

University Library System

HEDS Research Practices Survey Report Greensburg and Bradford Campuses Spring 2015 Administration

Report prepared by
Strategic Assessment Unit, ULS
8 January 2016

Executive Summary

Higher Education Data Sharing Consortium, or HEDS Consortium, is an independent not-for-profit corporation which specializes in administering six different kinds of surveys: the HEDS Alumni Survey, the HEDS First Destination Survey, the HEDS Research Practices Survey, the HEDS Senior Survey, the HEDS Teaching Quality Survey, and new this spring, the HEDS Sexual Assault Campus Climate Survey.

At the end of the Spring term of 2015 51 students from Bradford and 31 from Greensburg campuses took the HEDS Research Practices Survey. This survey is part of a three year test-run meant to decide whether we want to replace the previously used SAILS survey. The survey collected information on the research experience of the students and assessed their information literacy skills. The questions are based on the Association of College and Research Libraries' five information literacy competency standards. The seniors' participation in the survey was voluntary and a few material incentives were used to increase the response rate.

This report comprises two parts:

- Part 1 is an in-depth analysis of the Spring 2015 HEDS survey, administered to Seniors at University of Pittsburgh's Greensburg and Bradford campuses in April 2015, along with comparing their results to the HEDS baseline.
- Part 2 focuses on the comparisons of the performance of Freshman cohort (Greensburg and Bradford Freshmen surveyed in September 2014) against Senior cohorts from Greensburg and Bradford, administered in Spring 2015.

Major Findings: Part 1

- The overall SAT scores of students at Greensburg and Bradford, place them close to the bottom of the rank of universities included in the sample. The information literacy levels at these campuses are also slightly below the sample baseline.
- Areas of wider negative gap between Pitt and the sample baseline include: defining a peer-reviewed journal, generating additional resources when given a topic or keywords, comparing the scholarly value of different sources, deciding when citations are needed, and fair use of materials.
- Information literacy performance was positively affected by whether students were taught by a librarian or instructor how to use library resources.
- We note a positive relationship between information literacy scores and levels of student confidence in documenting resources, using databases, finding full text online materials and using library catalog and search tools.

Major Findings: Part 2:

- There is marked difference in information literacy skills of Freshmen and Seniors.
- We note a dramatic shift between seniors and freshmen in terms of types of search tools used. Seniors, as expected, are using more tools that give them direct access to scholarly

materials. The use of library catalog increased by about 15%, use of online databases increased by more than 20%, use of internet search engines decreased by almost 20%, use of Google Scholar increased by about 45%, and use of Wikipedia decreased by about 15%.

- There is a significant shift between Freshmen and Seniors in terms of types of sources used for research. Seniors, as expected, are using more scholarly sources and less reference publications or sources intended for the general public. The use of books decreased by about 10%, use of encyclopedias/dictionaries decreased by 25%, use of academic journals dramatically increased by 55%, use of course readings increased by almost 15%, and use of newspapers/magazines decreased by 15%.
- Seniors are less willing than Freshmen to seek help from anyone.
- Areas of significant improvement in information literacy are: interpreting a citation, defining a peer-reviewed journal, using keywords for searching, generating additional sources on a given topic, and determining when a citation is needed.
- Areas that show minimal or no improvement are: comparing the scholarly value of different sources and the fair use of copyrighted materials and plagiarism.

Recommendations

- Instruction sessions on how to use library resources make a difference in the beginning of college career.
- Fair use of resources and copyright issues should be emphasized more.
- Since Seniors are less likely to ask for help from anyone, promoting and relying more on libguides and other online resources is preferable.

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Sample

HEDS Research Practice Sample

Table 1. HEDS Sample

	# of Valid Senior Respondents	Response Rate	Total SAT scores
Centre College	41	13%	1840
St. Lawrence University	62	11%	1810
Hope College	361	31%	1796
Juniata College	78	24%	1734
Hartwick College	96	19%	1660
Lebanon Valley College	271	50%	1628
University of Pittsburgh-Greensburg	31	12%	1520
Virginia Wesleyan College	61	27%	1515
University of Pittsburgh-Bradford	51	14%	1428

A small sample of seven universities, plus University of Pittsburgh's two campuses, Greensburg and Bradford, participated in the survey. The ranking of the Universities based on the SAT total scores of the students admitted to these institutions places our campuses at the bottom of the ranking. Moreover, our response rate is also among the lowest.

Due to the structure of the sample we expect to find a slightly lower performance in terms of information literacy than the average values in the sample. However, the distribution of answers should be similar with that in the sample and the level of difficulty of each question should be comparable. This report will point out when the difference between Pitt and the average in the sample is notable. Because we received aggregate values for the HEDS sample, the statistical significance of the differences between our values and the values in the sample cannot be stated.

Part 1: Pitt Senior cohort

A. Research Attitudes and Practices

Pitt Seniors tend to prefer the university library over the public one. Their main reasons to use the library are equally divided between conducting research and doing other academic work, such as studying. Conducting research is a more prevalent reason at Pitt than at other institutions in the sample.

1. When you did research in the most recent year, how often did you use resources from the following kinds of libraries? This includes visiting the library in person, using the library website, or accessing online databases and journals provided by the library.

