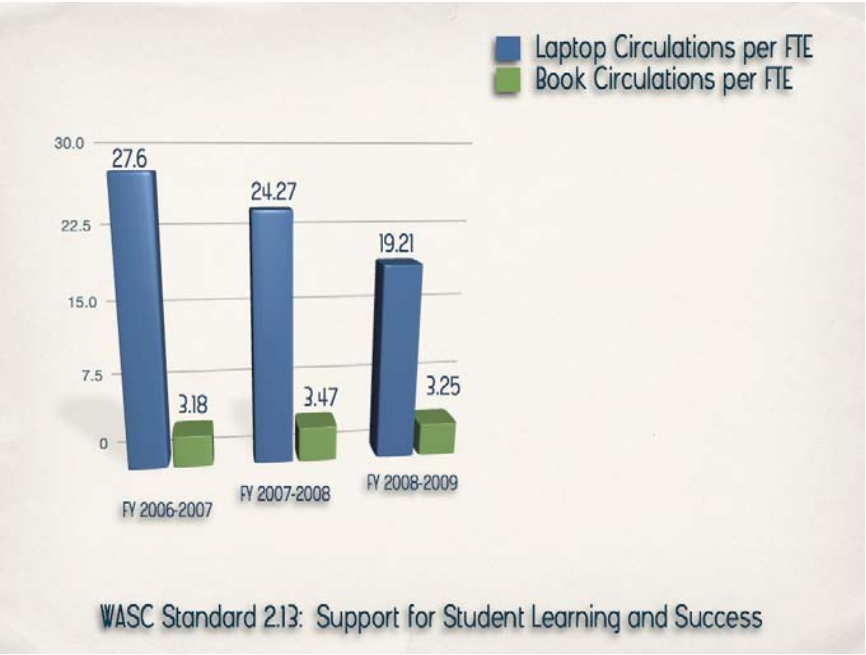




In addition, users have been able to print in the library by connecting through the campus' UCMGlobal Print Queue and sending print jobs to one of three printers available in the library or to another printer on campus.

Action:

- Laptops continue to be available for checkout. However, due to the growing student population coupled with a limited number of laptops available, we expect that some students will not always have a laptop available to them for checkout. Interestingly, our student assistant workers voiced the strongest support for the laptop service. At the same time, our circulation statistics show a decline in laptop circulation per student which could indicate less demand for this service, but it could also indicate that laptops are not as readily available to students who want them since the number of laptops in circulation has declined since 2005/2006 due to equipment attrition and need for more laptops for library instruction. We will continue to evaluate the needs of students and priorities for library services to determine the long-range plans for this program. (Ongoing)



Action:

- The Interlibrary Loan service continues to be a valuable service with the number of requests growing each year. The library will continue to provide this service and more staffing hours will be available for ILL in August 2009. (Ongoing & In Progress)

- Though many users noted that they used this service heavily, others were unaware that they could request resources. As a result, library staff will continue to make users aware of this service through instruction opportunities, orientation presentations, and communication tools e.g. digital signage. (Ongoing & In Progress)

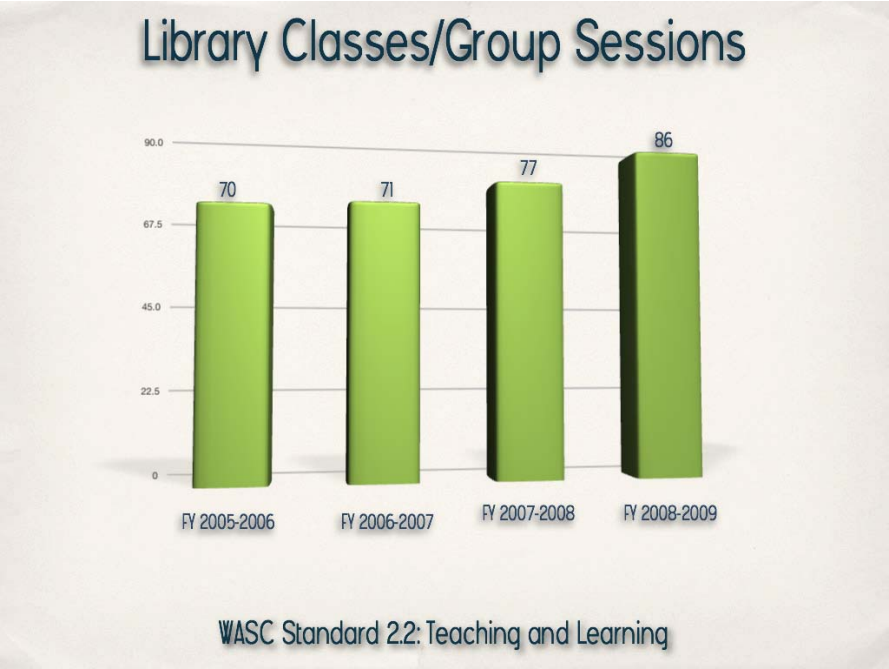
- Continue to improve printing capabilities. Though students expressed an appreciation for print services in the library, there were also numerous comments regarding its lack of reliability. *See Section B#2 below. (In Progress)

4. We are providing friendly, courteous assistance to our users.
Students made several comments positive comments regarding the willing and helpful assistance they received.

Quotes:

- "I also appreciated the willingness of the librarians in helping me learn how to use the online resources."
- "Very professional / Very helpful."

Context/Background: Everyday users of the library will interact most often with our student assistants and occasionally paraprofessional staff at the main service points (Helpdesk, 1st floor and Library Services Desk, 2nd floor). We rely heavily on our student assistants to provide strong customer service. Users are most likely to interact with the librarians during an instruction session, orientation program, research consultation appointment, virtual chat session, or involvement in a special research project.



On the survey portion, we scored more highly on providing friendly, courteous assistance than we did on providing knowledgeable assistance. However, we did receive extremely positive comments from individuals who had visited librarians for research help.

Action:

- We are revising portions of our student assistant training this summer 2009 to support their knowledge and skills to provide excellent customer service. (In Progress)

- The librarians will continue to be very involved in summer orientations. This is an opportunity to introduce incoming students to library staff and services. (Ongoing)

- Librarians are making the process of transferring research related questions to librarians easier and more explicit for our student assistants through training and technology (e.g. walkie talkies). (In Progress)

- In fall 2009, the librarians are training some student library assistants to offer roving reference assistance to Library users in an effort to increase both the level and visibility of research help available to the library users. (In Progress)

- To raise awareness of the librarians and the services they offer, we are going to profile our staff on the digital signage and on the website more prominently for fall 09. (In Progress)

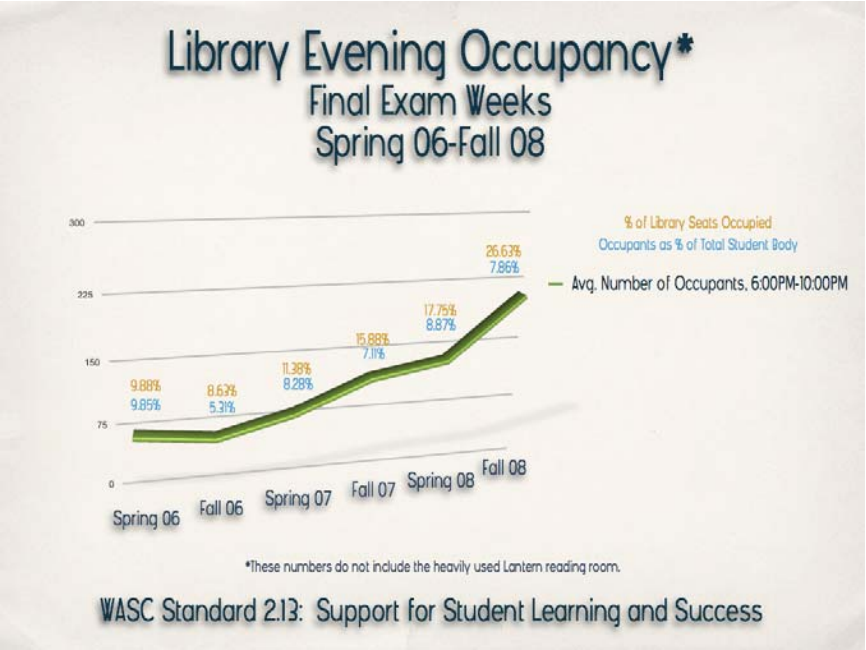
Section B:
What Needs Improvement?

1. Students expressed that there was not enough available quiet study space.
Even though many students indicated that they did use the library for quiet study space and found this valuable, many others found it too noisy for quiet study and wanted quiet to be enforced at least in designated areas. Some individuals thought the noise was merely cumulative while others thought individuals were sometimes just disrespectful of others' needs. Yet, we also heard that students liked having both social and study spaces available. Some of the noise was also attributed to the tours that take place in the library.

Quotes:

- "UC Merced doesn't have a floor where you can listen to music and talk with your friends, and another floor for people who do want quiet to study."
- "during the week like on a Monday or Tuesday, it's not someplace I would come to study"
- "It just gets frustrating when you're trying to crank out a paper or something and people just don't respect that."
- "Make people shut up in the library so that we can actually focus and study."
- "Controlling the amount of idle chatter and noise that occurs throughout the library. It is distracting and not conducive to the studying environment."
- "The library needs to be more quiet hands down. Considering the acoustics of the building...noise from the second floor travels all the way up to the fourth and it is sometimes very distracting."
- "keeping the noise down would be better, there are times when some students get loud and library staff can not be found to quite [sic] the noise"

Context/Background: The library opened its doors in September 2005 to approximately ~875 students. The small number of students made it easy for them to find a quiet or collaborative place to study in the library. Since that time, the student population has steadily grown while the number of seats and collaborative work rooms in the library has remained the same. In light of this growth, noise has increasingly become an issue even though students appreciate the relaxed atmosphere of the library and its versatility to accommodate both study and social space. The graph below shows increased density/occupancy during final exam week from spring 2006 through fall 2008.



Action:

- Due to the number and intensity of the noise complaints, the need to support academic endeavors, and the growing student population, the library is designating areas of the 4th floor for quiet or silent study. (In Progress)
    - KL 460 is being converted to a silent study room.
    - McFadden-Willis reading room is being designated as a silent study room.
    - Signage will be added in the elevators on the internal staircase, outside McFadden and on digital displays to make users aware of this change and expectation.

- Library staff has consulted with Student Affairs staff to more effectively manage tours of the library building to prevent noisy interruptions and to preserve the quiet study zone of the 4th floor. Implementation will be monitored. (In Progress)

- In fall 09, student assistants will sweep the library every hour in the evening. Part of their duties will be to monitor noise on the 4th floor. If students find that individuals are not treating the 4th floor as a quiet study area, they can ask for assistance at the 2nd floor Library Services Desk. (In Progress)

2. Students noted that they like the ability to print in the library but that the service is notoriously unreliable.

Quotes:

- “improve printing troubleshooting instead of juggling the problem between the help desk and IT”
- "printing. And their difficulties. Equals doom"
- "Any odd day of the week you might be lucky and the printers will be working."
- "Low on paper and low on ink all the time."
- “Make the UCM Global Print usable. Most times the laptops won't access the print network or do so with great difficulty. Also get better copier/printers...the Xerox is hard to use and breaks down too much.”
- “The printers in all the floors of the library are HIGHLY unreliable.”

Context/Background:
Printing services available in the library are provided through administrative services on campus. To date, printers have been located on each floor of the library (Rooms 299, 399 and 499). Students send print jobs via UCM Global Print and retrieve those print jobs using their CatCard. Though the library has limited control over the printing services, library staff are often asked to respond to printing questions and concerns. Overall, printing has been a valued yet unreliable service.

Action:

- Library staff has met with key players on campus to take steps to resolve printing unreliability. The two black and white printers will be replaced. All printers (2 black & white and 1 color) will be moved to room 369. If one printer is malfunctioning, a student can retrieve the print job from another printer in the same room rather than moving to another floor. (In Progress)

- Student assistants will be provided with more explicit training in how to best respond to printing questions and how to perform basic troubleshooting. (In Progress)

3. Students noted that they liked the collaborative study rooms but that it was almost impossible to ever find one available. They also thought a minimum of two individuals should occupy a collaborative study room.

Quotes:

- “Have the study rooms by reservation or enforce a minimum of two people in the room”
- "it drives me absolutely insane when I'm with a group of people and we want to go in the room and every single room on the floor only has one student in it"
- "I think there should be at least two or three people reserving."

Context/Background:
To date, the collaborative work rooms have been made available on a first come, first served basis with no time limit or minimum occupancy. They have been very popular and are rarely empty during fall and spring semesters.

Action:

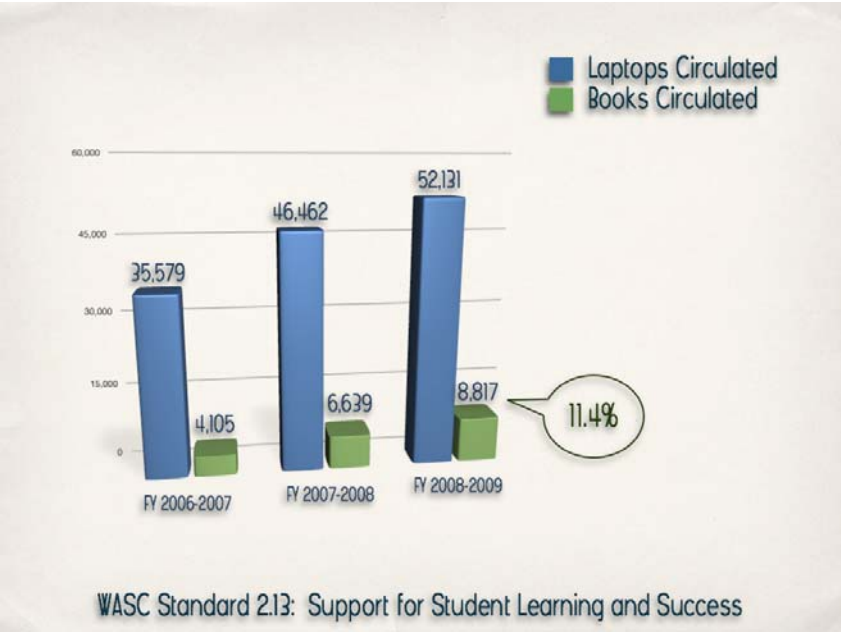
- In an effort to share collaborative work room space more equitably, the library is collaborating with the campus Information Technology department to implement an online room reservation system which would allow students to reserve a collaborative study room in advance for a maximum number of hours per day and with a minimum number of individuals. (In Progress)

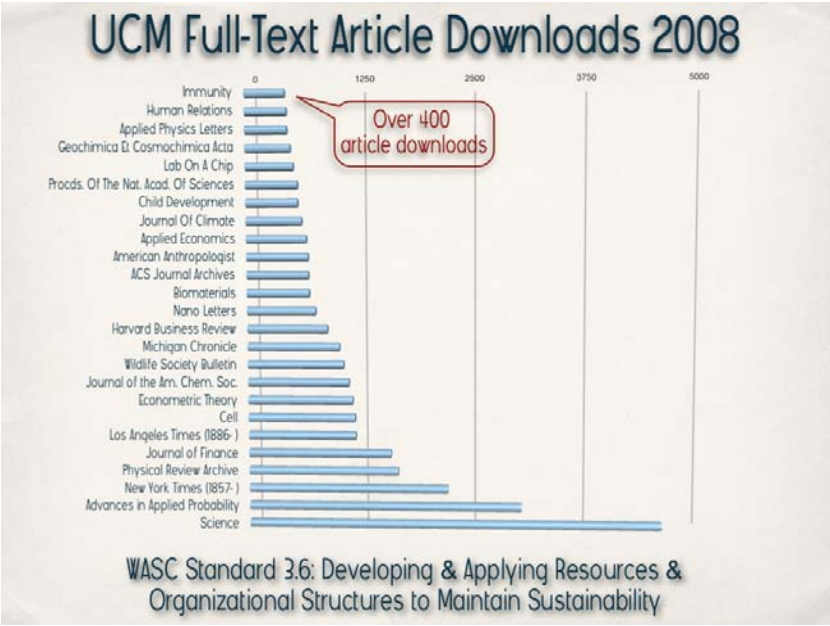
As noted by one participant, it is possible that individuals are using a collaborative work room to escape the noise. In this way, the noise complaints and the collaborative work room issue may be related. Library staff is working to create more areas for quiet study so individuals can have suitable areas for individual work. Beginning in fall 2009, the fourth floor will be designated as a quiet zone so that those who need to study or read without distractions have a refuge. One seminar room on the fourth floor will be designated as a silent study area. *See Section B#1 for details. (In Progress)

4. **Students expressed a desire for more print books in the collection. This sentiment surfaced in the survey but did not receive the same attention in the focus groups.**

Quotes:
"needs more books in the library rather than just having a plethora of them online"
"Have a larger selection of books and novels"
"WE NEED MORE BOOKS!!! I had to request Interlibrary Loan materials several times while here because we don't have many books."

Background/Context:
The library has approximately 78,000 items (e.g. books, DVDs) in its collection which represents a small portion of the total collection available to UC Merced students, faculty and staff. The majority of the library collection is available online: 540,000 online books, 22,400 online journals, 300 databases etc. and the UC Merced community benefits from the larger UC collection. Arguably print books have an appeal to many, yet online resources also have the distinct advantage of increased access via the internet whether on or off the campus network. While books circulated 8,817 times during fiscal year 2008-2009, there were over 5,000 full-text article downloads for a single online journal, *Science*, in 2008 which speaks to the popularity and use of online resources.





UC Merced continues to grow its print collection with 17,610 additions last year (08/09). For 2008-2009, approximately 50% of the total library budget was spent on collections. Yet with continuing fiscal restraints, new additions to the print collection will not grow significantly in the coming years. However, the larger local collection will continue to grow in support of UC Merced instruction and research.

Action:

- Increase communication of new titles that are available to the UC Merced community. (In Progress)

- Continue to leverage our UC ties to bring students the resources they need to support their academic success. We are committed to providing Interlibrary Loan services to share resources so that users can request and receive items that may not be available at UC Merced or not held in a user's preferred format (e.g. print). (On-going)

Focus Groups: Spring 2010

Goals:

- Determine what library services, resources, space students have used and consider valuable
- Follow up on some concerns expressed in Spring 2009 to determine if they are still problematic or not
- Gather their input on how library services, resources, space might be improved
- Determine how students first learned about library services, resources, space and how they prefer to learn about the library
- Find out how resources (such as tutorials) can be organized and created to be appealing and relevant for students
- Learn more about their mobile browsing behavior and needs
- Learn more about their information finding behavior
- Determine if UCMCROPs is a widely used site for students

1 Hour Total:

- 5 – 10 minutes for initial explanation and introductory questions
- 25 minutes for Part I
- 25 minutes for Part II

Focus Group Activities & Questions:

Introductory Questions / Who are the focus group participants?:
How many of you are graduate students? How many of you are undergraduates?
What year of study are you in? freshman, sophomore, junior, senior
What school are you in? SSHA, Engineering, Natural Sciences

Part I: Questions
What do you consider most valuable about the UC Merced Library and why?

Have these items (a to g) on a piece of paper / screen as a prompt.

a. Facilities (hours, seating, study space, special rooms, collaborative work rooms)
b. Instruction (research instruction help connected with classes, workshops)
c. Services (interlibrary loan, reference help [librarians, staff, or student assistants], laptop checkout)
d. Access (researching materials from home, types of materials, website)
e. Resources (collection, format of materials)
f. Communication (marketing, digital signage)
g. Staff (accessibility, customer service)

Is there enough quiet study space in the Library? (follow up to Focus Groups 2009)

What is your experience with printing in the Library? (follow up to Focus Groups 2009)

How have you found out about the Library and its services? What prompted you to use the Library and its services?

When you first had to find information for a paper or an assignment, how did you go about finding resources and materials? (e.g. online or in the physical space)

What do you wish you knew about earlier? What would capture your attention?

How could the UC Merced Library be improved to benefit future students? (How would you improve the library?)

Part II: Questions

Have you ever tried to look for library information while using a mobile device? Were you able to do this successfully? (Do you have a phone that can access the web?)

What type of mobile device do you have? (web enabled, Smart Phone [BlackBerry, Palm, Windows Mobile, web access, QWERTY], iPhone, Google Android)

If you browse on the web with a mobile device, what type of sites do you tend to visit?

Do you use a personalized home page e.g. iGoogle, iGoogle Netvibes, PageFlakes, ProtoPage, webwag?

What is the most difficult part for you in trying to find information? What is the easiest part? (Note: Focus Groups 2009, some students expressed difficulty with using databases)

For how many of your classes this semester, have you been required to use UCMCROPs regularly?

How do you like to receive information? E.g. through email, Twitter, Facebook, blogs, other feeds etc.

If you want to find out information about the UC Merced Library, where to you go to find it? Who do you talk to?

Have you used a Course Guide for Library Research this semester? How useful was it and why? (Show an example of a LibGuide.)

Did you know the Library had tutorials? Under what circumstances would you use them? When you are stuck, what do you usually do?

I will present some web pages to you primarily from libraries including our own. They list various tutorials that are available. What do you like or dislike about these pages? Do you think you would use the tutorials on these pages? Why or why not?

Tutorial Pages
Brown University Library http://dl.lib.brown.edu/libweb/tutorials/index.php
Arizona State http://lib.asu.edu/tutorials busy page, links to Library Channel – Library Minute
Lansing Community College Library http://www.youtube.com/lcclibrary
UC Merced Library - Tutorials http://ucmercedlibrary.info/doing-research/tutorials.html
Rutgers University Libraries http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml
Common Craft – Lelefever (Lee LeFever) http://www.youtube.com/user/leelefever

I will present some videos from various libraries including our own. Note why you may or may not use these. What appeals or does not appeal to you? Do you think you would view these tutorials? Why or why not?

Individual Tutorials
Brown University Library http://dl.lib.brown.edu/libweb/tutorials/index.php "Finding Books" http://dl.lib.brown.edu/libweb/tutorials/gateway_videos_2.php
Arizona State http://lib.asu.edu/tutorials busy page, links to Library Channel – Library Minute **Library Minute: Printing in the Library** http://lib.asu.edu/librarychannel/2010/02/01/libminute_022/

Lansing Community College Library "Choosing a Library Research Database" http://www.youtube.com/lcclibrary#p/u/1/B8J0tr8qsoc
UC Merced Library Tutorial 6: Premium/High Quality Ingredients & Sources http://ucmercedlibrary.info/tutorials/writing10/research_success_tutorial_6/research_success_tutorial_6.htm
Rutgers University Libraries http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml#subject_tutorials Rutgers RIOT http://www.libraries.rutgers.edu/rul/lib_instruct/riot/
Common Craft **Blogs in Plain English** http://www.youtube.com/user/leelefever#p/u/11/NN2I1pWXjXI

Library Focus Group Report

Total of 19 Undergraduate Students

Class Standing:

9 Freshman

3 Sophomores

2 Juniors

5 Seniors

Department:

1 Undecided

4 SSHA

7 Engineering

7 Natural Sciences

Part 1

What is highly valued?
When students were asked what was most valuable about the UC Merced Library four areas were most prominent: laptop checkout; study rooms; and a place to study/do homework (quiet areas were valued); and online resources. In the first focus group 6 of the 8 students owned a laptop. The majority of these students in focus group one were freshman.

Laptops:
"the laptops because … you can always work on a paper here and its useful information because it has the internet"
"I also agree with the laptop system because if you don't have a laptop on you, you can just go here and borrow it …"

Study Rooms / Study Space:
"and also the 4th floor is a quiet zone so that a really good place to study if you can't study in your dorms or at home"
"I would have to say the rooms because we can study there, we can escape there, we can have quiet if everyone else is talking because there is only one floor that is quiet"

Online Resources:
"I also like the fact that it's 24 hour online research base or database rather"

Q4: What do you consider most valuable about the UC Merced Library and why?

1. Great Place to do homework - 8/19 (42%) "Place to study and do homework and really that's the only thing I use it for"
2. Study Room – 10/19 (53%) - Perfect for group work so you can focus on the activity rather than other things that may be going on around you"
3. Quiet Zones – 8/19 (42%) "The quiet zone because you can concentrate so much better"
4. Laptop Checkout – 14/19 (74%) "Perfect for if you need a laptop or computer on the run"
   During session one Sara asked how many people of the 8 had their own laptops and 6 responded with yes.
5. Some students like the different sections of the library – 3/19 (16%) (Quiet or not) "There are times I need peace and quiet, and other times I need some background noise."
6. The Sunday hours are appropriate 2/19 (11%)
7. The library is a great meeting place for everyone – 6/19 (32%) "If you are just meeting with friends or meeting to study it is a good central area on campus"
8. Online resources for research and ILL are well liked and needed – 8/19 (42%) "I like that they are accessible 24 hours a day"
9. The wide variety in the book collection both fictional and non-fictional is enjoyable – 1/19 (5%)
10. The large offering of Math & Engineering books is great 1/19 (5%)
11. They like having accessibility to food downstairs at the Lantern Café (although only one brought this up, the majority seemed to agree) – 1/19 (5%) "Makes it easier so we do not have to walk to the DC just to get something to eat"
12. The people in the Red Shirts (IT People?) People who answer questions are a good resource – 1/19 (5%) "They are very nice and helpful"
13. Second Floor Librarians are a good resource - 1/19 (5%) "They are helpful with navigating through databases and are willing to take as much time as needed to help you"

Is there enough quiet space?
There as a mixed response to this question. More students indicated that there was enough quiet space while 42% did not agree. Generally the McFadden Willis Reading Room and KL460 were successful as quiet spaces, the 4th floor in general was not always quiet. Students especially valued the collaborative work rooms as place for quiet study (and group study.) One student remarked that the study room next to the KL460 interferes with the quiet in KL460 (lack of soundproofing on a shared wall). Some students noted that it can be especially difficult to find a quiet place to study during exam times or "when stuff really needs to be done".

"during finals week it is always full" (referring to KL460)
"No, even when it's finals time (and people are talking on the 4th floor), what power do I have to tell

them to be quiet"

Someone remarked that she can block out noise and another though the library should more clearly communicate that students should still be respectful of others by not blasting videos on their computers etc. Overall, students value quiet areas but also many do not want major restrictions.

Investigate:

- Sound proofing between collaborative study room next to KL 460
- Consider messaging of "zones" in the library
- Offer more areas or collaborative work rooms to students for quiet study

Q5: Is there enough quiet study space in the library?

1. Yes 11/19 (58%)
   No 8/19 (42%)
   "They are often full so more rooms would be great, especially during finals week"
   "Sounds from the third floor often infiltrate the fourth floor quiet zone, therefore, creating a not so quiet environment"
   "Quiet areas need improvement"
   "The walls need sound-proofing, you can hear the group in the room next to you"
   "The 4th floor quiet zone is "like putting a quiet sign in front of a concert"
   "The Golden Room is a great room and is quiet, but the other side of the atrium (4th floor) is not, especially near the cubicles"
   "People tend to sing and the quiet zones are not actually quiet"
   "3rd floor tends to be where we study, whereas, the 2nd floor is where we talk"

What is your printing experience?
Overall, there has been an improvement in the printing experience. Printing is still a mixed bag for some students. One student remarked that the system "works beautifully" while another stopped using the 3rd floor printers due to repeated problems. Some students seem to work around printing issue by relying on the stand-up computers in the library or the computer labs. Printing from these machines to campus printers appears to be more reliable than printing from personal or library laptops. If students want to print Word docs from the library stand-up computers they had to convert to a pdf document first. Students wondered why the card machine was in KL255 rather than in the print room. Apparently if a document does not print, a student has to re-send; it is removed from the print queue.

"printing usually goes well with me but a couple of times .. there were problems with the printer that didn't print"
"I've tried hooking up my laptop, my personal laptop, to just the printers wirelessly and I find it confusing because they are not all labeled with the room number"
"every time I need the printer it works beautifully … I trust the system a lot"
"I used to use the printer on the 3rd floor .. it started messing up so I started going to the computer labs for printing … so I just stopped going [to the 3rd floor]"

Investigate:

- What are the printers named? Does it matter for students?
- Does it make sense to relocate the CatCard machine to the print room?
- Can IT make any changes that allow a print job to still be retrieved, rather than deleted from the print queue, even if there is a problem with a single printer?

Q6: What is your experience with printing in the library?

1. 10/19 (53%) use the printing services on campus
   "Definite improvement from last year"
   "Every time I use the printers they have worked great!"
2. 3/19 (16%) – These students no longer use their own computers to try and print due to technical issues. It is easier to use the computer lab, check-out a laptop or use the library 2nd floor lobby computers.
   "I convert my files to PDF's and use the lobby computers to print."
   "I have a hard time understanding the names of the printers when I try to connect to them from my own laptop"
   "Word is unavailable on the lobby computers so then I have to check out a laptop just to print a word document. Printing is not efficient if in a hurry"
   "I only use the printer in the computer lab due to technical issues with the third floor printers"
3. 6/19 (23%) – These students prefer to use their printers at home
4. 2/19 (11%) "Move the cat-card re-load machine to the third floor"
5. 1/19 (5%) "If the printer has a problem you have to go all the way back to your computer to resend the document a second time, it erases the print queue"

How do student learn about Library services, resources etc.?
Student primarily learned about the library through an instruction sessions, especially in Writing classes. A couple freshmen learned about the Library through the iPod Touch Tour. Many students also learned how to use the Library through WOM (word of mouth).

"…it wasn't until after my Writing 10 professor took us here to start our research project that we were introduced into the actual search engines and Next Generation Melvyl…"
"...with the whole printing I learned from friends…"
"I learned some things through friends but I then had to take the iPod Library Tour for my Writing 1 class and that kind helped me for the online searching and stuff and some things that I didn't know that we could get from checkout."

How to students prefer to be communicated with? (Q7, Q16 and Q17)
Though students tend to be overloaded with email, this is also their primary form of communication. Many have to use UCMCROPs regularly as part of their classes. Some preferred going to a calendar to

view events rather than receiving emails. Some students use IM or social networking feeds but this was minimal and not all students want to mix social and academic information.

Investigate:

- Consider how connecting library resources in UCMCROPS may benefit students.
- Connecting to VPN via a MAC.

Q7: How have you found out about the Library and its services? What prompted you to use the Library and its services?

1. 15/19 (79%) Writing Classes – Librarians came in and were given a tour during a class period
2. 5/19 (26%) Had an in-class presentation from a librarian
3. 3/19 (16%) IPOD Touch tour
4. 3/19 (16%) Word of mouth
5. 2/19 (11%) Signs/TV's
   "I'm usually busy, so I don't have time to walk around and check things out, but the TV's are really great because I'll be going to the elevator and I can notice things on them that can help me"
   "The little papers that are placed on the walls or on the tables for different schedules or events in the library"
6. 8/19 (42%) Agreed that happenings announcements were useless because students are flooded with them daily. "A once a week event calendar, included in the email, not one we have to go and look for ourselves, would be great"

How have you found information for papers/assignments?
The majority of students were assisted in finding information for papers or assignments through library research instruction. Others had previous knowledge of resources from high school or junior college. Google Scholar was mentioned more than once. Not all freshmen had been required to find outside information for assignments and research expectations vary on class assignments.

"I used to use JSTOR before I came here. It was good. But once I came here, I started to use … Google Scholar a lot more. It was simpler to sift through the results in Google than it was in JSTOR."
"Well, for politics we had a paper due recently and actually you showed up and showed us how to like research bills" (had not used any search tools or databases before)
" … The assignments that I've had from my Writing 1 class it's just been from the book and like the teacher will provide articles … I haven't really had to look that much into it."

Q8: When you first had to find information for a paper or an assignment, how did you go about finding resources?

1. 14/19 (74%) Were guided during a writing class or in-class librarian presentation.
   "Since Writing for Engineering, I've been using the library resources"
2. 3/19 (16%) Google Scholar or JSTOR, these students already knew how to do searches for resources
   "I learned to compile resources at my Junior College"
3. 2/19 (11%) Were unaware of the VPN or how to download it, so resources could be accessed from off campus.
4. They would like Harvard and Stanford Review please
5. It was suggested that UC Merced add a list of websites or resources we subscribe to.

What do you wish you had known about earlier re: the Library?
Students remarked that they wish they had known more about the resources available to them and how to search them effectively and how to connect to resources from off-campus. One student wanted to know more about the viewing room and policies for viewing films for class e.g. reservation info.

"If I had known about these … search engines and databases I definitely would have used them before … they are just simpler and easier to shift through a lot of information links."
"Definitely the databases, I think they are amazing. When you go through all of them and you look at all the scholarly articles and when the librarian… she came in and taught us how to actually search for things using AND or OR. I didn't know this before, and I wish I had would have before if because it would have helped a lot like searching for articles knowing that this excludes it or this adds. I thought that was really important…"

Some of the resources and services students did not know about are covered in the iPod Touch Library Tour. Having more freshman take the tour may help to bridge this knowledge gap.

Investigate:
- Use digital signage to offer top messages to students during the first month of school.
- Incorporate key messages into iPod Touch tour (if not already in the tour).

Q9: What do you wish you knew about earlier. What would capture your attention?

1. 2/19 (11%) VPN
2. 2/19 (11%) The databases and how to search them properly
3. 1/19 (5%) IPOD Touch Tour
4. 1/19 (5%) – ILL service
5. Not sure of number but many agreed with this idea - "Perhaps they could include a library services tour in orientation or add it to the required CORE class"

How could the Library be improved to benefit future students?

Top 5:
(1) Many students believed that the Library could be improved by extending hours (58%) especially on Friday nights, Saturday mornings, and weekday mornings. Students wanted access to the Library before classes started at 7:30 am. Students especially in the areas of Engineering found weekend hours too limited. Though they understood why hours were limited when the campuses first started, many perceive that the increased in the study body numbers now warrants extended hours. While many students were done studying by midnights a few students studied on average until 1 or 2am.

(2) Students suggested that they library could be improved by offering a session re: resources during orientation or CORE. Though students wished they had known about the databases and resources earlier and suggested offering workshops during orientation, they candidly noted that they would not have attended based on their own initiative.

(3) Students were in favor of vending machines in the library.

(4) Students noted that some furniture was in need of repair e.g. chairs or tables that wobbled.

(5) Students also asked for more signage asking students to keep the noise down. Some students thought the library should be more forceful in conveying this message to the students.

Investigate:
- Hours: rationale for hours – submit to students at the end of summer
- iPod Touch Tour: work with Writing Program to increase participation
- include vending machines in library – in progress
- repair furniture, new furniture – in progress
- messages re: zones of library – discuss

Q10: How could the UC Merced Library be improved to benefit future students? (How would you improve the library?)

1. 11/19 (58%) – Hours need to be extended
   "Usually here from 8 or 9 at night. If I'm not in class I'm in here doing my homework"
   "Hours were probably drafted when there was not that many students"
   Not enough students is not an excuse. It feels like you're not expanding your resources to compensate for the growing amount of students"
   "On weekends 6pm is far too early to close"
   "Open earlier as well. If I need to print something for a class that starts at 7:30 I can't because the library opens at 8am"

   When are you done studying? Asked by Sara:
   10-11 pm – 0
   12am – 8

1-2 am – 3

2. 2/19 (11%) Students would like resource access extended as well (laptop checkout, printer services)
3. 4/19 (21%) Post signs reminding people that this is a library and to please keep the noise down
   "This is a library we should not have to come here and ask people to quiet down"
4. 2/19 (11%) – Have separate areas for separate majors
   "This will encourage comradery amongst majors and give people a specific place to go for major specific questions amongst peers"
5. 6/19 (32%) – Have a library services tour during orientation or CORE class for freshman or incoming students
6. 4/19 (21%) - Some furniture needs repair (wobble in chairs and tables)
7. 2/19 (11%) – Brown room Ethernet does not work, also electrical problems on the third floor
8. 5/19 (26%) "Vending machines would be great"

Mobile Devices:
Though almost half of the students had phones that were capable of accessing the web only one individual used it to access the web. This individual has access the campus website and email etc.

Q11: Have you ever tried to look for library information while using a mobile device? Were you able to do so successfully? (Do you have a phone that can access the internet?)

1. 8/19 (42%) had Cell phones (smart phones) that have the ability access the web only 1 (5%) uses it to access the web
2. None of them have used it to access library resources

FROM THIS POINT ON ONLY 8 STUDENTS WILL BE REPORTED. FOCUS GROUP 2 ONLY MADE IT THROUGH Q11. STATS ARE ADJUSTED AND REPORTED TO FIT THE NEW TOTAL NUMBER OF STUDENTS. IF A QUESTIONS NUMBER IS MISSING, IT WAS NOT ASKED

Personalized Home Page
Personalized home pages were only used by a single participant in one focus group. (This was partly to explore is iGoogle gadgets would be worth pursuing.)

Q14: Do you use a personalized home page e.g. iGoogle, IGoogle Netvibes, PageFlakes, ProtoPage, webwag?

1. 1/8 (12%) use iGoogle

2. 7/8 (88%) do not use this service or any other

Q15: What is the most difficult part for you in trying to find information? What is the easiest part? (Note: Focus Groups 2009. Some students expressed difficulty with using databases)

1. 4/8 (50%) – Make article retrieval easier or provide training to do so. "Sifting through so many articles', they are hard to narrow down"

Q16: For how many of your classes this semester have you been required to use UCMCROPs regularly?

1. 8/8 (100%)

Q17: How do you like to receive information? E.g. through email, Twitter, Facebook, blogs, other feeds etc.?

1. 1/8 (12%) – Syllabus
2. 1/8 (12%) – CROPS email notifications "I like the notifications when something has been added to CROPS but dislikes receiving emails that do not pertain to him such as faculty and staff event emails"
3. 1/8 (12%) Aplea – connects email to cell "This way I get my notifications right away"
4. 2/8 (25%) AIM (integrates twitter and facebook)
5. 1/8 (12%) – Likes to get academic emails separate from social emails "I prefer to get secondary emails for academics that are not integrated with social things like twitter and facebook"

LibGuides
A number of participants had used a LibGuide in the spring semester and found it useful.

"I use that all the time."
"Everything the library has is useful."

Q19: Have you used a course Guide for Library Research this semester? How useful was it and why?

1. 6/8 (75%) – Use this service
   "It is very useful"

Tutorials
Few participants knew that the library provided tutorials and most were not keen on using tutorials.

"I understand when I talk to someone…I can't learn sometimes from videos. I would rather talk to people."
"Yeah, I just think it would be better to communicate with a person instead of sitting there watching a video."

"For me like in video games, I like to skip the tutorial and just go straight to the game and just kind of figure things on my own."
Positive: "it's been waiting for me … available 24/7 made my life a lot easier"

Q20: Did you know the library has tutorials? Under what circumstances would you use them? When you are stuck, what do you usually do?

1. 2/8 (25%) Knew the library had tutorials
2. 6/8 (75%) Would not use it
   3/6 (50%) "Prefer to be shown or to speak with another person rather than a tutorial
   1/6 (16%) "Prefers to figure things out on his own without tutorial by simply navigating his way through things"
3. 1/8 (12%) Likes to use it "It was introduced to me by one of the TV sceens in the library that shows services. It's nice because its available 24/7"

Comments on Tutorial Landing Pages:
Few participants found any tutorial landing pages engaging. Most participants either disliked the pages or were indifferent. Here were some of their comments:

Brown University Library
"*getting started* makes it sound like so much work"
"actual content is down there low, so I'm kinda confused as to what to look at first"

Arizona State
"It looks really well organized but it also seems like a lot of information at once."
"I think the only thing I really like is the Ask a Librarian buttons … I can't really see the videos I want to watch."

Lansing Community College Library
"You can see all the videos when you scroll on there … it's quick and simply but it could get better … now I feel like there is not enough words …"
"I like the visibility but at the same time I feel like it's too bland … it doesn't really explain what else there is"
"If what you're going to see isn't exciting then I don't expect it to be exciting. I mean if I'm going to learn how to research then I don't expect Bruce Willis to be there. But I thought .. the videos suited .. it is what it is –it's tutorials."

UC Merced Library
"I like the fact that it's simple but the Quick links seem to me that they are just there." [referring to the tag cloud]
"I feel like where it says Information for Students and Faculty and stuff sticks out more for me than the actual page."
"The whole cloud thing; Am I supposed to focus more on Writing 10 modules; are the other things not

important? That's what I don't understand about that. Why are some things crossed out? I don't get it. I would like to see the actual tutorials. I kinda like how the YouTube channel had it and how the other place had it I kind like that because I can see what I'm doing and whether it interests me or not …" [no mental model for the tag cloud]

Rutgers University Libraries
"it's ugly"
"There's too many words. I don't know what to focus on."
"The point of the tutorial is to watch it, not to read about it."

Rutgers' RIOT Tutorial (showed a small piece, only tutorials I had time to show)

Overall, there were positives reactions to this tutorial.
"I like it. It's funny."
"It seemed interesting. It got my attention."
"I thought it was good because … you're not just sitting there and watching someone talk but you're going to teach three students how to do stuff."
"It looked like a tutorial for kids … in a good way."

In constructing a tutorial landing page we should consider the following:

- Achieve a balance between text and graphics
- Achieve a balance between explaining what the tutorials offers without information overload
- Engage the user with graphics
- Minimize the scrolling on the page
- Keep links, tutorials near the top of the screen
- Help the user know where to focus his/her attention

Based on other information gleaned from the focus group, tutorials are best integrated in classes, LibGuides etc.

Q21: Outside library tutorial sites

A. BROWN UNIVERSITY
   1. 2/8 (25%) Liked the organization(1) and the format(1) "Links are short and concise"
   2. 5/8 (63%) Disliked the organization (1), format(2) and visual Aesthetics(2). "To much information and seems cluttered which makes it appear disorganized"
B. Arizona State
   1. 3/8 (38%) Undecided "It appears organized but there is too much info to look at"
   2. 1/8 (12%) Liked "I like that there is a lot of information to choose from, It looks like UC Merced's so it would be easy to use"

3. 4/8 (50%) Disliked “Cannot see the videos, and it’s bland and hard to understand or pick out specifics”

C. Lansing Community College Library
   1. 8/8 (100%) – Undecided “Video’s are easy to see and access. Not enough info on the page though”
      “Very bland, need pictures so it could be more visually captivating”
   2. 5/8 (63%) Liked that the videos were easy to see and appeared easily accessible

D. UC Merced Library
   1. 6/8 (75%) – Undecided “The right hand side of the page draws attention more than the main content of the page”
      “The links are not the same size, is one more important than the other?”
      “No visuals”
   2. 1/8 (12%) – Disliked it
      “It looks messy”
      “Its unorganized, quick links are odd”
   3. 1/8 (12%) – Liked it

E. Rutgers university
   1. 6/8 (75%) – Undecided “Not descriptive enough about the tutorials. They need to tell you more”
   2. 2/8 (25%) – Disliked – “Its ugly, to many words, too much reading about the tutorial”

THE REMAINDER OF THE QUESTIONS WENT UNANSWERED DUE TO TIME RESTRAINTS

iPod Touch Library Tour Assignment

Congratulations on completing the iPod Touch Library Tour. The following questions will allow you to use the library's online catalog and demonstrate what you have learned on the tour. Open an additional browser tab or window to complete your searches. Please give yourself enough time to complete in a single session since your answers cannot be saved on this form. This assignment should not take any longer than 30 minutes.

A UC Merced librarian will follow-up by commenting on your assignment submission and inviting you to a library open house.

For those who complete the tour and submit this assignment for a Writing 1 class or Writing 10 class, your professor will be notified of your successful completion.

1. Using Next Generation Melvyl, determine if UC Merced has the following book. If so, note the call number below or identify if it is online.
Title: *Shorter Slang Dictionary*

- ☐ Not available at UC Merced
- ☐ Available at UC Merced as an online book
- ☐ Available at UC Merced as a print book, call number is...

Call number (if applicable)

2. Using Next Generation Melvyl, determine if UC Merced has the following book. If so, note the call number below or identify if it is online.
Title: *Merchants of immortality: chasing the dream of human life extension*

- ☐ Not available at UC Merced
- ☐ Available at UC Merced as an online book
- ☐ Available at UC Merced as a print book, call number is...

Call number (if applicable)

3. See if UC Merced has the following article available through Next Generation Melvyl. If so, record the full name of the author who wrote it.
Title: "Extrasolar planets: water on distant worlds"

- ☐ No
- ☐ Yes. The full name of the author is...

Author Name (if applicable)

4. Look up the following word in Next Generation Melvyl: "bioterrorism". Find an ebook on this topic available at UC Merced. Type in the name of the ebook title.

5. To access MyILLAccounts, ebooks, and journal articles from off campus, you first need to be connected through this piece of software.

6. To check-out items at the Library Services Desk or at the Self Checkout stations, what identification must you present?

7. Visit the UC Merced Library's FAQs to answer this question. How long is the loan period for a DVD checked out by a student?

8. Under what section of the Library's website, can you find the form to request a reservation for the audio-visual room?

- ☐ About the Library
- ☐ On Display
- ☐ Hours/Calendar
- ☐ Doing Research
- ☐ Tech Help
- ☐ Contact Us

9. What is your preferred way of contacting a librarian? See Contact Us > Ask a Librarian

- ☐ 24/7 Chat
- ☐ Text Messaging
- ☐ Phone
- ☐ Facebook
- ☐ Research Support Program (In-person Help)
- ☐ Email

10. Do you have any questions about the library?

11.

☐ I am not completing this assignment as part of my Writing 1 or Writing 10 class.

12.

☐ I am completing this assignment as part of my Writing 1 class.

WRI1 Instructor & Section Number *

--

13.

☐ I am completing this assignment as part of my Writing 10 class.

WRI10 Instructor & Section Number *

Your Name *

UC Merced email address *

Submit

Fall 2009

Observations from iPod Touch Assignment Submissions:

- 320 students have submitted the follow-up assignment to the iPod Touch Library Tour as part of Writing 1 (current as of Thursday, December 10, 2009)
- 73.3% of Writing 1 sections participated (22 of 30 Writing 1 sections)
- 57.0% of enrolled Writing 1 students participated (320 students of 561 enrolled)

Preferred Way of Contacting Us:

- 55% - Chat 176
- 15.7% - Research Support Program 50
- 13.1% - Email 42
- 9.4% - Text Messaging 30
- 5.3% Phone 17
- 1.6% Facebook 5

Scoring:

- 12.5% - Perfect 40
- 66.3% - High 212
- 17.8% - Medium 57
- 3.1% - Low 10
- 0.3% - Zero 1

78.8% received a high or perfect score

Questions:

- If I still have questions about the library or just need clarification on what is availible to me, who can I ask for help?
- How many copies can we make?
- If there is an open room on any floor without people in it, are we free to enter and study there?
- No, I do not currently have any questions about the library.
- No, I do not currently have any questions about the library.
- HOW to return a book of interlibrary loan
- what would happen if i didnt return an item by the time it is due?
- where do i go to get one on one tutor help?
- Who is the one who takes care of the Kooligan Library?
- How are you doing?
- Where the librarian come from?
- how long can a student check out a book for?
- how can i search for articles related to health issues?
- Can we access all the books and resources from the library from outside the library?
- can we bring pizza to the libary as we watch a movie/study?
- why dont the ipods have internet?
- Do you have to have a group to reserve a room in the Library?
- Will it be expanding anytime soon?
- Is the library open the 24 hours.
- Why isnt the elevator working passed 6pm?
- the FAQs is really hard to use

- Are there any openings next year?
- I wish more people would check out more books
- Can it be possible to buy the books of the library upon request?
- What is the capacity for the entire building?
- Can u make the printers in the library actually work?
- Does the library also have a collection of geologic maps?

Spring 2010

Observations from iPod Touch Assignment Submissions:

- 52 students submitted the follow-up assignment to the iPod Touch Library Tour as part of Writing 1 in Spring 2010
- 80.0% of Writing 1 sections participated (4 of 5 Writing 1 sections; 3 of the 4 Writing Lecturers)
- 62.7% of enrolled Writing 1 students participated (52 students of 83 enrolled)

Preferred Way of Contacting Us:

- 61.5% - Chat 32
- 17.3% - Email 9
- 13.5% - Research Support Program 7
- 3.8% - Text Messaging 2
- 1.9% Phone 1
- 1.9 % Facebook 1

Scoring:

- 25.0% - Perfect 13
- 48.1% - High 25
- 21.2 % - Medium 11
- 5.8% - Low 3
- 0.0 % - Zero 0

73.1% received a high or perfect score

Scoring:

Perfect	9 out of 9
High	7 or 8 /9
Med	5 or 6 /9
Low	4 or more wrong

Questions:

- Is there any japanese manga/ graphic novels in the library?
- If the library allows food and drink, why not have vending machines that accept CAT Card payment available for students having study parties?
- Is it true that the library used to be the only area where students had classes when UC Merced first opened up?

Post-Grant Report
Writing 1 Library Instruction and the iPod Touch Library Tour

- Mini-grant obtained, spring 2009
- Project roll-out, fall semester 2009

Context:

Library staff launched the iPod Touch Library Tour in fall 2009 and targeted this asynchronous form of instruction at freshman students taking Writing 1 to achieve the following outcome:

> Upon completion of the iPod Touch Library Tour and affiliated assignment, students will have an awareness of library space, services and resources and will utilize both the physical and virtual environment in order to support their transition into university life and prepare them for academic success.

Librarians designed the tour to introduce students to the library through an active learning experience. To ensure student participation, they collaborated with Writing faculty who encouraged students, often though class credit, to complete the tour and follow-up assignment. Students came to the library and checked out an iPod Touch already loaded with the tour though it was also available for download to an individual's own device. Following the tour, students completed a short online assignment to demonstrate understanding. Library staff responded with feedback, via email, to students regarding their assignment submissions and invited them to attend an open house. To keep Writing faculty apprised of participation, library staff collated the names of the participating students with their assignment grades and sent these to Writing faculty for their records.

Assessment:

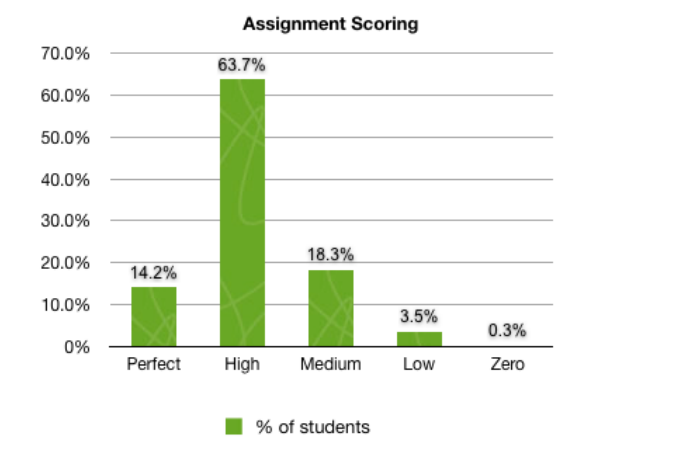
We gathered both quantitative and qualitative data from four areas.

1. Student Assignment
    a. Level of success
    b. Participation rates
2. Questions included in the End-of-Semester Course Evaluation for WRI 1
3. Survey to Writing Faculty
4. WRI 1 Student Comments

Student Assignment

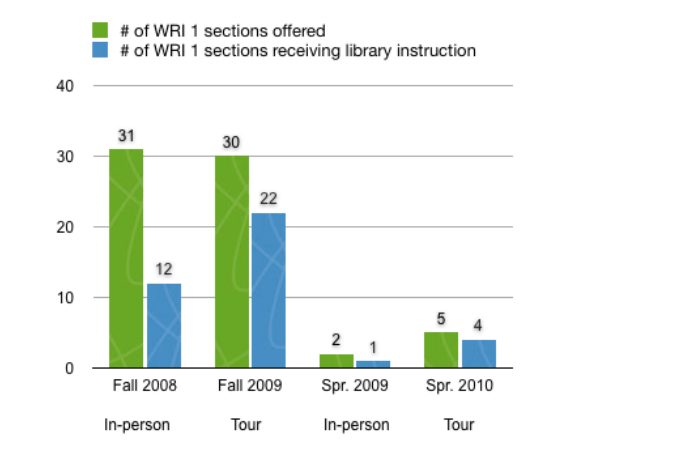
We gathered assessment data primarily from the student assignment submissions. This allowed us to determine what students learned through the tour and also gave us some insight into how they preferred to contact us for additional assistance and how they used our website. As a result, some changes have been made to improve the library website's usability.

Library staff scored each submitted assignment.

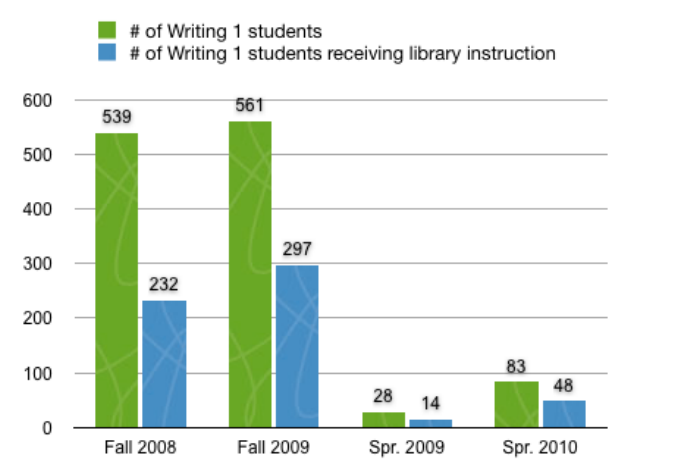


Over 77% of the students who completed the assignment scored high or perfect.

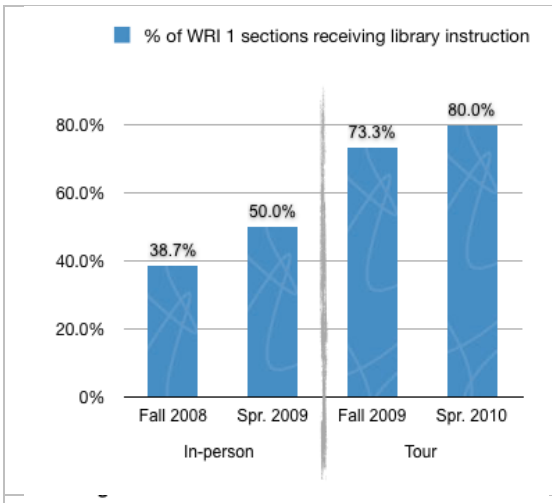
Through the assignment, we were also able to determine the participation level for incoming freshman in Writing 1 both at a section level and at an individual level.



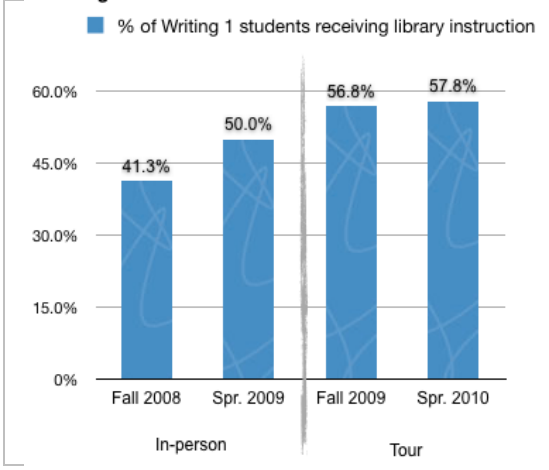
With the iPod Touch Library Tour, we were able to reach a greater number of Writing 1 sections than we had done in the past with in-person instruction.



Though a number of sections participated in the iPod Touch Library Tour, the degree of participation within each section varied. Participation rates likely varied depending on the Writing faculty's emphasis on the tour and/or incentives offered.



The library staff reached a greater percentage of Writing 1 sections in 2009/2010 with the iPod Touch Library Tour than they had done in 2008/2009 with in-person instruction.



Though the number of Writing 1 sections reached with library instruction via the iPod Touch Library Tour is significant, the increase in the percentage of freshman students reached is not as pronounced. We wish to increase not only the section rate participation but also overall participation rates within sections.

Questions included in the End-of-Semester Course Evaluation for WRI 1

In collaboration with the Writing Program, we were able to incorporate questions referring to freshman library use and the iPod Touch Library Tour into the end-of-semester course evaluation for Writing 1.

Quantitative

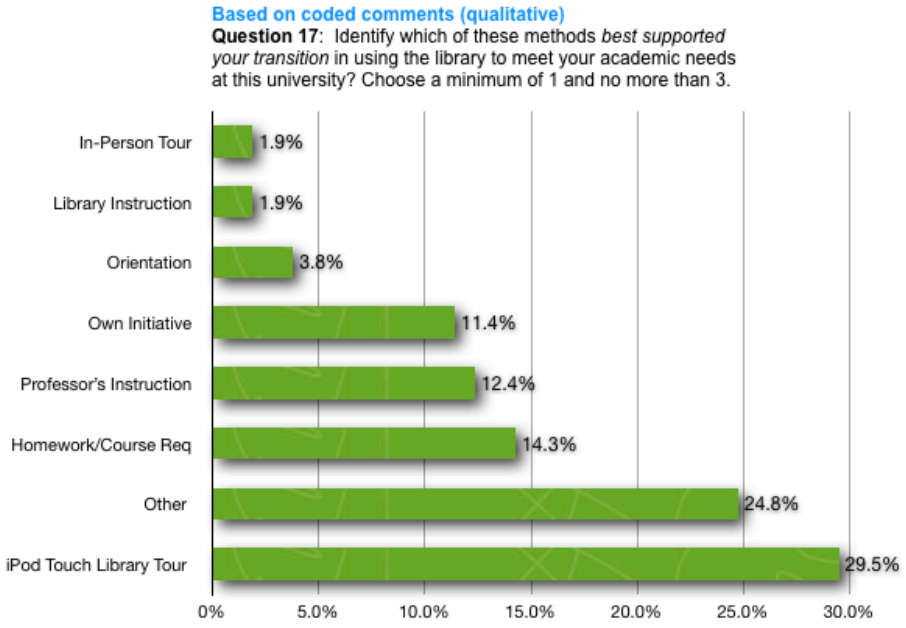
The results indicate that students did learn about the library's space, services, resources and research skills through the iPod Touch Library Tour. Interestingly, the results also seem to indicate a significant preference for learning about the library via one's own initiative (though this is not the preference for all). The majority of students in Writing 1 are required or strongly encouraged to find information beyond the resources provided in class and many indicated that they looked for information at the library and/or located information from the library to complete assignments. It appears as though approximately 55% of the respondents to the survey had completed the iPod Touch Library Tour. Of those, 17.7% indicated that it was a method which supported their transition to using the library to meet their academic needs, and 18.7% indicated that it was their most preferred way of being introduced to the library. This method was preferred over professor's instruction. The results also indicated significant use of the library in the first semester at university; however, we were unable to determine if there was a correlation between having completed the iPod Touch Library Tour and increased use of library space, services, and resources.

Qualitative

For question #17, which asked students to indicate "which of these methods best supported your transition in using the library to meet your academic needs at this university", we also asked

students to comment. After coding the 105 responses, we discovered that most referred positively to the iPod Touch Library Tour.

The comments also indicated that students learned about the library and research skills in a variety of ways including from their professors, friends, and library related instruction provided in other classes.



Method:	Selected Comment(s):
In-Person Tour	"We went on a tour."
Library Instruction	"The library instruction session helped me realize the database online that I can use."
Orientation	"Taking the summer orientation really helped."
Own Initiative	"Because I like to find stuff myself to help me remember better." / "I like the library so I found out how the library operates."
Professor's Instruction	"The professor helped develop research skills."
Homework / Course Req	"I learned mainly how to research in the library for psychology." / "I would not have gone to the library if I was not assigned to do so."
Other	"I've had upperclassmen friends help me."
iPod Touch Library Tour	"The iPod tour was very useful and helpful." / "The iPod tour went in depth and was interactive."

See Appendix A for all questions and a brief summary of results.

Survey to Writing 1 Faculty

Eight of 11 Writing faculty whose WRI 1 sections participated in the tour responded to a short survey. Their responses and comments supported the usefulness of the iPod Touch Library Tour for their students.

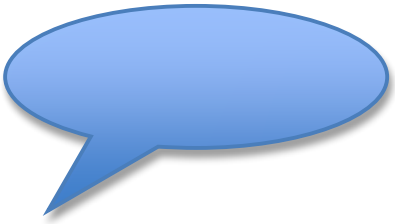
How effective was the iPod Touch Library Tour …

as an introduction to library spaces and resources?

as an introduction to library services?

• Very Effective – 4
• Effective – 3
• Not Sure - 1

• Very Effective – 3
• Effective – 4
• Not Sure - 1

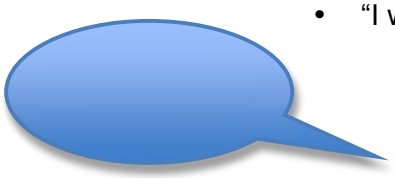


- "The tour helped students meet those student learning outcomes associated with the library and should hopefully prepare them for Writing 10 when they will be doing more research-related projects."
- "…Many students were previously unfamiliar with how to use our library, and the tour seemed to help them. One student mentioned how useful it was in his final portfolio…"
- "…I was able to refer them to library services and resources knowing they had already heard about them and had a look-and-see tour of the library"

WRI 1 Student Comments

An additional source of comments came unexpectedly from a Writing 1 section in which a faculty member asked her students to send thank you notes to the library. Though the nature of this exercise supported positive comments, we found that students responded favorably to the iPod Touch Tour and noted what they had learned.

Here is a small sampling of the comments which point to the tour as offering information that will be useful for future research needs, raising the awareness of what the library offers students, and engaging students through the use of technology.



- "I want to thank you for spending your time on creating the iPod library tour. Not only was it interesting but it was very helpful. The part that I enjoyed the most was learning how to search for books, especially since this will be essential for me."
- "…got to explore the library and became aware of what it contains."
- "The library tour was really helpful. I learned so many things about the library that I didn't know. The use of the iPod touch was the icing on the cake☺ That technology made it that more interesting. I hope other students enjoy it was much as I did."

Why the Tour?

Librarians pursued instruction via the iPod Touch Library tour since the content was well-suited for this form of instruction. It provides a common message for incoming freshman, and it is a scalable instruction format for a growing student body.

Suitability

The format of an independent audio-visual tour provided a suitable avenue through which to make students aware of the library's space, services, and resources. Library instruction for Writing 1 in the past was often an overview of the library with an introduction to finding information. Much of this information is better presented through a physical tour in which students can view different areas of the library in-person.

Scaffolding & Interest

The iPod Touch Library Tour provides all participating students with the same information which can be built upon in future library instruction whether provided in Writing 10 or in other course offerings. Since it is not uncommon for instruction librarians to see students in other classes,

librarians want to provide instruction that is relevant and interesting so that students do not perceive library instruction as a repeat from other sessions.

Scalability & Time Shifting
With increasing numbers of freshman at the university and demands for library instruction, providing an independent, asynchronous form of instruction makes scarce resources (in this case, librarians and library staff with knowledge of libraries and resources) more readily available to our students. By using the iPod Touch Library Tour as an instructional tool, library staff is able to prepare library instruction in less busy summer months while providing that instruction during some of our most busy weeks at the beginning of the semester. Time shifting allows librarians to provide a valuable instructional opportunity to Writing 1 students while making them available for additional instructional opportunities and library services.

Suggestions for Future Projects:

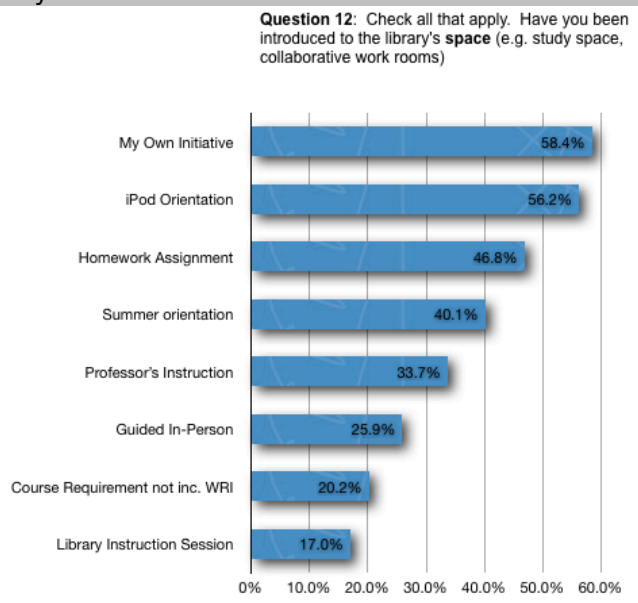
During the project, we did complete some minor revisions to the follow-up online assignment and changed it for second semester. In summer 2010, the tour is being revised with updated information and to make the research skills portion of the tour more interesting and scenario based. We would like to refine some of the questions asked in the Writing 1 end-of-class survey. In particular, we would like to see if there is a correlation between taking the iPod Touch Library Tour and library use.

With the success of this project, we are interested in continuing to create and use video and mobile technologies for instructional purposes. We are currently working with University Relations to make the tour available on iTunes U. This may be another venue through which we can use to make more content easily available to our users.

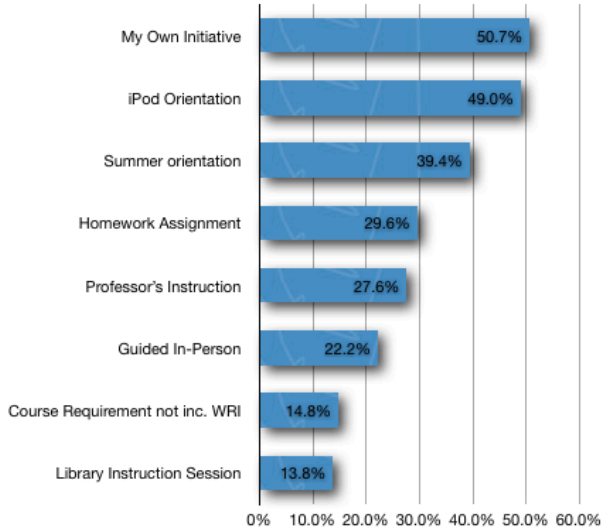
Appendix A:

Graphs for responses from all library related questions included in the end-of-class WRI 1 survey in fall 2009.

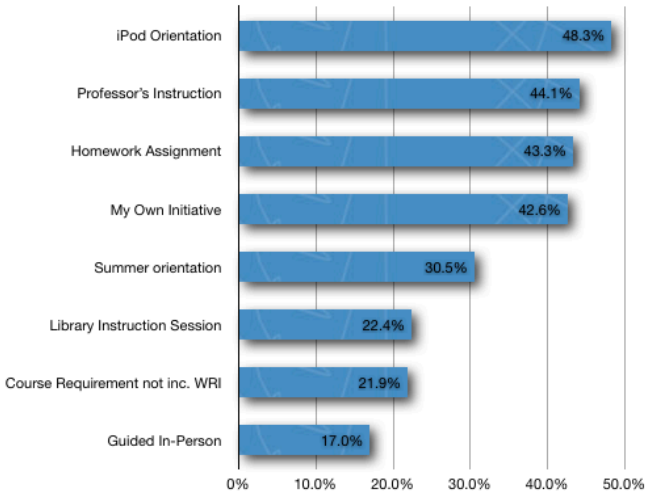
There were approximately 400 respondents and not all of those took the iPod Touch Library Tour. Please note that very few Writing 1 sections received in-person instruction in fall 2009.

Ways in which students are introduced to the library …	
	Almost 50% of the respondents were introduced to the library's *services and resources* though the iPod Touch Library Tour and over 55% were introduced to library *space* though the tour. Students also referred to their own initiative, homework assignments, professor's instruction, and summer orientation as avenues though which they learned about the library. Students also recognized the iPod Touch Library Tour as offering an introduction to library

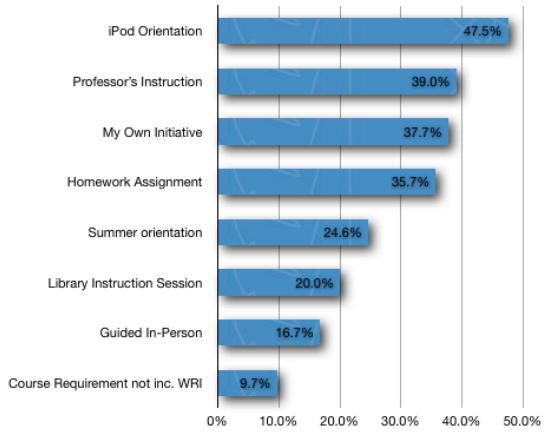
Question 13: Check all that apply. Have you been introduced to the library's library's **services** (e.g. laptop checkout, how to contact a librarian, Interlibrary Loan)



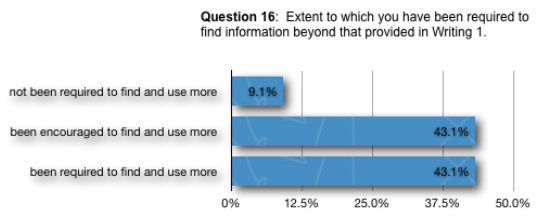
Question 14: Check all that apply. Have you been introduced to the library's **resources** (e.g. databases, online articles, print books)



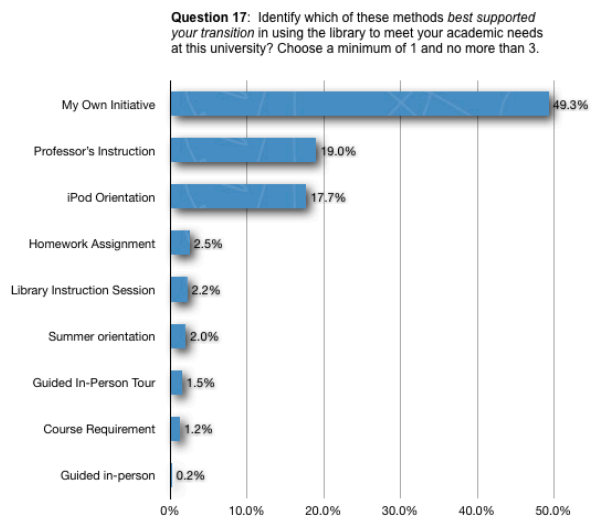
Question 15: Check all that apply. Have you been introduced to the library's library's **research skills** (e.g. finding articles, accessing online books, starting a search, etc.)



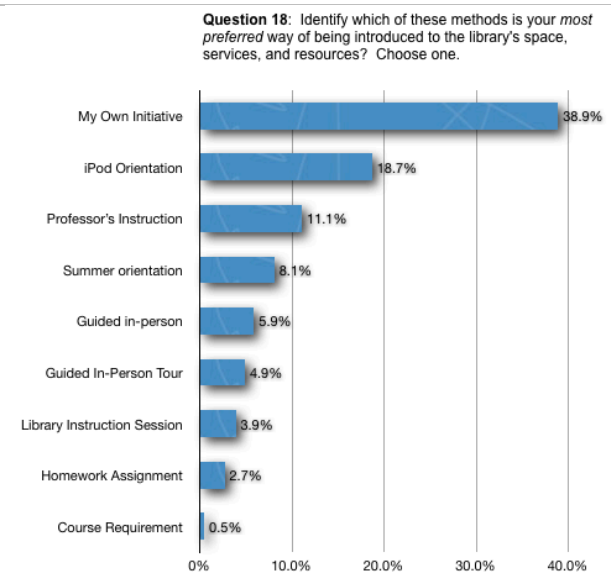
research skills. Instruction from professors is also a significant method through which students learn about research skills.



Over 86% of Writing 1 students are either required to find information beyond the materials provided in class or are encouraged to find additional information.

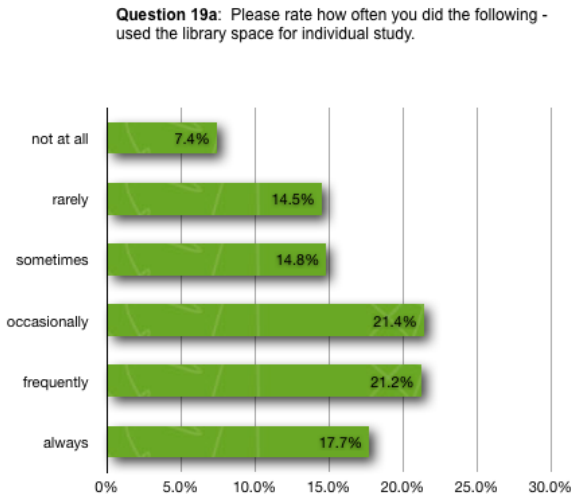
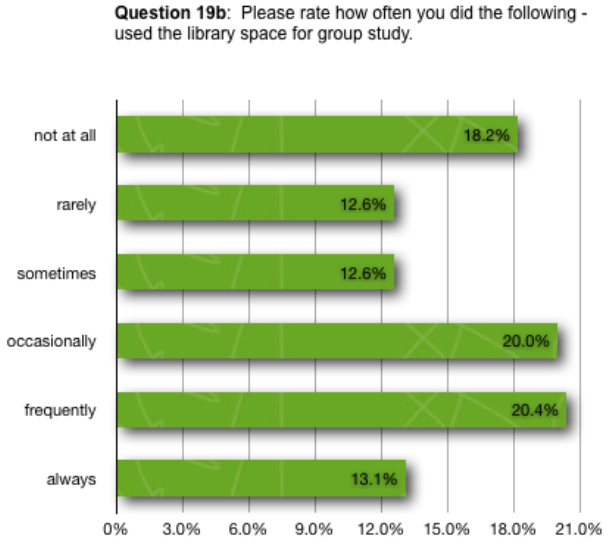
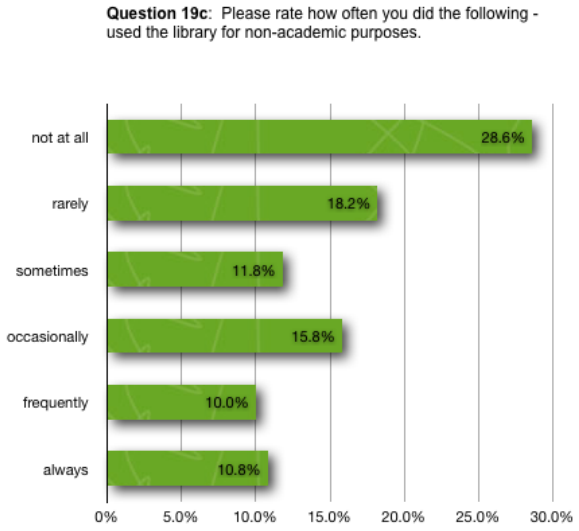


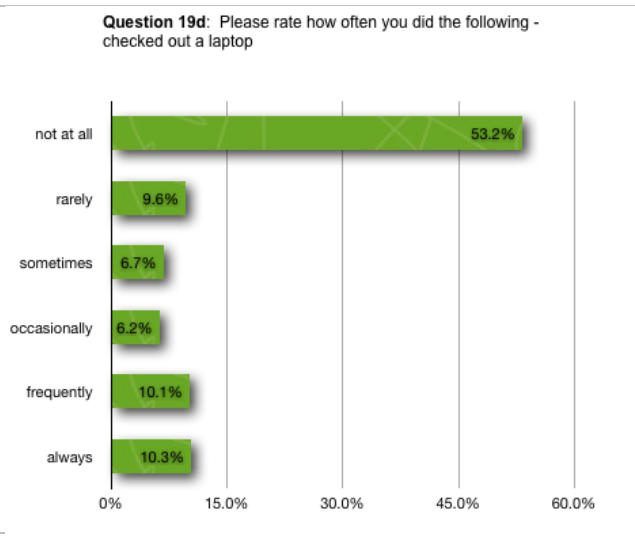
Students are noting that their own initiative is very important in supporting their transition to using the library to meet their academic needs. Professors' instruction and the iPod Touch Library Tour are also noted as supporting this transition.



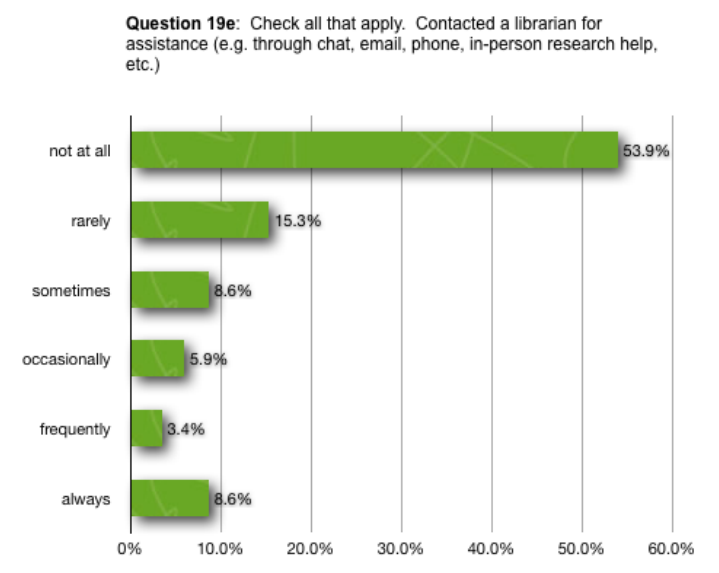
Of those who indicated that they used their own initiative to support their transition in using the library to meet their academic needs, not all indicated that this was their *preferred* method for learning about the library.

However, 38.9% of 49.3% did indicate that their own initiative was their preferred method for learning about the library's space, services, and resources. The iPod Touch Library Tour came in as the second most preferred method.

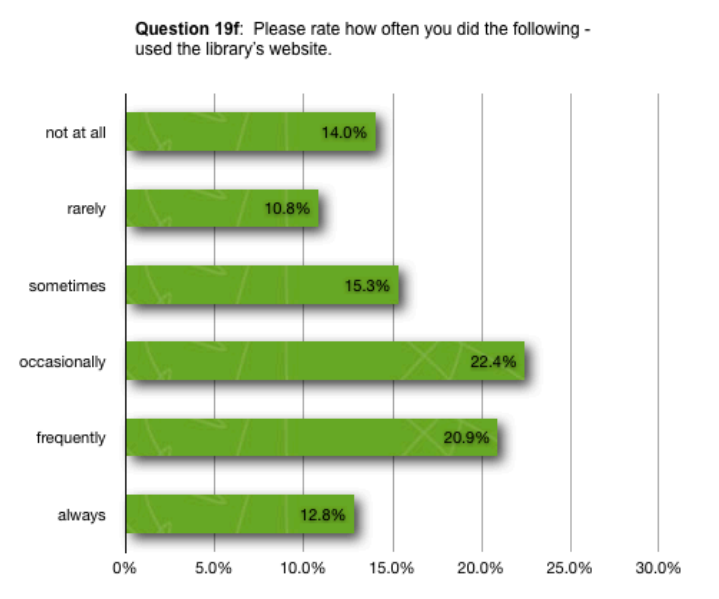
Library User – How often students did …	
	38.9% of the respondents indicated that they frequently or always used the library for individual study while only 7.4% never did.
	33.4% of the respondents used the library for group study which does not lag far behind the individual study numbers. However, a larger portion 18.2% never used the library for group study.
	20.8% of participants noted that they used the library for non-academic purposes while 28.6% never used the library for non-academic purposes.



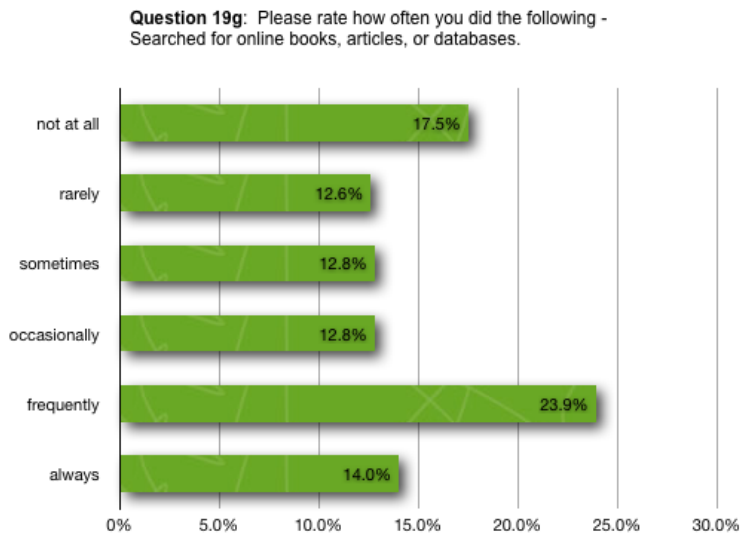
About 20% of the respondents indicated that they frequently or always checked out a library laptop.



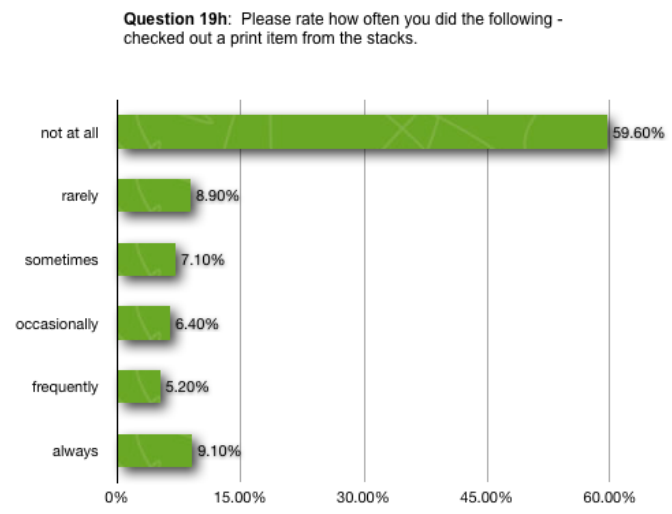
12% of participants frequently or always contacted a librarian for assistance. Over half never contacted a librarian.



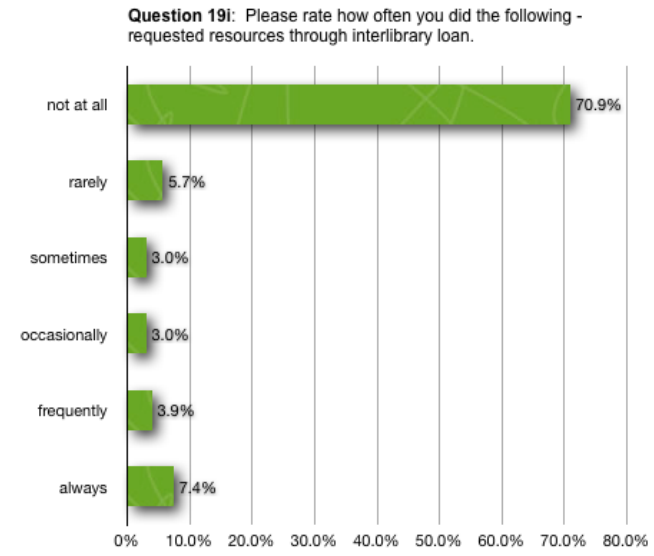
Over 33% of participants indicated that they frequently or always use the library's website. 14% reported never using it.