Figure 1. Using the public library

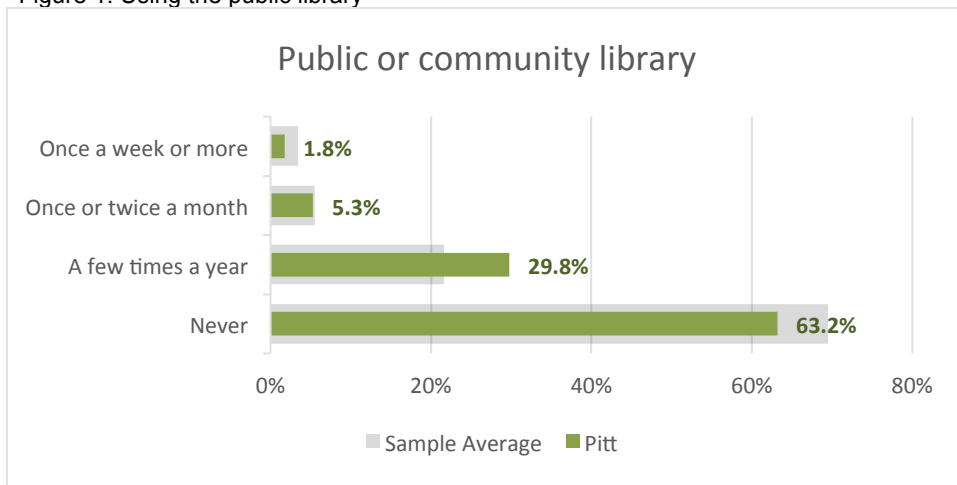
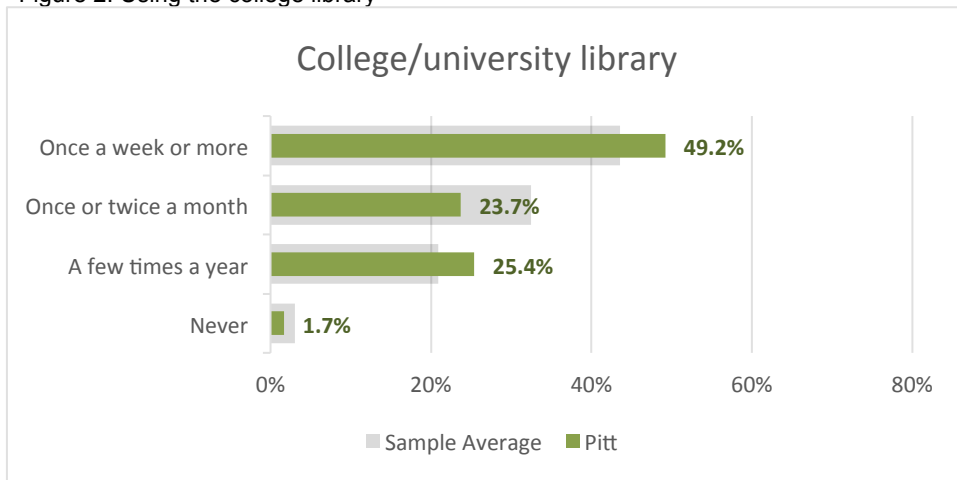
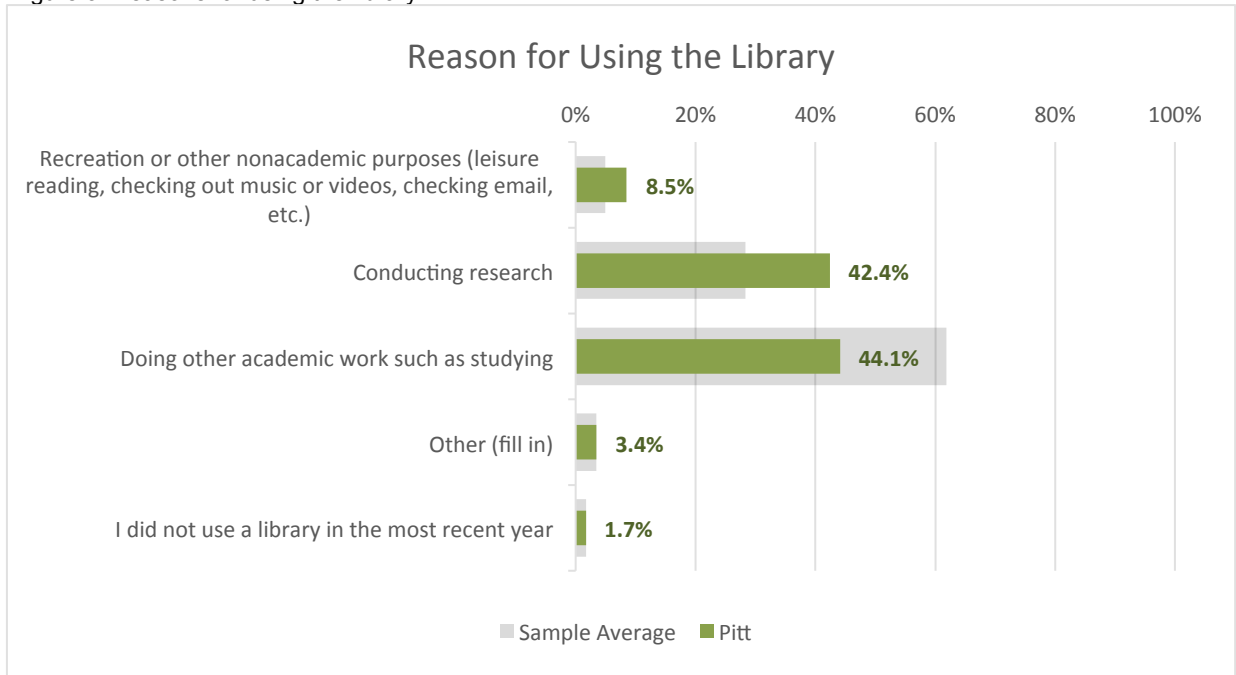


Figure 2. Using the college library



2. In the most recent year, what was your MOST FREQUENT reason for using a library?

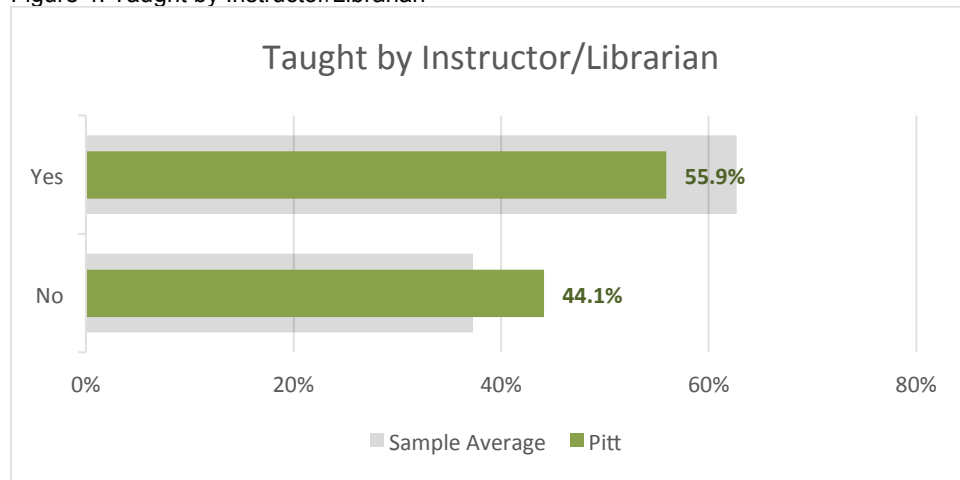
Figure 3. Reasons for using the library



56% Seniors at Pitt received some form of instruction from a librarian in the most recent year. The prevalence of students exposed to a librarian-led session sessions was lower at Pitt than the 63% average in the sample.