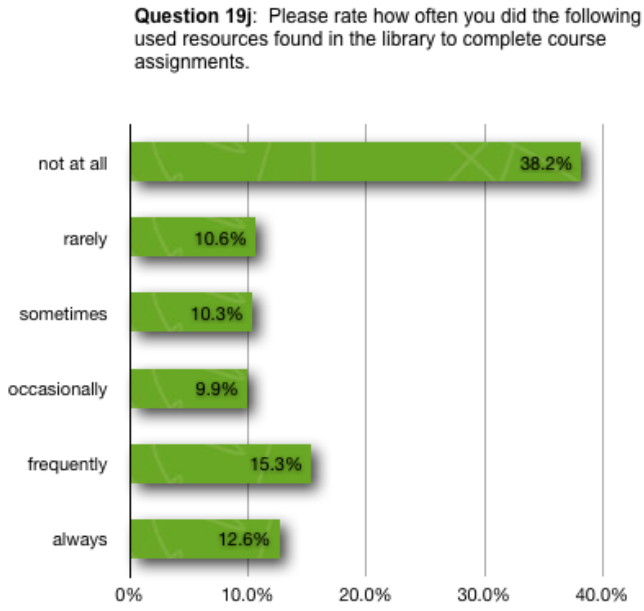
Over 37% of participants reported frequently or always looking for information such as online books, articles, and databases in their first semester.



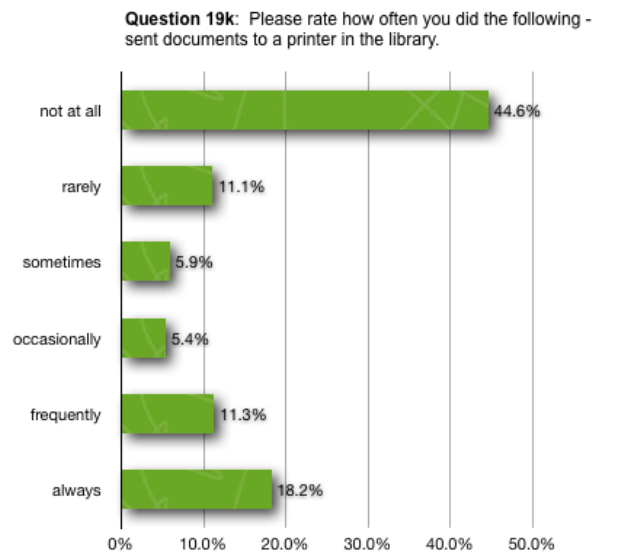
Perhaps surprisingly, over 14% of participants reported checking out a print item from the stacks.



Though most participants did not use Interlibrary Loan (70.9%), there are over 11% who reported using the service frequently or always.

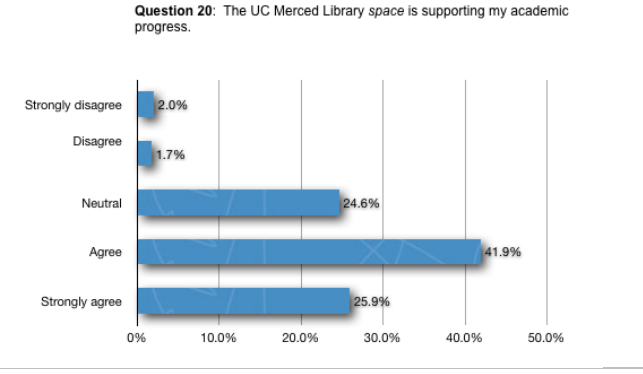


Over 27% of students reported using the library's resources to complete a course assignment. [Note that a greater percentage reported *looking* for information frequently or always.]

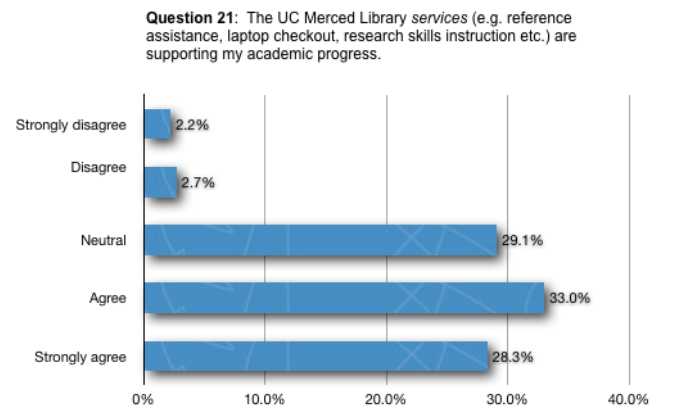


Almost 20% of participants reported using the printers in the library frequently or always but a larger portion (44.6%) never used the printers in the library.

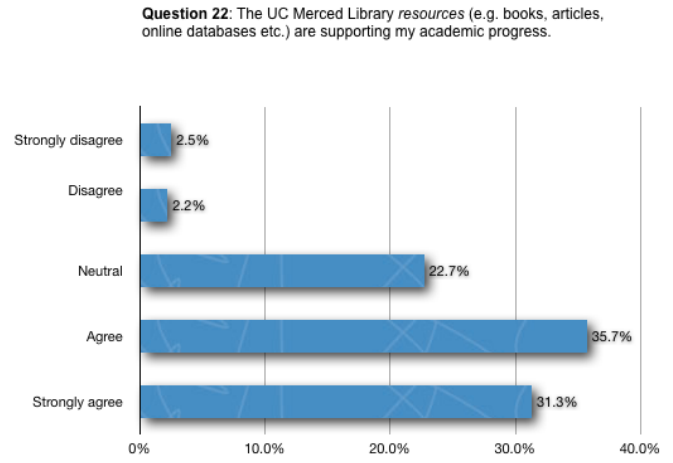
Space, Services and Resources Supporting Student Academic Progress



67.8% of respondents indicated that the UC Merced Library was supporting their academic progress. About a quarter were neutral in their responses while 3.7% disagreed or strongly disagreed.



Respondents were a little less positive in regard to UC Merced Library services. 61.3% of respondents indicated that the UC Merced Library was supporting their academic progress. About 29% were neutral in their responses while 4.9% disagreed or strongly disagreed.

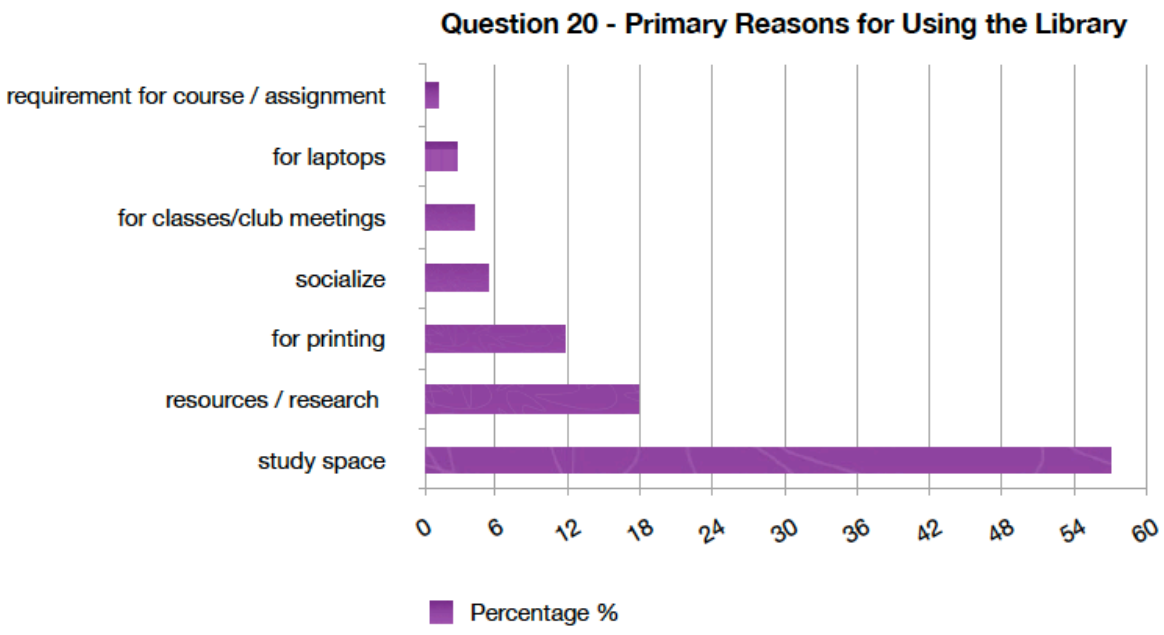


For the most part, respondents indicated the library's resources were supporting their academic progress – 67% strongly agreed or agree though 4.7% disagreed and 22.7% were neutral.

Additional Qualitative Data:

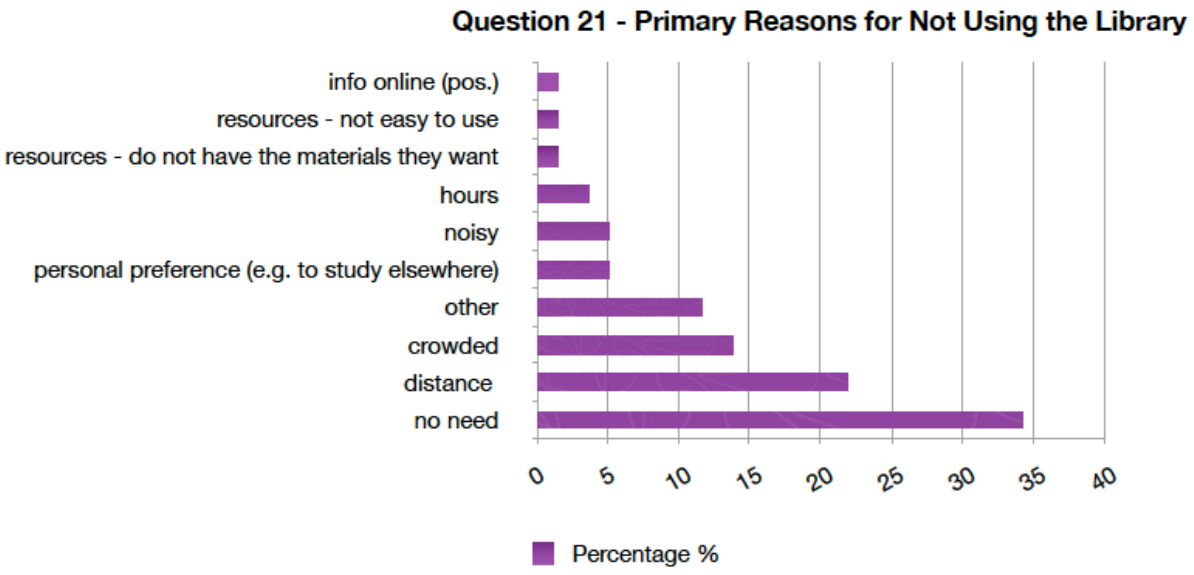
Question 20: I use the library because ... (asked to give the primary reason why they use the library)

Code	%	#	Quotation(s)
requirement for course / assignment	1.15	5	"I had to look for articles for one of my other courses."
for laptops	2.77	12	"Check out a laptop."
for classes/club meetings	4.16	18	"Meeting for clubs I'm in."
socialize	5.31	23	"To chat with friends". / "To relax." / "For fun." / "A place to wait in between classes and do homework."
for printing	11.78	51	"Print my papers." / "I don't necessarily use the library for anything other than printing."
resources / research	17.78	77	"It is a good place a find resources and to study." / "To gather information for research papers."
study space	57.04	247	"To study by myself or with friends." / "Good place to study."
		433	



Question 21: I do not use the library because ... (asked to give the primary reason why they use the library)

Code	%	#	Quotation(s)
info online (pos.)	1.46	2	"Because we can go online for majority of info."
resources - not easy to use	1.46	2	"Complicating to use sometimes, like in acquiring a book."
resources - do not have the materials they want	1.46	2	"Because it doesn't have all the books I need."
hours	3.65	5	"Sometimes it closes too early."
noisy	5.11	7	"Too loud sometimes."
personal preference (e.g. to study elsewhere)	5.11	7	"I like to study in my room, more so than the library." / "Not appealing."
other	11.68	16	"I'm not a library kind of person."
crowded	13.87	19	"It's too small! Too crowded."
distance	21.90	30	"Too far away from housing."
no need	34.31	47	"It is not required for my current classes so I find no real need to go in."
		137	



Presentation & Publication Info:
Susan Mikkelsen and Sara Davidson presented at LOEX (Clearing House for Library Instruction) of the West 2010 on the iPod Touch Library Tour project http://library.mtroyal.ca/files/lotw2010/mikkelsendavidson.pdf in June and are submitting an article to *Reference Services Review* titled "Outside the Classroom: Inside the iPod Touch".

Questions to incorporate into the Writing 1 Assessment at semester's end
iPod Touch Library Tour: Introduction to Library Services, Resources & Space

1. Check all that apply. How have you been introduced to the library's	
Space (e.g. study space, collaborative work rooms)	Summer orientation / guided in-person tour / homework assignment / course requirement (other than in a Writing course) / iPod orientation / library instruction session / professor's instruction / my own initiative
Services (e.g. laptop checkout, how to contact a librarian, Interlibrary Loan)	Summer orientation / guided in-person tour / homework assignment / course requirement (other than in a Writing course) / iPod orientation / library instruction session / professor's instruction / my own initiative
Resources (e.g. databases, online articles, print books)	Summer orientation / guided in-person tour / homework assignment / course requirement (other than in a Writing course) / iPod orientation / library instruction session / professor's instruction / my own initiative
Library Research Skills (e.g. finding articles, accessing online books, starting a search etc.)	Summer orientation / guided in-person tour / homework assignment / course requirement (other than in a Writing course) / iPod orientation / library instruction session / professor's instruction / my own initiative

2. Indicate which statement is most accurate.
a. In my current writing course, I have *not been required* to find and use information beyond the information provided in the course.
b. In my current writing course, I have *been encouraged* to find and use information beyond the information provided in the course.
c. In my current writing course, I have *been required* to find and use information beyond the information provided in the course.

2. Identify which of these methods *best supported your transition* in using the library to meet your academic needs at university? Choose a minimum of 1 and no more than 3. Explain why.
summer orientation
guided in-person tour
homework assignment
course requirement
iPod orientation
library instruction session
professor's instruction
on my own initiative
Explanation:

3. Identify which of these methods is your *most preferred* way of being introduced to the library's space, services, and resources? Choose one. Explain why.

summer orientation
guided in-person tour
homework assignment
course requirement
iPod orientation
library instruction session
professor's instruction
on my own initiative
Explanation:

3. During this semester, please rate how often you did the following:						
a. Used the library space for individual study	Not at all	Rarely	Sometimes	Often	Frequently	Always
b. Used the library space for group study	Not at all	Rarely	Sometimes	Often	Frequently	Always
c. Used the library for non-academic purposes	Not at all	Rarely	Sometimes	Often	Frequently	Always
d. Checked out a laptop	Not at all	Rarely	Sometimes	Often	Frequently	Always
e. Contacted a librarian for assistance (e.g. through chat, email, phone, in-person research help etc.)	Not at all	Rarely	Sometimes	Often	Frequently	Always
f. Used the library's website	Not at all	Rarely	Sometimes	Often	Frequently	Always
g. Searched for online books, articles, or databases	Not at all	Rarely	Sometimes	Often	Frequently	Always
h. Checked out a print item from the stacks	Not at all	Rarely	Sometimes	Often	Frequently	Always
i. Requested resources through the Interlibrary Loan service	Not at all	Rarely	Sometimes	Often	Frequently	Always
j. Used resources found through	Not at all	Rarely	Sometimes	Often	Frequently	Always

the library to complete course assignments						
k. Sent documents to a printer in the library	Not at all	Rarely	Sometimes	Often	Frequently	Always

4. Please indicate the primary reason why you use (or do not use) the library.
a. I use the library because … OR b. I do not use the library because …

5. Please respond to the following statements:					
The UC Merced Library *space* is supporting my academic progress.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The UC Merced Library *services* (e.g. reference assistance, laptop checkout, research skills instruction etc.) are supporting my academic progress.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The UC Merced Library *resources* (e.g. books, articles, online databases etc.) are supporting my academic progress.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Library Assessment Questions
Included in Writing 10 Course Evaluation

Q12
Did you receive library instruction (whether in-person or through online tutorials) in WRI 10?

- ❑ Yes
- ❑ No

Q13
Please rate your ability to do the following at the beginning of Writing 10:

Identify valuable search tools (databases, catalogs etc.) to find information for an assignment.

- ❑ Very poor
- ❑ Poor
- ❑ Fair
- ❑ Good
- ❑ Very good
- ❑ Excellent

Use effective search strategies (controlled vocabulary, truncation, Boolean operators, etc.) to find relevant information for an assignment.

- ❑ Very poor
- ❑ Poor
- ❑ Fair
- ❑ Good
- ❑ Very good
- ❑ Excellent

Q14
Please rate your ability to do the following at this point in the semester:

Identify valuable search tools (databases, catalogs etc.) to find information for an assignment.

- ❑ Very poor
- ❑ Poor
- ❑ Fair
- ❑ Good
- ❑ Very good
- ❑ Excellent

Use effective search strategies (controlled vocabulary, truncation, Boolean operators, etc.) to find relevant information for an assignment.

- ❑ Very poor
- ❑ Poor
- ❑ Fair
- ❑ Good
- ❑ Very good
- ❑ Excellent

Q15

Following library instruction in WRI 10, I was able to successfully locate search tools (databases, catalogs etc.) to search for information.

- ❑ Not applicable (I did not receive library instruction in Writing 10)
- ❑ Strongly disagree
- ❑ Disagree
- ❑ Uncertain
- ❑ Agree
- ❑ Strongly agree

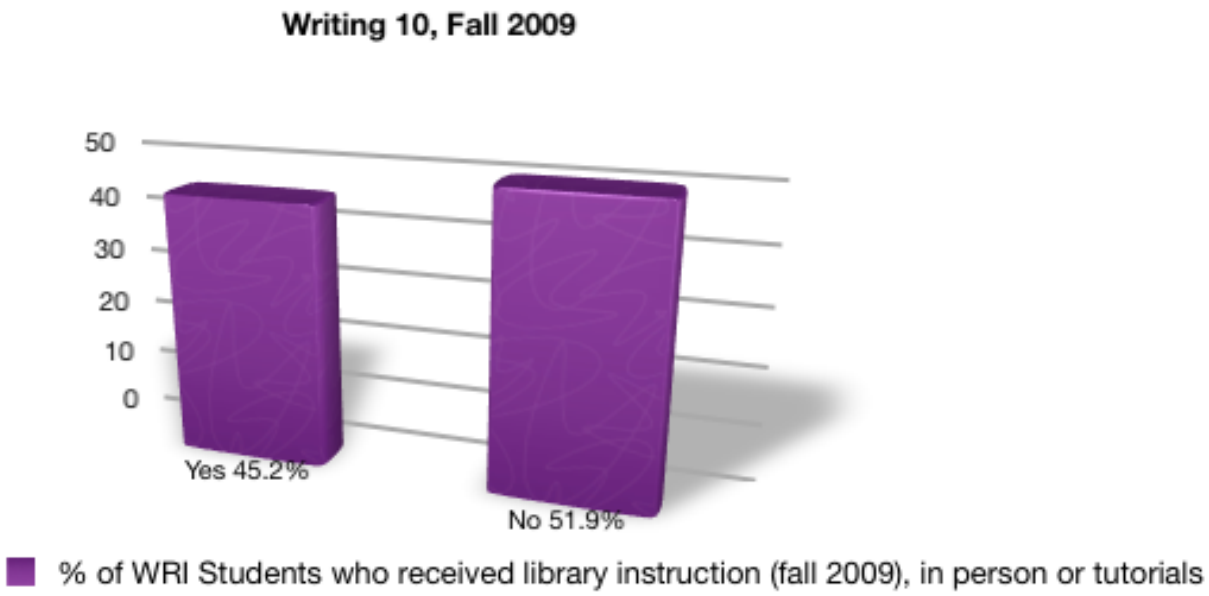
Q16

I used one or more search strategies (controlled vocabulary, truncation, Boolean operators, etc.) introduced through library instruction in WRI 10 to successfully locate relevant information to complete my assignment(s).

- ❑ Not applicable (I did not receive library instruction in Writing 10)
- ❑ Strongly disagree
- ❑ Disagree
- ❑ Uncertain
- ❑ Agree
- ❑ Strongly agree

WRI 10 – fall 2009
Library questions in end-of-class survey
(# of respondents is not provided)

In fall 2009, 45.2% of Writing 10 student respondents received library instruction.



Based on self evaluation, Writing 10 students rated their ability to identify valuable search tools to find information for an assignment to use effective search strategies to find relevant information for an assignment both at the *beginning* and *end* of Writing 10. Very poor and poor rates selected by students at the beginning of Writing 10 dropped significantly by the end of Writing 10.

Only **24.7%** of students ranked their ability to identify valuable search tool to find information for an assignment as very good or excellent at the beginning of Writing 10 while **48.7%** of students ranked their research skills as very good or excellent at the end of Writing 10.

Only **26.6%** of students ranked their ability to use effective search strategies to find information for an assignment as very good or excellent at the beginning of Writing 10 while **46.1%** of students ranked their research skills as very good or excellent at the end of Writing 10.

Following library instruction in Writing 10, **58.3%** of students indicated that they were able to *successfully locate search tools* to search for information. Of the respondents, 12.5% were unsure about their ability while 7.6% disagreed or strongly disagreed with their ability to successfully locate search tools. [23.1% of them selected n/a since they did not receive library instruction].

In addition, **51%** of students indicated that *they used one or more search strategies* introduced through library instruction in WRI 10 to successfully locate relevant information to complete their assignments. Of the respondents, 15.1% were uncertain if they had used search strategies from class while 7.6% disagree or strongly disagreed indicating that they did not employ search strategies introduced in library research instruction. [23.4% of students selected n/a since they did not received library instruction in Writing 10.]

	% of WRI Students who received library instruction (fall 2009), in person or tutorials					
Yes	45.2					
No	51.9					
	%					
	Identify valuable search tools (databases, catalogs etc.) to find information for an assignment.					
before	8.7	16.0	28.2	23.7	12.2	8.0
after	11.5	37.2	30.4	11.2	3.5	2.2
	excellent	very good	good	fair	poor	very poor
	Use effective search strategies (controlled vocabulary, truncation, Boolean operators, etc.) to find relevant information for an assignment.					
before	6.7	19.9	24.7	24.4	12.5	6.7
after	13.1	33.0	29.8	13.8	4.2	2.6
	excellent	very good	good	fair	poor	very poor
	Following library instruction in WRI 10, I was able to successfully locate search tools (databases, catalogs etc.) to search for information.					
strongly agree	23.4					
agree	34.9					
uncertain	12.5					
disagree	2.6					
strongly disagree	1.0					
not	23.1					

applicable (I did not receive library instruction in WRI 10)						
	%					
	I used one or more search strategies (controlled vocabulary, truncation, Boolean operators, etc.) introduced through library instruction in WRI 10 to successfully locate relevant information to complete my assignment(s).					
strongly agree	20.2					
agree	30.8					
uncertain	15.1					
disagree	5.4					
strongly disagree	2.2					
not applicable (I did not receive library instruction in WRI 10)	23.4					

From email
"As you will see, the overall sample scores did increase from the pretest to the posttest. Of the ten students that can be used for comparison, seven of them reported no change or an increase in scores. I did not run any significance tests on this data due to the small sample size, the results would have extremely low power and would not be much use." Chris Cate

Overall Pretest/Posttest Statistics

		Overall Pretest Score	Overall Posttest Score
N	Valid	10	10
	Missing	0	0
Mean		18.2000	18.8000
Median		18.2500	19.2500
Mode		16.00	17.50(a)

a Multiple modes exist. The smallest value is shown

Individual Pretest/Posttest Differences

	Frequency	Percent
-9.00	1	10.0
-1.50	1	10.0
-1.00	1	10.0
.00	2	20.0
1.50	2	20.0
2.50	1	10.0
5.50	1	10.0
6.50	1	10.0
Total	10	100.0

Individual Item Frequencies for Pretest

q1a_pre What are future implications for the world if alternative fuels are not explored?

		Frequency	Percent	Valid Percent
Valid	Incorrect	6	60.0	60.0
	Partial credit	4	40.0	40.0
	Total	10	100.0	100.0

q1b_pre How is Honda responding to demands for fuel efficient cars?

		Frequency	Percent	Valid Percent
Valid	Incorrect	2	20.0	20.0
	Partial credit	5	50.0	50.0
	Correct	3	30.0	30.0

	Total	10	100.0	100.0

q1c_pre Examine how Earthbound Farms produces its organic dried fruit snacks.

		Frequency	Percent	Valid Percent
Valid	Partial credit	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q2a_pre First Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q2b_pre Second Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent
Valid	Incorrect	5	50.0	50.0
	Correct	5	50.0	50.0
	Total	10	100.0	100.0

q2c_pre Third Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent
Valid	Incorrect	5	50.0	50.0
	Correct	5	50.0	50.0
	Total	10	100.0	100.0

q3r_pre You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search--recoded.

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q4a_pre Synonym 1 for "Infant"

		Frequency	Percent	Valid Percent
Valid	Incorrect	7	70.0	70.0
	Partial credit	1	10.0	10.0
	Correct	2	20.0	20.0
	Total	10	100.0	100.0

q4b_pre Synonym 2 for "Infant"

		Frequency	Percent	Valid Percent
Valid	Incorrect	7	70.0	70.0
	Partial credit	2	20.0	20.0
	Correct	1	10.0	10.0
	Total	10	100.0	100.0

q5r_pre If you had to write a paper examining how the television changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	2	20.0	20.0
	Correct	8	80.0	80.0
	Total	10	100.0	100.0

q6r_pre If you had to write a paper discussing how depression is treated, which database subject area would you select?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q7r_pre If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q8r_pre If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: ecotourism; Brazil.--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	2	20.0	20.0
	Correct	8	80.0	80.0
	Total	10	100.0	100.0

q9r_pre Which search will yield the largest set of results?--recoded.

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q10r_pre You want to find information on the topic of athletics and drug use. Which search is the best to start with?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

Q11r_pre Truncation symbol question--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	6	60.0	60.0
	Correct	4	40.0	40.0
	Total	10	100.0	100.0

Q12r_pre Boolean question--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	10	100.0	100.0

q13r_pre You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	7	70.0	70.0
	Correct	3	30.0	30.0
	Total	10	100.0	100.0

q14r_pre Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q15r_pre Examine this citation and summary. Is this article highly relevant for your topic on electric cars?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q16r_pre You are searching for information on specific engineering disasters. Examine the list of articles generated from a search. Do a minimum of four of these five articles look relevant for your topic?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	5	50.0	50.0
	Correct	5	50.0	50.0
	Total	10	100.0	100.0

q17r_pre Examine the citation below. What type of information source is it?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q18r_pre Examine the citation below. What type of information source is it?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q19r_pre Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q20r_pre While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q21r_pre What type of publication is Blood?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	1	10.0	10.0
	Correct	9	90.0	90.0
	Total	10	100.0	100.0

q22r_pre What type of publication is The New York Times?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	1	10.0	10.0
	Correct	9	90.0	90.0
	Total	10	100.0	100.0

q23_1_pre Is an extensive bibliography a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	2	20.0	20.0
	Yes	8	80.0	80.0
	Total	10	100.0	100.0

q23_2_pre Is short in length, averaging 3 to 7 pages, a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	10	100.0	100.0

q23_3_pre Is use of technical or specialized language a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	1	10.0	10.0
	Yes	9	90.0	90.0
	Total	10	100.0	100.0

q23_4_pre Is presentation of original research a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	Yes	10	100.0	100.0

q23_5_pre Are articles that are written by the publication's staff a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	6	60.0	60.0
	Yes	4	40.0	40.0
	Total	10	100.0	100.0

q23_6_pre Is inflammatory language a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	10	100.0	100.0

q23_7_pre Is the inclusion of many illustrations a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	9	90.0	90.0
	Yes	1	10.0	10.0
	Total	10	100.0	100.0

Individual Item Frequencies for Prosttest

q1a_post To what extent did Napoleon Boneparte

		Frequency	Percent	Valid Percent
Valid	Partial credit	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q1b_post How have the Napoleonic Wars shaped the course of modern history in Europe?

		Frequency	Percent	Valid Percent
Valid	Incorrect	6	60.0	60.0
	Partial credit	4	40.0	40.0
	Total	10	100.0	100.0

q1c_post What marketing techniques have contributed to a thriving bottled water industry

		Frequency	Percent	Valid Percent
Valid	Partial credit	5	50.0	50.0
	Correct	5	50.0	50.0
	Total	10	100.0	100.0

q2a_post First Key Term or Concept for the following topic: Why parents are tracking their teenagers using a GPS tracking device?

		Frequency	Percent	Valid Percent
Valid	Incorrect	2	20.0	20.0
	Partial credit	2	20.0	20.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q2b_post Second Key Term or Concept for the following topic: Why parents are tracking their teenagers using a GPS tracking device?

		Frequency	Percent	Valid Percent
Valid	Incorrect	1	10.0	10.0
	Partial credit	2	20.0	20.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q2c_post Third Key Term or Concept for the following topic: Why parents are tracking their teenagers using a GPS tracking device?

		Frequency	Percent	Valid Percent
Valid	Partial credit	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q3r_post You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search--recoded.

		Frequency	Percent	Valid Percent
Valid	Incorrect	10	100.0	100.0

q4a_post Synonym 1 for "Vehicle"

		Frequency	Percent	Valid Percent
Valid	Partial credit	2	20.0	20.0
	Correct	8	80.0	80.0
	Total	10	100.0	100.0

q4b_post Synonym 2 for "Vehicle"

		Frequency	Percent	Valid Percent
Valid	Incorrect	1	10.0	10.0
	Partial credit	2	20.0	20.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q5r_post If you had to write a paper examining how the television changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	5	50.0	50.0
	Correct	5	50.0	50.0
	Total	10	100.0	100.0

q6r_post If you had to write a paper discussing how depression is treated, which database subject area would you select?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q7r_post If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	1	10.0	10.0
	Correct	9	90.0	90.0
	Total	10	100.0	100.0

q8r_post If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: ecotourism; Brazil.--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	5	50.0	50.0
	Correct	5	50.0	50.0
	Total	10	100.0	100.0

q9r_post Which search will yield the largest set of results?--recoded.

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q10r_post You want to find information on the topic of athletics and drug use. Which search is the best to start with?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

Q11r_post Truncation symbol question--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

Q12r_post Boolen question--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	10	100.0	100.0

q13r_post You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q14r_post Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	10	100.0	100.0

q15r_post Examine this citation and summary. Is this article highly relevant for your topic on electric cars?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	4	40.0	40.0
	Correct	6	60.0	60.0
	Total	10	100.0	100.0

q16r_post You are searching for information on specific engineering disasters. Examine the list of articles generated from a search. Do a minimum of four of these five articles look relevant for your topic?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	8	80.0	80.0
	Correct	2	20.0	20.0
	Total	10	100.0	100.0

q17r_post Examine the citation below. What type of information source is it?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	5	50.0	50.0
	Correct	5	50.0	50.0
	Total	10	100.0	100.0

q18r_post Examine the citation below. What type of information source is it?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q19r_post Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	1	10.0	10.0
	Correct	9	90.0	90.0
	Total	10	100.0	100.0

q20r_post While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	1	10.0	10.0
	Correct	9	90.0	90.0
	Total	10	100.0	100.0

q21r_post What type of publication is Blood?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	3	30.0	30.0
	Correct	7	70.0	70.0
	Total	10	100.0	100.0

q22r_post What type of publication is The New York Times?--recoded

		Frequency	Percent	Valid Percent
Valid	Incorrect	2	20.0	20.0
	Correct	8	80.0	80.0
	Total	10	100.0	100.0

q23_1_post Is an extensive bibliography a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	2	20.0	20.0
	Yes	8	80.0	80.0
	Total	10	100.0	100.0

q23_2_post Is short in length, averaging 3 to 7 pages, a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	10	100.0	100.0

q23_3_post Is use of technical or specialized language a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	Yes	10	100.0	100.0

q23_4_post Is presentation of original research a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	1	10.0	10.0
	Yes	9	90.0	90.0
	Total	10	100.0	100.0

q23_5_post Are articles that are written by the publication's staff a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	6	60.0	60.0
	Yes	4	40.0	40.0
	Total	10	100.0	100.0

q23_6_post Is inflammatory language a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	10	100.0	100.0

q23_7_post Is the inclusion of many illustrations a typical characteristic of a scholarly publication?

		Frequency	Percent	Valid Percent
Valid	No	9	90.0	90.0
	Yes	1	10.0	10.0
	Total	10	100.0	100.0

Frequencies

Notes

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	Cases Used	Statistics are based on all cases with valid data.
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Frequency Table

q1.a To what extent did Napoleon Bonaparte's mother influence his political ambitions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 3 - just about right for 8-10 pages	1	10.0	10.0	10.0
	4 4 - somewhat narrow for 8-10 pages	6	60.0	60.0	70.0
	5 5 -- too narrow for 8-10 pages	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q1.b How have the Napoleonic Wars shaped the course of modern history in Europe?

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	2 2 - somewhat broad for 8-10 pages	4	40.0	40.0	40.0
	3 3 - just about right for 8-10 pages	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

q1.c What marketing techniques have contributed to a thriving bottled water industry?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 2 - somewhat broad for 8-10 pages	2	20.0	20.0	20.0
	3 3 - just about right for 8-10 pages	5	50.0	50.0	70.0
	4 4 - somewhat narrow for 8-10 pages	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q2.a First Key Term or Concept

Identify the three key concepts or terms for the following topic. Examine why are parents are tracking their teenagers using a GPS tracking device.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Examine	1	10.0	10.0	10.0
	Global Position System	1	10.0	10.0	20.0
	parent	1	10.0	10.0	30.0
	parenting	1	10.0	10.0	40.0
	parents	2	20.0	20.0	60.0
	Parents	1	10.0	10.0	70.0
	Parents AND GPS tracking device	1	10.0	10.0	80.0
	parents tracking their teenagers	1	10.0	10.0	90.0
	tracking	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q2.b Second Key Term or Concept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GPS	1	10.0	10.0	10.0
	gps tracking device	1	10.0	10.0	20.0
	Parents AND Teens	1	10.0	10.0	30.0
	teenagers	1	10.0	10.0	40.0
	teens	1	10.0	10.0	50.0
	track*	1	10.0	10.0	60.0

	tracking	1	10.0	10.0	70.0
	Tracking	1	10.0	10.0	80.0
	tracking device	1	10.0	10.0	90.0
	why	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q2.c Third Key Term or Concept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	gps	1	10.0	10.0	10.0
	parents	1	10.0	10.0	20.0
	teenager	1	10.0	10.0	30.0
	teenagers	3	30.0	30.0	60.0
	Teenagers	1	10.0	10.0	70.0
	Teens AND GPS tracking device	1	10.0	10.0	80.0
	tracking	1	10.0	10.0	90.0
	why monitor teenagers	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q3 You have just been assigned the following research topic: "Analyze what made the hostage rescue of Ingrid Betancourt in Columbia successful". Identify the best search strategy for your first search.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 "Ingrid Betancourt" AND hostage	8	80.0	80.0	80.0
	6 Columbia AND hostage AND Betancourt	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q4.a Synonym 1

Identify two synonyms or closely related terms for the following word.

Vehicle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	automobile	1	10.0	10.0	10.0
	car	5	50.0	50.0	60.0
	Car	1	10.0	10.0	70.0
	Cars	1	10.0	10.0	80.0
	transportation	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q4.b Synonym 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	automobile	5	50.0	50.0	50.0
	Automobile	1	10.0	10.0	60.0
	car	1	10.0	10.0	70.0
	motorvehicle	1	10.0	10.0	80.0
	Plane	1	10.0	10.0	90.0
	transportation	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q5 If you had to write a paper examining the history of inflation problems in Zimbabwe, what resource from the library's database listing would be most appropriate to search?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 LexisNexis Congressional -- Description: Access to U.S. legislative information, including bills and pending legislatio	3	30.0	30.0	30.0
	2 JSTOR -- Description: Search by subject or browse full text of more than 500 scholarly journals in social sciences, huma	5	50.0	50.0	80.0
	4 Sociological Abstracts -- Description: 1963-present. Abstracts journal articles, monographs, dissertations, conference p	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q6 If you had to write a paper discussing the topic of the legality of capital punishment in the United States, which database subject area would you select?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 American Studies	2	20.0	20.0	20.0
	3 Political Science	6	60.0	60.0	80.0
	4 Sociology	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q7 If you wanted to *narrow* your search results, what term would you use to join your search terms together?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 OR	1	10.0	10.0	10.0
	2 AND	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

q8 If you wanted to search for information on mp3 players, what term would you use to join together these search terms: "*mp3 player*"; *ipod*; "*digital audio player*".

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 OR	5	50.0	50.0	50.0
	2 AND	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

q9 Which search will yield the largest set of results?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 obesity AND (United States OR Canada)	1	10.0	10.0	10.0
	2 obesity AND (United States OR Canada) AND diabetes	3	30.0	30.0	40.0
	4 diabetes OR obesity	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

q10 You want to find information on the topic of salmonella a...

You want to find information on the topic of salmonella and tomatoes. Which search is the best to start with?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 A title search for: salmonella AND tomatoes	1	10.0	12.5	12.5
	3 A keyword search for: salmonella AND tomatoes	6	60.0	75.0	87.5
	4 A subject search for: salmonella AND tomatoes	1	10.0	12.5	100.0
	Total	8	80.0	100.0	

Missing	System	2	20.0		
Total		10	100.0		

q11_1 If you use the truncation symbol at the end of economi *,... - economy

If you use the truncation symbol at the end of economi *, which term(s) will be included in your search. Select *each* correct answer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8	80.0	80.0	80.0
	1 economy	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q11_2 If you use the truncation symbol at the end of economi *,... - economics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	10.0	10.0	10.0
	1 economics	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

q11_3 If you use the truncation symbol at the end of economi *,... - economical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 economical	10	100.0	100.0	100.0

q11_4 If you use the truncation symbol at the end of economi *,... - macroeconomics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8	80.0	80.0	80.0
	1 macroeconomics	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q12_1 (no var label) - code 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	70.0	70.0	70.0
	1 (no code label)	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q12_2 (no var label) - code 2

You have recently been assigned a research topic. You need to find information on how organic products are marketed. This is your initial search which gives you over 1,500 results. How might you change your search to *obtain more relevant results*? Select all that apply.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	60.0	60.0	60.0
	1 (no code label)	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

q12_3 (no var label) - code 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	70.0	70.0	70.0
	1 (no code label)	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q12_4 (no var label) - code 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	70.0	70.0	70.0
	1 (no code label)	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q13 You are researching the topic of leukemia rates in teenag...

You are researching the topic of leukemia rates in teenagers and have over 20,000 results. What would be an appropriate limiter to use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Limit by date to the last 2 years	3	30.0	30.0	30.0
	4 Limit to a specific group, Adolescents 13-18 years	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

q14.a # of the most useful citation

Which of the following citations looks like it would be most useful for your topic on the debate of which baseball bats are the best? Type the number of the citation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	#14	1	10.0	10.0	10.0
	12	1	10.0	10.0	20.0
	13	1	10.0	10.0	30.0
	14	5	50.0	50.0	80.0
	16	1	10.0	10.0	90.0
	17	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q15 Examine this citation and summary. Is this article highly relevant for your topic on using ocean tides to generate energy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6	60.0	60.0	60.0
	2 No	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

q16 (no var label)

You are searching for information on the growing popularity of ecotourism. Examine the list of articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	8	80.0	80.0	80.0
	2 No	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q17

Examine the citation below. What type of information source is it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Newspaper article	1	10.0	10.0	10.0
	2 Book chapter	5	50.0	50.0	60.0
	3 Poem	1	10.0	10.0	70.0
	4 Journal Article	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q18 (no var label)

Examine the citation below. What type of information source

is it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Book chapter	3	30.0	30.0	30.0
	4 Journal Article	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

q19 Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 the UC-eLinks button	9	90.0	90.0	90.0
	2 the Add to Marked List button	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q20 While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 use a web search engine like Yahoo or Google to find a free copy	1	10.0	10.0	10.0
	4 use the Library's Interlibrary Loan (ILL) services	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

q21 Time is published by the Time Inc. It is published weekl...

***Time* is published by the Time Inc. It is published weekly and started in 1923. It covers a variety of general interest topics from health & medicine to arts & entertainment. It includes essays, quotes, letters, articles, feature stories, advertisements and music, book and film reviews etc. Most articles are no longer then 5 pages.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Scholarly journal	1	10.0	10.0	10.0
	4 Trade journal	2	20.0	20.0	30.0
	5 Popular magazine	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

q22 *Electrical Engineering* started in 1912. It is published 6 times a year by Springer. It covers the topics of

electrical and electronic engineering, including related fields in mathematics and physics, with emphasis on the theory of electromagnetic fields, network theory, and electric machine theory. Articles average around 10 pages and the authors tend to work at universities.

What type of publication is *Electrical Engineering*?