3. In the most recent year, did an instructor or a librarian talk with one or more of your classes about how to use library resources, including Internet resources?

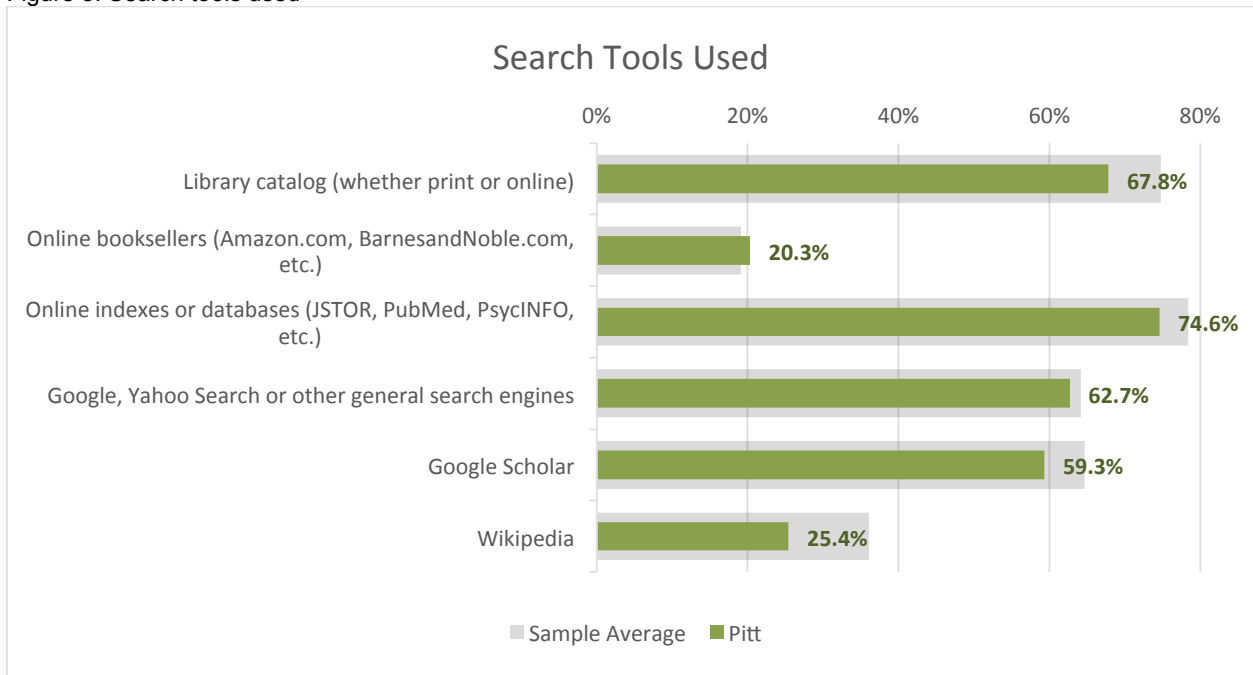
Figure 4. Taught by Instructor/Librarian



The most used research tools by Seniors at Pitt are, in decreasing order of prevalence: Databases, 75%, Library catalog, 68%, Google and other search engines, 63%, Google Scholar, 60%. The mostly used types of resources by seniors at Pitt are, in decreasing order of prevalence: Academic Journals, 90%, Books/eBooks, 61%, Course readings, 61%. In general, the numbers are slightly lower than the average in the sample and follow the distribution of averages.

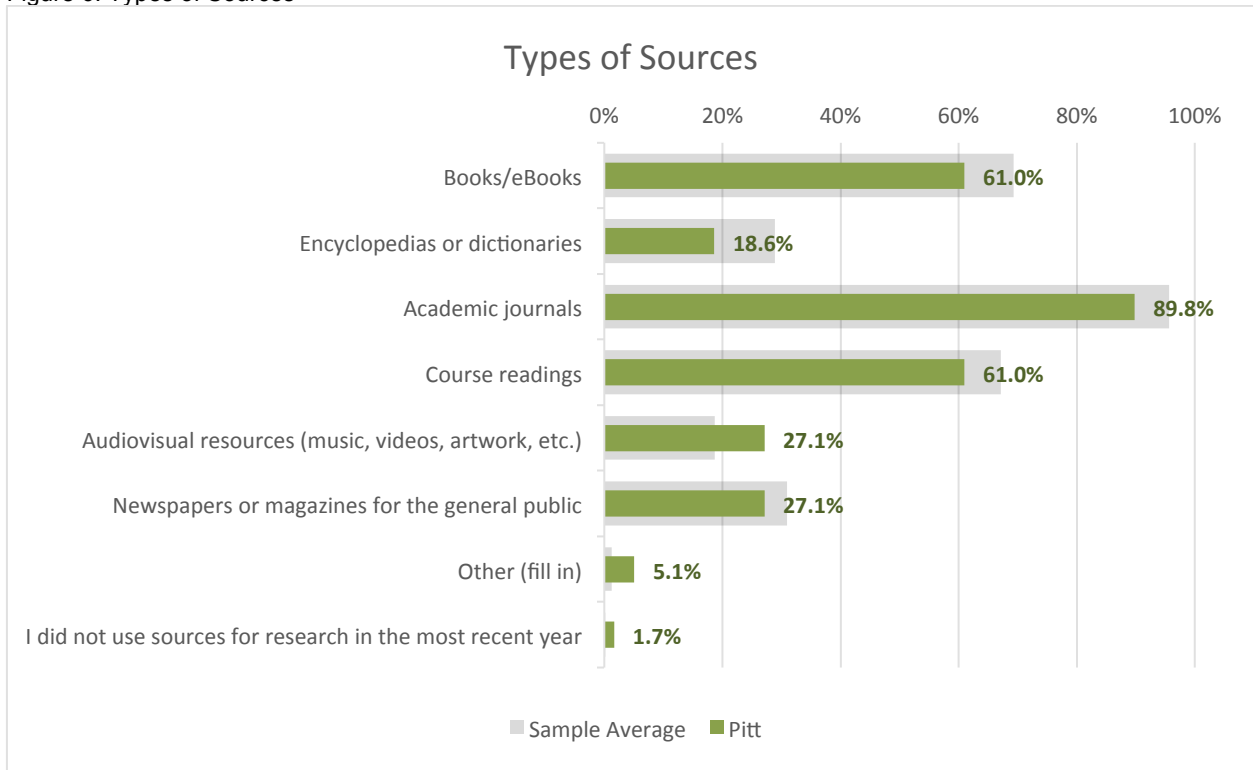
4. When you did research in the most recent year, which of the following search tools did you use to find sources?