.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Scholarly journal	8	80.0	80.0	80.0
	4 Trade journal	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q23_1 Identify which of the following are typically characteristics of a scholarly publication. - Articles have an extensive bibliography

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	20.0	20.0	20.0
	1 Articles have an extensive bibliography	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

q23_2 Identify which of the following are typically characteristics of a scholarly publication. - Articles are short in length, averaging 3 to 7 pages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	100.0	100.0	100.0

q23_3 Identify which of the following are typically characteristics of a scholarly publication. - Articles use technical or specialized language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Articles use technical or specialized language	10	100.0	100.0	100.0

q23_4 Identify which of the following are typically characteristics of a scholarly publication. - Articles present original research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	10.0	10.0	10.0
	1 Articles present original research	9	90.0	90.0	100.0

Total	10	100.0	100.0	

q23_5 Identify which of the following are typically characteristics of a scholarly publication. - Articles are written by the publication's staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	60.0	60.0	60.0
	1 Articles are written by the publication's staff	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

q23_6 Identify which of the following are typically characteristics of a scholarly publication. - Articles include inflammatory language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	100.0	100.0	100.0

q23_7 Identify which of the following are typically characteristics of a scholarly publication. - Articles include many illustrations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	90.0	90.0	90.0
	1 Articles include many illustrations	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q24 I found full-text articles through the library's online d...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6	60.0	60.0	60.0
	2 No	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

q25 I ordered one or more articles through the Interlibrary L...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2	20.0	20.0	20.0
	2 No	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

q26 I ordered one or more books through the Interlibrary Loan...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	30.0	30.0	30.0
	2 No	5	50.0	50.0	80.0
	3 Unsure	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q27 I viewed a minimum of one online book available through t...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5	50.0	50.0	50.0
	2 No	4	40.0	40.0	90.0
	3 Unsure	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q28 I checked out a minimum of one book from the UC Merced Li...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4	40.0	40.0	40.0
	2 No	5	50.0	50.0	90.0
	3 Unsure	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q29 I searched Academic Search Complete (EBSCO) for my final ...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	8	80.0	80.0	80.0
	2 No	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q30 I searched Google Scholar for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7	70.0	70.0	70.0
	2 No	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q31 I searched Melvyl (UC catalog) for my final Writing 10 pa...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6	60.0	60.0	60.0

	2 No	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

q32 I did not search any library databases or catalogs for my...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1	10.0	10.0	10.0
	2 No	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

q33 I used a web search engine e.g. Google, Yahoo etc. for my...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6	60.0	60.0	60.0
	2 No	3	30.0	30.0	90.0
	3 Unsure	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q34 I was able to determine if an article was either scholarl...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7	70.0	77.8	77.8
	3 N/A (I was not required to distinguish between scholarly or popular articles.)	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q35 I used Ulrich's International Periodicals Directory to de...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2	20.0	20.0	20.0
	2 No	6	60.0	60.0	80.0
	3 N/A (I was not required to distinguish between scholarly or popular articles.)	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q36 I referred to the library's handout on "Distinguishing Be...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2	20.0	20.0	20.0
	2 No	6	60.0	60.0	80.0
	3 N/A (I was not required to distinguish between scholarly or popular articles.)	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q37 I viewed the library's online tutorial on "Distinguishing...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1	10.0	10.0	10.0
	2 No	8	80.0	80.0	90.0
	3 Unsure	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q38 I used limits in databases (e.g. the limit to peer-review...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5	50.0	50.0	50.0
	2 No	2	20.0	20.0	70.0
	3 Unsure	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

q39 During the semester, I examined the bibliography or footn...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	8	80.0	80.0	80.0
	2 No	1	10.0	10.0	90.0
	3 Unsure	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q40 I visited a librarian for research help before my final r...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1	10.0	10.0	10.0
	2 No	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

q41 I contacted the library for research help? E.g. text mess...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1	10.0	10.0	10.0
	2 No	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

q42 In high school, I received some instruction to help me le...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	8	80.0	80.0	80.0
	2 No	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

q43 I received library instruction in Writing 1 from Library ...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	30.0	30.0	30.0
	2 No	1	10.0	10.0	40.0
	3 Not applicable. I did not take Writing 1.	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

q44 I used RefWorks to create a bibliography for my Writing 1...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 No	10	100.0	100.0	100.0

q45 I have attended a one hour RefWorks workshop in the library.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2	20.0	20.0	20.0
	2 No	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

q46 I have received additional library instruction from a lib...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	30.0	30.0	30.0
	2 No	6	60.0	60.0	90.0
	3 Unsure	1	10.0	10.0	100.0

Total	10	100.0	100.0	

q47 This is my first time taking Writing 10.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	9	90.0	90.0	90.0
	2 No	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q48 Which type of library instruction did you receive.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 I attended an in-person class on library research for Writing 10.	8	80.0	80.0	80.0
	2 I used the online library research tutorials for Writing 10.	1	10.0	10.0	90.0
	4 I did not receive library instruction.	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

q49 On a scale of 1 to 5, how satisfied were you with the fac...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1 - very satisfied	2	20.0	25.0	25.0
	2 2 - satisfied	4	40.0	50.0	75.0
	3 3 - somewhat satisfied	1	10.0	12.5	87.5
	5 5 - very unsatisfied	1	10.0	12.5	100.0
	Total	8	80.0	100.0	
Missing	System	2	20.0		
Total		10	100.0		

q49.a On a scale of 1 to 5, how satisfied were you with the onl...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 3 - somewhat satisfied	1	10.0	100.0	100.0
Missing	System	9	90.0		
Total		10	100.0		

q49.a1 On a scale of 1 to 5, how satisfied were you with a combi...

	Frequency	Percent

Missing	System	10	100.0

q50 I used some of the search strategies I learned by receivi...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1	10.0	100.0	100.0
Missing	System	9	90.0		
Total		10	100.0		

q51 On a scale of 1 to 5, how comfortable did you feel using ...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 2 - comfortable	4	40.0	50.0	50.0
	3 3 - somewhat comfortable	2	20.0	25.0	75.0
	5 5 - very uncomfortable	2	20.0	25.0	100.0
	Total	8	80.0	100.0	
Missing	System	2	20.0		
Total		10	100.0		

q52 On a scale of 1 to 5, how comfortable do you feel using I...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1 - very comfortable	3	30.0	33.3	33.3
	2 2 - comfortable	4	40.0	44.4	77.8
	3 3 - somewhat comfortable	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q53 On a scale of 1 to 5, how would you rate your research sk...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 2 - very good	2	20.0	22.2	22.2
	3 3 - good	4	40.0	44.4	66.7
	4 4 - satisfactory	2	20.0	22.2	88.9
	5 5 - poor	1	10.0	11.1	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q54 On a scale of 1 to 5, how would you rate your research sk...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1 - excellent	1	10.0	11.1	11.1
	2 2 - very good	4	40.0	44.4	55.6
	3 3 - good	2	20.0	22.2	77.8
	4 4 - satisfactory	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q55 Were you satisfied with the amount of library instruction...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1 - very satisfied	2	20.0	22.2	22.2
	2 2 - satisfied	4	40.0	44.4	66.7
	3 3 - somewhat satisfied	3	30.0	33.3	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

q58 What is your class level?

		Frequency	Percent
Missing	System	10	100.0

q59 What is your student type?

		Frequency	Percent
Missing	System	10	100.0

q60 What is your gender?

		Frequency	Percent
Missing	System	10	100.0

q61 What is your status?

		Frequency	Percent
Missing	System	10	100.0

q62 With which school are you affiliated?

		Frequency	Percent
Missing	System	10	100.0

q63 What is your ethnicity?

		Frequency	Percent
Missing	System	10	100.0

q64 What is your geographic origin?

		Frequency	Percent
Missing	System	10	100.0

q65 What is your high school GPA?

		Frequency	Percent
Missing	System	10	100.0

q66 What is your SAT scores (included converted ACTscores)?

		Frequency	Percent
Missing	System	10	100.0

q67 What is your SAT Math scores?

		Frequency	Percent
Missing	System	10	100.0

q68 What is your SAT Reading scores?

		Frequency	Percent
Missing	System	10	100.0

q69 What is your SAT Writing scores?

		Frequency	Percent
Missing	System	10	100.0

q70 What is your housing status?

		Frequency	Percent
Missing	System	10	100.0

q71 What is your admit status?

		Frequency	Percent
Missing	System	10	100.0

q72 What is your mother's education level?

		Frequency	Percent
Missing	System	10	100.0

q73 What is your fathers's education level?

		Frequency	Percent
Missing	System	10	100.0

q74 How many credits did you take this past semester?

		Frequency	Percent
Missing	System	10	100.0

q75 Did you attend summer bridge?

		Frequency	Percent
Missing	System	10	100.0

q76 What term did you start?

		Frequency	Percent
Missing	System	10	100.0

q77 How much have your received through scholarships?

		Frequency	Percent
Missing	System	10	100.0

q78 How much have your received through grants?

		Frequency	Percent
Missing	System	10	100.0

q79 How much have your received through loans?

		Frequency	Percent
Missing	System	10	100.0

q80 What is your final grade for Writing 10 at the end of the...

		Frequency	Percent
Missing	System	10	100.0

q81 What is your Writing 10 section?

		Frequency	Percent
Missing	System	10	100.0

q83 What is your overall GPA for the semester?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	100.0	100.0	100.0

q84 What is your cumulative GPA?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	100.0	100.0	100.0

q85 What is your grade for your final paper in Writing 10?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	100.0	100.0	100.0

Pretest Frequencies Merced November 10, 2008

Frequency Table—RAW Data

q3 You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	cloning AND human embryos	3	7.1	7.1	7.1
	human cloning AND ethics	29	69.0	69.0	76.2
	genetic engineering	1	2.4	2.4	78.6
	argument AND human cloning	4	9.5	9.5	88.1
	medical ethics AND cloning	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

* 69% chose the correct answer and almost another 10% chose what is a logical 2nd choice

q5 If you had to write a paper examining how the television changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABELL: Annual Bibliography of English Language and Literature	7	16.7	16.7	16.7
	Philosophers Index	2	4.8	4.8	21.4
	MEDLINE via PubMed	1	2.4	2.4	23.8
	JSTOR	32	76.2	76.2	100.0
	Total	42	100.0	100.0	

76.2% chose the correct answer

q6 If you had to write a paper discussing how depression is treated, which database subject area would you select?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Environmental Studies	3	7.1	7.1	7.1
	Anthropology	8	19.0	19.0	26.2
	Biological Sciences	27	64.3	64.3	90.5
	Philosophy	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

64.3% chose the correct answer (Biological Sciences) , with another 19% selecting Anthropology which would be the 2nd most logical choice

q7 If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"OR"	27	64.3	64.3	64.3
	"AND"	12	28.6	28.6	92.9
	"NEAR"	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

While 64.3 percent chose the correct answer (OR), 28.6% chose AND so this indicates some difficulty in choosing appropriate Boolean operators to string terms together.

q8 If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: ecotourism; Brazil.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"OR"	3	7.1	7.1	7.1
	"AND"	30	71.4	71.4	78.6
	"NEAR"	9	21.4	21.4	100.0
	Total	42	100.0	100.0	

71.4% chose the correct answer and another 21.4% chose an answer which I would consider logical though rarely used.. 7.1% are choosing OR which is incorrect.

q9 Which search will yield the largest set of results?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	California AND (Travel OR Tourism)	4	9.5	9.5	9.5
	California AND (Travel OR Tourism) AND gold rush	15	35.7	35.7	45.2
	California AND Travel	9	21.4	21.4	66.7
	California OR Tourism	14	33.3	33.3	100.0
	Total	42	100.0	100.0	

Some respondents (35.7%) gravitated toward the longest search string as the one with the most results. 33.3% answer this question correctly. This indicates that students many not be clear about how Boolean operators work and how this can narrow or expand search results.

q10 You want to find information on the topic of athletics and drug use. Which search is the best to start with?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A title search for: Athletes AND Drugs	1	2.4	2.4	2.4
	A keyword search for: Athletes AND Drugs	26	61.9	61.9	64.3
	A journal title search for: Athletes AND Drugs	2	4.8	4.8	69.0
	A subject search for: Athletes AND Drugs	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

61.9% of students selected the correct answer. Not surprisingly 31% selected a subject search. This is a common issue; however, it may not be a bad as we expect since many databases default to a keyword search rather than a subject search.

$Q11 Frequencies

		Responses		Percent of Cases
		N	Percent	N
$Q11(a)	q11_1 If you use the truncation symbol at the end of politi*, would "politics" be included in your search	40	43.5%	95.2%
	q11_2 If you use the truncation symbol at the end of politi*, would "apolitical" be included in your search	10	10.9%	23.8%
	q11_3 If you use the truncation symbol at the end of politi*, would "polite" be included in your search	6	6.5%	14.3%
	q11_4 If you use the truncation symbol at the end of politi*, would "politicians" be included in your search	36	39.1%	85.7%
Total		92	100.0%	219.0%

a Dichotomy group tabulated at value 1.

** How many answered both A and D?
Overall, most students seemed to select the correct answers.

$Q12 Frequencies

		Responses		Percent of Cases
		N	Percent	N
$Q12(a)	q12_1 You need to find information on how employees are coached in organizations. How might you change your search to obtain more relevant results? First picture	8	16.7%	19.5%
	q12_2 You need to find information on how employees are coached in organizations. How might you change your search to obtain more relevant results? Second picture	17	35.4%	41.5%
	q12_3 You need to find information on how employees are coached in organizations. How might you change your search to obtain more relevant results? Third picture	18	37.5%	43.9%
	q12_4 You need to find information on how employees are coached in organizations. How might you change your search to obtain more relevant results? Fourth picture	5	10.4%	12.2%
Total		48	100.0%	117.1%

a Dichotomy group tabulated at value 1.

Strangely enough, a number of students select the 3rd option which is coaching (in PE people) and employees in (All txt). Many more selected the second screen shot which is an option and fewer selected the first screen shot which is another option. This may indicate that students are not always sure what specific search fields represent.

q13 You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limit to core journals	11	26.2	26.8	26.8
	Limit to articles by female gender	1	2.4	2.4	29.3
	Limit by date to the last 2 years	23	54.8	56.1	85.4
	Limit to a specific group, Adolescents 13-18 years	6	14.3	14.6	100.0
	Total	41	97.6	100.0	
Missing	System	1	2.4		
Total		42	100.0		

While over half selected "limit by date to the last 2 years", it seems as though this answer should have been more obvious. Though "limit to core journal" is not a poor choice it should not be the first choice since the student is being asked for information on "recent treatments".

q14.a Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Second citation	4	9.5	9.8	9.8
	Third citation	7	16.7	17.1	26.8
	Fourth citation	4	9.5	9.8	36.6
	Sixth citation	26	61.9	63.4	100.0
	Total	41	97.6	100.0	
Missing	System	1	2.4		
Total		42	100.0		

The 6th citation "The "CSI Effect": Better Jurors through Television and Science?" is the correct answer and the one students selected most often (61.9%). Some students also selected the following titles: "The CSI Effect", "CSI:Reality" and "CSI: Romance".

q15 Examine this citation and summary. Is this article highly relevant for your topic on electric cars?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	26.2	26.2	26.2
	No	31	73.8	73.8	100.0
	Total	42	100.0	100.0	

No is the correct answer with 73.8% answering this way.

q16 You are searching for information on specific engineering disasters. Examine the list of articles generated from a search. Do a minimum of four of these five articles look relevant for your topic?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	40.5	40.5	40.5

No	25	59.5	59.5	100.0
Total	42	100.0	100.0	

This was a difficult question and almost 60% answered it correctly. However, that means that 40% are finding this type of task difficult.

q17 Examine the citation below. What type of information source is it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper article	4	9.5	9.5	9.5
	Book	18	42.9	42.9	52.4
	Journal Article	20	47.6	47.6	100.0
	Total	42	100.0	100.0	

It is very interesting that students were primarily divided between whether this was a book or journal citation. It is a journal citation and the Volume and Issue number were included as well as defined page numbers.

q18 Examine the citation below. What type of information source is it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper article	4	9.5	9.8	9.8
	Book	25	59.5	61.0	70.7
	Journal Article	12	28.6	29.3	100.0
	Total	41	97.6	100.0	
Missing	System	1	2.4		
Total		42	100.0		

The answer to this was book or more specifically book chapter. Almost 60% of students got this question correct. Still a large number of students though this was a journal article.
These last two question seem to indicate that students are not that comfortable determining why type of information source they are looking at by examining a citation or bib information.

q19 Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	the Add to Marked List button	1	2.4	2.4	2.4
	the UC-eLinks button	35	83.3	83.3	85.7
	the Analyze Results link	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

83.3% of students got this answer correct.

q20 While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Contact the publisher for a copy	1	2.4	2.4	2.4
	Purchase a copy by paying for it online	1	2.4	2.4	4.9

	Use a web search engine like Yahoo or Google to find a free copy	10	23.8	24.4	29.3
	Use the LIbrary	29	69.0	70.7	100.0
	Total	41	97.6	100.0	
Missing	System	1	2.4		
Total		42	100.0		

Most students selected use the Library's Interlibrary Loan services (69.0%); however, a number of students thought that going to a search engine to find a free copy was the best alternative.

q21 What type of publication is Blood?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper	1	2.4	2.4	2.4
	Scholarly journal	36	85.7	85.7	88.1
	Trade journal	3	7.1	7.1	95.2
	Popular magazine	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

The majority of students correctly identified *Blood* as a scholarly journal (85.7%).

q22 What type of publication is The New York Times?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper	37	88.1	88.1	88.1
	Popular magazine	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Most students selected the correct answer (88.1%), newspaper though some classified it as a popular magazine.

$Q23 Frequencies

		Responses		Percent of Cases
		N	Percent	N
$Q23(a)	q23_1 Is an extensive bibliography a typical characteristic of a scholarly publication?	33	24.3%	78.6%
	q23_2 Is short in length, averaging 3 to 7 pages, a typical characteristic of a scholarly publication?	9	6.6%	21.4%
	q23_3 Is use of technical or specialized language a typical characteristic of a scholarly publication?	34	25.0%	81.0%
	q23_4 Is presentation of original research a typical characteristic of a scholarly publication?	38	27.9%	90.5%
	q23_5 Are articles that are written by the publication's staff a typical characteristic of a scholarly publication?	10	7.4%	23.8%
	q23_6 Is inflammatory language a typical characteristic of a scholarly publication?	4	2.9%	9.5%
	q23_7 Is the inclusion of many illustrations a typical characteristic of a scholarly publication?	8	5.9%	19.0%
Total		136	100.0%	323.8%

a Dichotomy group tabulated at value 1.

Frequency Table—Correct/Incorrect Responses

q1.a What are future implications for the world if alternative fuels are not explored?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	27	64.3	64.3	64.3
	Partial credit	13	31.0	31.0	95.2
	Correct	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

q1.b How is Honda responding to demands for fuel efficient cars?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	4	9.5	9.5	9.5
	Partial credit	24	57.1	57.1	66.7
	Correct	14	33.3	33.3	100.0
	Total	42	100.0	100.0	

q1.c Examine how Earthbound Farms produces its organic dried fruit snacks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	1	2.4	2.4	2.4
	Partial credit	11	26.2	26.2	28.6
	Correct	30	71.4	71.4	100.0
	Total	42	100.0	100.0	

q2.a First Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	22	52.4	52.4	52.4
	Correct	20	47.6	47.6	100.0
	Total	42	100.0	100.0	

q2.b Second Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	21	50.0	50.0	50.0
	Correct	21	50.0	50.0	100.0
	Total	42	100.0	100.0	

q2.c Third Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	20	47.6	47.6	47.6
	Correct	22	52.4	52.4	100.0
	Total	42	100.0	100.0	

q3r You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search--recoded.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	13	31.0	31.0	31.0
	Correct	29	69.0	69.0	100.0
	Total	42	100.0	100.0	

q4.a Synonym 1 for "Infant"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	29	69.0	69.0	69.0
	Partial credit	5	11.9	11.9	81.0
	Correct	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

q4.b Synonym 2 for "Infant"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	32	76.2	76.2	76.2
	Partial credit	4	9.5	9.5	85.7
	Correct	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

q5r If you had to write a paper examining how the television changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	10	23.8	23.8	23.8
	Correct	32	76.2	76.2	100.0
	Total	42	100.0	100.0	

q6r If you had to write a paper discussing how depression is treated, which database subject area would you select?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	15	35.7	35.7	35.7
	Correct	27	64.3	64.3	100.0
	Total	42	100.0	100.0	

q7r If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	15	35.7	35.7	35.7
	Correct	27	64.3	64.3	100.0
	Total	42	100.0	100.0	

q8r If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: ecotourism; Brazil.--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	12	28.6	28.6	28.6
	Correct	30	71.4	71.4	100.0
	Total	42	100.0	100.0	

q9r Which search will yield the largest set of results?--recoded.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	28	66.7	66.7	66.7
	Correct	14	33.3	33.3	100.0
	Total	42	100.0	100.0	

q10r You want to find information on the topic of athletics and drug use. Which search is the best to start with?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	16	38.1	38.1	38.1
	Correct	26	61.9	61.9	100.0
	Total	42	100.0	100.0	

Q11r Truncation symbol question--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	23	54.8	54.8	54.8
	Correct	19	45.2	45.2	100.0
	Total	42	100.0	100.0	

Q12r Boolen question--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	40	95.2	95.2	95.2
	Correct	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

q13r You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	19	45.2	45.2	45.2
	Correct	23	54.8	54.8	100.0
	Total	42	100.0	100.0	

q14.ar Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	16	38.1	38.1	38.1
	Correct	26	61.9	61.9	100.0
	Total	42	100.0	100.0	

q15r Examine this citation and summary. Is this article highly relevant for your topic on electric cars?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	11	26.2	26.2	26.2
	Correct	31	73.8	73.8	100.0
	Total	42	100.0	100.0	

q16r You are searching for information on specific engineering disasters. Examine the list of articles generated from a search. Do a minimum of four of these five articles look relevant for your topic?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	17	40.5	40.5	40.5
	Correct	25	59.5	59.5	100.0
	Total	42	100.0	100.0	

q17r Examine the citation below. What type of information source is it?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	22	52.4	52.4	52.4
	Correct	20	47.6	47.6	100.0
	Total	42	100.0	100.0	

q18r Examine the citation below. What type of information source is it?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	17	40.5	40.5	40.5
	Correct	25	59.5	59.5	100.0
	Total	42	100.0	100.0	

q19r Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	7	16.7	16.7	16.7
	Correct	35	83.3	83.3	100.0
	Total	42	100.0	100.0	

q20r While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	13	31.0	31.0	31.0
	Correct	29	69.0	69.0	100.0
	Total	42	100.0	100.0	

q21r What type of publication is Blood?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	6	14.3	14.3	14.3
	Correct	36	85.7	85.7	100.0
	Total	42	100.0	100.0	

q22r What type of publication is The New York Times?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	5	11.9	11.9	11.9
	Correct	37	88.1	88.1	100.0
	Total	42	100.0	100.0	

PRETEST Total Score Statistics

qscore Total Score pretest

N	Valid	42
	Missing	0
Mean		17.845
Median		17.750
Mode		17.5
Std. Deviation		3.4118
Range		13.5
Minimum		11.5
Maximum		25.0

Post-Test

1. You need to write an 8-10 page paper on a topic. For each topic, rate it on a scale of 1 to 5.

1 – too broad for 8-10 pages; 2 – somewhat broad for 8-10 pages; 3 – just about right for 8-10 pages; 4 – somewhat narrow for 8-10 pages; 5 – too narrow for 8-10 pages

a. To what extent did Napoleon Boneparte's mother influence his political ambitions? 1 2 3 4 5
b. How have the Napoleonic Wars shaped the course of modern history in Europe? 1 2 3 4 5
c.. What marketing techniques have contributed to a thriving bottled water industry? 1 2 3 4 5

2. Identify the three key concepts or terms for the following topic.
Examine why are parents are tracking their teenagers using a GPS tracking device.

First Key Term or Concept _____
Second Key Term or Concept _____
Third Key Term or Concept _____

3. You have just been assigned the following research topic: "Analyze what made the hostage rescue of Ingrid Betancourt in Columbia successful". Identify the best search strategy for your first search.

A. hostage AND rescue
B. success AND hostage AND rescue
C. "Ingrid Betancourt" AND hostage
D. Betancourt AND hostage AND rescue
E. Columbia AND hostage AND rescue
F. Columbia AND hostage AND Betancourt

4. Identify two synonyms or closely related terms for the following word.
Vehicle
a. _____ b. _____

5. If you had to write a paper examining the history of inflation problems in Zimbabwe, what resource from the library's database listing would be most appropriate to search?

A. LexisNexis Congressional
Description: Access to U.S. legislative information, including bills and pending legislation, legislative history, hearings, testimony, reports, documents, Congressional Record, public laws, etc.

B. JSTOR
Description: Search by subject or browse full text of more than 500 scholarly journals in social sciences, humanities, and sciences, to their earliest issues. Many titles extend as far back as the late 19th or early 20th centuries; most recent 3-5 years not included.

C. Black Drama
Description: 1850-present. Black Drama contains 908 plays by 171 playwrights, together with detailed, fielded information on related productions, theaters, production companies, and more. When complete, the collection will include more than 1,200 plays.

D. Sociological Abstracts
Description: 1963-present. Abstracts journal articles, monographs, dissertations, conference proceedings, other research covering sociology, social work, and related social sciences. Also includes selected web resources.

6. If you had to write a paper discussing the topic of the legality of capital punishment in the United States, which database subject area would you select?

A. American Studies
B. Anthropology
C. Political Science
D. Sociology

7. If you wanted to *narrow* your search results, what term would you use to join your search terms together?

A. OR
B. AND
C. LIKE
D. NEAR

8. If you wanted to search for information on mp3 players, what term would you use to join together these search terms: "*mp3 player"; ipod; "digital audio player"*.

A. OR
B. AND
C. NOT
D. NEAR

9. Which search will yield the largest set of results?

A. obesity AND (United States OR Canada)
B. obesity AND (United States OR Canada) AND diabetes
C. obesity AND diabetes
D. diabetes OR obesity

10. You want to find information on the topic of salmonella and tomatoes. Which search is the best to start with?

A. a **journal title** search for: salmonella AND tomatoes

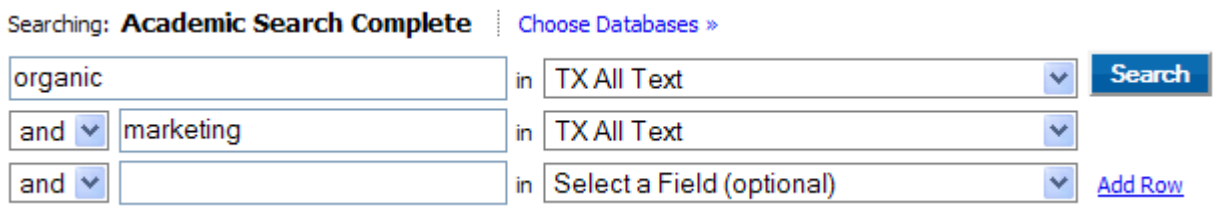
B. a **title** search for: salmonella AND tomatoes
C. a **keyword** search for: salmonella AND tomatoes
D. a **subject** search for: salmonella AND tomatoes

11. If you use the truncation symbol at the end of economi *, which term(s) will be included in your search. Select *each* correct answer.

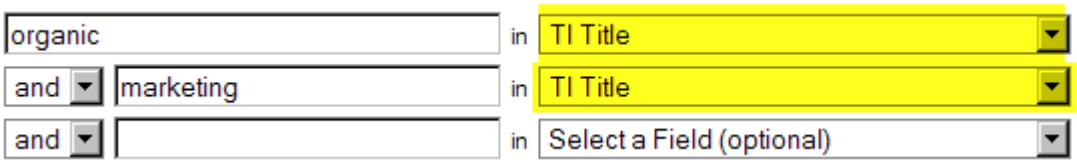
A. economy
B. economics
C. economical
D. macroeconomics

12. You have recently been assigned a research topic. You need to find information on how organic products are marketed. This is your initial search which gives you over 1,500 results. How might you change your search to *obtain more relevant results*? Select all that apply.

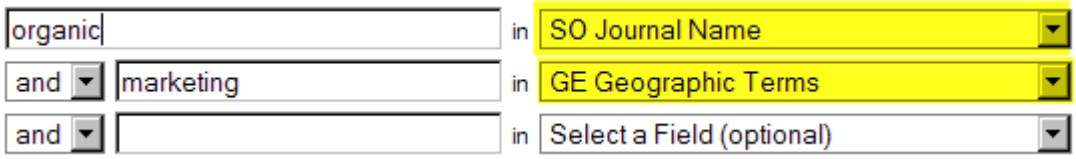
Initial Search:



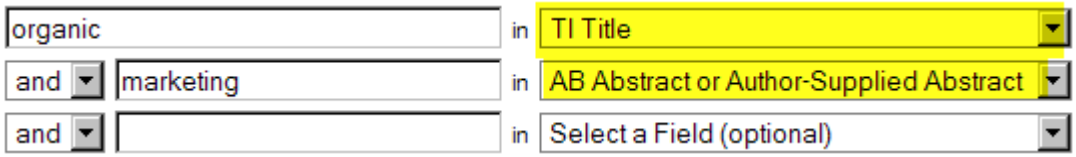
A.



B.



C.



D.

Searching: **Academic Search Complete** | Choose Databases »

	organic	in	SU Subject Terms
and	marketing	in	PE People
and		in	Select a Field (optional)

13. You are researching the topic of leukemia rates in teenagers and have over 20,000 results. What would be an appropriate limiter to use?

A. Limit by date to the last 2 years
B. Limit to articles by female gender
C. Limit to editorials
D. Limit to a specific group, Adolescents 13-18 years

14. Which of the following citations looks like it would be most useful for your topic on the debate of which baseball bats are the best? Type the number of the citation. (DE baseball bats) not imminent or curry or jays or killer or compliance or fader

11. Specificity of practice in baseball batting.
By: Scott, Sandee A.; Gray, Robert D.. Journal of Sport & Exercise Psychology, Jul2007 Supplement, Vol. 29, pS126-S127, 2p; (*AN 25216342*)
Abstract Only
Add to folder
UC-eLinks

12. The science of swat.
Men's Health (10544836), Jul/Aug2007, Vol. 22 Issue 6, p98-98, 1p; (*AN 25588031*)
HTML Full Text
Add to folder
UC-eLinks

13. THE GOODS.
By: Aaronson, Lauren. Popular Science, Jul2007, Vol. 271 Issue 1, p24-25, 2p; (*AN 25267821*)
HTML Full Text
Add to folder
UC-eLinks

14. The Battle Over Bats.
By: Hewitt, Bill; Egan, Nicole Weisensee; Bane, Jason. People, 6/11/2007, Vol. 67 Issue 23, p150-150, 1p, 2 color; (*AN 25264775*)
HTML Full Text
Add to folder
UC-eLinks

15. ANATOMY OF A SWING.
By: Coburn, Davin. Popular Mechanics, Jun2007, Vol. 184 Issue 6, p100-101, 2p, 2 diagrams, 1 graph; (*AN 25274725*)
HTML Full Text
Add to folder
UC-eLinks

16. Hey, Batter.
Wall Street Journal - Eastern Edition, 5/2/2007, Vol. 249 Issue 102, pA20, 0p; (*AN 24995361*)
Abstract Only
Add to folder
UC-eLinks

17. Bats behind schedule.
By: McNeal, Stan. Sporting News, 3/26/2007, Vol. 231 Issue 13, p42-42, 0p, 1 color; (*AN 24470630*)
HTML Full Text PDF Full Text (493KB)
Add to folder
UC-eLinks

15. Examine this citation and summary. Is this article highly relevant for your topic on using ocean tides to generate energy?

A. Yes
B. No

TUNA POWER.
By: Carey, Bjorn. ***Popular Science***, Apr2007, Vol. 270 Issue 4, p32-33, 2p, 3 diagrams; (*AN 24235213*)
HTML Full Text

The article discusses the development of an alternate energy source through the use of fin- and kelp-shaped devices to harness the power of the ***ocean*** tides. Detailed in the article is Tim Finnigan, founder of BioPower Systems, the company that developed the technology. The article discuss the amount of power the generators will produce.

16. You are searching for information on the growing popularity of ecotourism. Examine the list of articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?
Ecotourism (SU) AND popularity NOT fluke or grizzly or partying or jonah or prefecture or penguins or amodeo or davidson or seideman or branswell or beijing

A. Yes
B. No

All Results: 1-5 of 5 Page: 1 **Sort by:** Date Add (1-5)

Results for: TI (eco tourism OR ecotourism) and popularity Alert / Save / Share »

1. Las Islas de los Changos (the Monkey Islands): the economic impact of ***ecotourism*** in the region of Los Tuxtlas, Veracruz, Mexico.
By: Serio-Silva, Juan Carlos. American Journal of Primatology, May2006, Vol. 68 Issue 5, p499-506, 8p; DOI: 10.1002/ajp.20245; (*AN 20539166*)
Abstract Only
Add to folder
UC-eLinks

2. Misrepresenting Communities: The Politics of Community-Based Rural ***Ecotourism*** in Gales Point Manatee, Belize.
By: Belsky, Jill M.. Rural Sociology, Dec99, Vol. 64 Issue 4, p641-666, 26p, 1 map; (*AN 2557535*)
Abstract Only
Add to folder | Cited References: (11) | Times Cited in this Database: (7)
UC-eLinks

3. Adventure vs. ***Ecotourism.***
By: Beeh, Jenny E.. E - The Environmental Magazine, May/Jun99, Vol. 10 Issue 3, p46, 2p, 1 color; (*AN 1804273*)
HTML Full Text PDF Full Text (394KB)
Add to folder
UC-eLinks

4. ***Ecotourism*** is growing and getting greener along the trail.
By: Polson, Sheila. Christian Science Monitor, 8/27/96, Vol. 88 Issue 191, p12, 2 color; (*AN 9609111319*)
HTML Full Text
Add to folder
UC-eLinks

5. Belize offers an adventure in ***ecotourism.***
By: Wells, Ken. Wall Street Journal - Eastern Edition, 5/10/96, Vol. 227 Issue 93, pB6, 1 bw; (*AN 9605242177*)
Abstract Only
Add to folder
UC-eLinks

17. Examine the citation below. What type of information source is it?

"Recordings and the Music Business" in *Music of the World War II era*. Young, William H. and Nancy K. Young. Westport, CT: Greenwood Press. (2008) 261pp.

A. Newspaper article
B. Book chapter
C. Poem
D. Journal Article

18. Examine the citation below. What type of information source is it?

External source monitoring in a real-life event: Developmental changes in ability to identify source persons.
Sugimura, Tomoko
Applied Cognitive Psychology. Vol 22(4), May 2008, pp. 527-539

A. Newspaper article
B. Book chapter
C. Poem
D. Journal Article

19. Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

A. the UC-eLinks button
B. the Add to Marked List button
C. the Print button
D. the Analyze Results link

20. While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?

A. contact the publisher for a copy
B. purchase a copy by paying for it online
C. use a web search engine like Yahoo or Google to find a free copy
D. use the Library's Interlibrary Loan (ILL) services

21. *Time* is published by the Time Inc. It is published weekly and started in 1923. It covers a variety of general interest topics from health & medicine to arts & entertainment. It includes essays, quotes, letters, articles, feature stories, advertisements and music, book and film reviews etc. Most articles are no longer then 5 pages.

What type of publication is *Time*?

A. Newspaper
B. Book
C. Scholarly journal
D. Trade journal
E. Popular magazine

22. *Electrical Engineering* started in 1912. It is published 6 times a year by Springer. It covers the topics of electrical and electronic engineering, including related fields in mathematics and physics, with emphasis on the theory of electromagnetic fields, network theory, and electric machine theory. Articles average around 10 pages and the authors tend to work at universities.

What type of publication is *Electrical Engineering*?

A. Newspaper
B. Book
C. Scholarly journal
D. Trade journal
E. Popular magazine

23. Identify which of the following are typically characteristics of a scholarly publication. Select all that apply.

A. ____ Articles have an extensive bibliography
B. ____ Articles are short in length, averaging 3 to 7 pages
C. ____ Articles use technical or specialized language
D. ____ Articles present original research
E. ____ Articles are written by the publication's staff
F. ____ Articles include inflammatory language
G. ____ Articles include many illustrations

Y or N or Unsure	I found full-text articles through the library's online databases for my final Writing 10 paper.
Y or N or Unsure	I ordered one or more **articles** through the Interlibrary Loan Services for my final Writing 10 paper.

Y or N or Unsure	I ordered one or more **books** through the Interlibrary Loan Services for my final Writing 10 paper.
Y or N or Unsure	I viewed a **minimum of one online book** available through the UC Merced Library for my final Writing 10 paper.
Y or N or Unsure	I checked out **a minimum of one book** from the UC Merced Library for my final Writing 10 paper.
Y or N or Unsure	I searched *Academic Search Complete* (EBSCO) for my final Writing 10 paper.
Y or N or Unsure	I searched *Google Scholar* for my final Writing 10 paper.
Y or N or Unsure	I searched *Melvyl* (UC catalog) for my final Writing 10 paper.
Y or N or Unsure	I did not search any library databases or catalogs for my final Writing 10 paper.
Y or N or Unsure	I used a web search engine e.g. Google, Yahoo etc. for my final Writing 10 paper.
Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I was able to determine if an article was either scholarly or popular.
Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I used *Ulrich's International Periodicals Directory* to determine if an article was either scholarly or popular.
Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I referred to the library's handout on "Distinguishing Between Various Periodicals" to determine whether articles were popular or scholarly?
Y or N or Unsure	I viewed the library's online tutorial on "Distinguishing Between Various Periodicals" to determine whether articles were popular or scholarly?
Y or N or Unsure	I used limits in databases (e.g. the limit to peer-reviewed articles) to find scholarly information.
Y or N or Unsure	During the semester, I examined the bibliography or footnotes of an article or book to find references to other information that would be useful to me.
Y or N or Unsure	I visited a librarian for research help before my final research paper was due?

Y or N or Unsure	I contacted the library for research help? E.g. text message, phone, email, chat etc.
Y or N or Unsure	In high school, I received some instruction to help me learn how to use the library's resources.
Y or N or N/A	I received library instruction in Writing 1 from Library staff.
Y or N	I used RefWorks to create a bibliography for my Writing 10 paper.
Y or N	I have attended a one hour RefWorks workshop in the library.
Y or N or Unsure	I have received additional library instruction from a librarian in **at least one other class** at UC Merced that was not a Writing class.
Y or N	This is my first time taking Writing 10.
Y or N	Which type of library instruction did you receive. - I *attended* an in-person class on library research for Writing 10. (skip logic) - I *used* the online library research tutorials for Writing 10. (skip logic) - I participated in a hybrid version of library instruction. (I attended an in-person class on library research for Writing 10 AND used the online library research tutorials for Writing 10.) (skip logic) - I did not receive library instruction. (skip logic, go to the final message)
1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	On a scale of 1 to 5, how satisfied were you with the face-to-face library instruction you received in Writing 10? If the person answered "I attended an in-person class on library research for Writing 10."
1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	On a scale of 1 to 5, how satisfied were you with the online library instruction tutorials you used for Writing 10? If the person answered "I used the online library research tutorials for Writing 10."
1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	On a scale of 1 to 5, how satisfied were you with a *combination* of face-to-face library instruction and library online instruction tutorials for Writing 10? If the person answered "I participated in a hybrid version of library instruction."
Y or N	I used some of the search strategies I learned by receiving library instruction through an in-class session or through online tutorials for Writing 10. (originally placed earlier)
1 very comfortable; 2	On a scale of 1 to 5, how comfortable did you feel using library resources *before* receiving library instruction in Writing 10?

comfortable; 3 somewhat uncomfortable; 4 uncomfortable; 5 very uncomfortable	
1 very comfortable; 2 comfortable; 3 somewhat uncomfortable; 4 uncomfortable; 5 very uncomfortable	On a scale of 1 to 5, how comfortable do you feel using library resources *after* receiving library instruction in Writing 10?
1 excellent; 2 very good; 3 good; 4 satisfactory; 5 poor	On a scale of 1 to 5, how would you rate your research skills *before* receiving library instruction in Writing 10?
1 excellent; 2 very good; 3 good; 4 satisfactory; 5 poor	On a scale of 1 to 5, how would you rate your research skills *after* receiving library instruction in Writing 10?
1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	Were you satisfied with the amount of library instruction you received through an in-class session OR through online tutorials for this Writing 10 research paper assignment OR through a combination of an in-class session and online tutorials?

Pre-Test

1. You need to write an 8-10 page paper on a topic. For each topic, rate it on a scale of 1 to 5.

1 – too broad for 8-10 pages; 2 – somewhat broad for 8-10 pages; 3 – just about right for 8-10 pages; 4 – somewhat narrow for 8-10 pages; 5 – too narrow for 8-10 pages

Q1.a

a. What are future implications for the world if alternative fuels are not explored? 1 2 3 4 5

Q1.b

b. How is Honda responding to demands for fuel efficient cars? 1 2 3 4 5

Q1.c

c. Examine how Earthbound Farms produces its organic dried fruit snacks. 1 2 3 4 5

2. Identify the *three* key concepts or terms for the following topic: To what extent are banks offering credit to college students?

Q2.a First Key Term or Concept _____

Q2.b Second Key Term or Concept _____

Q2.c Third Key Term or Concept _____

Q3

3. You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search.

A. cloning AND human embryos
B. human cloning AND ethics
C. genetic engineering
D. argument AND human cloning
E. medical ethics AND cloning
F. human reproductive technology AND issues

4. Identify two synonyms or closely related terms for the following word:

Infant

Q4.a Synonym 1 _____

Q4.b Synonym 2 _____

Q5

5. If you had to write a paper examining how the television changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?

A. ABELL: Annual Bibliography of English Language and Literature

Description: 1920-present. Lists monographs, periodical articles, critical editions of literary works, book reviews, collections of essays and doctoral dissertations published anywhere in the world.

B. Philosopher's Index
Description: 1940-present. Indexing and abstracts from books and over 550 journals on philosophy and related interdisciplinary fields.

C. MEDLINE via PubMed
Description: MEDLINE and genetics databases from the National Library of Medicine.

D. JSTOR
Description: Search by subject or browse full text of more than 500 scholarly journals in social sciences, humanities, and sciences, to their earliest issues. Many titles extend as far back as late 19th or early 20th centuries.

Q6
6. If you had to write a paper discussing how depression is treated, which database subject area would you select?

A. Environmental Studies
B. Anthropology
C. Biological Sciences
D. Philosophy

Q7
7. If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?

A. OR
B. AND
C. NOT
D. NEAR

Q8
8. If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: *ecotourism*; *Brazil*.

A. OR
B. AND
C. NOT
D. NEAR

Q9
9. Which search will yield the largest set of results?

A. California AND (Travel OR Tourism)
B. California AND (Travel OR Tourism) AND gold rush
C. California AND Travel
D. California OR Tourism

Q10
10. You want to find information on the topic of athletics and drug use. Which search is the best to start with?

A. A **title** search for: Athletes AND Drugs
B. A **keyword** search for: Athletes AND Drugs
C. A **journal title** search for: Athletes AND Drugs
D. A **subject** search for: Athletes AND Drugs

Q11_1. Q11_2, Q11_3, Q11_4

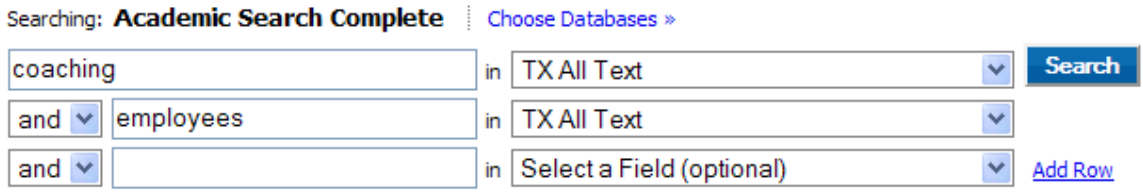
11. If you use the truncation symbol at the end of politi*, which term(s) will be included in your search. Select *each* correct answer.

A. politics
B. apolitical
C. polite
D. politicians

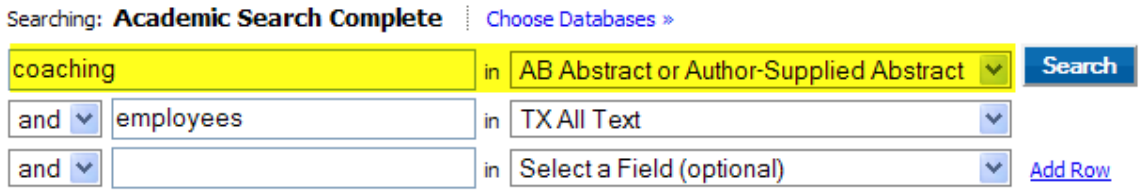
Q12_1, Q12_2, Q12_3, Q12_4

12. You have recently been assigned a research topic. You need to find information on how employees are coached in organizations. This is your initial search which gives you over 1,500 results. How might you change your search to *obtain more relevant results*? Select all that apply.

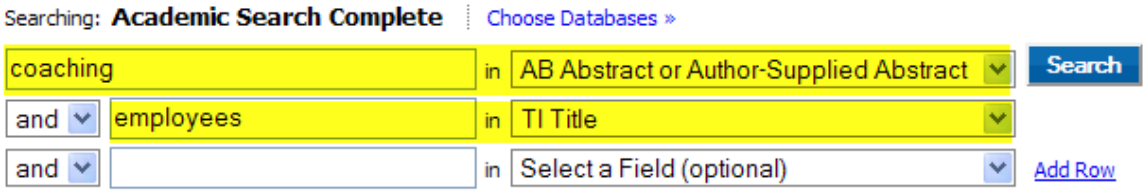
Initial Search:



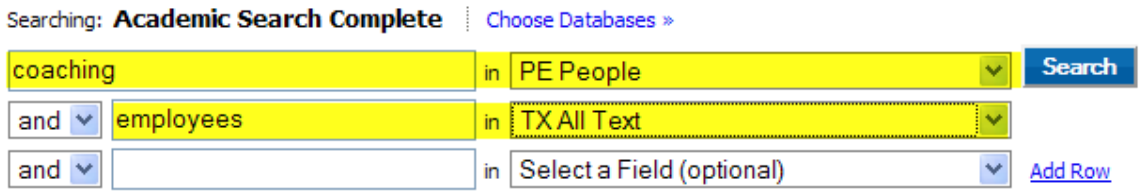
A.



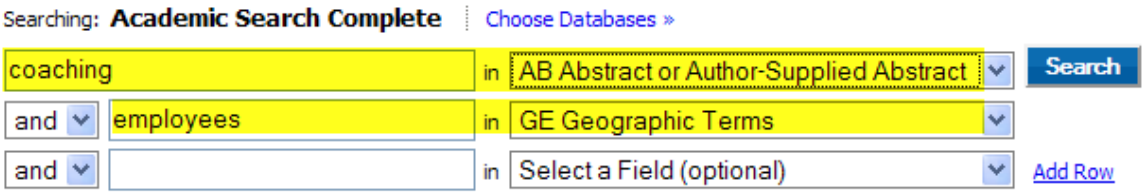
B.



C.



D.



Q13

13. You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?

A. Limit to core clinical journals
B. Limit to articles by female gender
C. Limit by date to the last 2 years
D. Limit to a specific group, Adolescents 13-18 years

Q14a

14. Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.

4. ***CSI...I*** don't think so.
By: Lofland, Lee. Writer, Sep2007, Vol. 120 Issue 9, p27-27, 1p; (*AN 26324216*)
HTML Full Text
Add to folder
UC-eLinks

5. Sexy Like ***CSI***.
By: Ashmore, Beth. College & Undergraduate Libraries, 2006, Vol. 13 Issue 2, p47-48, 2p; DOI: 10.1300/J106v13n0204; (*AN 23013563*)
Abstract Only
Add to folder
UC-eLinks

6. Bugging Out in Queens NYHS goes ***CSI***.
By: Avery, Susan. New York, 7/31/2006, Vol. 39 Issue 27, p106-106, 0p; (*AN 21847405*)
Abstract Only
Add to folder
UC-eLinks

7. ***CSI***: REALITY.
By: Houck, Max M.. Scientific American, Jul2006, Vol. 295 Issue 1, p84-89, 6p, 9 color; (*AN 21114280*)
HTML Full Text
Add to folder | Times Cited in this Database: (1)
UC-eLinks

8. THE "***CSI*** EFFECT": BETTER JURORS THROUGH ***TELEVISION*** AND ***SCIENCE?***
By: Mann, Michael. Buffalo Public Interest Law Journal, 2005-2006, Vol. 24, p211-237, 27p; (*AN 27030656*)
Abstract Only
Add to folder
UC-eLinks

9. Prime-Time Crime: ***CSI's*** William Petersen on Acting, Forensics, and the Joy of Bugs.
By: Martindale, David. Biography, Apr2003, Vol. 7 Issue 4, p68, 5p, 6 color; (*AN 9299312*)
HTML Full Text
Add to folder
UC-eLinks

10. Inside ***CSI***.
By: Vizard, Frank. Popular ***Science***, Sep2001, Vol. 259 Issue 3, p48, 5p, 4 color; (*AN 4928093*)
Abstract Only
Add to folder
UC-eLinks

Q15

15. Examine this citation and summary. Is this article highly relevant for your topic on electric cars?

A. Yes
B. No

Science 30 July 1999:
Vol. 285. no. 5428, pp. 687 - 689
DOI: 10.1126/science.285.5428.687

VIEWPOINT

A Realizable Renewable Energy Future

John A. Turner

The ability of renewable resources to provide all of society's energy needs is shown by using the United States as an example. Various renewable systems are presented, and the issues of energy payback, carbon dioxide abatement, and energy storage are addressed. Pathways for renewable hydrogen generation are shown, and the implementation of hydrogen technologies into the energy infrastructure is presented. The question is asked, Should money and energy be spent on carbon dioxide sequestration, or should renewable resources be implemented instead.

Q16

16. You are searching for information on specific engineering disasters. Examine the list of articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?

A. Yes
B. No

view selected items Select All Deselect All

1. **Learning from disasters: developing mechanical engineering topics**
   Egelhoff, C.;
   Frontiers in Education Conference, 2001. 31st Annual
   Volume 3, 10-13 Oct. 2001 Page(s):S3A - S36 vol.3
   Digital Object Identifier 10.1109/FIE.2001.964043
   AbstractPlus | Full Text: PDF(95 KB) IEEE CNF
   Rights and Permissions

2. **Near misses: Murphy's law is wrong [design engineering]**
   Colwell, B.;
   Computer
   Volume 35, Issue 4, March 2002 Page(s):9 - 12
   Digital Object Identifier 10.1109/MC.2002.993764
   AbstractPlus | Full Text: PDF(313 KB) IEEE JNL
   Rights and Permissions

3. **Vulnerability Reduction through Local Seismic Culture**
   Karababa, F.S.; Guthrie, P.M.;
   Technology and Society Magazine, IEEE
   Volume 26, Issue 3, Fall 2007 Page(s):30 - 41
   Digital Object Identifier 10.1109/MTS.2007.906674
   AbstractPlus | Full Text: PDF(1459 KB) IEEE JNL
   Rights and Permissions

4. **Protecting The Big Easy From the Next Big One**
   Sweet, W.;
   Spectrum, IEEE
   Volume 44, Issue 3, March 2007 Page(s):10 - 12
   Digital Object Identifier 10.1109/MSPEC.2007.323427
   AbstractPlus | Full Text: PDF(5008 KB) IEEE JNL
   Rights and Permissions

5. **Katrina Recovery Clinic Project: an Engineering Service Learning Experience**
   Kadlowec, J.; Schmalzel, J.; Miller, D.; Weiss, L.;
   Frontiers in Education Conference, 36th Annual
   Oct. 2006 Page(s):5 - 10
   Digital Object Identifier 10.1109/FIE.2006.322322
   AbstractPlus | Full Text: PDF(204 KB) IEEE CNF
   Rights and Permissions

Q17

17. Examine the citation below. What type of information source is it?

Self-regulated reading in adulthood.
Stine-Morrow, Elizabeth A. L.[1]; Soederberg Miller, Lisa M.[2]; Gagne, Danielle D.[3]; Hertzog, Christopher[4]
Psychology and Aging. Vol 23(1), Mar 2008, pp. 131-153

A. Newspaper article

B. Book
C. Poem
D. Journal Article

Q18

18. Examine the citation below. What type of information source is it?

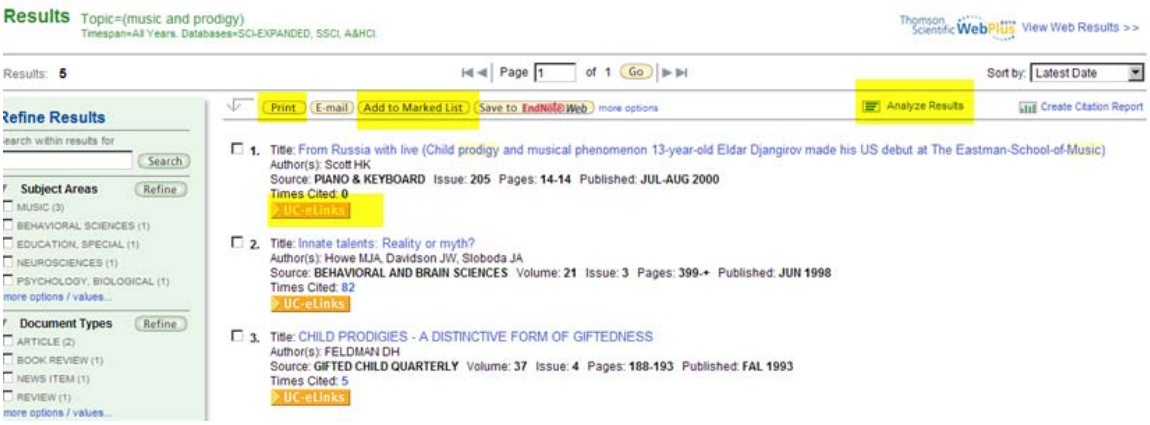
*Memory and suggestibility in the forensic interview***.**
Eisen, Mitchell L. (Ed)[1]; Quas, Jodi A. (Ed); Goodman, Gail S. (Ed)
Personality and clinical psychology series. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. (2002) xiii, 481 pp.

A. Newspaper article
B. Book
C. Poem
D. Journal Article

Q19

19. Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

A. the Print button
B. the Add to Marked List button
C. the UC-eLinks button
D. the Analyze Results link



Q20

20. While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?

A. contact the publisher for a copy
B. purchase a copy by paying for it online
C. use a web search engine like Yahoo or Google to find a free copy
D. use the Library's Interlibrary Loan (ILL) services

Q21

21*. Blood* is published by the American Society of Hematology. It is published twice a month and started in 1945. It covers the topics of medical science, hematology, biology, biochemistry, cytology and histology and publishes original articles. Articles average around 12 pages and the authors tend to work at hospitals and universities.

What type of publication is *Blood*?

A. Newspaper
B. Scholarly journal
C. Trade journal
D. Popular magazine

Q22

***22. The New York Times* is published daily and is owned by The New York Times Company. It includes brief articles, editorials and feature pieces. It is available in print and online. Some of the subject matter includes information on business, sports, health, movies, travel and fashion.**
What type of publication is *The New York Times*?

A. Newspaper
B. Scholarly journal
C. Trade journal
D. Popular magazine

Q23_1, Q23_2, Q23_3, Q23_4, Q23_5, Q23_6, Q23_7

23. Identify which of the following are typically characteristics of a scholarly publication. Select all that apply.

A. ____ Articles have an extensive bibliography
B. ____ Articles are short in length, averaging 3 to 7 pages
C. ____ Articles use technical or specialized language
D. ____ Articles present original research
E. ____ Articles are written by the publication's staff
F. ____ Articles include inflammatory language
G. ____ Articles include many illustrations

Writing 10 Final Assignment Rubric

Citation Completeness:

- ☐ The student consistently provides the elements needed to find the information source.
- ☐ The student usually provides the elements needed to find the information source.
- ☐ The student sometimes provides the elements needed to find the information source.
- ☐ The student rarely or never provides the elements needed to find the information source.

Citation Accuracy:

- ☐ The student uses the selected citation styles accurately.
- ☐ The student usually uses the selected citation style accurately.
- ☐ The student sometimes uses the selected citation style accurately.
- ☐ The student rarely or never uses the selected citation style accurately.

Citation Selection: (based on the citation information – primarily based on professor's requirements)

- ☐ The student always/almost always selects relevant and appropriate materials for the assignment (relate to topic, meet professor's requirements e.g. scholarly vs popular, # of citations)
- ☐ The student usually selects relevant and appropriate materials for the assignment.
- ☐ The student sometimes selects relevant and appropriate materials for the assignment.
- ☐ The student rarely or never selected relevant and appropriate materials for the assignment.

Source Integration Accuracy: (format)

- ☐ The student incorporates quotes and/or paraphrases properly.
- ☐ The student usually incorporates quotes and/or paraphrases properly.
- ☐ The student sometimes incorporates quotes and/or paraphrases properly.
- ☐ The student rarely or never incorporates quotes and/or paraphrases properly.

Source Integration Selection/Relevancy: (content/relevancy)

- ☐ The student always/almost always integrates relevant quotes and/or paraphrases into the writing.
- ☐ The student usually integrates relevant quotes and/or paraphrases into the writing.
- ☐ The student sometimes integrates relevant quotes and/or paraphrases into the writing.
- ☐ The student rarely or never integrates relevant quotes and or paraphrases into the writing.

# of citations freely available
# of citations available through Library subscriptions (popular)
# of citations available through Library subscriptions (scholarly)

Question	PreScore	PostScore	Better
Q1a rate a topic for appropriateness	12.8	43.8	
Q1b	27.7	25	
Q1c	27.7	37.5	
Q2 Identify key concepts for topic	17	62.5	
Q3 Identify search strategy for topic	48.9	18.8	
Q4 Identify synonyms	10.6	56.3	
Q5 select database	63.8	50	
Q6 select subject area	51.1	62.5	
Q7 boolean operators	63.8	62.5	
Q8 boolean operators	78.7	87.5	
Q9 Boolean operators, largest set of results	44.7	81.3	
Q10 Best search to start (keyword)	66	43.8	
Q11 truncation	48.9	62.5	
Q12 fielded searching, narrowing to relevant results	4.3	0	
Q13 appropriate limiters	53.2	62.5	
Q14 determine relevant citation out of list	57.4	50	
Q15 determine relevant citation from abstract	63.8	87.5	
Q16 determine relevant information from results list (overall)	74.5	31.3	
Q17 determine type of source	66	75	
Q18 determine type of source	48.9	68.8	
Q19 finding full text	83	81.3	
Q20 identify service for obtaining full text	68.1	75	
Q21 identify publication type	72.3	81.3	
Q22 identify publication type	53.2	37.5	
Q23 identify characteristics of scholarly pub	29.8	37.5	

Frequency Tables of Posttest Responses

q1.a To what extent did Napoleon Boneparte's mother influence his political ambitions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too broad for 8-10 pages	1	6.3	6.3	6.3
	Somewhat broad for 8-10 pages	2	12.5	12.5	18.8
	Somewhat narrow for 8-10 pages	7	43.8	43.8	62.5
	Too narrow for 8-10 pages	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

q1.b How have the Napoleonic Wars shaped the course of modern history in Europe?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat broad for 8-10 pages	4	25.0	25.0	25.0
	Just about right for 8-10 pages	12	75.0	75.0	100.0
	Total	16	100.0	100.0	

q1.c What marketing techniques have contributed to a thriving bottled water industry?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too broad for 8-10 pages	2	12.5	12.5	12.5
	Somewhat broad for 8-10 pages	3	18.8	18.8	31.3
	Just about right for 8-10 pages	6	37.5	37.5	68.8
	Somewhat narrow for 8-10 pages	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

q2. Identify the three key concepts or terms for the following topic.
Should public employees have the right to strike?
Q2a. First Key Term or Concept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"public employees"	1	6.3	6.3	6.3
	Employee benefits	1	6.3	6.3	12.5
	employees	1	6.3	6.3	18.8
	first amendment	1	6.3	6.3	25.0
	public employees	4	25.0	25.0	50.0
	Public Employees	1	6.3	6.3	56.3
	Public Employees Strike	1	6.3	6.3	62.5
	Public Employment	1	6.3	6.3	68.8
	should	1	6.3	6.3	75.0
	strike	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

q2.b Second Key Term or Concept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"right"	1	6.3	6.3	6.3
	Civil Rights and Free Speech	1	6.3	6.3	12.5
	employees	1	6.3	6.3	18.8
	Employees Right to Strike	1	6.3	6.3	25.0
	equality	1	6.3	6.3	31.3
	have	1	6.3	6.3	37.5
	public employees	3	18.8	18.8	56.3
	right	3	18.8	18.8	75.0
	Social Security	1	6.3	6.3	81.3
	Strike	1	6.3	6.3	87.5
	their right to strike	1	6.3	6.3	93.8
	what they have the right to do	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q2.c Third Key Term or Concept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"strike"	1	6.3	6.3	6.3
	labor rights	1	6.3	6.3	12.5
	minimum wage	1	6.3	6.3	18.8
	Non-Violent Protest/Resistance	1	6.3	6.3	25.0
	public employees	1	6.3	6.3	31.3
	Public Employees on Strike	1	6.3	6.3	37.5
	right	1	6.3	6.3	43.8
	right to strike	1	6.3	6.3	50.0
	rights	2	12.5	12.5	62.5
	strike	4	25.0	25.0	87.5
	the right to strike	1	6.3	6.3	93.8
	Unions	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q3 You have just been assigned the following research topic: "Analyze what made the hostage rescue of Ingrid Betancourt in Columbia successful". Identify the best search strategy for your first search.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Ingrid Betancourt" AND hostage	9	56.3	56.3	56.3
	Betancourt AND hostage AND rescue	3	18.8	18.8	75.0
	Columbia AND hostage AND Betancourt	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

q4.a Synonym 1 for "Vehicle"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	automobile	3	18.8	18.8	18.8
	Automobile	2	12.5	12.5	31.3
	car	5	31.3	31.3	62.5
	Car	2	12.5	12.5	75.0
	means	1	6.3	6.3	81.3
	ride	1	6.3	6.3	87.5
	transportation	1	6.3	6.3	93.8
	transpotaion	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q4.b Synonym 2 for "Vehicle"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	automobile	4	25.0	25.0	25.0
	Automobile	1	6.3	6.3	31.3
	car	6	37.5	37.5	68.8
	Car	1	6.3	6.3	75.0
	tool	1	6.3	6.3	81.3
	transportation	2	12.5	12.5	93.8
	Transportation	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q5 If you had to write a paper examining the history of inflation problems in Zimbabwe, what resource from the library's database listing would be most appropriate to search?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LexisNexis Congressional	1	6.3	6.3	6.3
	JSTOR	8	50.0	50.0	56.3
	Sociological Abstracts	7	43.8	43.8	100.0
	Total	16	100.0	100.0	

q6 If you had to write a paper discussing the topic of the legality of capital punishment in the United States, which database subject area would you select?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American Studies	2	12.5	12.5	12.5
	Anthropology	1	6.3	6.3	18.8
	Political Science	10	62.5	62.5	81.3
	Sociology	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

q7 If you wanted to search for information on mp3 players, what term would you use to join together these search terms: "*mp3 player"; ipod; "digital audio player"*?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"OR"	10	62.5	62.5	62.5
	"AND"	5	31.3	31.3	93.8
	"NOT"	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q8 If you wanted to search for information on presidential augural addresses, what term would you use to join together these search terms: presidential; "inaugural address"?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"OR"	1	6.3	6.3	6.3
	"AND"	14	87.5	87.5	93.8
	"NOT"	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q9 Which search will yield the largest set of results?

A. obesity AND (United States OR Canada)
B. obesity AND (United States OR Canada) AND diabetes
C. obesity AND diabetes
D. diabetes OR obesity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	obesity AND (United States OR Canada)	2	12.5	12.5	12.5
	obesity AND (United States OR Canada) AND diabetes	1	6.3	6.3	18.8
	diabetes OR obesity	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

q10 You want to find information on the topic of salmonella and tomatoes. Which search is the best to start with?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a journal title search for: salmonella AND tomatoes	2	12.5	12.5	12.5
	a title search for: salmonella AND tomatoes	2	12.5	12.5	25.0
	a keyword search for: salmonella AND tomatoes	7	43.8	43.8	68.8
	a subject search for: salmonella AND tomatoes	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

Q11 If you use the truncation symbol at the end of economi*, would…

	Responses		
	N	Percent	Percent of Cases
"economy" be included in your search	2	6.5%	12.5%
"economics" be included in your search	13	41.9%	81.3%
"economical" be included in your search	13	41.9%	81.3%
"macroeconomics" be included in your search	3	9.7%	18.8%
Total	31	100.0%	193.8%

Q12 You have recently been assigned a research topic. You need to find information on how organic products are marketed. This is your initial search which gives you over 1,500 results. How might you change your search to *obtain more relevant results*? Select all that apply.

	Responses		
	N	Percent	Percent of Cases
First picture	4	23.5%	28.6%
Second picture	7	41.2%	50.0%
Third picture	4	23.5%	28.6%
Fourth picture	2	11.8%	14.3%
Total	17	100.0%	121.4%

q13 You are researching the topic of leukemia rates in teenagers and have over 20,000 results. What would be an appropriate limiter to use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limit by date to the last 2 years	5	31.3	31.3	31.3
	Limit to editorials	1	6.3	6.3	37.5
	Limit to a specific group, Adolescents 13-18 years	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

q14.a Which of the following citations looks like it would be most useful for your topic on the debate of which baseball bats are the best? Type the number of the citation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	5	31.3	31.3	31.3
	14	8	50.0	50.0	81.3
	15	2	12.5	12.5	93.8
	16	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q15 Examine this citation and summary. Is this article highly relevant for your topic on using ocean tides to generate energy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	87.5	87.5	87.5
	No	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

q16 You are searching for information on growing popularity of ecotourism. Examine the list of articles generated from a search. Do a minimum of four of these five articles look relevant for your topic?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	68.8	68.8	68.8
	No	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

q17 Examine the citation below. What type of information source is it?

"Recordings and the Music Business" in *Music of the World War II era*. Young, William H. and Nancy K. Young. Westport, CT: Greenwood Press. (2008) 261pp.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper article	3	18.8	18.8	18.8
	Book chapter	12	75.0	75.0	93.8
	Journal Article	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

q18 Examine the citation below. What type of information source is it?
External source monitoring in a real-life event: Developmental changes in ability to identify source persons.
Sugimura, Tomoko
Applied Cognitive Psychology. Vol 22(4), May 2008, pp. 527-539

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper article	1	6.3	6.3	6.3
	Book chapter	3	18.8	18.8	25.0
	Poem	1	6.3	6.3	31.3
	Journal Article	11	68.8	68.8	100.0
	Total	16	100.0	100.0	

q19 Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	the UC-eLinks button	13	81.3	81.3	81.3
	the Add to Marked List button	1	6.3	6.3	87.5
	the Analyze Results link	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

q20 While searching in a database available from the UC Merced Library, you find a *reference* to an academic journal article, but the full text of the article is not available online at UC Merced. What service can you use to obtain a copy free of charge within a week?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Use the Librarys Interlibrary Loan (ILL) services	12	75.0	80.0	80.0
	Google Books Advanced Book Search service	1	6.3	6.7	86.7
	the Internet Public Librarys online help service	2	12.5	13.3	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

q21 What type of publication is Time?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper	1	6.3	6.3	6.3
	Book	1	6.3	6.3	12.5
	Trade journal	1	6.3	6.3	18.8
	Popular magazine	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

q22 What type of publication is Electrical Engineering?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Scholarly journal	6	37.5	37.5	37.5
	Trade journal	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

$Q23 Frequencies

	Responses		Percent of Cases
	N	Percent	
q23_1 Is an extensive bibliography a typical characteristic of a scholarly publication?	12	26.7%	75.0%
q23_2 Is short in length, averaging 3 to 7 pages, a typical characteristic of a scholarly publication?	3	6.7%	18.8%
q23_3 Is use of technical or specialized language a typical characteristic of a scholarly publication?	13	28.9%	81.3%
q23_4 Is presentation of original research a typical characteristic of a scholarly publication?	9	20.0%	56.3%
q23_5 Are articles that are written by the publication's staff a typical characteristic of a scholarly publication?	6	13.3%	37.5%
q23_6 Is inflammatory language a typical characteristic of a scholarly publication?	1	2.2%	6.3%
q23_7 Is the inclusion of many illustrations a typical characteristic of a scholarly publication?	1	2.2%	6.3%
Total	45	100.0%	281.3%

Frequency Tables of Posttest Correct/Incorrect Responses

codedq1a To what extent did Napoleon Boneparte's mother influence his political ambitions?--Recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	3	18.8	18.8	18.8
	Partial credit	6	37.5	37.5	56.3
	Correct	7	43.8	43.8	100.0
	Total	16	100.0	100.0	

43.8% of respondents responded correctly while another 37.5% received partial credit.

codedq1b How have the Napoleonic Wars shaped the course of modern history in Europe?--Recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	12	75.0	75.0	75.0
	Partial credit	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

25% of the respondents answered correctly. Many respondents believed this was just about right for 8-10 pages rather than too broad.

codedq1c What marketing techniques have contributed to a thriving bottled water industry?--Recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	5	31.3	31.3	31.3
	Partial credit	5	31.3	31.3	62.5
	Correct	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

37.5% of respondents answered correctly while an additional 31.3% received partial credit. A number of respondents 31.1% believed t his topic was too narrow for an 8-10 page paper.

totalq1coded Total of the q1 question set

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.5	5	31.3	31.3	31.3
	1.0	2	12.5	12.5	43.8
	1.5	5	31.3	31.3	75.0
	2.0	3	18.8	18.8	93.8
	2.5	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Q2

Identify the three key concepts or terms for the following topic.
Should public employees have the right to strike?

codedq2a First Key Term or Concept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	5	31.3	31.3	31.3
	Partial credit	1	6.3	6.3	37.5

Correct	10	62.5	62.5	100.0
Total	16	100.0	100.0	

62.5% of respondents answered correctly.

codedq2b Second Key Term or Concept coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	6	37.5	37.5	37.5
	Partial credit	1	6.3	6.3	43.8
	Correct	9	56.3	56.3	100.0
	Total	16	100.0	100.0	

56.3% of respondents answered correctly.

codedq2c Third Key Term or Concept --coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	5	31.3	31.3	31.3
	Partial credit	2	12.5	12.5	43.8
	Correct	9	56.3	56.3	100.0
	Total	16	100.0	100.0	

56.3% of respondents answered correctly.

totalq2coded Total of the q2 question set

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	3	18.8	18.8	18.8
	.5	1	6.3	6.3	25.0
	1.0	1	6.3	6.3	31.3
	1.5	1	6.3	6.3	37.5
	2.0	2	12.5	12.5	50.0
	2.5	2	12.5	12.5	62.5
	3.0	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

37.5% of respondents answered correctly while a total of 62.5% gave 2 of the 3 keywords/concepts correctly.

q3r You have just been assigned the following research topic: "Analyze what made the hostage rescue of Ingrid Betancourt in Columbia successful". Identify the best search strategy for your first search--recoded.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	13	81.3	81.3	81.3
	Correct	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

18.8% of the respondents answered correctly with Betancourt AND hostage AND rescue. Another 81.3% answered with two other options that do not incorporate the concept of "rescue". ("Ingrid Betancourt" AND hostage) / (Columbia AND hostage AND Betancourt)

Q4 Identify two synonyms or closely related terms for the following word.
Vehicle
q4acoded Synonym 1 for "Vehicle"--coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	2	12.5	12.5	12.5

Partial credit	2	12.5	12.5	25.0
Correct	12	75.0	75.0	100.0
Total	16	100.0	100.0	

q4bcoded Synonym 2 for "Vehicle"--coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	1	6.3	6.3	6.3
	Partial credit	3	18.8	18.8	25.0
	Correct	12	75.0	75.0	100.0
	Total	16	100.0	100.0	

totalq4coded Total of q4 question set

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	1	6.3	6.3	6.3
	1.0	1	6.3	6.3	12.5
	1.5	5	31.3	31.3	43.8
	2.0	9	56.3	56.3	100.0
	Total	16	100.0	100.0	

56.3% of respondents correctly identified two synonyms for vehicle. A total of 93.9 identified at least one synonym for vehicle.

q5r If you had to write a paper examining the history of inflation problems in Zimbabwe, what resource from the library's database listing would be most appropriate to search?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	8	50.0	50.0	50.0
	Correct	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

50% of respondents answered correctly with JSTOR. The second most popular response was Sociological Abstracts with 43.8%.

q6r If you had to write a paper discussing the topic of the legality of capital punishment in the United States, which database subject area would you select?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	6	37.5	37.5	37.5
	Correct	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

62.5% of respondents correctly selected Political Science while 18.8% selected Sociology.

q7r If you wanted to search for information on mp3 players, what term would you use to join together these search terms: "mp3 player"; ipod; "digital audio player"?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	6	37.5	37.5	37.5
	Correct	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

62.5% of respondents answered correctly (which is slightly less than the prequestionnaire).

q8r If you wanted to search for information on presidential augural addresses, what term would you use to join together these search terms: presidential; "inaugural address".--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	2	12.5	12.5	12.5
	Correct	14	87.5	87.5	100.0
	Total	16	100.0	100.0	

87.5% of respondents answered correctly.

q9r Which search will yield the largest set of results?--recoded

A. obesity AND (United States OR Canada)
B. obesity AND (United States OR Canada) AND diabetes
C. obesity AND diabetes
D. diabetes OR obesity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	3	18.8	18.8	18.8
	Correct	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

81.3% of respondents answered correctly.

q10r You want to find information on the topic of salmonella and tomatoes. Which search is the best to start with?—recoded

A. a **journal title** search for: salmonella AND tomatoes
B. a **title** search for: salmonella AND tomatoes
C. a **keyword** search for: salmonella AND tomatoes
D. a **subject** search for: salmonella AND tomatoes

43.8% of respondents answered correctly. (This is a lower correct response rate than during the prequestionnaire.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	9	56.3	56.3	56.3
	Correct	7	43.8	43.8	100.0
	Total	16	100.0	100.0	

Q11r Truncation symbol question--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	6	37.5	37.5	37.5
	Correct	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

62.5% of respondents answered correctly.

Q12r recoded
You have recently been assigned a research topic. You need to find information on how organic products are marketed. This is your initial search which gives you over 1,500 results. How might you change your search to *obtain more relevant results*? Select all that apply.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	16	100.0	100.0	100.0

0% of respondents answered correctly. Though some individual did select the correct answered, they did not select **both** correct answers.

q13r You are researching the topic of leukemia rates in teenagers and have over 20,000 results. What would be an appropriate limiter to use?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	6	37.5	37.5	37.5
	Correct	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

62.5% of respondents answered correctly by limiting to the adolescent group. The second most popular response was to limit by date to the last 2 year with 31.3%.

totalq14coded total q14 coded
Which of the following citations looks like it would be most useful for your topic on the debate of which baseball bats are the best? Type the number of the citation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	8	50.0	50.0	50.0
	Correct	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

50% of respondents answered correctly with #14 "The Battle Over Bats" while 31.3% of respondents chose #12 "Specificity of practice in baseball batting."

q15r Examine this citation and summary. Is this article highly relevant for your topic on using ocean tides to generate energy?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	2	12.5	12.5	12.5
	Correct	14	87.5	87.5	100.0
	Total	16	100.0	100.0	

87.5% of respondents answered correctly.

q16r You are searching for information on growing popularity of ecotourism. Examine the list of articles generated from a search. Do a minimum of four of these five articles look relevant for your topic?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	11	68.8	68.8	68.8
	Correct	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

31.3% of respondents answered correctly. (not a good question?, difficult to make these decisions from a results page w/o an abstract?)

q17r Examine the citation below. What type of information source is it?--recoded

"Recordings and the Music Business" in *Music of the World War II era*. Young, William H. and Nancy K. Young. Westport, CT: Greenwood Press. (2008) 261pp.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	4	25.0	25.0	25.0
	Correct	12	75.0	75.0	100.0
	Total	16	100.0	100.0	

75% of respondents correctly identified this item as a book chapter while 18.8% of respondents identified it as a newspaper article.

q18r Examine the citation below. What type of information source is it?--recoded

External source monitoring in a real-life event: Developmental changes in ability to identify source persons.
Sugimura, Tomoko
Applied Cognitive Psychology. Vol 22(4), May 2008, pp. 527-539

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	5	31.3	31.3	31.3
	Correct	11	68.8	68.8	100.0

Total	16	100.0	100.0	

68.8% of respondents correctly identified this item as a journal article while 18.8% of respondents identified it as a book chapter.

q19r Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?--recoded

A. the UC-eLinks button
B. the Add to Marked List button
C. the Print button
D. the Analyze Results link

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	3	18.8	18.8	18.8
	Correct	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

81.3% of respondents correctly selected the UC-eLinks button. The next most popular response was the “Analyze Results” link.

q20r While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?--recoded

A. the Library's Interlibrary Loan (ILL) service
B. a publisher's in-house production service
C. Google Book's Advanced Book Search service
D. the Internet Public Library's online help service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	4	25.0	25.0	25.0
	Correct	12	75.0	75.0	100.0
	Total	16	100.0	100.0	

75% of respondents correctly selected the ILL service. The second most popular option was to use the Internet Public Library's online help service.

q21r What type of publication is Time?--recoded

***Time* is published by the Time Inc. It is published weekly and started in 1923. It covers a variety of general interest topics from health & medicine to arts & entertainment. It includes essays, quotes, letters, articles, feature stories, advertisements and music, book and film reviews etc. Most articles are no longer then 5 pages.**

What type of publication is *Time*?

A. Newspaper
B. Book
C. Scholarly journal
D. Trade journal
E. Popular magazine

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	3	18.8	18.8	18.8
	Correct	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

81.3% of respondents correctly identified this as a popular magazine.

q22r What type of publication is Electrical Engineering?—recoded

***Electrical Engineering* started in 1912. It is published six times a year by Springer. It covers the topics of electrical and electronic engineering, including related fields in mathematics and physics, with emphasis on the theory of electromagnetic fields, network theory, and electric machine theory. Articles average around 10 pages and the authors tend to work at universities.**

What type of publication is *Electrical Engineering*?

A. Newspaper
B. Book
C. Scholarly journal
D. Trade journal
E. Popular magazine

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	10	62.5	62.5	62.5
	Correct	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

37.5% of respondents correctly identified this as a scholarly journal while 62.5% of respondents identified this as a trade journal.

Q23
Scholarly & popular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	9	19.1	56.3	56.3
	Partial credit	1	2.1	6.3	62.5
	Full credit	6	12.8	37.5	100.0
	Total	16	34.0	100.0	
Missing	System	31	66.0		
Total		47	100.0		

37.5% of respondents selected all the correct characteristics (and non of the incorrect characteristics) of scholarly publications.