Figure 5. Search tools used



5. When you did research in the most recent year, what types of sources (whether print, electronic, or online) did you use?

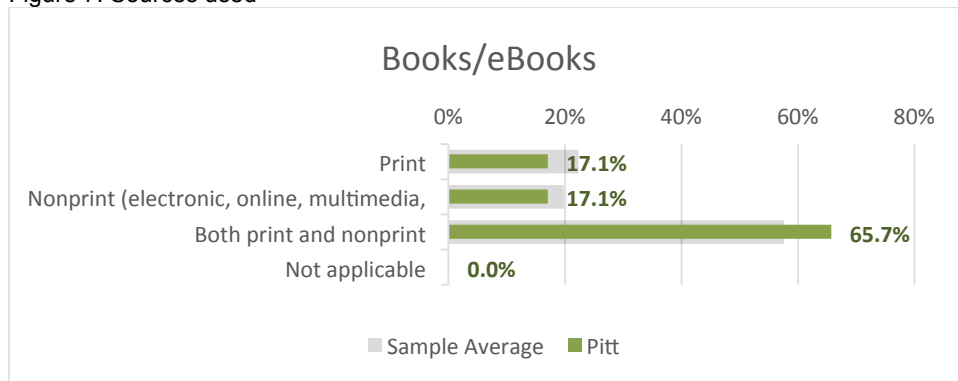
Figure 6. Types of Sources



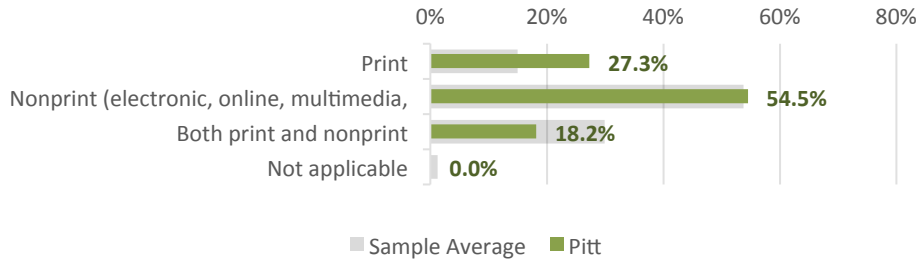
Seniors at Pitt prefer to use academic journals, encyclopedias or dictionaries, and newspapers or magazines primarily in non-print form; course readings and visual resources in print form, and books equally in print and non-print form. Compared to the rest of the sample, our Seniors prefer more the print format of course readings and encyclopedias or dictionaries, and the non-print format of newspapers/magazines.