Summary Tables of Post-Test Scores

Statistics

qscore Total Score pretest

N	Valid	16
	Missing	0
Mean		17.438
Median		17.250
Mode		12.0(a)
Std. Deviation		4.4791
Range		15.5
Minimum		8.5
Maximum		24.0

a Multiple modes exist. The smallest value is shown

qscore Total Score pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.5	1	6.3	6.3	6.3
	12.0	2	12.5	12.5	18.8
	12.5	1	6.3	6.3	25.0
	16.0	1	6.3	6.3	31.3
	16.5	1	6.3	6.3	37.5
	17.0	2	12.5	12.5	50.0
	17.5	1	6.3	6.3	56.3
	18.5	1	6.3	6.3	62.5
	19.5	1	6.3	6.3	68.8
	21.0	1	6.3	6.3	75.0
	21.5	1	6.3	6.3	81.3
	22.5	1	6.3	6.3	87.5
	23.0	1	6.3	6.3	93.8
	24.0	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Frequency Tables of Supplemental Post-Test Questions

q24 I found full-text articles through the library's online databases for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	43.8	43.8	43.8
	No	7	43.8	43.8	87.5
	Unsure/Not Applicable	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

Interesting that equal number did use the library's databases while a similar amount did not.

q25 I ordered one or more articles through the Interlibrary Loan Services for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18.8	18.8	18.8
	No	11	68.8	68.8	87.5
	Unsure/Not Applicable	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

18.8% used Interlibrary loan for articles for a Writing 10 paper.

q26 I ordered one or more books through the Interlibrary Loan Services for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12.5	12.5	12.5
	No	13	81.3	81.3	93.8
	Unsure/Not Applicable	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

12.5 used Interlibrary Loan for books for a Writing 10 paper.

q27 I viewed a minimum of one online book available through the UC Merced Library for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	56.3	56.3	56.3
	No	7	43.8	43.8	100.0
	Total	16	100.0	100.0	

56.3% of respondents viewed at least one online book available through the UC Merced Library for his/her final Writing 10 paper.

q28 I checked out a minimum of one book from the UC Merced Library for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	6.3	6.3	6.3
	No	14	87.5	87.5	93.8
	Unsure/Not Applicable	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Only 6.3% of respondents checked out a minimum of one book from the UC Merced Library for his/her final Writing 10 paper.

q29 I searched Academic Search Complete (EBSCO) for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	50.0	50.0	50.0
	No	6	37.5	37.5	87.5
	Unsure/Not Applicable	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

50% of respondents searched Academic Search Complete for items for a final Writing 10 paper.

q30 I searched Google Scholar for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	31.3	31.3	31.3
	No	10	62.5	62.5	93.8
	Unsure/Not Applicable	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

31.5% of respondents searched Google Scholar for items for a final Writing 10 paper.

q31 I searched Melvyl (UC catalog) for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	31.3	31.3	31.3
	No	7	43.8	43.8	75.0
	Unsure/Not Applicable	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

31.3% of respondents searched Melvyl (UC Catalog) for a final Writing 10 paper.

q32 I did not search any library databases or catalogs for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18.8	18.8	18.8
	No	11	68.8	68.8	87.5
	Unsure/Not Applicable	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

Almost 20% of respondents did not search a library database or catalog to locate items for a final Writing 10 paper.
***Change to agree/disagree or true/false

q33 I used a web search engine e.g. Google, Yahoo etc. for my final Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	68.8	68.8	68.8
	No	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

68.8% of respondents did use a web search engine to final items for a final Writing 10 paper.

q34 I was able to determine if an article was either scholarly or popular.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	81.3	81.3	81.3
	No	1	6.3	6.3	87.5
	Unsure/Not Applicable	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

81.3% of respondents were able to determine if an article was either scholarly or popular.

q35 I used Ulrich's International Periodicals Directory to determine if an article was either scholarly or popular.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18.8	18.8	18.8
	No	9	56.3	56.3	75.0
	Unsure/Not Applicable	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

18.8% of respondents used Ulrich's to determine if an article was scholarly or popular.

q36 I referred to the library's handout on "Distinguishing Between Various Periodicals" to determine whether articles were popular or scholarly?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	6.3	6.3	6.3
	No	12	75.0	75.0	81.3
	Unsure/Not Applicable	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

6.3% of respondents referred to the library's handout on "Distinguishing Between Various Periodicals" to determine whether or not an article was popular or scholarly.

q37 I viewed the library's online tutorial on "Distinguishing Between Popular and Scholarly Articles" to determine whether articles were popular or scholarly?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	6.3	6.3	6.3
	No	13	81.3	81.3	87.5
	Unsure/Not Applicable	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

6.3% of respondents referred to the library's online tutorial to determine whether or not an article was popular or scholarly.

q38 I used limits in databases (e.g. the limit to peer-reviewed articles) to find scholarly information.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	43.8	43.8	43.8
	No	5	31.3	31.3	75.0
	Unsure/Not Applicable	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

43.8% of respondents did used limits in databases to find scholarly information.

q39 During the semester, I examined the bibliography or footnotes of an article or book to find references to other information that would be useful to me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	43.8	43.8	43.8
	No	8	50.0	50.0	93.8
	Unsure/Not Applicable	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

43.8% of respondents did examine bibliographies or footnotes in articles or books to find additional reference that might be useful to them. ** interesting

q40 I visited a librarian for research help before my final research paper was due?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12.5	12.5	12.5
	No	13	81.3	81.3	93.8
	Unsure/Not Applicable	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

12.5% of respondents did visit a librarian for research help before the final Writing 10 paper was due.

q41 I contacted the library for research help? E.g. text message, phone, email, chat etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	12.5	12.5	12.5
	No	14	87.5	87.5	100.0
	Total	16	100.0	100.0	

12.5% of respondents did contact the library for research help.

q42 In high school, I received some instruction to help me learn how to use the library's resources.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	62.5	62.5	62.5
	No	5	31.3	31.3	93.8
	Unsure/Not Applicable	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

62.5% of respondents have received some instruction in high school to help them learn how to use the library's resources.

q43 I received library instruction in Writing 1 from Library staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	37.5	37.5	37.5
	No	6	37.5	37.5	75.0
	Unsure/Not Applicable	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

37.5% of respondents had received instruction in Writing 1 from library staff.

q44 I used RefWorks to create a bibliography for my Writing 10 paper.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	50.0	50.0	50.0
	No	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

Half of the respondents did use RefWorks to create a bibliography for their Writing 10 paper.

q45 I have attended a RefWorks workshop in the library.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	62.5	62.5	62.5
	No	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

62.5% of respondents had attended a RefWorks workshop.

q46 I have received additional library instruction from a librarian in at least one other class at UC Merced that was not a Writing class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	25.0	26.7	26.7
	No	11	68.8	73.3	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

26.7% of respondents had received library instruction for a librarian in at least one other class at UC Merced that was not a Writing class.

q47 This is my first time taking Writing 10.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	93.8	93.8	93.8
	No	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

For 93.8% of respondents, this was their first time taking Writing 10.

q48 Which type of library instruction did you receive.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I attended an in-person class on library research for Writing 10.	13	81.3	81.3	81.3
	I used the online library research tutorials for Writing 10.	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

81.3% of respondents received in-person library instruction while 18.8% received instruction via the online tutorials.

q49 How satisfied were you with the face-to-face library instruction you received in Writing 10?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	3	18.8	23.1	23.1
	Satisfied	5	31.3	38.5	61.5
	Somewhat satisfied	2	12.5	15.4	76.9
	Unsatisfied	2	12.5	15.4	92.3
	Very unsatisfied	1	6.3	7.7	100.0
	Total	13	81.3	100.0	
Missing	System	3	18.8		
Total		16	100.0		

Of those who received face-to-face library instruction in Writing 10, 61.6% were either very satisfied or satisfied with it.

q49.a How satisfied were you with the online library instruction tutorials you used for Writing 10?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	2	12.5	66.7	66.7
	Unsatisfied	1	6.3	33.3	100.0
	Total	3	18.8	100.0	
Missing	System	13	81.3		
Total		16	100.0		

Of those who received online library instruction via tutorials, 66.7% were satisfied.

q50 I used some of the search strategies I learned by receiving library instruction through an in-class session or through online tutorials for Writing 10.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18.8	100.0	100.0
Missing	System	13	81.3		
Total		16	100.0		

***In this question, many respondents did not answer.

q51 How comfortable did you feel using library resources before receiving library instruction in Writing 10?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very comfortable	2	12.5	12.5	12.5
	Comfortable	3	18.8	18.8	31.3
	Somewhat comfortable	4	25.0	25.0	56.3
	Uncomfortable	5	31.3	31.3	87.5
	Very uncomfortable	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

Before receiving library instruction in Writing 10, 43.8% of respondents indicated that they were very comfortable or comfortable using library resources.

q52 How comfortable do you feel using library resources after receiving library instruction in Writing 10?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very comfortable	3	18.8	18.8	18.8
	Comfortable	8	50.0	50.0	68.8
	Somewhat comfortable	4	25.0	25.0	93.8
	Uncomfortable	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

After receiving library instruction in Writing 10, 68.8% of respondents indicated that they were very comfortable or comfortable using library resources. There were still 6.3% of respondents who were uncomfortable with using library resources though no respondents indicated that they were very uncomfortable as 12.5% had indicated before library instruction.

q53 How would you rate your research skills before receiving library instruction in Writing 10?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	6.3	6.3	6.3
	Very good	3	18.8	18.8	25.0
	Good	7	43.8	43.8	68.8
	Satisfactory	4	25.0	25.0	93.8
	Poor	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Before receiving library instruction in Writing 10, 25.1% of respondents rated their research skills as excellent or very good.

q54 How would you rate your research skills after receiving library instruction in Writing 10?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	25.0	25.0	25.0
	Very good	5	31.3	31.3	56.3
	Good	6	37.5	37.5	93.8
	Satisfactory	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Following library instruction in Writing 10, 56.3% of respondents rated their research skills at excellent or very good.

q55 Were you satisfied with the amount of library instruction you received through an in-class session for this Writing 10 research paper assignment OR through online tutorials OR through a combination of an in-class session and online tutorials?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	3	18.8	18.8	18.8
	Satisfied	7	43.8	43.8	62.5
	Somewhat satisfied	4	25.0	25.0	87.5
	Unsatisfied	1	6.3	6.3	93.8
	Very unsatisfied	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

62.6% of respondents indicated that they were very satisfied or satisfied with the amount of library instruction they received either in-person or via tutorials etc.

Results for Spring 09 Pre-Questionnaire (2nd time for study) Provided Nov. 09

Frequency Tables for Pretest Responses

1. You need to write an 8-10 page paper on a topic. For each topic, rate it on a scale of 1 to 5.

1 – too broad for 8-10 pages; 2 – somewhat broad for 8-10 pages; 3 – just about right for 8-10 pages; 4 – somewhat narrow for 8-10 pages; 5 – too narrow for 8-10 pages

Q 1.a What are future implications for the world if alternative fuels are not explored?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too broad for 8-10 pages	6	12.8	12.8	12.8
	Somewhat broad for 8-10 pages	10	21.3	21.3	34.0
	Just about right for 8-10 pages	27	57.4	57.4	91.5
	Somewhat narrow for 8-10 pages	4	8.5	8.5	100.0
	Total	47	100.0	100.0	

Q 1.b How is Honda responding to demands for fuel efficient cars?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too broad for 8-10 pages	2	4.3	4.3	4.3
	Somewhat broad for 8-10 pages	4	8.5	8.5	12.8
	Just about right for 8-10 pages	13	27.7	27.7	40.4
	Somewhat narrow for 8-10 pages	18	38.3	38.3	78.7
	Too narrow for 8-10 pages	10	21.3	21.3	100.0
	Total	47	100.0	100.0	

Q1.c Examine how Earthbound Farms produces its organic dried fruit snacks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too broad for 8-10 pages	3	6.4	6.4	6.4
	Somewhat broad for 8-10 pages	7	14.9	14.9	21.3
	Just about right for 8-10 pages	11	23.4	23.4	44.7
	Somewhat narrow for 8-10 pages	13	27.7	27.7	72.3
	Too narrow for 8-10 pages	13	27.7	27.7	100.0
	Total	47	100.0	100.0	

2. Identify the *three* key concepts or terms for the following topic:

First Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	12.8	12.8	12.8
	A.T.M	1	2.1	2.1	14.9
	bank credits	1	2.1	2.1	17.0
	Bank offering techniques	1	2.1	2.1	19.1
	banks	4	8.5	8.5	27.7
	Banks	4	8.5	8.5	36.2
	Banks offering credit	1	2.1	2.1	38.3
	Checking/Savings Account	1	2.1	2.1	40.4
	college students	1	2.1	2.1	42.6
	credit	3	6.4	6.4	48.9
	Credit	2	4.3	4.3	53.2
	credit to college students	1	2.1	2.1	55.3
	extent	2	4.3	4.3	59.6
	Extent	1	2.1	2.1	61.7
	Financial status.	1	2.1	2.1	63.8
	hook students on debt	1	2.1	2.1	66.0
	How much the banks are offering credit	1	2.1	2.1	68.1
	Loans	1	2.1	2.1	70.2
	money for books	1	2.1	2.1	72.3
	Student Loans	2	4.3	4.3	76.6
	Students' Needs	1	2.1	2.1	78.7
	students	1	2.1	2.1	80.9
	They would send you letters constanly	1	2.1	2.1	83.0
	to what extent	3	6.4	6.4	89.4
	To what extent	2	4.3	4.3	93.6
	To what extent: Implies banks are already offering credit	1	2.1	2.1	95.7
	what extent	1	2.1	2.1	97.9
	what is credit?	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

Second Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	12.8	12.8	12.8
	bank offers	1	2.1	2.1	14.9
	Banks' Trust of Students	1	2.1	2.1	17.0
	banks	4	8.5	8.5	25.5
	banks and credit cards	1	2.1	2.1	27.7
	banks making credit offers	1	2.1	2.1	29.8
	banks offering	1	2.1	2.1	31.9
	banks offering credit	1	2.1	2.1	34.0
	banks offering credit (broadly speaking)	1	2.1	2.1	36.2
	Banks who offer credit	1	2.1	2.1	38.3
	benefit bank	1	2.1	2.1	40.4
	build up credit	1	2.1	2.1	42.6
	college banking	1	2.1	2.1	44.7
	College students	1	2.1	2.1	46.8
	College Students	2	4.3	4.3	51.1
	College tuition plans	1	2.1	2.1	53.2
	credit	4	8.5	8.5	61.7
	Credit	3	6.4	6.4	68.1
	Credit cards	1	2.1	2.1	70.2
	Credit Offering	1	2.1	2.1	72.3
	Credit rates for students	1	2.1	2.1	74.5
	Credit score.	1	2.1	2.1	76.6
	credit: focus only on credit, not loans or other accounts	1	2.1	2.1	78.7
	extent	1	2.1	2.1	80.9
	loans	1	2.1	2.1	83.0
	Loans	1	2.1	2.1	85.1
	offering	2	4.3	4.3	89.4
	offering credit	1	2.1	2.1	91.5
	student	1	2.1	2.1	93.6
	Students	1	2.1	2.1	95.7
	they would phone call you	1	2.1	2.1	97.9
	what does the average college student use credit for?	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

Third Key Term or Concept for the following topic: To what extent are banks offering credit to college students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	12.8	12.8	12.8
	(general availability of) credit to college students	1	2.1	2.1	14.9
	bank	1	2.1	2.1	17.0
	banking credits for college students	1	2.1	2.1	19.1
	banks	1	2.1	2.1	21.3
	Banks	1	2.1	2.1	23.4
	college student	1	2.1	2.1	25.5
	College student	1	2.1	2.1	27.7
	College student credit applications	1	2.1	2.1	29.8
	college students	10	21.3	21.3	51.1
	College Students	1	2.1	2.1	53.2
	college students and banks	1	2.1	2.1	55.3
	College students needing credit from banks	1	2.1	2.1	57.4
	College students: focus only on this age group	1	2.1	2.1	59.6
	credit	2	4.3	4.3	63.8
	Credit	1	2.1	2.1	66.0
	Credit Cards	1	2.1	2.1	68.1
	Deadline	1	2.1	2.1	70.2
	don't know	1	2.1	2.1	72.3
	extent	1	2.1	2.1	74.5
	get more costumers	1	2.1	2.1	76.6
	have a emergency money	1	2.1	2.1	78.7
	How much credit are banks offering to the average college student?	1	2.1	2.1	80.9
	Interest Rates	1	2.1	2.1	83.0
	Offer	1	2.1	2.1	85.1
	Parent's credit score.	1	2.1	2.1	87.2
	Savings accounts	1	2.1	2.1	89.4
	Students' Importance in Future Economy	1	2.1	2.1	91.5
	Students	1	2.1	2.1	93.6
	they would email me	1	2.1	2.1	95.7
	to	1	2.1	2.1	97.9
	to what extent	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

Q3. You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search.

A. cloning AND human embryos
B. human cloning AND ethics
C. genetic engineering
D. argument AND human cloning
E. medical ethics AND cloning
F. human reproductive technology AND issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	cloning AND human embryos	4	8.5	8.5	8.5
	human cloning AND ethics	23	48.9	48.9	57.4
	genetic engineering	3	6.4	6.4	63.8
	argument AND human cloning	5	10.6	10.6	74.5
	medical ethics AND cloning	9	19.1	19.1	93.6
	human reproductive technology AND issues'	3	6.4	6.4	100.0
	Total	47	100.0	100.0	

4. Identify two synonyms or closely related terms for the following word:
Infant

Synonym 1 for "Infant"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		23	48.9	48.9	48.9
	baby	8	17.0	17.0	66.0
	Baby	3	6.4	6.4	72.3
	child	4	8.5	8.5	80.9
	Child	2	4.3	4.3	85.1
	fetus	1	2.1	2.1	87.2
	infantile	1	2.1	2.1	89.4
	little	1	2.1	2.1	91.5
	new born	1	2.1	2.1	93.6
	newborn	1	2.1	2.1	95.7
	toddler	1	2.1	2.1	97.9
	young baby	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

Synonym 2 for "Infant"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		23	48.9	48.9	48.9
	a small baby	1	2.1	2.1	51.1
	baby	6	12.8	12.8	63.8
	Baby	2	4.3	4.3	68.1
	child	5	10.6	10.6	78.7
	newborn	2	4.3	4.3	83.0
	Newborn	1	2.1	2.1	85.1
	Suckling	1	2.1	2.1	87.2
	toddler	2	4.3	4.3	91.5
	young	2	4.3	4.3	95.7
	Young	1	2.1	2.1	97.9
	youth	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

5. If you had to write a paper examining how the television changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABELL: Annual Bibliography of English Language and Literature	13	27.7	27.7	27.7
	Philosophers Index	4	8.5	8.5	36.2
	JSTOR	30	63.8	63.8	100.0
	Total	47	100.0	100.0	

Q6. If you had to write a paper discussing how depression is treated, which database subject area would you select?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Environmental Studies	7	14.9	14.9	14.9
	Anthropology	10	21.3	21.3	36.2
	Biological Sciences	24	51.1	51.1	87.2
	Philosophy	6	12.8	12.8	100.0
	Total	47	100.0	100.0	

Q7. If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"OR"	30	63.8	63.8	63.8
	"AND"	13	27.7	27.7	91.5
	"NEAR"	4	8.5	8.5	100.0
	Total	47	100.0	100.0	

Q8 If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: ecotourism; Brazil.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"OR"	3	6.4	6.4	6.4
	"AND"	37	78.7	78.7	85.1
	"NOT"	1	2.1	2.1	87.2
	"NEAR"	6	12.8	12.8	100.0
	Total	47	100.0	100.0	

Q9 Which search will yield the largest set of results?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	California AND (Travel OR Tourism)	8	17.0	17.0	17.0
	California AND (Travel OR Tourism) AND gold rush	8	17.0	17.0	34.0
	California AND Travel	10	21.3	21.3	55.3
	California OR Tourism	21	44.7	44.7	100.0
	Total	47	100.0	100.0	

Q10 You want to find information on the topic of athletics and drug use. Which search is the best to start with?

A. A **title** search for: Athletes AND Drugs
B. A **keyword** search for: Athletes AND Drugs
C. A **journal title** search for: Athletes AND Drugs
D. A **subject** search for: Athletes AND Drugs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A title search for: Athletes AND Drugs	1	2.1	2.1	2.1
	A keyword search for: Athletes AND Drugs	31	66.0	66.0	68.1
	A journal title search for: Athletes AND Drugs	2	4.3	4.3	72.3
	A subject search for: Athletes AND Drugs	13	27.7	27.7	100.0
	Total	47	100.0	100.0	

Q11 If you use the truncation symbol at the end of politi*, would…

	Responses		Percent of Cases
	N	Percent	
"politics" be included in your search	45	47.9%	95.7%
"apolitical" be included in your search	9	9.6%	19.1%
"polite" be included in your search	5	5.3%	10.6%
"politicians" be included in your search	35	37.2%	74.5%
Total	94	100.0%	200.0%

Q12 You need to find information on how employees are coached in organizations. How might you change your search to obtain more relevant results?

	Responses		Percent of Cases
	N	Percent	
First picture	17	27.0%	37.8%
Second picture	16	25.4%	35.6%
Third picture	23	36.5%	51.1%
Fourth picture	7	11.1%	15.6%
Total	63	100.0%	140.0%

Q13 You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limit to core journals	16	34.0	34.8	34.8
	Limit by date to the last 2 years	25	53.2	54.3	89.1
	Limit to a specific group, Adolescents 13-18 years	5	10.6	10.9	100.0
	Total	46	97.9	100.0	
Missing	System	1	2.1		
Total		47	100.0		

q14.a Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.1	2.1	2.1
	1	1	2.1	2.1	4.3
	2	1	2.1	2.1	6.4
	2, 3, 4, 5, 7	1	2.1	2.1	8.5
	3	2	4.3	4.3	12.8
	3,4,5	1	2.1	2.1	14.9
	4	4	8.5	8.5	23.4
	5	26	55.3	55.3	78.7
	5 and 6	1	2.1	2.1	80.9
	6	3	6.4	6.4	87.2
	7	4	8.5	8.5	95.7
	idk	1	2.1	2.1	97.9

	Mann, Michael. "The 'CSI Effect': Better Jurors Through Television and Science?" Buffalo Public Inte	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

The correct answer is #5.
55.3% of the respondents answered correctly. A few other respondents selected 5 but incorrectly selected more than one answer.

Q15 Examine this citation and summary. Is this article highly relevant for your topic on electric cars?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	36.2	36.2	36.2
	No	30	63.8	63.8	100.0
	Total	47	100.0	100.0	

Q16
You are searching for information on the following topic: *Investigate the current status of large wages for professional athletes*. Examine the list of newspaper articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	74.5	74.5	74.5
	No	12	25.5	25.5	100.0
	Total	47	100.0	100.0	

Q17 Examine the citation below. What type of information source is it?

Self-regulated reading in adulthood.
Stine-Morrow, Elizabeth A. L.[1]; Soederberg Miller, Lisa M.[2]; Gagne, Danielle D.[3]; Hertzog, Christopher[4]
Psychology and Aging. Vol 23(1), Mar 2008, pp. 131-153

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper article	3	6.4	6.4	6.4
	Book	13	27.7	27.7	34.0
	Journal Article	31	66.0	66.0	100.0
	Total	47	100.0	100.0	

Q18 Examine the citation below. What type of information source is it?
*Memory and suggestibility in the forensic interview***.**
Eisen, Mitchell L. (Ed)[1]; Quas, Jodi A. (Ed); Goodman, Gail S. (Ed)
Personality and clinical psychology series. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. (2002) xiii, 481 pp.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper article	3	6.4	6.4	6.4
	Book	23	48.9	48.9	55.3
	Journal Article	21	44.7	44.7	100.0
	Total	47	100.0	100.0	

Q 19 Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	the Print button	1	2.1	2.1	2.1
	the Add to Marked List button	3	6.4	6.4	8.5
	the UC-eLinks button	39	83.0	83.0	91.5
	the Analyze Results link	4	8.5	8.5	100.0
	Total	47	100.0	100.0	

Q 20 While searching in a database available from the UC Merced Library, you find a *reference* to an academic journal article, but the full text of the article is not available online at UC Merced. What service can you use to obtain a copy free of charge within a week?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The Library's Interlibrary Loan (ILL) service	32	68.1	68.1	68.1
	A publisher's in-house production service	6	12.8	12.8	80.9
	Google Books' advanced Book Search service	3	6.4	6.4	87.2
	The Internet Public Library's online help service	6	12.8	12.8	100.0
	Total	47	100.0	100.0	

Q21 What type of publication is *Blood*?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper	3	6.4	6.4	6.4
	Scholarly journal	34	72.3	72.3	78.7
	Trade journal	7	14.9	14.9	93.6
	Popular magazine	3	6.4	6.4	100.0
	Total	47	100.0	100.0	

Q22 What type of publication is *The Arizona Republic*?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Newspaper	25	53.2	53.2	53.2
	Scholarly journal	2	4.3	4.3	57.4
	Trade journal	2	4.3	4.3	61.7
	Popular magazine	18	38.3	38.3	100.0
	Total	47	100.0	100.0	

$Q23 Frequencies
Identify which of the following are typical characteristics of a scholarly publication. Select all that apply.

	Responses		Percent of Cases
	N	Percent	
Is an extensive bibliography a typical characteristic of a scholarly publication?	29	21.3%	61.7%
Is short in length, averaging 3 to 7 pages, a typical characteristic of a scholarly publication?	13	9.6%	27.7%
Is use of technical or specialized language a typical characteristic of a scholarly publication?	35	25.7%	74.5%
Is presentation of original research a typical characteristic of a scholarly publication?	36	26.5%	76.6%
Are articles that are written by the publication's staff a typical characteristic of a scholarly publication?	17	12.5%	36.2%
Is inflammatory language a typical characteristic of a scholarly publication?	1	.7%	2.1%
Is the inclusion of many illustrations a typical characteristic of a scholarly publication?	5	3.7%	10.6%
Total	136	100.0%	289.4%

Frequency Tables for Pretest Correct/Incorrect Scores

Q1a What are future implications for the world if alternative fuels are not explored?--Recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	31	66.0	66.0	66.0
	Partial credit	10	21.3	21.3	87.2
	Correct	6	12.8	12.8	100.0
	Total	47	100.0	100.0	

12.8% of respondents answered this correctly and 34.1% answered correctly or received partial credit.

Q1b How is Honda responding to demands for fuel efficient cars?--Recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	12	25.5	25.5	25.5
	Partial credit	22	46.8	46.8	72.3
	Correct	13	27.7	27.7	100.0
	Total	47	100.0	100.0	

27.7% of respondents answered this correctly and 74.5% answered correctly or received partial credit.

Q1c Examine how Earthbound Farms produces its organic dried fruit snacks--Recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	21	44.7	44.7	44.7
	Partial credit	13	27.7	27.7	72.3
	Correct	13	27.7	27.7	100.0
	Total	47	100.0	100.0	

27.7% of respondents answered this correctly and 55.4% answered correctly or received partial credit.

Total of the q1 question set

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	1	2.1	2.1	2.1
	.5	11	23.4	23.4	25.5
	1.0	17	36.2	36.2	61.7
	1.5	10	21.3	21.3	83.0
	2.0	4	8.5	8.5	91.5
	2.5	4	8.5	8.5	100.0
	Total	47	100.0	100.0	

Q2a First Key Term or Concept for the following topic: To what extent are banks offering credit to college students?--coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	32	68.1	68.1	68.1
	Correct	15	31.9	31.9	100.0

Total	47	100.0	100.0	

Q2b Second Key Term or Concept for the following topic: To what extent are banks offering credit to college students?--coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	29	61.7	61.7	61.7
	Partial credit	2	4.3	4.3	66.0
	Correct	16	34.0	34.0	100.0
	Total	47	100.0	100.0	

Q2c Third Key Term or Concept for the following topic: To what extent are banks offering credit to college students?--coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	28	59.6	59.6	59.6
	Correct	19	40.4	40.4	100.0
	Total	47	100.0	100.0	

Total of the q2 question set

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	23	48.9	48.9	48.9
	1.0	7	14.9	14.9	63.8
	2.0	7	14.9	14.9	78.7
	2.5	2	4.3	4.3	83.0
	3.0	8	17.0	17.0	100.0
	Total	47	100.0	100.0	

17% of participants correctly identified all key concepts/terms for the research topic while 33.2% correctly identified 2 of the 3 key concepts/terms. However, this left 63.8% who did not identity any key concepts/term or only correctly identified one. (Note: Some respondents did not appear to attempt this question. 3.0 means that they got 3 points.)

Q3 You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search--recoded.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	24	51.1	51.1	51.1
	Correct	23	48.9	48.9	100.0
	Total	47	100.0	100.0	

48.9% of respondents correctly identified the best search strategy (human cloning AND ethics) for the research topic while another 29.7% selected reasonable options (argument AND human cloning)/(medical ethics AND cloning).

Q4a Synonym 1 for "Infant"--coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	26	55.3	55.3	55.3
	Partial credit	7	14.9	14.9	70.2
	Correct	14	29.8	29.8	100.0
	Total	47	100.0	100.0	

Q4a
Synonym 2 for "Infant"--coded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	28	59.6	59.6	59.6
	Partial credit	8	17.0	17.0	76.6
	Correct	11	23.4	23.4	100.0
	Total	47	100.0	100.0	

Total of q4 question set

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	23	48.9	48.9	48.9
	.5	2	4.3	4.3	53.2
	1.0	8	17.0	17.0	70.2
	1.5	9	19.1	19.1	89.4
	2.0	5	10.6	10.6	100.0
	Total	47	100.0	100.0	

When asked to provide synonyms for the term “infant”, 10.6% of respondents provided **two** suitable synonyms while 46.7% provided **at least one** synonym.

Q5 If you had to write a paper examining how the television changed presidential candidate campaigns, what resource from the library’s database listing would be most appropriate to search?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	17	36.2	36.2	36.2
	Correct	30	63.8	63.8	100.0
	Total	47	100.0	100.0	

63.8% of respondents answered correctly, selecting JSTOR. The next most popular response was ABELL.

Q6 If you had to write a paper discussing how depression is treated, which database subject area would you select?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	23	48.9	48.9	48.9
	Correct	24	51.1	51.1	100.0
	Total	47	100.0	100.0	

51.1% of respondents answered correctly with Biological Sciences. The next most popular choice was Anthropology.

Note: Between the above two questions, 57.45% answered correctly. This means that students will often have difficulty selecting an appropriate search tool or subject area.

Q7 If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	17	36.2	36.2	36.2
	Correct	30	63.8	63.8	100.0
	Total	47	100.0	100.0	

63.8% of respondents answered correctly. (I was surprised by this in the pre-test.)

Q8 If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: ecotourism; Brazil.--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	10	21.3	21.3	21.3
	Correct	37	78.7	78.7	100.0
	Total	47	100.0	100.0	

78.7% of respondents answered correctly.

Q9 Which search will yield the largest set of results?--recoded

A. California AND (Travel OR Tourism)
B. California AND (Travel OR Tourism) AND gold rush
C. California AND Travel
D. California OR Tourism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	26	55.3	55.3	55.3
	Correct	21	44.7	44.7	100.0
	Total	47	100.0	100.0	

44.7% of respondents answered correctly.

Q10 You want to find information on the topic of athletics and drug use. Which search is the best to start with?--recoded

E. A **title** search for: Athletes AND Drugs
F. A **keyword** search for: Athletes AND Drugs
G. A **journal title** search for: Athletes AND Drugs
H. A **subject** search for: Athletes AND Drugs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	16	34.0	34.0	34.0
	Correct	31	66.0	66.0	100.0
	Total	47	100.0	100.0	

66% of respondents answered correctly (keyword search) with 27.7% answering a subject search.

Q11 Truncation symbol question—recoded
If you use the truncation symbol at the end of politi*, which term(s) will be included in your search. Select *each* correct answer.

A. politics
B. apolitical
C. polite
D. politicians

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	23	48.9	48.9	48.9
	Correct	24	51.1	51.1	100.0
	Total	47	100.0	100.0	

51.1% of respondents answered correctly (meaning they selected both correct answers and no incorrect answers).

Q12
You have recently been assigned a research topic. You need to find information on how employees are coached in organizations. This is your initial search which gives you over 1,500 results. How might you change your search to *obtain more relevant results*? Select all that apply.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	45	95.7	95.7	95.7
	Correct	2	4.3	4.3	100.0
	Total	47	100.0	100.0	

Only 4.3% of respondents select both A & B. (Most respondents select C. which seems unusual).

Q13 You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?--recoded

A. Limit to core clinical journals
B. Limit to articles by female gender
C. Limit by date to the last 2 years
D. Limit to a specific group, Adolescents 13-18 years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	22	46.8	46.8	46.8
	Correct	25	53.2	53.2	100.0
	Total	47	100.0	100.0	

53.2% of respondents answered correctly. (I am surprised by the #.) 34% chose to limit by core clinical journals.

Q14 Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	20	42.6	42.6	42.6
	Correct	27	57.4	57.4	100.0
	Total	47	100.0	100.0	

57.4% of respondents answered correctly.

Q15 Examine this citation and summary. Is this article highly relevant for your topic on electric cars?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	17	36.2	36.2	36.2
	Correct	30	63.8	63.8	100.0
	Total	47	100.0	100.0	

63.8% of respondents answered correctly.

Q 16You are searching for information on the following topic: *Investigate the current status of large wages for professional athletes*. Examine the list of newspaper articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	12	25.5	25.5	25.5
	Correct	35	74.5	74.5	100.0
	Total	47	100.0	100.0	

74.5% of respondents answered correctly.

Q17 Examine the citation below. What type of information source is it?—recoded

Self-regulated reading in adulthood.
Stine-Morrow, Elizabeth A. L.[1]; Soederberg Miller, Lisa M.[2]; Gagne, Danielle D.[3]; Hertzog, Christopher[4]
Psychology and Aging. Vol 23(1), Mar 2008, pp. 131-153

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	16	34.0	34.0	34.0
	Correct	31	66.0	66.0	100.0
	Total	47	100.0	100.0	

66.0% of respondents answered correctly. 27.7% of respondents selected book chapter.

Q18 Examine the citation below. What type of information source is it?—recoded

*Memory and suggestibility in the forensic interview***.**
Eisen, Mitchell L. (Ed)[1]; Quas, Jodi A. (Ed); Goodman, Gail S. (Ed)
Personality and clinical psychology series. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. (2002) xiii, 481 pp.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	24	51.1	51.1	51.1

	Correct	23	48.9	48.9	100.0
	Total	47	100.0	100.0	

48.9% of respondents answered correctly. 44.7% selected journal article.

Q19 Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?--recoded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	8	17.0	17.0	17.0
	Correct	39	83.0	83.0	100.0
	Total	47	100.0	100.0	

83% of respondents answered correctly.

Q20 While searching in a database available from the UC Merced Library, you find a reference to a journal article, but the article is not online. What is the best way to get the article?—recoded (rephrasing is not incorporated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	15	31.9	31.9	31.9
	Correct	32	68.1	68.1	100.0
	Total	47	100.0	100.0	

68.1% of respondents answered correctly with the Library's Interlibrary Loan (ILL) service.

Q21 What type of publication is *Blood*?—recoded

***Blood* is published by the American Society of Hematology. It is published twice a month and started in 1945. It covers the topics of medical science, hematology, biology, biochemistry, cytology and histology and publishes original articles. Articles average around 12 pages and the authors tend to work at hospitals and universities. What type of publication is *Blood*?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	13	27.7	27.7	27.7
	Correct	34	72.3	72.3	100.0
	Total	47	100.0	100.0	

72.3% of respondents answered correctly. 14.9% selected trade journal.

Q22 What type of publication is *The Arizona Republic*?—recoded

***The Arizona Republic* is published daily and is owned by The Gannett Company, Inc. It includes brief articles, editorials and pictures. It is available in print and online. Some of the subject matter includes information on business, sports, real estate, movies, travel and fashion. What type of publication is *The Arizona Republic*?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	22	46.8	46.8	46.8
	Correct	25	53.2	53.2	100.0
	Total	47	100.0	100.0	

53.2% of respondents answered correctly. 38.3% selected popular magazine.

Q23
Scholarly & popular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Incorrect	27	57.4	57.4	57.4
	Partial credit	6	12.8	12.8	70.2
	Full credit	14	29.8	29.8	100.0
	Total	47	100.0	100.0	

29.8% of respondents selected all the correct characteristics of scholarly publications and none of the incorrect responses and an additional 12.8% selected some correct responses.

Summary of Pretest Scores

Statistics

Total Score pretest

N	Valid	47
	Missing	0
Mean		15.426
Median		15.500
Mode		17.0(a)
Std. Deviation		4.6180
Range		21.0
Minimum		4.0
Maximum		25.0

a Multiple modes exist. The smallest value is shown

Total Score pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.0	1	2.1	2.1	2.1
	7.5	2	4.3	4.3	6.4
	8.0	2	4.3	4.3	10.6
	8.5	1	2.1	2.1	12.8
	10.0	2	4.3	4.3	17.0
	11.5	1	2.1	2.1	19.1
	12.0	1	2.1	2.1	21.3
	12.5	3	6.4	6.4	27.7
	13.5	2	4.3	4.3	31.9
	14.0	2	4.3	4.3	36.2
	14.5	3	6.4	6.4	42.6
	15.0	2	4.3	4.3	46.8
	15.5	2	4.3	4.3	51.1
	16.0	3	6.4	6.4	57.4
	17.0	4	8.5	8.5	66.0
	18.0	1	2.1	2.1	68.1
	18.5	1	2.1	2.1	70.2
	19.0	4	8.5	8.5	78.7
	19.5	2	4.3	4.3	83.0
	20.5	2	4.3	4.3	87.2
	21.0	2	4.3	4.3	91.5
	21.5	2	4.3	4.3	95.7
	22.5	1	2.1	2.1	97.9
	25.0	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

Hi Sara,

Below are the results of the statistical comparisons between the pretest and posttest for the Writing 10 class. As you can see (Table 1) there is a slight raise in the average test scores from the pretest to the posttest.

I also ran an effect size analysis and it came out to 0.37, which is somewhere between weak to moderate effect; depending on what article you site. This means that the intervention/training generated a weak to moderate gain in the subjects.

However, the comparison tests themselves (Table 2) show that change from pretest to posttest is not significant (significance = .142). This means that while there was a raise in the subject's average score from pretest to posttest there is no evidence that this raise will be replicable to another group of students. If the significance was < .05, we can usually say that it's significant or replicable in this case. Furthermore, I did a power analysis and the power analysis was 0.172. This suggests that there was not enough of a sample to make any definitive conclusions about the results.

In summary, the intervention/training shows promise in increasing the subjects scores, but before any definitive results can be made, a larger sample size would need to be used in the analysis.

Let me know if there are any questions on these analyses.

Sincerely,
Chris

Table 1: Descriptive stats

	Mean	N	Std. Deviation	Std. Error Mean
Total Score pretest	15.656	16	5.2209	1.3052
Total Score posttest	17.438	16	4.4791	1.1198

Table 2: t-Test results

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Upper	Lower			
Total Score pretest - Total Score posttest	-1.7813	4.5970	1.1492	-4.2308	.6683	-1.550	15	.142

Pre-Questionnaire

1. You need to write an 8-10 page paper on a topic. For each topic, rate it on a scale of 1 to 5.

1 – too broad for 8-10 pages; 2 – somewhat broad for 8-10 pages; 3 – just about right for 8-10 pages; 4 – somewhat narrow for 8-10 pages; 5 – too narrow for 8-10 pages

Q1.a

a. What are future implications for the world if alternative fuels are not explored? 1 2 3 4 5

Q1.b

b. How is Honda responding to demands for fuel efficient cars? 1 2 3 4 5

Q1.c

c. Examine how Earthbound Farms produces its organic dried fruit snacks. 1 2 3 4 5

2. Identify the *three* key concepts or terms for the following topic: To what extent are banks offering credit to college students?

Q2.a First Key Term or Concept _____

Q2.b Second Key Term or Concept _____

Q2.c Third Key Term or Concept _____

Q3

3. You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search.

A. cloning AND human embryos
B. human cloning AND ethics
C. genetic engineering
D. argument AND human cloning
E. medical ethics AND cloning
F. human reproductive technology AND issues

4. Identify two synonyms or closely related terms for the following word:

Infant

Q4.a Synonym 1 _____

Q4.b Synonym 2 _____

Q5

5. If you had to write a paper examining how the television changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?

A. ABELL: Annual Bibliography of English Language and Literature

Description: 1920-present. Lists monographs, periodical articles, critical editions of literary works, book reviews, collections of essays and doctoral dissertations published anywhere in the world.

B. Philosopher's Index
Description: 1940-present. Indexing and abstracts from books and over 550 journals on philosophy and related interdisciplinary fields.

C. MEDLINE via PubMed
Description: MEDLINE and genetics databases from the National Library of Medicine.

D. JSTOR
Description: Search by subject or browse full text of more than 500 scholarly journals in social sciences, humanities, and sciences, to their earliest issues. Many titles extend as far back as late 19th or early 20th centuries.

Q6
6. If you had to write a paper discussing how depression is treated, which database subject area would you select?

A. Environmental Studies
B. Anthropology
C. Biological Sciences
D. Philosophy

Q7
7. If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?

A. OR
B. AND
C. NOT
D. NEAR

Q8
8. If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: *ecotourism*; *Brazil*?
A. OR
B. AND
C. NOT
D. NEAR

Q9
9. Which search will yield the largest set of results?

A. California AND (Travel OR Tourism)
B. California AND (Travel OR Tourism) AND gold rush
C. California AND Travel
D. California OR Tourism

Q10
10. You want to find information on the topic of athletics and drug use. Which search is the best to start with?

A. A **title** search for: Athletes AND Drugs
B. A **keyword** search for: Athletes AND Drugs
C. A **journal title** search for: Athletes AND Drugs
D. A **subject** search for: Athletes AND Drugs

Q11_1. Q11_2, Q11_3, Q11_4

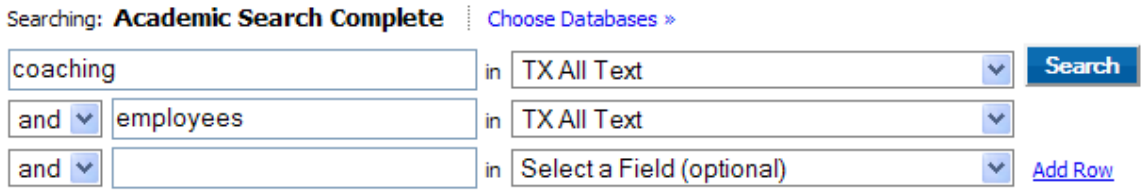
11. If you use the truncation symbol at the end of politi*, which term(s) will be included in your search. Select *each* correct answer.

A. politics
B. apolitical
C. polite
D. politicians

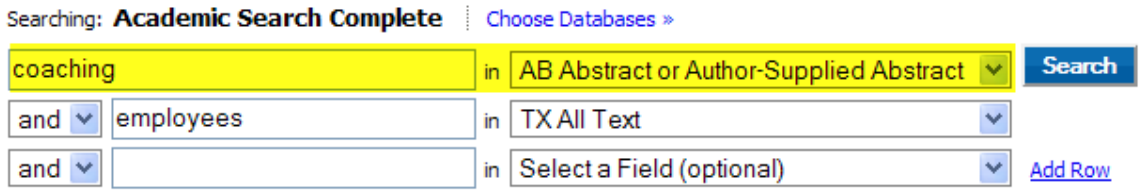
Q12_1, Q12_2, Q12_3, Q12_4

12. You have recently been assigned a research topic. You need to find information on how employees are coached in organizations. This is your initial search which gives you over 1,500 results. How might you change your search to *obtain more relevant results*? Select all that apply.

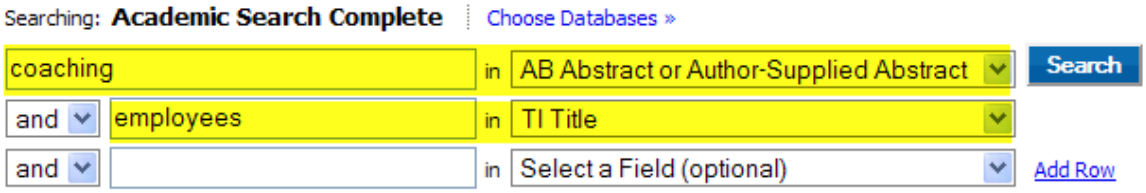
Initial Search:



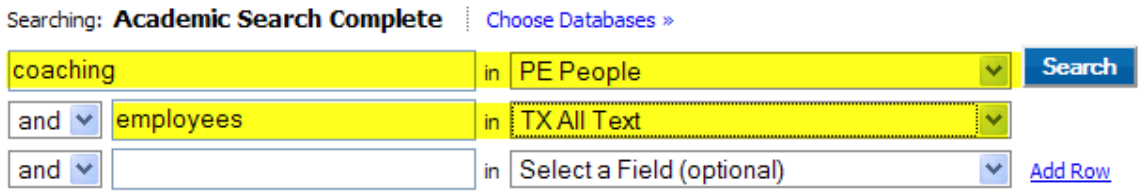
A.



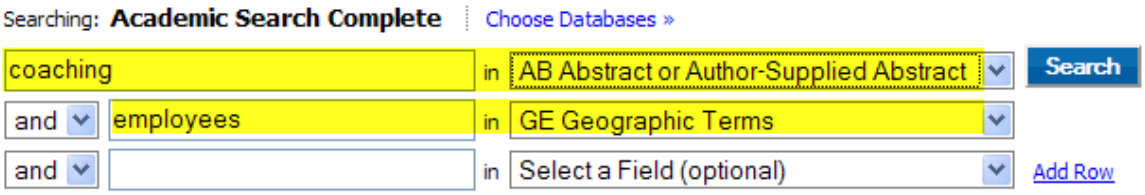
B.



C.



D.



Q13

13. You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?

A. Limit to core clinical journals
B. Limit to articles by female gender
C. Limit by date to the last 2 years
D. Limit to a specific group, Adolescents 13-18 years

Q14a

14. Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.