6. What was the format of the sources that you used?

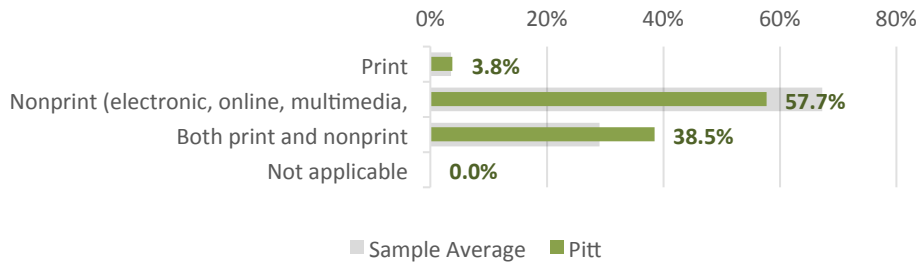
Figure 7. Sources used



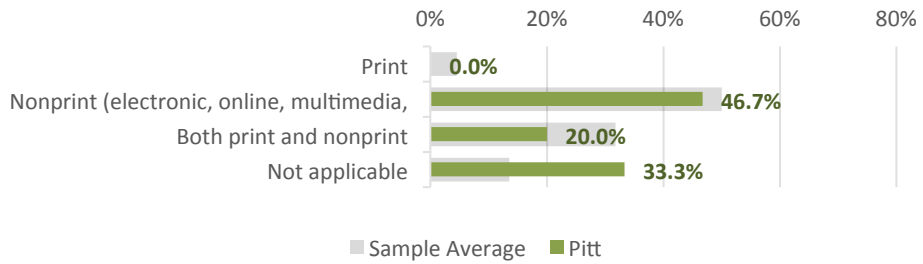
Encyclopedias or dictionaries



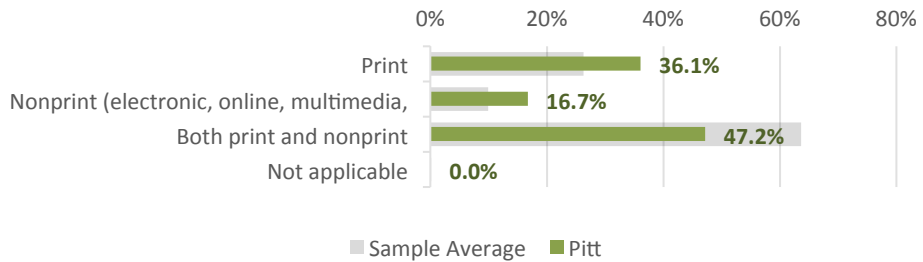
Academic journals

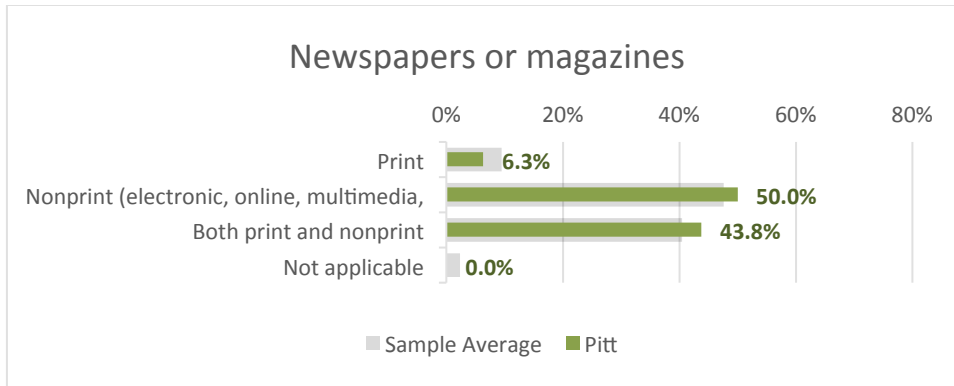


Visual resources



Course readings

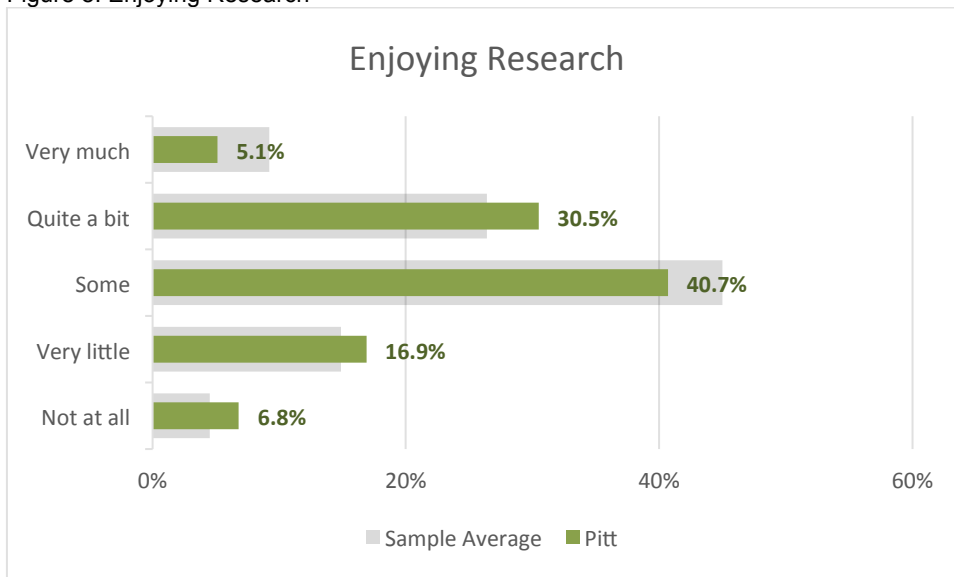




About 36% of Seniors at Pitt enjoy doing research very much and quite a bit. This is equal with the average number of students in the sample who enjoy research just as much. However, a slightly higher number of seniors at Pitt than in the sample enjoy research very little or not at all, 24% (vs. 20%).

7. In general, how much do you enjoy doing research?

Figure 8. Enjoying Research

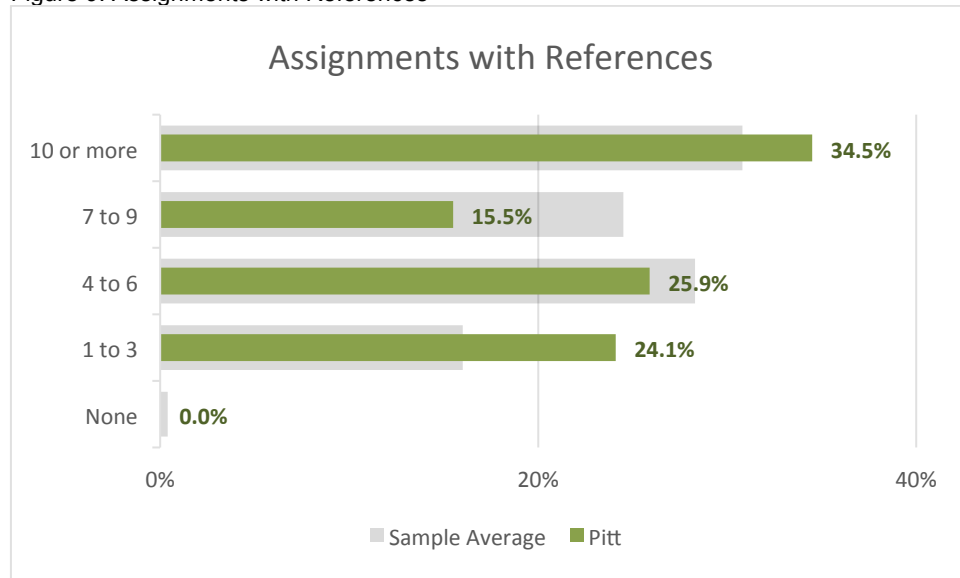


A higher percentage of Seniors at Pitt, 35% vs. 31%, were required to complete more than 10 assignments with three or more citations. At the same time, a higher percentage of students were also assigned fewer than three assignments, 24% vs. 16%.

A much higher percentage of Seniors at Pitt, 76% vs. 60%, were always required to use a specific citation style for their assignment sources.

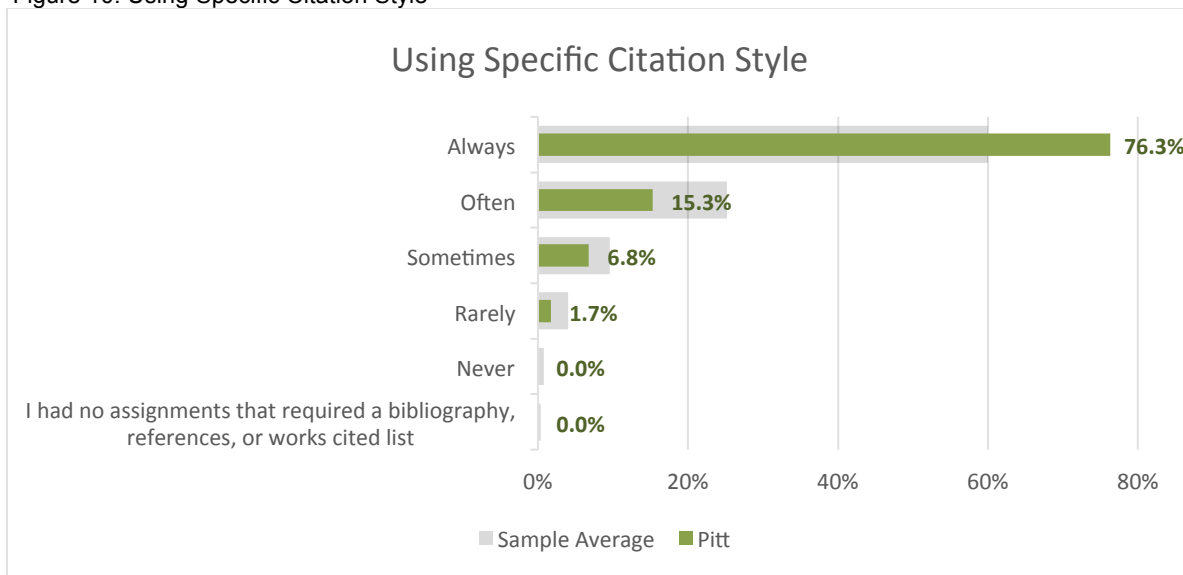
8. How many assignments have you completed in the most recent year that required you to cite at least three sources in a bibliography, references, or works cited list?

Figure 9. Assignments with References



9. In the most recent year, when you were given assignments that required a bibliography, references, or works cited list, how often were you required to use a specific format (such as APA, MLA, or some other style assigned by your instructor) for your sources?