4. ***CSI...I*** don't think so.
By: Lofland, Lee. Writer, Sep2007, Vol. 120 Issue 9, p27-27, 1p; (*AN 26324216*)
HTML Full Text
Add to folder
UC-eLinks

5. Sexy Like ***CSI***.
By: Ashmore, Beth. College & Undergraduate Libraries, 2006, Vol. 13 Issue 2, p47-48, 2p; DOI: 10.1300/J106v13n0204; (*AN 23013563*)
Abstract Only
Add to folder
UC-eLinks

6. Bugging Out in Queens NYHS goes ***CSI***.
By: Avery, Susan. New York, 7/31/2006, Vol. 39 Issue 27, p106-106, 0p; (*AN 21847405*)
Abstract Only
Add to folder
UC-eLinks

7. ***CSI***: REALITY.
By: Houck, Max M.. Scientific American, Jul2006, Vol. 295 Issue 1, p84-89, 6p, 9 color; (*AN 21114280*)
HTML Full Text
Add to folder | Times Cited in this Database: (1)
UC-eLinks

8. THE "***CSI*** EFFECT": BETTER JURORS THROUGH ***TELEVISION*** AND ***SCIENCE?***
By: Mann, Michael. Buffalo Public Interest Law Journal, 2005-2006, Vol. 24, p211-237, 27p; (*AN 27030656*)
Abstract Only
Add to folder
UC-eLinks

9. Prime-Time Crime: ***CSI's*** William Petersen on Acting, Forensics, and the Joy of Bugs.
By: Martindale, David. Biography, Apr2003, Vol. 7 Issue 4, p68, 5p, 6 color; (*AN 9299312*)
HTML Full Text
Add to folder
UC-eLinks

10. Inside ***CSI***.
By: Vizard, Frank. Popular ***Science***, Sep2001, Vol. 259 Issue 3, p48, 5p, 4 color; (*AN 4928093*)
Abstract Only
Add to folder
UC-eLinks

Q15

15. Examine this citation and summary. Is this article highly relevant for your topic on electric cars?

A. Yes
B. No

Science 30 July 1999:
Vol. 285. no. 5428, pp. 687 - 689
DOI: 10.1126/science.285.5428.687

VIEWPOINT

A Realizable Renewable Energy Future

John A. Turner

The ability of renewable resources to provide all of society's energy needs is shown by using the United States as an example. Various renewable systems are presented, and the issues of energy payback, carbon dioxide abatement, and energy storage are addressed. Pathways for renewable hydrogen generation are shown, and the implementation of hydrogen technologies into the energy infrastructure is presented. The question is asked, Should money and energy be spent on carbon dioxide sequestration, or should renewable resources be implemented instead.

Q16

16. You are searching for information on the following topic: *Investigate the current status of large wages for professional athletes*. Examine the list of newspaper articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?

A. Yes
B. No

High stakes, high salaries - MORE ON SPORTS 10 NOTES: Boston assistant Thibodeau knows Kobe Bryant's game well.
Orange County Register, The (Santa Ana, CA) - June 8, 2008
Length: 867 words (Estimated printed pages: 3)
BOSTONKevin Garnett is the highest-paid player in the NBA, and a special distinction arrives C.O.D. with his $23.75 million salary. In a sports world where athletes' incomes are as public as their uniform numbers, Garnett has to win to make himself worth it in the eyes of the fans he represents and the owner who signs his paycheck. If he doesn't win — as happened in Minnesota, prompting Garnett's offseason trade to (and contract extension...

0 Saved Articles
Email
Print
Bibliography (export)

Coaches: target of new blood sport - High salaries lead to high expectations By JEMELE HILL DETROIT FREE PRESS
Tallahassee Democrat (FL) - October 29, 2004
Length: 606 words (Estimated printed pages: 2)
Welcome to the Big Ten Column of the Week Classic, brought to you by SBC in coordination with Long John Silver's, Ron Zook's Realtor and the makers of the official Jessica Simpson IQ test. Recently, Michigan coach Lloyd Carr heard embattled Penn State coach Joe Paterno deliver a sad truth about today's world of college athletics. According to Carr, Paterno said if he were getting ready to go to college today, he would say no thank you to intercollegiate...

BEJEWELED BASKETBALL STARS - HIGH SALARIES ALLOW PLAYERS TO SPORT THE 'BLING-BLING'
Daily Press (Newport News, VA) - January 12, 2003
Length: 754 words (Estimated printed pages: 3)
In case you hadn't noticed -- and it's hard not to, really -- the new NBA is all about the "bling-bling." Before and after games, players look like they've stepped right out of a rap video. We're talking chains as thick as Charles Barkley's head and diamond earrings as big as, well, basketballs. That's only a slight exaggeration. "It just so happens that when you make the kind of...

HIGH SALARIES IN SPORTS REFLECT WRONG PRIORITIES
Columbus Dispatch, The (OH) - April 4, 2001
Length: 162 words (Estimated printed pages: 1)
In the Thursday Dispatch, Iowa basketball coach Steve Alford signs a contract for $900,000 a year. Wow! That's around $2,500 a day, 365 days a year. Compare this with the following: President of the good ol' United States makes $200,000 a year. That's $548 a day plus expenses. The governor of Iowa makes $104,352 a year, or $285.90 a day. All federal government cabinet members make $157,000 a year, or $430 a day. The average pay for a college...

High salaries not making cut with rich teams
The Dallas Morning News - February 12, 2000
Length: 725 words (Estimated printed pages: 3)
A few months ago, the Texas Rangers traded slugger Juan Gonzalez, saying it would bust their budget to re-sign him. Now, the Dallas Cowboys are probably going to decide they can't afford cornerback Deion Sanders' asking price of $10 million a year. Calculations like these are going on all over team sports. More than ever before, franchises are making personnel decisions based on players' paychecks rather than their talents. Teams...

Q17

17. Examine the citation below. What type of information source is it?

Self-regulated reading in adulthood.
Stine-Morrow, Elizabeth A. L.[1]; Soederberg Miller, Lisa M.[2]; Gagne, Danielle D.[3]; Hertzog, Christopher[4]
Psychology and Aging. Vol 23(1), Mar 2008, pp. 131-153

A. Newspaper article
B. Book chapter
C. Poem
D. Journal Article

Q18
18. Examine the citation below. What type of information source is it?

*Memory and suggestibility in the forensic interview***.**
Eisen, Mitchell L. (Ed)[1]; Quas, Jodi A. (Ed); Goodman, Gail S. (Ed)
Personality and clinical psychology series. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. (2002) xiii, 481 pp.

A. Newspaper article
B. Book chapter
C. Poem
D. Journal Article

Q19
19. Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

A. the Print button
B. the Add to Marked List button
C. the UC-eLinks button
D. the Analyze Results link

Q20
20. While searching in a database available from the UC Merced Library, you find a *reference* to an academic journal article, but the full text of the article is not

available online at UC Merced. What service can you use to obtain a copy free of charge within a week?

A. the Library's Interlibrary Loan (ILL) service
B. a publisher's in-house production service
C. Google Book's Advanced Book Search service
D. the Internet Public Library's online help service

Q21

21*. Blood* is published by the American Society of Hematology. It is published twice a month and started in 1945. It covers the topics of medical science, hematology, biology, biochemistry, cytology and histology and publishes original articles. Articles average around 12 pages and the authors tend to work at hospitals and universities.

What type of publication is *Blood*?

A. Newspaper
B. Scholarly journal
C. Trade journal
D. Popular magazine

Q22

***22. The Arizona Republic* is published daily and is owned by The Gannett Company, Inc. It includes brief articles, editorials and pictures. It is available in print and online. Some of the subject matter includes information on business, sports, real estate, movies, travel and fashion.**
What type of publication is *The Arizona Republic*?

A. Newspaper
B. Scholarly journal
C. Trade journal
D. Popular magazine

Q23_1, Q23_2, Q23_3, Q23_4, Q23_5, Q23_6, Q23_7

23. Identify which of the following are typical characteristics of a scholarly publication. Select all that apply.

A. _____ Articles have an extensive bibliography
B. _____ Articles are short in length, averaging 3 to 7 pages
C. _____ Articles use technical or specialized language
D. _____ Articles present original research
E. _____ Articles are written by the publication's staff
F. _____ Articles include inflammatory language
G. _____ Articles include many illustrations

Post-Questionnaire

1. You need to write an 8-10 page paper on a topic. For each topic, rate it on a scale of 1 to 5.

1 – too broad for 8-10 pages; 2 – somewhat broad for 8-10 pages; 3 – just about right for 8-10 pages; 4 – somewhat narrow for 8-10 pages; 5 – too narrow for 8-10 pages

a. To what extent did Napoleon Boneparte's mother influence his political ambitions? 1 2 3 4 5
b. How have the Napoleonic Wars shaped the course of modern history in Europe? 1 2 3 4 5
c.. What marketing techniques have contributed to a thriving bottled water industry? 1 2 3 4 5

2. Identify the three key concepts or terms for the following topic.
Should public employees have the right to strike?

First Key Term or Concept _____
Second Key Term or Concept _____
Third Key Term or Concept _____

3. You have just been assigned the following research topic: "Analyze what made the hostage rescue of Ingrid Betancourt in Columbia successful". Identify the best search strategy for your first search.

A. hostage AND rescue
B. success AND hostage AND rescue
C. "Ingrid Betancourt" AND hostage
D. Betancourt AND hostage AND rescue
E. Columbia AND hostage AND rescue
F. Columbia AND hostage AND Betancourt

4. Identify two synonyms or closely related terms for the following word.
Vehicle

a. _____ b. _____

5. If you had to write a paper examining the history of inflation problems in Zimbabwe, what resource from the library's database listing would be most appropriate to search?

A. LexisNexis Congressional
Description: Access to U.S. legislative information, including bills and pending legislation, legislative history, hearings, testimony, reports, documents, Congressional Record, public laws, etc.

B. JSTOR
Description: Search by subject or browse full text of more than 500 scholarly journals in social sciences, humanities, and sciences, to their earliest issues. Many titles extend as far back as the late 19th or early 20th centuries; most recent 3-5 years not included.

C. Black Drama
Description: 1850-present. Black Drama contains 908 plays by 171 playwrights, together with detailed, fielded information on related productions, theaters, production companies, and more. When complete, the collection will include more than 1,200 plays.

D. Sociological Abstracts
Description: 1963-present. Abstracts journal articles, monographs, dissertations, conference proceedings, other research covering sociology, social work, and related social sciences. Also includes selected web resources.

6. If you had to write a paper discussing the topic of the legality of capital punishment in the United States, which database subject area would you select?

A. American Studies
B. Anthropology
C. Political Science
D. Sociology

7. If you wanted to search for information on mp3 players, what term would you use to join together these search terms: "*mp3 player"; ipod; "digital audio player"*.?

A. OR
B. AND
C. NOT
D. NEAR

8. If you wanted to search for information on presidential augural addresses, what term would you use to join together these search terms: presidential; "inaugural address"?

A. OR
B. AND
C. NOT
D. NEAR

9. Which search will yield the largest set of results?

A. obesity AND (United States OR Canada)
B. obesity AND (United States OR Canada) AND diabetes
C. obesity AND diabetes
D. diabetes OR obesity

10. You want to find information on the topic of salmonella and tomatoes. Which search is the best to start with?

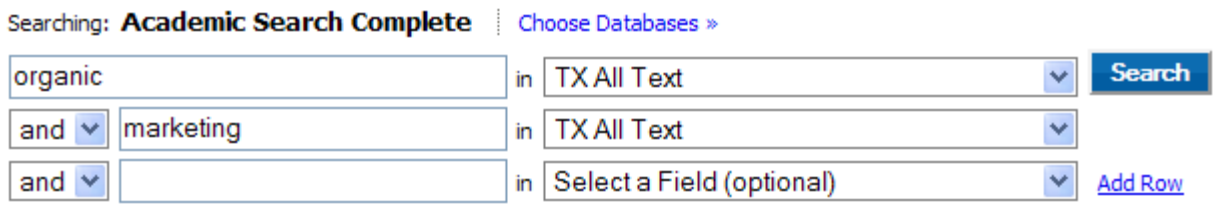
A. a **journal title** search for: salmonella AND tomatoes
B. a **title** search for: salmonella AND tomatoes
C. a **keyword** search for: salmonella AND tomatoes
D. a **subject** search for: salmonella AND tomatoes

11. If you use the truncation symbol at the end of economi *, which term(s) will be included in your search. Select *each* correct answer.

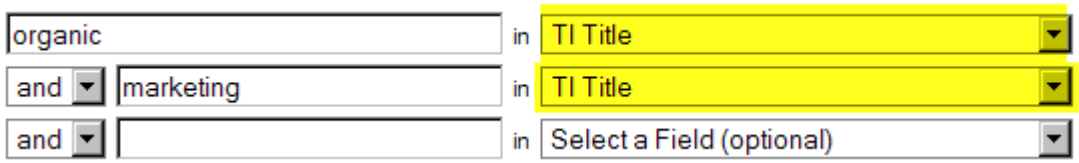
A. economy
B. economics
C. economical
D. macroeconomics

12. You have recently been assigned a research topic. You need to find information on how organic products are marketed. This is your initial search which gives you over 1,500 results. How might you change your search to *obtain more relevant results*? Select all that apply.

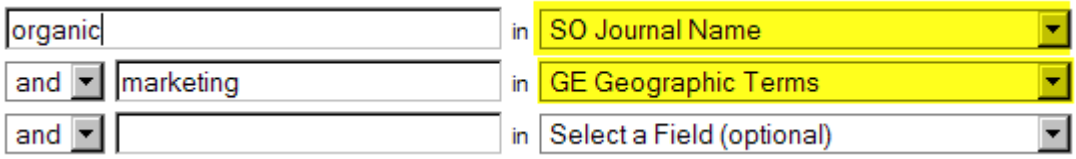
Initial Search:



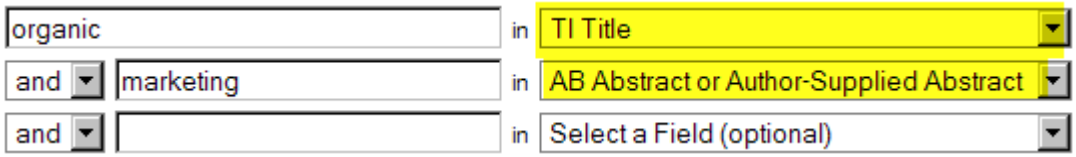
A.



B.



C.



D.

Searching: **Academic Search Complete** | Choose Databases »

	organic	in	SU Subject Terms
and	marketing	in	PE People
and		in	Select a Field (optional)

13. You are researching the topic of leukemia rates in teenagers and have over 20,000 results. What would be an appropriate limiter to use?

A. Limit by date to the last 2 years
B. Limit to articles by female gender
C. Limit to editorials
D. Limit to a specific group, Adolescents 13-18 years

14. Which of the following citations looks like it would be most useful for your topic on the debate of which baseball bats are the best? Type the number of the citation.

12. Specificity of practice in ***baseball*** batting.
By: Scott, Sandee A.; Gray, Robert D.. Journal of Sport & Exercise Psychology, Jul2007 Supplement, Vol. 29, pS126-S127, 2p; (*AN 25216342*)
Add to folder
UC-eLinks

13. THE GOODS.
By: Aaronson, Lauren. Popular Science, Jul2007, Vol. 271 Issue 1, p24-25, 2p; (*AN 25267821*)
HTML Full Text
Add to folder
UC-eLinks

14. The Battle Over ***Bats***.
By: Hewitt, Bill; Egan, Nicole Weisensee; Bane, Jason. People, 6/11/2007, Vol. 67 Issue 23, p150-150, 1p, 2 color; (*AN 25264775*)
HTML Full Text
Add to folder
UC-eLinks

15. ANATOMY OF A SWING.
By: Coburn, Davin. Popular Mechanics, Jun2007, Vol. 184 Issue 6, p100-101, 2p, 2 diagrams, 1 graph; (*AN 25274725*)
HTML Full Text
Add to folder
UC-eLinks

16. Hey, Batter.
Wall Street Journal - Eastern Edition, 5/2/2007, Vol. 249 Issue 102, pA20, 0p; (*AN 24995361*)
Add to folder
UC-eLinks

17. ***Bats*** behind schedule.
By: McNeal, Stan. Sporting News, 3/26/2007, Vol. 231 Issue 13, p42-42, 1/6p, 1 color; (*AN 24470630*)
HTML Full Text PDF Full Text (493KB)
Add to folder
UC-eLinks

15. Examine this citation and summary. Is this article highly relevant for your topic on using ocean tides to generate energy?

A. Yes
B. No

TUNA POWER.
By: Carey, Bjorn. ***Popular Science***, Apr2007, Vol. 270 Issue 4, p32-33, 2p, 3 diagrams; (*AN 24235213*)
HTML Full Text

The article discusses the development of an alternate energy source through the use of fin- and kelp-shaped devices to harness the power of the ***ocean*** tides. Detailed in the article is Tim Finnigan, founder of BioPower Systems, the company that developed the technology. The article discuss the amount of power the generators will produce.

16. You are searching for information on the growing popularity of ecotourism. Examine the list of articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?

A. Yes
B. No

All Results: 1-5 of 5 **Page: 1** **Sort by:** Date Add (1-5)

Results for: TI (eco tourism OR ecotourism) and popularity Alert / Save / Share »

1. Las Islas de los Changos (the Monkey Islands): the economic impact of ***ecotourism*** in the region of Los Tuxtlas, Veracruz, Mexico.
By: Serio-Silva, Juan Carlos. American Journal of Primatology, May2006, Vol. 68 Issue 5, p499-506, 8p; DOI: 10.1002/ajp.20245; (*AN 20539166*)
Abstract Only
Add to folder
UC-eLinks

2. Misrepresenting Communities: The Politics of Community-Based Rural ***Ecotourism*** in Gales Point Manatee, Belize.
By: Belsky, Jill M.. Rural Sociology, Dec99, Vol. 64 Issue 4, p641-666, 26p, 1 map; (*AN 2557535*)
Abstract Only
Add to folder | Cited References: (11) | Times Cited in this Database: (7)
UC-eLinks

3. Adventure vs. ***Ecotourism***.
By: Beeh, Jenny E.. E - The Environmental Magazine, May/Jun99, Vol. 10 Issue 3, p46, 2p, 1 color; (*AN 1804273*)
HTML Full Text PDF Full Text (394KB)
Add to folder
UC-eLinks

4. ***Ecotourism*** is growing and getting greener along the trail.
By: Polson, Sheila. Christian Science Monitor, 8/27/96, Vol. 88 Issue 191, p12, 2 color; (*AN 9609111319*)
HTML Full Text
Add to folder
UC-eLinks

5. Belize offers an adventure in ***ecotourism***.
By: Wells, Ken. Wall Street Journal - Eastern Edition, 5/10/96, Vol. 227 Issue 93, pB6, 1 bw; (*AN 9605242177*)
Abstract Only
Add to folder
UC-eLinks

17. Examine the citation below. What type of information source is it?

"Recordings and the Music Business" in *Music of the World War II era*. Young, William H. and Nancy K. Young. Westport, CT: Greenwood Press. (2008) 261pp.

A. Newspaper article
B. Book chapter
C. Poem
D. Journal Article

18. Examine the citation below. What type of information source is it?

External source monitoring in a real-life event: Developmental changes in ability to identify source persons.
Sugimura, Tomoko
Applied Cognitive Psychology. Vol 22(4), May 2008, pp. 527-539

A. Newspaper article
B. Book chapter
C. Poem
D. Journal Article

19. Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

A. the UC-eLinks button
B. the Add to Marked List button
C. the Print button
D. the Analyze Results link

20. While searching in a database available from the UC Merced Library, you find a *reference* to an academic journal article, but the full text of the article is not available online at UC Merced. What service can you use to obtain a copy free of charge within a week?

A. the Library's Interlibrary Loan (ILL) service

B. a publisher's in-house production service
C. Google Book's Advanced Book Search service
D. the Internet Public Library's online help service

21. *Time* is published by the Time Inc. It is published weekly and started in 1923. It covers a variety of general interest topics from health & medicine to arts & entertainment. It includes essays, quotes, letters, articles, feature stories, advertisements and music, book and film reviews etc. Most articles are no longer then 5 pages.

What type of publication is *Time*?

A. Newspaper
B. Book
C. Scholarly journal
D. Trade journal
E. Popular magazine

22. *Electrical Engineering* started in 1912. It is published six times a year by Springer. It covers the topics of electrical and electronic engineering, including related fields in mathematics and physics, with emphasis on the theory of electromagnetic fields, network theory, and electric machine theory. Articles average around 10 pages and the authors tend to work at universities.

What type of publication is *Electrical Engineering*?

A. Newspaper
B. Book
C. Scholarly journal
D. Trade journal
E. Popular magazine

23. Identify which of the following are typical characteristics of a scholarly publication. Select all that apply.

A. ____ Articles have an extensive bibliography
B. ____ Articles are short in length, averaging 3 to 7 pages
C. ____ Articles use technical or specialized language
D. ____ Articles present original research
E. ____ Articles are written by the publication's staff
F. ____ Articles include inflammatory language
G. ____ Articles include many illustrations

Survey

Y or N or Unsure	I found full-text articles through the library's online databases for my final Writing 10 paper.
Y or N or Unsure	I ordered one or more **articles** through the Interlibrary Loan

	Services for my final Writing 10 paper.
Y or N or Unsure	I ordered one or more **books** through the Interlibrary Loan Services for my final Writing 10 paper.
Y or N or Unsure	I viewed a **minimum of one online book** available through the UC Merced Library for my final Writing 10 paper.
Y or N or Unsure	I checked out **a minimum of one book** from the UC Merced Library for my final Writing 10 paper.
Y or N or Unsure	I searched *Academic Search Complete* (EBSCO) for my final Writing 10 paper.
Y or N or Unsure	I searched *Google Scholar* for my final Writing 10 paper.
Y or N or Unsure	I searched *Melvyl* (UC catalog) for my final Writing 10 paper.
Y or N or Unsure	I did not search any library databases or catalogs for my final Writing 10 paper.
Y or N or Unsure	I used a web search engine e.g. Google, Yahoo etc. for my final Writing 10 paper.
Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I was able to determine if an article was either scholarly or popular.
Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I used *Ulrich's International Periodicals Directory* to determine if an article was either scholarly or popular.
Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I referred to the library's handout on "Distinguishing Between Various Periodicals" to determine whether articles were popular or scholarly?
Y or N or Unsure	I viewed the library's online tutorial on "Distinguish Between Popular and Scholarly Articles" to determine whether articles were popular or scholarly?
Y or N or Unsure	I used *limits* in databases (e.g. the limit to peer-reviewed articles) to find scholarly information.
Y or N or Unsure	During the semester, I examined the bibliography or footnotes of an article or book to find references to other information that would be useful to me.
Y or N or Unsure	I visited a librarian for research help before my final research paper

	was due?
Y or N or Unsure	I contacted the library for research help? E.g. text message, phone, email, chat etc.
Y or N or Unsure	In high school, I received some instruction to help me learn how to use the library's resources.
Y or N or N/A	I received library instruction in Writing 1 from Library staff.
Y or N	I used RefWorks to create a bibliography for my Writing 10 paper.
Y or N	I have attended a RefWorks workshop or class in the library.
Y or N or Unsure	I have received additional library instruction from a librarian in **at least one other class** at UC Merced that was not a Writing class.
Y or N	This is my first time taking Writing 10.
Y or N	Which type of library instruction did you receive. - I *attended* an in-person class on library research for Writing 10. (skip logic) - I *used* the online library research tutorials for Writing 10. (skip logic) - I did not receive library instruction. (skip logic, go to the final message)
1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	On a scale of 1 to 5, how satisfied were you with the face-to-face library instruction you received in Writing 10? If the person answered "I attended an in-person class on library research for Writing 10."
1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	On a scale of 1 to 5, how satisfied were you with the online library instruction tutorials you used for Writing 10? If the person answered "I used the online library research tutorials for Writing 10."
Y or N	I learned some search strategies either through in-class instruction on online tutorials and I used at least one of these search strategies when finding information for my Writing 10 final assignment.
1 very comfortable; 2 comfortable; 3 somewhat uncomfortable; 4 uncomfortable; 5 very uncomfortable	On a scale of 1 to 5, how comfortable did you feel using library resources *before* receiving library instruction in Writing 10?
1 very comfortable; 2	On a scale of 1 to 5, how comfortable do you feel using library resources *after* receiving library instruction in Writing 10?

comfortable; 3 somewhat uncomfortable; 4 uncomfortable; 5 very uncomfortable	
1 excellent; 2 very good; 3 good; 4 satisfactory; 5 poor	On a scale of 1 to 5, how would you rate your research skills *before* receiving library instruction in Writing 10?
1 excellent; 2 very good; 3 good; 4 satisfactory; 5 poor	On a scale of 1 to 5, how would you rate your research skills *after* receiving library instruction in Writing 10?
1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	Were you satisfied with the amount of library instruction you received through an in-class session OR through online tutorials for this Writing 10 research paper assignment?

Writing 10 Final Assignment Rubric

Citation Completeness:

- ☐ The student consistently provides the elements needed to find the information source.
- ☐ The student usually provides the elements needed to find the information source.
- ☐ The student sometimes provides the elements needed to find the information source.
- ☐ The student rarely or never provides the elements needed to find the information source.

Citation Accuracy:

- ☐ The student uses the selected citation styles accurately.
- ☐ The student usually uses the selected citation style accurately.
- ☐ The student sometimes uses the selected citation style accurately.
- ☐ The student rarely or never uses the selected citation style accurately.

____ # of article citations

____ # of citations available through Library subscriptions (popular)

_____# of citations available through Library subscriptions (scholarly)

____ # of book citations

_____ # available at UC Merced

_____ # not available at UC Merced

____ # of “other citations”

____ Total # of citations

Analysis Narrative for UC Merced Library Project

Table 1 displays the group statistics between the first group and the second group. The results showed that the second group of student obtained higher scores than the first group. The second group scored approximately 2.5 more points than the first group.

Table 1: Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Group 1	143	23.38	6.048	.506
Group 2	126	25.96	6.826	.608

Table 2 reports the results from an independent sample t-test. Results from the t-test indicate that there is a significant difference between the two groups (p-value = .001).

Table 2: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1.402	.237	-3.27	267	.001	-2.57	.785	-4.12	-1.03
Equal variances not assumed			-3.25	251.71	.001	-2.57	.791	-4.13	-1.01

Finally, Figure 1 displays the size effects between the two groups. A Cohen's *d* of .91 was found. This indicates a large size effect between the two groups.

Figure 1: Size Effects

Cohen's *d*	**effect-size *r***
0.91	0.41

However, caution should be used when interpreting these results as many factors may have influenced the results. For example, the same instrument was used with both groups. Prior knowledge of the instrument could have influenced the results. Second, the testing environment,

time of day, place of administration, etc. could have been different for both groups, thus affecting the results. Finally, group differences based on sampling could have biased the results. It is unclear if the same individuals were in both groups and if so whether their test scores increased. An experimental design, where the subjects were tracked from first test administration to second test administration, would have given more definitive results.

Post Questionnaire with Survey Questions
Spring 2010

1. You need to write an 8-10 page paper on a topic. For each topic, rate it on a scale of 1 to 5.

1 – too broad for 8-10 pages; 2 – somewhat broad for 8-10 pages; 3 – just about right for 8-10 pages; 4 – somewhat narrow for 8-10 pages; 5 – too narrow for 8-10 pages

Q1.a
a. How is Honda responding to demands for fuel efficient cars? 1 2 3 4 5

Q1.b
b. Examine how Earthbound Farms produces its organic dried fruit snacks. 1 2 3 4 5

Q1.c
c. To what extent did Napoleon Boneparte's mother influence his political ambitions? 1 2 3 4 5

Q1.d
d. How have the Napoleonic Wars shaped the course of modern history in Europe? 1 2 3 4 5

Q1.e
e. What marketing techniques have contributed to a thriving bottled water industry? 1 2 3 4 5

2. Identify the *three* key concepts or terms for the following topic: To what extent are banks offering credit to college students?

Q2.a First Key Term or Concept _____
Q2.b Second Key Term or Concept _____
Q2.c Third Key Term or Concept _____

3. Identify the three key concepts or terms for the following topic.
Should public employees have the right to strike?

Q3.a First Key Term or Concept _____
Q3.b Second Key Term or Concept _____
Q3.c Third Key Term or Concept _____

Q4
4. You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search.

A. cloning AND human embryos
B. human cloning AND ethics
C. genetic engineering
D. argument AND human cloning

E. medical ethics AND cloning
F. human reproductive technology AND issues

Q5

5. You have just been assigned the following research topic: "Analyze China's current position on its use of Internet-filtering software to censor information." Identify the best search strategy for your first search.

A. China AND "Internet-filtering software"
B. China AND firewall AND censorship
C. China AND freedom AND "human rights"
D. China AND web AND "human rights"
E. China AND Internet AND censorship
F. "Chinese government" AND censorship AND "free speech"

Q6

6. Identify two synonyms or closely related terms for the following word.

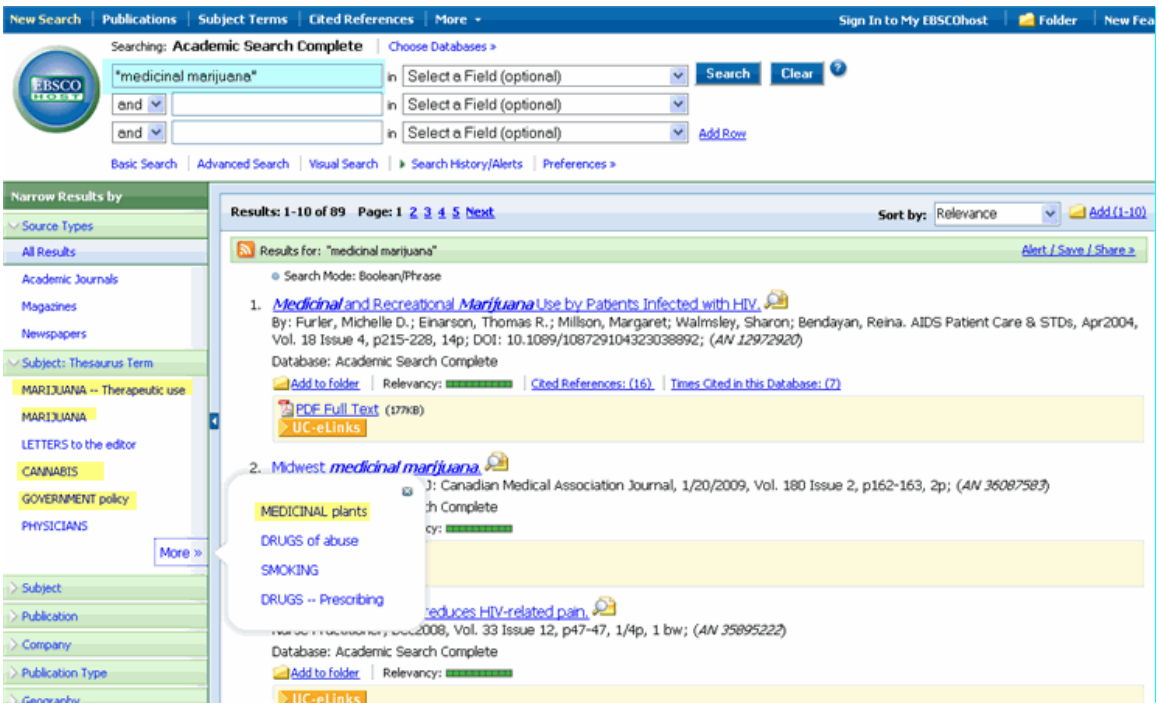
Vehicle

a. _____ b. _____

Q7

You have just completed a search for "medicinal marijuana". You want to expand your search by using other relevant terms. What other subject term is most closely related to your original search?

A. Marijuana – Therapeutic Use
B. Marijuana
C. Cannabis
D. Government Policy
E. Medicinal Plants



Q8

5. If you had to write a paper examining how the television has changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?

A. ABELL: Annual Bibliography of English Language and Literature
Description: 1920-present. Lists monographs, periodical articles, critical editions of literary works, book reviews, collections of essays and doctoral dissertations published anywhere in the world.

B. Philosopher's Index
Description: 1940-present. Indexing and abstracts from books and over 550 journals on philosophy and related interdisciplinary fields.

C. MEDLINE via PubMed
Description: MEDLINE and genetics databases from the National Library of Medicine.

D. JSTOR
Description: Search by subject or browse full text of more than 500 scholarly journals in social sciences, humanities, and sciences, to their earliest issues. Many titles extend as far back as late 19th or early 20th centuries.

Q9

9. If you had to write a paper examining recent policy decisions in the United States regarding climate changes, what resource from the library's database listing would be most appropriate to search?

A. LexisNexis Congressional
Description: Access to U.S. legislative information, including bills and pending legislation, legislative history, hearings, testimony, reports, documents, Congressional Record, public laws, etc.

B. Business Source Complete
Description: Articles from important scholarly business journals dating back to 1886. Includes industry & market research reports, SWOT analyses, over 600 books and more than 1,200 journals in the areas of business, marketing, management, finance and economics.

C. America: History and Life
Description: 1964-present. International database for research on all periods of U.S. and Canadian history, including very recent years. Includes abstracts of journal articles and listings of books and dissertations.

D. Sociological Abstracts
Description: 1963-present. Abstracts journal articles, monographs, dissertations, conference proceedings, other research covering sociology, social work, and related social sciences. Also includes selected web resources.

Q10

10. If you had to write a paper discussing how depression is treated, which database subject area would you select?

A. Environmental Studies
B. Anthropology
C. Biological Sciences
D. Philosophy

Q11

11. If you had to write a paper discussing the topic of the legality of capital punishment in the United States, which database subject area would you select?

A. American Studies
B. Anthropology
C. Sociology
D. Political Science

Q12

12. If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?

A. OR
B. AND
C. NOT
D. NEAR

Q13

13. If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: *ecotourism*; *Brazil*?

A. OR
B. AND
C. NOT
D. NEAR

Q14

14. If you wanted to expand the number of search results, what Boolean operator would you use to join together search terms?

A. OR
B. AND
C. NOT
D. NEAR

Q15

15. Which search will yield the largest set of results?

A. California AND (Travel OR Tourism)
B. California AND (Travel OR Tourism) AND gold rush
C. California AND Travel
D. California OR Tourism

Q16

16. Which search will yield the smallest set of results?

A. obesity AND (United States OR Canada)
B. obesity AND (United States OR Canada) AND diabetes
C. obesity AND diabetes
D. diabetes OR obesity

Q17

17. You want to find information on the topic of athletics and drug use. Which search is the best to start with?

A. A **title** search for: Athletes AND Drugs
B. A **keyword** search for: Athletes AND Drugs
C. A **journal title** search for: Athletes AND Drugs
D. A **subject** search for: Athletes AND Drugs

Q18

18. If you use the truncation symbol at the end of economi *, which term(s) will be included in your search. Select *each* correct answer.

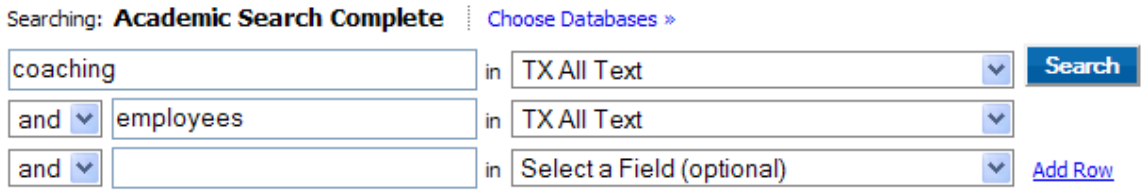
A. economy
B. economics
C. economical
D. macroeconomics

Q19

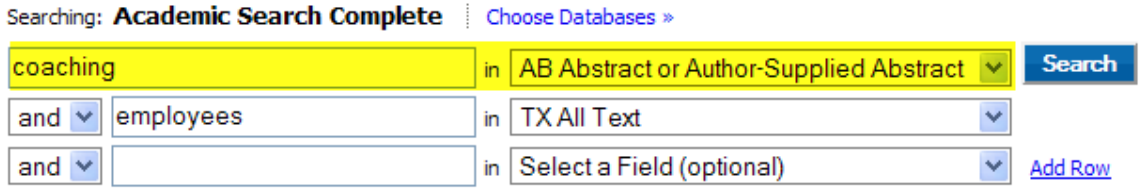
19. You have recently been assigned a research topic. You need to find information on how employees are coached in organizations.

This is your initial search which gives you over 1,500 results. How might you change your search, by selecting different fields in which to search, to *obtain more relevant results*? Select <u>all</u> search strategies that apply.

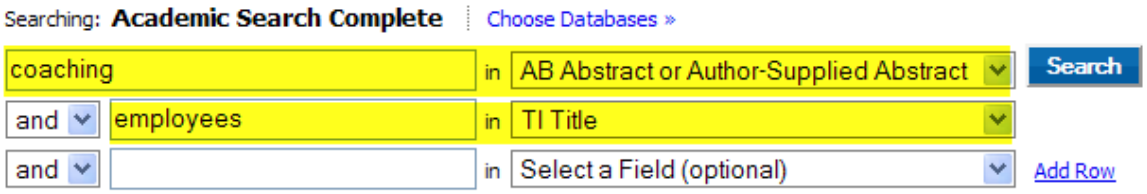
Initial Search:



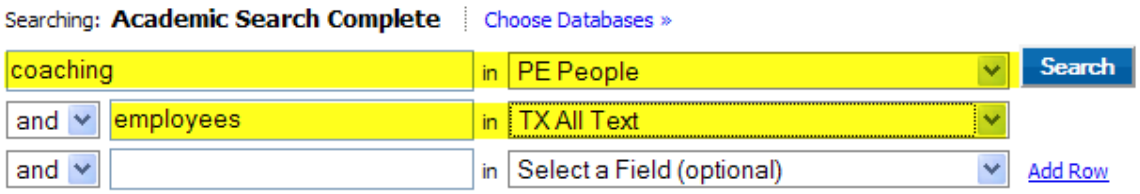
A.



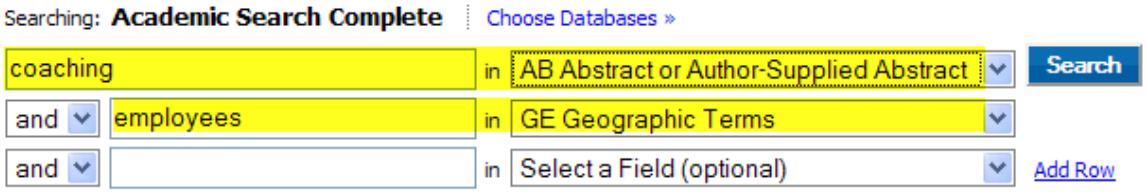
B.



C.



D.



Q20

20. You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?

A. Limit to core clinical journals
B. Limit to articles by female gender
C. Limit by date to the last 2 years
D. Limit to a specific group, Adolescents 13-18 years

Q21a

21. Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.

4. ***CSI...I*** don't think so.
By: Lofland, Lee. Writer, Sep2007, Vol. 120 Issue 9, p27-27, 1p; (*AN 26324216*)
HTML Full Text
Add to folder
UC-eLinks

5. Sexy Like ***CSI***.
By: Ashmore, Beth. College & Undergraduate Libraries, 2006, Vol. 13 Issue 2, p47-48, 2p; DOI: 10.1300/J106v13n0204; (*AN 23013563*)
Abstract Only
Add to folder
UC-eLinks

6. Bugging Out in Queens NYHS goes ***CSI***.
By: Avery, Susan. New York, 7/31/2006, Vol. 39 Issue 27, p106-106, 0p; (*AN 21847405*)
Abstract Only
Add to folder
UC-eLinks

7. ***CSI***: REALITY.
By: Houck, Max M.. Scientific American, Jul2006, Vol. 295 Issue 1, p84-89, 6p, 9 color; (*AN 21114280*)
HTML Full Text
Add to folder | Times Cited in this Database: (1)
UC-eLinks

8. THE "***CSI*** EFFECT": BETTER JURORS THROUGH ***TELEVISION*** AND ***SCIENCE?***
By: Mann, Michael. Buffalo Public Interest Law Journal, 2005-2006, Vol. 24, p211-237, 27p; (*AN 27030656*)
Abstract Only
Add to folder
UC-eLinks

9. Prime-Time Crime: ***CSI's*** William Petersen on Acting, Forensics, and the Joy of Bugs.
By: Martindale, David. Biography, Apr2003, Vol. 7 Issue 4, p68, 5p, 6 color; (*AN 9299312*)
HTML Full Text
Add to folder
UC-eLinks

10. Inside ***CSI***.
By: Vizard, Frank. Popular ***Science***, Sep2001, Vol. 259 Issue 3, p48, 5p, 4 color; (*AN 4928093*)
Abstract Only
Add to folder
UC-eLinks

Q22

22. Examine this citation and summary. Is this article highly relevant for your topic on electric cars?

A. Yes
B. No

Science 30 July 1999:
Vol. 285. no. 5428, pp. 687 - 689
DOI: 10.1126/science.285.5428.687

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VIEWPOINT

A Realizable Renewable Energy Future

John A. Turner

The ability of renewable resources to provide all of society's energy needs is shown by using the United States as an example. Various renewable systems are presented, and the issues of energy payback, carbon dioxide abatement, and energy storage are addressed. Pathways for renewable hydrogen generation are shown, and the implementation of hydrogen technologies into the energy infrastructure is presented. The question is asked, Should money and energy be spent on carbon dioxide sequestration, or should renewable resources be implemented instead.

Q23

23. Examine this citation and summary. Is this article highly relevant for your topic on using ocean tides to generate energy?

A. Yes
B. No

TUNA POWER.
By: Carey, Bjorn. ***Popular Science***, Apr2007, Vol. 270 Issue 4, p32-33, 2p, 3 diagrams; (*AN 24235213*)
HTML Full Text

The article discusses the development of an alternate energy source through the use of fin- and kelp-shaped devices to harness the power of the ***ocean*** tides. Detailed in the article is Tim Finnigan, founder of BioPower Systems, the company that developed the technology. The article discuss the amount of power the generators will produce.

Q24

24. You are searching for information on the following topic: *Investigate the current status of large wages for professional athletes*. Examine the list of newspaper articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?