Figure 10. Using Specific Citation Style

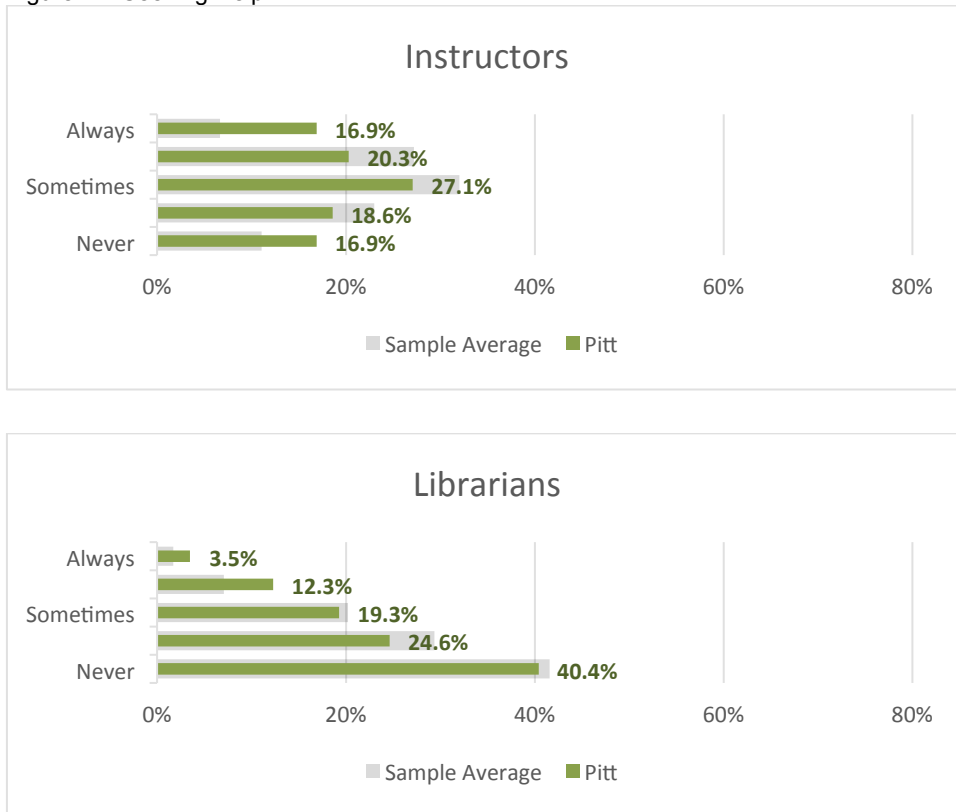


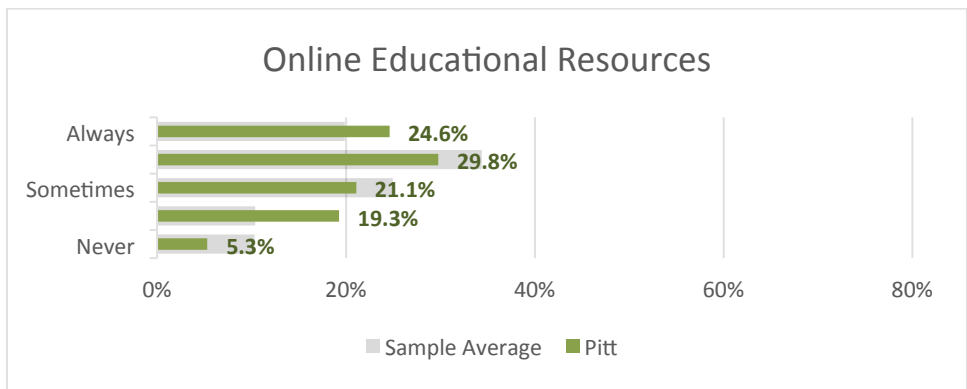
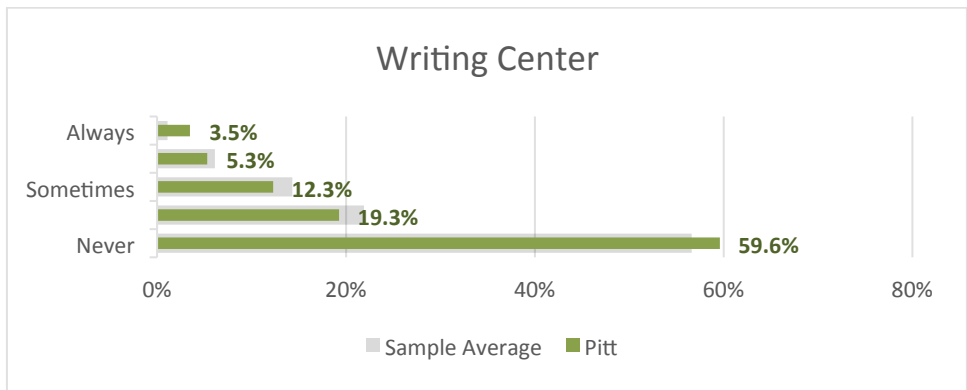
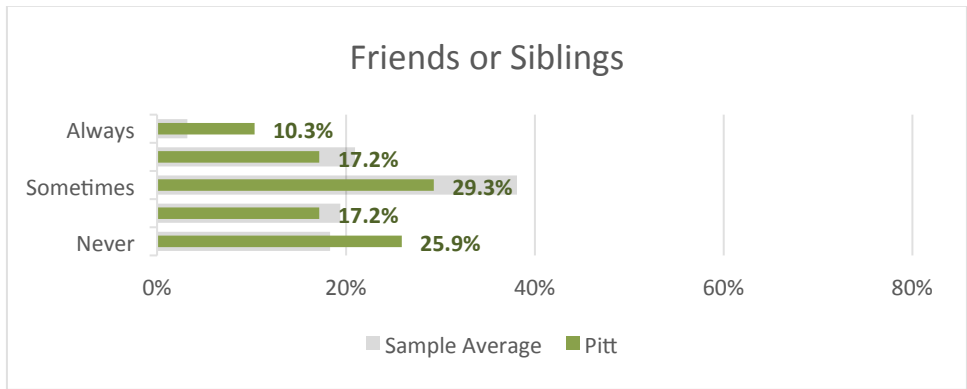
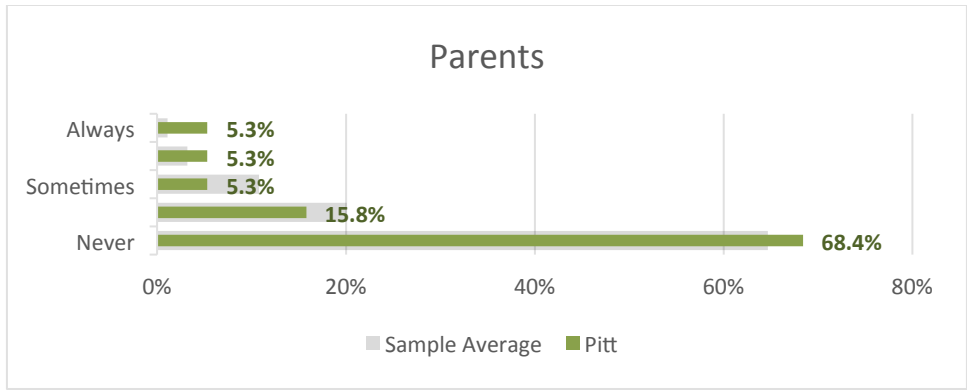
Seniors at Pitt are more inclined to seek help from instructors, friends, and online educational resources and less inclined to do so from librarians, parents, or the writing center. In decreasing order of importance, seniors seek help always, often or sometimes from: Online educational resources (Purdue OWL, Khan Academy, library guides, etc.): 79%, Professors, teachers, or other instructors: 66%, Friends, classmates, or siblings: 62%, Librarians: 30%, Writing labs or centers: 22%, Parents or other adult family members: 15%.

Given this preference, promoting library guides to seniors seems to be a more effective way to assist them.

10. In the most recent year, when you were working on assignments that required citations and sources, how often did you seek help or advice from each of the following?

Figure 11. Seeking Help



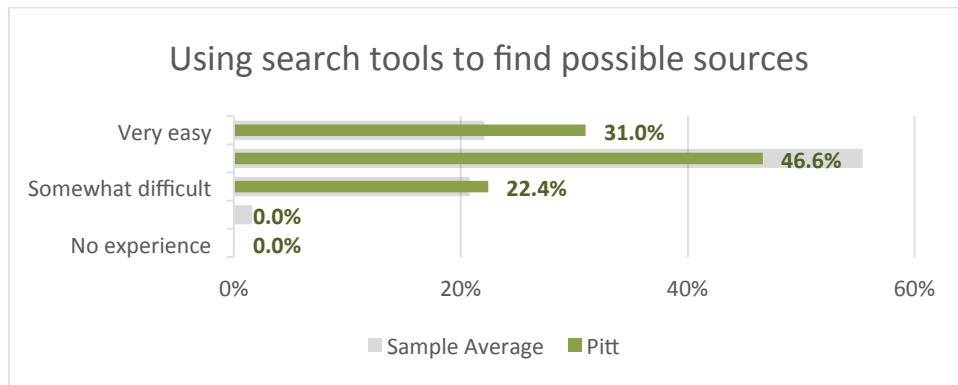
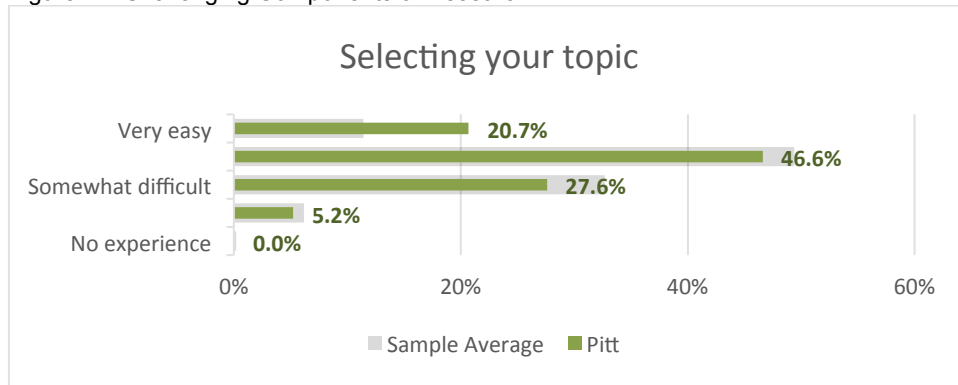