A. Yes
B. No

High stakes, high salaries - MORE ON SPORTS 10 NOTES: Boston assistant Thibodeau knows Kobe Bryant's game well.
Orange County Register, The (Santa Ana, CA) - June 8, 2008
Length: 867 words (Estimated printed pages: 3)

BOSTONKevin Garnett is the highest-paid player in the NBA, and a special distinction arrives C.O.D. with his $23.75 million salary. In a sports world where athletes' incomes are as public as their uniform numbers, Garnett has to win to make himself worth it in the eyes of the fans he represents and the owner who signs his paycheck. If he doesn't win — as happened in Minnesota, prompting Garnett's offseason trade to (and contract extension...

0 Saved Articles
Email
Print
Bibliography (export)

Coaches: target of new blood sport - High salaries lead to high expectations By JEMELE HILL DETROIT FREE PRESS
Tallahassee Democrat (FL) - October 29, 2004
Length: 606 words (Estimated printed pages: 2)

Welcome to the Big Ten Column of the Week Classic, brought to you by SBC in coordination with Long John Silver's, Ron Zook's Realtor and the makers of the official Jessica Simpson IQ test. Recently, Michigan coach Lloyd Carr heard embattled Penn State coach Joe Paterno deliver a sad truth about today's world of college athletics. According to Carr, Paterno said if he were getting ready to go to college today, he would say no thank you to intercollegiate...

BEJEWELED BASKETBALL STARS - HIGH SALARIES ALLOW PLAYERS TO SPORT THE 'BLING-BLING'
Daily Press (Newport News, VA) - January 12, 2003
Length: 754 words (Estimated printed pages: 3)

In case you hadn't noticed -- and it's hard not to, really -- the new NBA is all about the "bling-bling." Before and after games, players look like they've stepped right out of a rap video. We're talking chains as thick as Charles Barkley's head and diamond earrings as big as, well, basketballs. That's only a slight exaggeration. "It just so happens that when you make the kind of...

HIGH SALARIES IN SPORTS REFLECT WRONG PRIORITIES
Columbus Dispatch, The (OH) - April 4, 2001
Length: 162 words (Estimated printed pages: 1)

In the Thursday Dispatch, Iowa basketball coach Steve Alford signs a contract for $900,000 a year. Wow! That's around $2,500 a day, 365 days a year. Compare this with the following: President of the good ol' United States makes $200,000 a year. That's $548 a day plus expenses. The governor of Iowa makes $104,352 a year, or $285.90 a day. All federal government cabinet members make $157,000 a year, or $430 a day. The average pay for a college...

High salaries not making cut with rich teams
The Dallas Morning News - February 12, 2000
Length: 725 words (Estimated printed pages: 3)

A few months ago, the Texas Rangers traded slugger Juan Gonzalez, saying it would bust their budget to re-sign him. Now, the Dallas Cowboys are probably going to decide they can't afford cornerback Deion Sanders' asking price of $10 million a year. Calculations like these are going on all over team sports. More than ever before, franchises are making personnel decisions based on players' paychecks rather than their talents. Teams...

Q25

25. Examine the citation below. What type of information source is it?

Self-regulated reading in adulthood.
Stine-Morrow, Elizabeth A. L.[1]; Soederberg Miller, Lisa M.[2]; Gagne, Danielle D.[3]; Hertzog, Christopher[4]
Psychology and Aging. Vol 23(1), Mar 2008, pp. 131-153

A. Poem
B. Newspaper article
C. Book chapter
D. Journal Article

Q26

26. Examine the citation below. What type of information source is it?

"Recordings and the Music Business" in *Music of the World War II era*. Young, William H. and Nancy K. Young. Westport, CT: Greenwood Press. (2008) 261pp.

A. Poem
B. Newspaper article
C. Book chapter
D. Journal Article

Q27

27. Examine the citation below. What type of information source is it?

*Memory and suggestibility in the forensic interview***.**
Eisen, Mitchell L. (Ed)[1]; Quas, Jodi A. (Ed); Goodman, Gail S. (Ed)
Personality and clinical psychology series. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. (2002) xiii, 481 pp.

A. Poem
B. Newspaper article
C. Book chapter
D. Journal Article

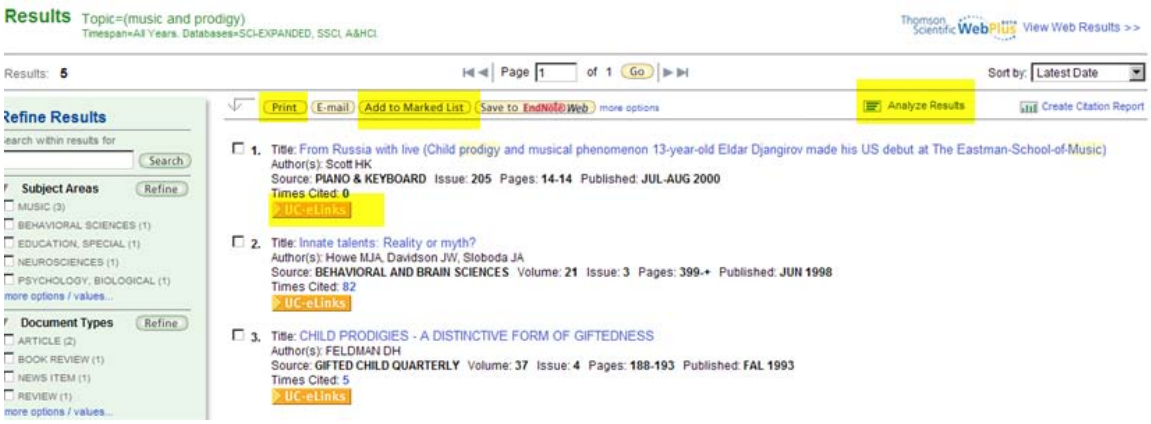
Q28
28. Examine the citation below. What type of information source is it?

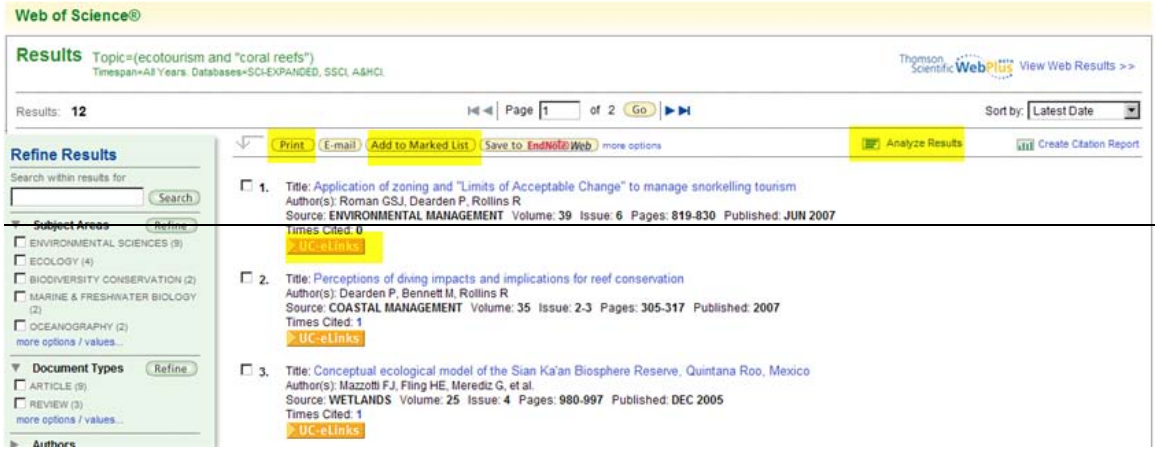
External source monitoring in a real-life event: Developmental changes in ability to identify source persons.
Sugimura, Tomoko
Applied Cognitive Psychology. Vol 22(4), May 2008, pp. 527-539

A. Poem
B. Newspaper article
C. Book chapter
D. Journal Article

Q29
29. Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

A. the Print button
B. the Add to Marked List button
C. the UC-eLinks button
D. the Analyze Results link





Q30

30. While searching in a database available from the UC Merced Library, you find a *reference* to an academic journal article, but the full text of the article is not available online at UC Merced. What service can you use to obtain a copy free of charge usually within a week?

A. the Library's Interlibrary Loan (ILL) service
B. a publisher's in-house production service
C. Google Book's Advanced Book Search service
D. the Internet Public Library's online help service

Q31

31*. Blood* is published by the American Society of Hematology. It is published twice a month and started in 1945. It covers the topics of medical science, hematology, biology, biochemistry, cytology and histology and publishes original articles. Articles average around 12 pages and the authors tend to work at hospitals and universities.

What type of publication is *Blood*?

A. Newspaper
B. Scholarly journal
C. Trade journal
D. Popular magazine

Q32

***32. The Arizona Republic* is published daily and is owned by The Gannett Company, Inc. It includes brief articles, editorials and pictures. It is available in print and online. Some of the subject matter includes information on business, sports, real estate, movies, travel and fashion.**
What type of publication is *The Arizona Republic*?

A. Newspaper
B. Scholarly journal
C. Trade journal
D. Popular magazine

Q33

33. Identify which of the following are typical characteristics of a scholarly publication. Select all that apply.

A. ____ Articles have an extensive bibliography
B. ____ Articles are short in length, averaging 3 to 7 pages
C. ____ Articles include many advertisements
D. ____ Articles present original research
E. ____ Articles are written by the publication's staff
F. ____ Articles include inflammatory language
G. ____ Articles use technical or specialized language

34. Please identify your school affiliation.

A. Social Sciences and Humanities (SSHA)
B. Natural Sciences
C. Engineering
D. College 1 (Undeclared)

35. Please indicate your housing status.

A. Live in student housing
B. Live off campus

36. Please identify your gender.

A. Female
B. Male
C. Decline to State

37. Please indicate your mother's education level:

A. no high school
B. some high school
C. high school
D. some college
E. 2 year diploma
F. 4 year degree
G. grad level work
H. unknown
I. decline to state

38. Please indicate your father's education level:

A. no high school
B. some high school
C. high school
D. some college
E. 2 year diploma
F. 4 year degree
G. grad level work
H. unknown

I. decline to state

39. Did you attend Summer Bridge in 2009?
    A. Yes
    B. No

40. Please indicate your ethnicity.
    A. African-American
    B. Asian Pacific Islander
    C. Hispanic
    D. White
    E. Other
    F. Decline to State

Survey Questions

41.	Y or N or Unsure	I found full-text articles through the UC Merced Library's online databases for my Writing 10 paper(s).
42.	Y or N or Unsure	I ordered one or more **articles** through the Interlibrary Loan Services for my Writing 10 paper(s).
43.	Y or N or Unsure	I ordered one or more **books** through the Interlibrary Loan Services for my Writing 10 paper(s).
44.	Y or N or Unsure	I viewed a **minimum of one online book** available through the UC Merced Library for my Writing 10 paper(s).
45.	Y or N or Unsure	I checked out **a minimum of one book** from the UC Merced Library for my Writing 10 paper(s).
46.	Y or N or Unsure	I searched *Academic Search Complete* (EBSCO) for my Writing 10 paper(s).
47.	Y or N or Unsure	I searched *Google Scholar* for my Writing 10 paper(s).
48	Y or N or Unsure	I searched *Next Generation Melvyl Pilot* (UC catalog) for my Writing 10 paper(s).
49.	Y or N or Unsure	I did not search any library databases or catalogs for my Writing 10 paper(s).
50.	Y or N or Unsure	I used a web search engine e.g. Google, Yahoo etc. for my Writing 10 paper(s).

51.	Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I was able to determine if an article was either scholarly or popular.
52.	Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I used *Ulrich's International Periodicals Directory* to determine if an article was either scholarly or popular.
53.	Y or N or N/A (I was not required to distinguish between scholarly or popular articles.)	I referred to the library's handout on "Distinguishing Between Various Periodicals" to determine whether articles were popular or scholarly?
54.	Y or N or Unsure	I viewed the library's online tutorial on "Distinguish Between Popular and Scholarly Articles" to determine whether articles were popular or scholarly?
55.	Y or N or Unsure	I used *limits* in databases (e.g. the limit to peer-reviewed articles) to find scholarly information.
56.	Y or N or Unsure	During the semester, I examined the bibliography or footnotes of an article or book to find references to other information that would be useful to me.
57.	Y or N or Unsure	I visited a librarian for research help before my final research paper was due?
58.	Y or N or Unsure	I asked for assistance from one of the Roving Reference Students Assistants in the library (students wearing red shirts) for my Writing 10 paper(s).
59.	Y or N or Unsure	I contacted the Library staff for research help? E.g. text message, phone, email, chat etc.
60.	Y or N or Unsure	In high school, I received some instruction to help me learn how to use the library's resources.
61.	Y or N or N/A (I did not take Writing1.)	I received in-person library instruction in Writing 1 from Library staff.
62.	Y or N	I took the iPod Touch Tour and completed the follow-up assignment.
63.	Y or N	I used RefWorks to create a bibliography for my Writing 10 paper.

64.	Y or N	I have attended a RefWorks workshop or class in the library.
65.	Y or N	I emailed myself references from catalogs or databases in the format I needed e.g. MLA, APA for my Writing 10 paper(s).
66.	Y or N	I used a tool, other than RefWorks, to create the bibliography for my Writing 10 paper(s). (e.g. EndNote, Zotero, EasyBib, iCite etc.)
67.	Y or N or Unsure	I have received additional library instruction from a librarian in **at least one other class** at UC Merced that was not a Writing class.
68.	Y or N	This is my first time taking Writing 10.
69.		Which type of library instruction did you receive? A.- I *attended* an in-person class on library research for Writing 10. (skip logic; please proceed to question X) B.- I *used* the online library research tutorials for Writing 10. (skip logic; please proceed to question X) C.- I did not receive library instruction. (skip logic, go to the final message; please proceed to question X)
70.	1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	On a scale of 1 to 5, how satisfied were you with the face-to-face library instruction you received in Writing 10? If the person answered "I attended an in-person class on library research for Writing 10."
71.	1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	On a scale of 1 to 5, how satisfied were you with the online library instruction tutorials you used for Writing 10? If the person answered "I used the online library research tutorials for Writing 10."
72.	Y or N	I learned some search strategies either through in-class instruction or through online tutorials and I used at least one of these search strategies when finding information for my Writing 10 paper(s).
73.	1 very comfortable; 2 comfortable; 3 somewhat uncomfortable; 4 uncomfortable; 5 very uncomfortable	On a scale of 1 to 5, how comfortable did you feel using library resources *before* receiving library instruction in Writing 10?

74.	1 very comfortable; 2 comfortable; 3 somewhat uncomfortable; 4 uncomfortable; 5 very uncomfortable	On a scale of 1 to 5, how comfortable do you feel using library resources *after* receiving library instruction in Writing 10?
75.	1 excellent; 2 very good; 3 good; 4 satisfactory; 5 poor	On a scale of 1 to 5, how would you rate your research skills *before* receiving library instruction in Writing 10?
76.	1 excellent; 2 very good; 3 good; 4 satisfactory; 5 poor	On a scale of 1 to 5, how would you rate your research skills *after* receiving library instruction in Writing 10?
77.	1 very satisfied; 2 satisfied; 3 somewhat satisfied; 4 unsatisfied; 5 very unsatisfied	Were you satisfied with the amount of library instruction you received through an in-class session OR through online tutorials for your Writing 10 paper(s)?
78.		Please comment on why the amount of library instruction was or was not the correct amount for you.
79.		Please comment on what aspect of library research instruction was **most valuable** to you.
80.		Please comment on how library research instruction could be **improved to support** your research needs.

Pre Questionnaire with Survey Questions
Spring 2010

1. You need to write an 8-10 page paper on a topic. For each topic, rate it on a scale of 1 to 5.

1 – too broad for 8-10 pages; 2 – somewhat broad for 8-10 pages; 3 – just about right for 8-10 pages; 4 – somewhat narrow for 8-10 pages; 5 – too narrow for 8-10 pages

Q1.a
a. How is Honda responding to demands for fuel efficient cars? 1 2 3 4 5

Q1.b
b. Examine how Earthbound Farms produces its organic dried fruit snacks. 1 2 3 4 5

Q1.c
c. To what extent did Napoleon Boneparte's mother influence his political ambitions? 1 2 3 4 5

Q1.d
d. How have the Napoleonic Wars shaped the course of modern history in Europe? 1 2 3 4 5

Q1.e
e. What marketing techniques have contributed to a thriving bottled water industry? 1 2 3 4 5

2. Identify the *three* key concepts or terms for the following topic: To what extent are banks offering credit to college students?

Q2.a First Key Term or Concept _____
Q2.b Second Key Term or Concept _____
Q2.c Third Key Term or Concept _____

3. Identify the three key concepts or terms for the following topic.
Should public employees have the right to strike?

Q3.a First Key Term or Concept _____
Q3.b Second Key Term or Concept _____
Q3.c Third Key Term or Concept _____

Q4
4. You have just been assigned the following research topic: "Address the ethical arguments for and against human cloning research". Identify the best search strategy for your first search.

A. cloning AND human embryos
B. human cloning AND ethics

C. genetic engineering
D. argument AND human cloning
E. medical ethics AND cloning
F. human reproductive technology AND issues

Q5

5. You have just been assigned the following research topic: "Analyze China's current position on its use of Internet-filtering software to censor information." Identify the best search strategy for your first search.

A. China AND "Internet-filtering software"
B. China AND firewall AND censorship
C. China AND freedom AND "human rights"
D. China AND web AND "human rights"
E. China AND Internet AND censorship
F. "Chinese government" AND censorship AND "free speech"

Q6

6. Identify two synonyms or closely related terms for the following word.

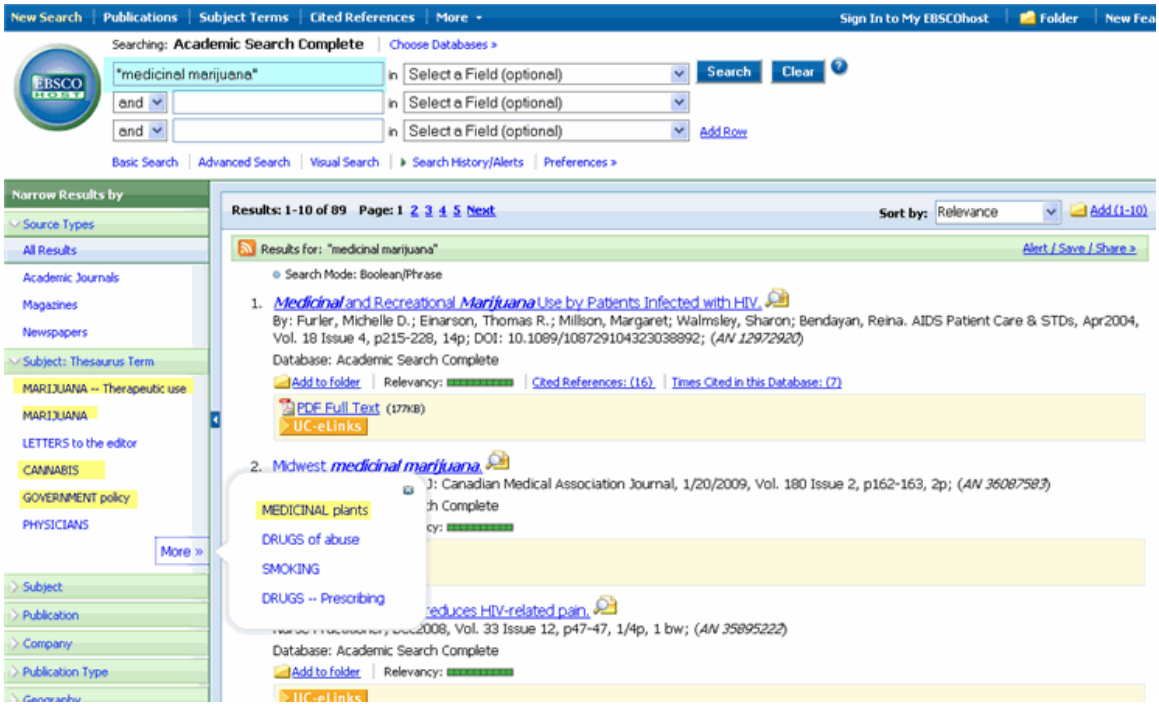
Vehicle

a. _____ b. _____

Q7

You have just completed a search for "medicinal marijuana". You want to expand your search by using other relevant terms. What other subject term is most closely related to your original search?

A. Marijuana – Therapeutic Use
B. Marijuana
C. Cannabis
D. Government Policy
E. Medicinal Plants



Q8

5. If you had to write a paper examining how the television has changed presidential candidate campaigns, what resource from the library's database listing would be most appropriate to search?

A. ABELL: Annual Bibliography of English Language and Literature
Description: 1920-present. Lists monographs, periodical articles, critical editions of literary works, book reviews, collections of essays and doctoral dissertations published anywhere in the world.

B. Philosopher's Index
Description: 1940-present. Indexing and abstracts from books and over 550 journals on philosophy and related interdisciplinary fields.

C. MEDLINE via PubMed
Description: MEDLINE and genetics databases from the National Library of Medicine.

D. JSTOR
Description: Search by subject or browse full text of more than 500 scholarly journals in social sciences, humanities, and sciences, to their earliest issues. Many titles extend as far back as late 19th or early 20th centuries.

Q9

9. If you had to write a paper examining recent policy decisions in the United States regarding climate changes, what resource from the library's database listing would be most appropriate to search?

A. LexisNexis Congressional
Description: Access to U.S. legislative information, including bills and pending

legislation, legislative history, hearings, testimony, reports, documents, Congressional Record, public laws, etc.

B. Business Source Complete
Description: Articles from important scholarly business journals dating back to 1886. Includes industry & market research reports, SWOT analyses, over 600 books and more than 1,200 journals in the areas of business, marketing, management, finance and economics.

C. America: History and Life
Description: 1964-present. International database for research on all periods of U.S. and Canadian history, including very recent years. Includes abstracts of journal articles and listings of books and dissertations.

D. Sociological Abstracts
Description: 1963-present. Abstracts journal articles, monographs, dissertations, conference proceedings, other research covering sociology, social work, and related social sciences. Also includes selected web resources.

Q10
10. If you had to write a paper discussing how depression is treated, which database subject area would you select?

A. Environmental Studies
B. Anthropology
C. Biological Sciences
D. Philosophy

Q11
11. If you had to write a paper discussing the topic of the legality of capital punishment in the United States, which database subject area would you select?

A. American Studies
B. Anthropology
C. Sociology
D. Political Science

Q12
12. If you wanted to search for a topic with several synonyms (e.g. phone, cell phone, telephone, flip phone), what word would you use to join the terms or phrases together?

A. OR
B. AND
C. NOT
D. NEAR

Q13

13. If you wanted to search for information on ecotourism in Brazil, what term would you use to join together these search terms: *ecotourism*; *Brazil*?

A. OR
B. AND
C. NOT
D. NEAR

Q14

14. If you wanted to expand the number of search results, what Boolean operator would you use to join together search terms?

A. OR
B. AND
C. NOT
D. NEAR

Q15

15. Which search will yield the largest set of results?

A. California AND (Travel OR Tourism)
B. California AND (Travel OR Tourism) AND gold rush
C. California AND Travel
D. California OR Tourism

Q16

16. Which search will yield the smallest set of results?

A. obesity AND (United States OR Canada)
B. obesity AND (United States OR Canada) AND diabetes
C. obesity AND diabetes
D. diabetes OR obesity

Q17

17. You want to find information on the topic of athletics and drug use. Which search is the best to start with?

A. A **title** search for: Athletes AND Drugs
B. A **keyword** search for: Athletes AND Drugs
C. A **journal title** search for: Athletes AND Drugs
D. A **subject** search for: Athletes AND Drugs

Q18

18. If you use the truncation symbol at the end of economi *, which term(s) will be included in your search. Select *each* correct answer.

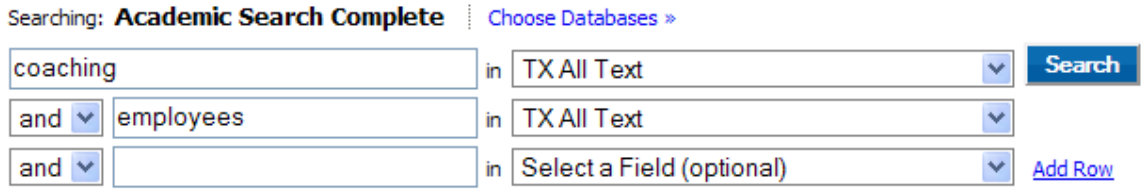
A. economy
B. economics
C. economical
D. macroeconomics

Q19

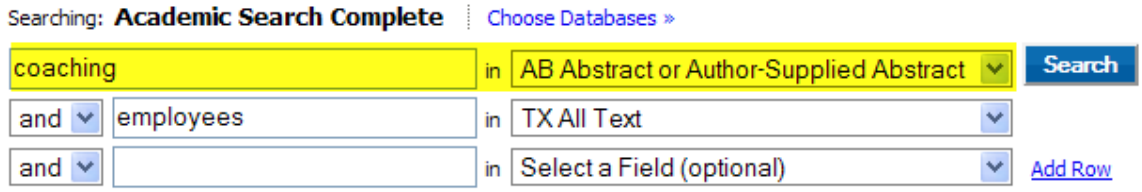
19. You have recently been assigned a research topic. You need to find information on how employees are coached in organizations.

This is your initial search which gives you over 1,500 results. How might you change your search, by selecting different fields in which to search, to *obtain more relevant results*? Select <u>all</u> search strategies that apply.

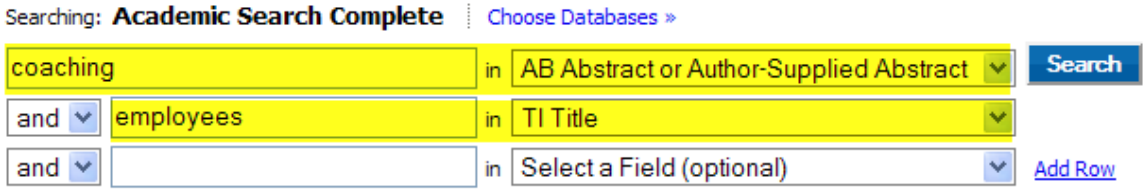
Initial Search:



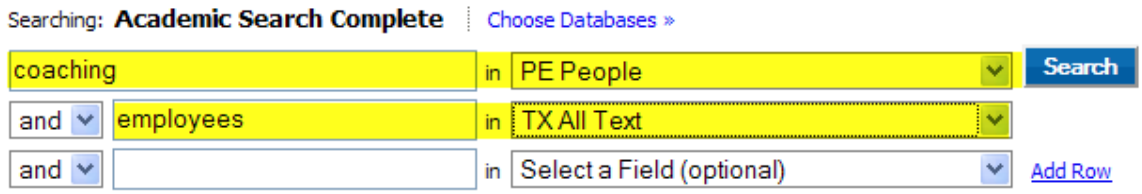
A.



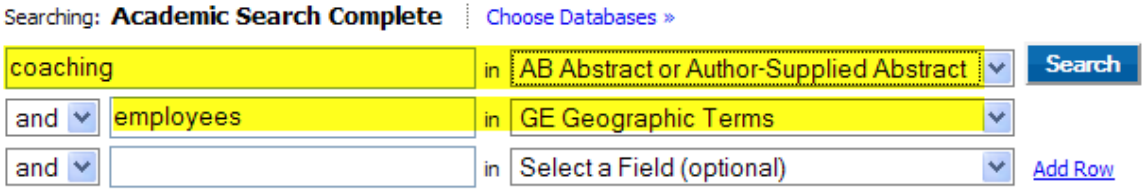
B.



C.



D.



Q20

20. You are researching the topic of recent treatments for cerebral malaria in Africa and have over 1000 results. What would be an appropriate limiter to use?

A. Limit to core clinical journals
B. Limit to articles by female gender
C. Limit by date to the last 2 years
D. Limit to a specific group, Adolescents 13-18 years

Q21a

21. Which of the following citations looks like it would be most useful for your topic on how popular television programs can benefit society? Type the number of the citation.

4. ***CSI...I*** don't think so.
By: Lofland, Lee. Writer, Sep2007, Vol. 120 Issue 9, p27-27, 1p; (*AN 26324216*)
HTML Full Text
Add to folder
UC-eLinks

5. Sexy Like ***CSI***.
By: Ashmore, Beth. College & Undergraduate Libraries, 2006, Vol. 13 Issue 2, p47-48, 2p; DOI: 10.1300/J106v13n0204; (*AN 23013563*)
Abstract Only
Add to folder
UC-eLinks

6. Bugging Out in Queens NYHS goes ***CSI***.
By: Avery, Susan. New York, 7/31/2006, Vol. 39 Issue 27, p106-106, 0p; (*AN 21847405*)
Abstract Only
Add to folder
UC-eLinks

7. ***CSI***: REALITY.
By: Houck, Max M.. Scientific American, Jul2006, Vol. 295 Issue 1, p84-89, 6p, 9 color; (*AN 21114280*)
HTML Full Text
Add to folder | Times Cited in this Database: (1)
UC-eLinks

8. THE "***CSI*** EFFECT": BETTER JURORS THROUGH ***TELEVISION*** AND ***SCIENCE?***
By: Mann, Michael. Buffalo Public Interest Law Journal, 2005-2006, Vol. 24, p211-237, 27p; (*AN 27030656*)
Abstract Only
Add to folder
UC-eLinks

9. Prime-Time Crime: ***CSI's*** William Petersen on Acting, Forensics, and the Joy of Bugs.
By: Martindale, David. Biography, Apr2003, Vol. 7 Issue 4, p68, 5p, 6 color; (*AN 9299312*)
HTML Full Text
Add to folder
UC-eLinks

10. Inside ***CSI***.
By: Vizard, Frank. Popular ***Science***, Sep2001, Vol. 259 Issue 3, p48, 5p, 4 color; (*AN 4928093*)
Abstract Only
Add to folder
UC-eLinks

Q22

22. Examine this citation and summary. Is this article highly relevant for your topic on electric cars?

A. Yes
B. No

Science 30 July 1999:
Vol. 285. no. 5428, pp. 687 - 689
DOI: 10.1126/science.285.5428.687

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VIEWPOINT

A Realizable Renewable Energy Future

John A. Turner

The ability of renewable resources to provide all of society's energy needs is shown by using the United States as an example. Various renewable systems are presented, and the issues of energy payback, carbon dioxide abatement, and energy storage are addressed. Pathways for renewable hydrogen generation are shown, and the implementation of hydrogen technologies into the energy infrastructure is presented. The question is asked, Should money and energy be spent on carbon dioxide sequestration, or should renewable resources be implemented instead.

Q23

23. Examine this citation and summary. Is this article highly relevant for your topic on using ocean tides to generate energy?

A. Yes
B. No

TUNA POWER.
By: Carey, Bjorn. ***Popular Science***, Apr2007, Vol. 270 Issue 4, p32-33, 2p, 3 diagrams; (*AN 24235213*)
HTML Full Text

The article discusses the development of an alternate energy source through the use of fin- and kelp-shaped devices to harness the power of the ***ocean*** tides. Detailed in the article is Tim Finnigan, founder of BioPower Systems, the company that developed the technology. The article discuss the amount of power the generators will produce.

Q24

24. You are searching for information on the following topic: *Investigate the current status of large wages for professional athletes*. Examine the list of newspaper articles generated from a search. Do a *minimum of four of these five articles* look relevant for your topic?

A. Yes
B. No

High stakes, high salaries - MORE ON SPORTS 10 NOTES: Boston assistant Thibodeau knows Kobe Bryant's game well.
Orange County Register, The (Santa Ana, CA) - June 8, 2008
Length: 867 words (Estimated printed pages: 3)

BOSTONKevin Garnett is the highest-paid player in the NBA, and a special distinction arrives C.O.D. with his $23.75 million salary. In a sports world where athletes' incomes are as public as their uniform numbers, Garnett has to win to make himself worth it in the eyes of the fans he represents and the owner who signs his paycheck. If he doesn't win — as happened in Minnesota, prompting Garnett's offseason trade to (and contract extension...

0 Saved Articles
Email
Print
Bibliography (export)

Coaches: target of new blood sport - High salaries lead to high expectations By JEMELE HILL DETROIT FREE PRESS
Tallahassee Democrat (FL) - October 29, 2004
Length: 606 words (Estimated printed pages: 2)

Welcome to the Big Ten Column of the Week Classic, brought to you by SBC in coordination with Long John Silver's, Ron Zook's Realtor and the makers of the official Jessica Simpson IQ test. Recently, Michigan coach Lloyd Carr heard embattled Penn State coach Joe Paterno deliver a sad truth about today's world of college athletics. According to Carr, Paterno said if he were getting ready to go to college today, he would say no thank you to intercollegiate...

BEJEWELED BASKETBALL STARS - HIGH SALARIES ALLOW PLAYERS TO SPORT THE 'BLING-BLING'
Daily Press (Newport News, VA) - January 12, 2003
Length: 754 words (Estimated printed pages: 3)

In case you hadn't noticed -- and it's hard not to, really -- the new NBA is all about the "bling-bling." Before and after games, players look like they've stepped right out of a rap video. We're talking chains as thick as Charles Barkley's head and diamond earrings as big as, well, basketballs. That's only a slight exaggeration. "It just so happens that when you make the kind of...

HIGH SALARIES IN SPORTS REFLECT WRONG PRIORITIES
Columbus Dispatch, The (OH) - April 4, 2001
Length: 162 words (Estimated printed pages: 1)

In the Thursday Dispatch, Iowa basketball coach Steve Alford signs a contract for $900,000 a year. Wow! That's around $2,500 a day, 365 days a year. Compare this with the following: President of the good ol' United States makes $200,000 a year. That's $548 a day plus expenses. The governor of Iowa makes $104,352 a year, or $285.90 a day. All federal government cabinet members make $157,000 a year, or $430 a day. The average pay for a college...

High salaries not making cut with rich teams
The Dallas Morning News - February 12, 2000
Length: 725 words (Estimated printed pages: 3)

A few months ago, the Texas Rangers traded slugger Juan Gonzalez, saying it would bust their budget to re-sign him. Now, the Dallas Cowboys are probably going to decide they can't afford cornerback Deion Sanders' asking price of $10 million a year. Calculations like these are going on all over team sports. More than ever before, franchises are making personnel decisions based on players' paychecks rather than their talents. Teams...

All Results: 1-5 of 5 Page: 1 Sort by: Date Add (1-5)

Results for: TI (eco tourism OR ecotourism) and popularity Alert / Save / Share »

1. Las Islas de los Changos (the Monkey Islands): the economic impact of ***ecotourism*** in the region of Los Tuxtlas, Veracruz, Mexico.
   By: Serio-Silva, Juan Carlos. American Journal of Primatology, May2006, Vol. 68 Issue 5, p499-506, 8p; DOI: 10.1002/ajp.20245; (*AN 20539166*)
   Abstract Only
   Add to folder
   UC-eLinks

2. Misrepresenting Communities: The Politics of Community-Based Rural ***Ecotourism*** in Gales Point Manatee, Belize.
   By: Belsky, Jill M.. Rural Sociology, Dec99, Vol. 64 Issue 4, p641-666, 26p, 1 map; (*AN 2557535*)
   Abstract Only
   Add to folder | Cited References: (11) | Times Cited in this Database: (7)
   UC-eLinks

3. Adventure vs. ***Ecotourism.***
   By: Beeh, Jenny E.. E - The Environmental Magazine, May/Jun99, Vol. 10 Issue 3, p46, 2p, 1 color; (*AN 1804273*)
   HTML Full Text PDF Full Text (394KB)
   Add to folder
   UC-eLinks

4. ***Ecotourism*** is growing and getting greener along the trail.
   By: Polson, Sheila. Christian Science Monitor, 8/27/96, Vol. 88 Issue 191, p12, 2 color; (*AN 9609111319*)
   HTML Full Text
   Add to folder
   UC-eLinks

5. Belize offers an adventure in ***ecotourism.***
   By: Wells, Ken. Wall Street Journal - Eastern Edition, 5/10/96, Vol. 227 Issue 93, pB6, 1 bw; (*AN 9605242177*)
   Abstract Only
   Add to folder
   UC-eLinks

Q25

25. Examine the citation below. What type of information source is it?

Self-regulated reading in adulthood.
Stine-Morrow, Elizabeth A. L.[1]; Soederberg Miller, Lisa M.[2]; Gagne, Danielle D.[3]; Hertzog, Christopher[4]
Psychology and Aging. Vol 23(1), Mar 2008, pp. 131-153

A. Poem
B. Newspaper article
C. Book chapter
D. Journal Article

Q26

26. Examine the citation below. What type of information source is it?

"Recordings and the Music Business" in *Music of the World War II era*. Young, William H. and Nancy K. Young. Westport, CT: Greenwood Press. (2008) 261pp.

A. Poem
B. Newspaper article
C. Book chapter
D. Journal Article

Q27

27. Examine the citation below. What type of information source is it?

*Memory and suggestibility in the forensic interview***.**
Eisen, Mitchell L. (Ed)[1]; Quas, Jodi A. (Ed); Goodman, Gail S. (Ed)
Personality and clinical psychology series. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. (2002) xiii, 481 pp.

A. Poem
B. Newspaper article
C. Book chapter
D. Journal Article

Q28

28. Examine the citation below. What type of information source is it?

External source monitoring in a real-life event: Developmental changes in ability to identify source persons.
Sugimura, Tomoko
Applied Cognitive Psychology. Vol 22(4), May 2008, pp. 527-539

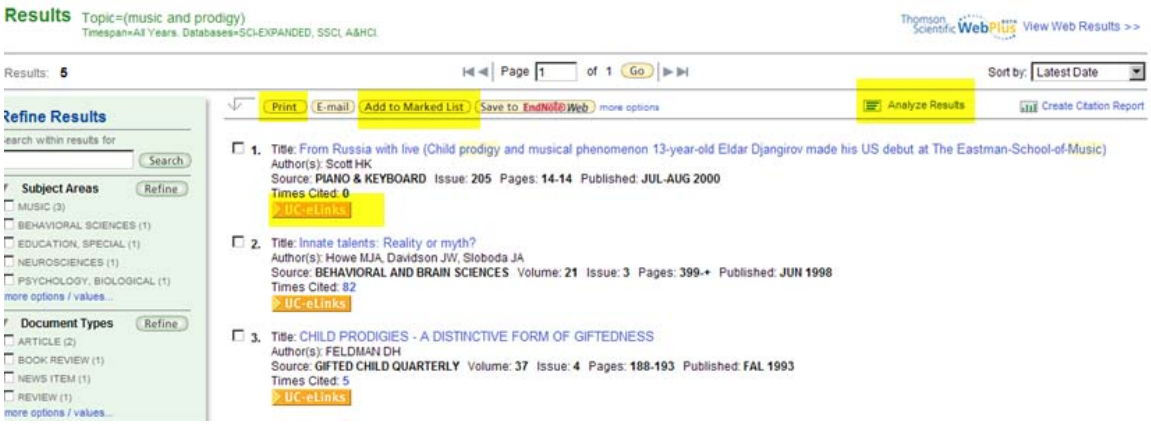
A. Poem
B. Newspaper article
C. Book chapter

D. Journal Article

Q29

29. Once you have found an article of interest in a database, what would you click to see if UC Merced has the article available in full-text?

A. the Print button
B. the Add to Marked List button
C. the UC-eLinks button
D. the Analyze Results link



Q30

30. While searching in a database available from the UC Merced Library, you find a *reference* to an academic journal article, but the full text of the article is not available online at UC Merced. What service can you use to obtain a copy free of charge usually within a week?

A. the Library's Interlibrary Loan (ILL) service
B. a publisher's in-house production service
C. Google Book's Advanced Book Search service
D. the Internet Public Library's online help service

Q31

31. *Blood* is published by the American Society of Hematology. It is published twice a month and started in 1945. It covers the topics of medical science, hematology, biology, biochemistry, cytology and histology and publishes original articles. Articles average around 12 pages and the authors tend to work at hospitals and universities.

What type of publication is *Blood*?

A. Newspaper
B. Scholarly journal

C. Trade journal
D. Popular magazine

Q32

***32. The Arizona Republic* is published daily and is owned by The Gannett Company, Inc. It includes brief articles, editorials and pictures. It is available in print and online. Some of the subject matter includes information on business, sports, real estate, movies, travel and fashion.**
What type of publication is *The Arizona Republic*?

A. Newspaper
B. Scholarly journal
C. Trade journal
D. Popular magazine

Q33

33. Identify which of the following are typical characteristics of a scholarly publication. Select all that apply.

A. ____ Articles have an extensive bibliography
B. ____ Articles are short in length, averaging 3 to 7 pages
C. ____ Articles use technical or specialized language
D. ____ Articles include many advertisements
E. ____ Articles are written by the publication's staff
F. ____ Articles include inflammatory language
G. ____ Articles present original research

34. Please identify your school affiliation:
A. Social Sciences and Humanities (SSHA)
B. Natural Sciences
C. Engineering
D. College 1 (Undeclared)

35. Please indicate your housing status.
A. Live in student housing
B. Live off campus

36. Please identify your gender.
A. Female
B. Male
C. Decline to State

37. Please indicate your mother's education level:
A. no high school
B. some high school
C. high school
D. some college
E. 2 year diploma
F. 4 year degree

G. grad level work
H. unknown
I. decline to state

38. Please indicate your father's education level:
A. no high school
B. some high school
C. high school
D. some college
E. 2 year diploma
F. 4 year degree
G. grad level work
H. unknown
I. decline to state

39. Did you attend Summer Bridge in 2009?
A. Yes
B. No

40. Please indicate your ethnicity.
A. African-American
B. Asian Pacific Islander
C. Hispanic
D. White
E. Other
F. Decline to State