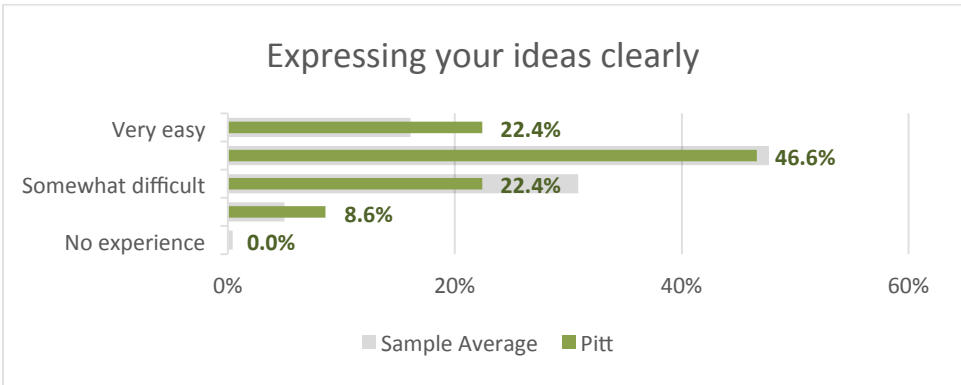
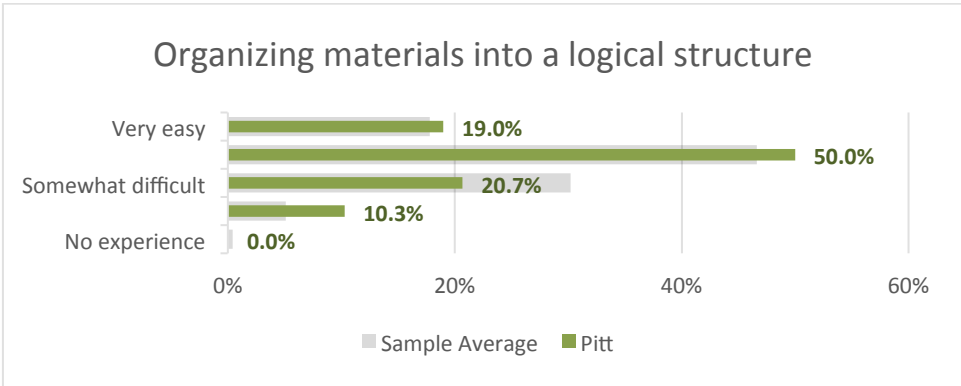
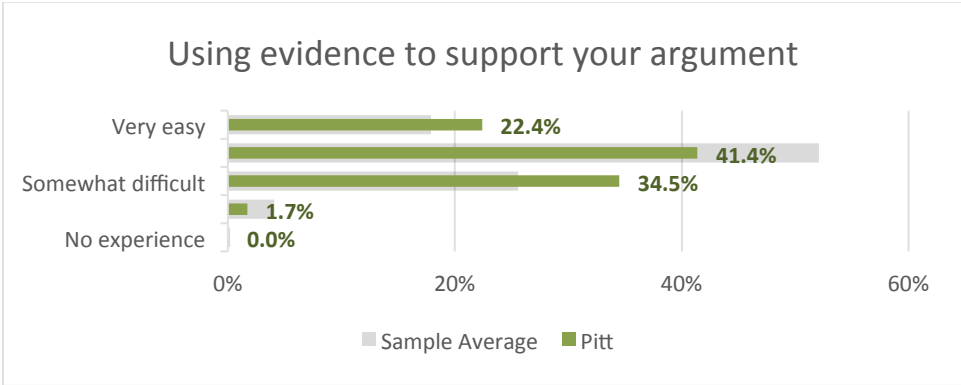
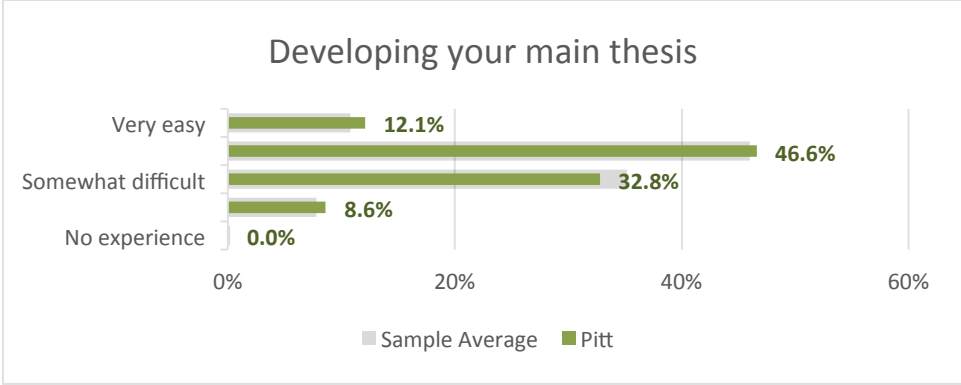
About two in three Seniors at Pitt find various components of research very easy and somewhat easy. Easier tasks revolve around using tools and finding resources. More difficult tasks revolve around choosing and expressing one’s own ideas.

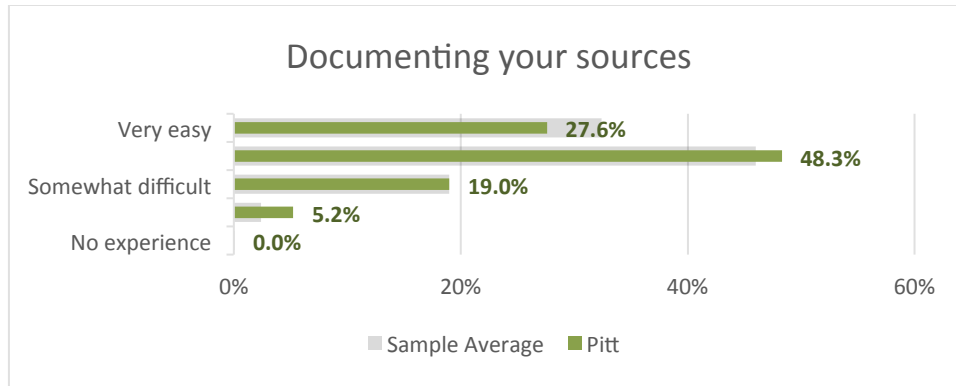
The level of difficulty follows a similar distribution to the averages in the sample. These components are, in increasing order of difficulty: Using search tools to find possible sources: 77% (vs. 78%), Documenting your sources: 76% (vs. 78%), Organizing your materials into a logical and unified structure: 70% (vs. 64%), Expressing your ideas clearly: 69% (vs. 64%), Selecting your topic: 67% (vs. 61%), Using evidence from your research to support your argument: 64% (vs.70%), Developing your main argument: 59% (vs. 57%).

11. How challenging are the following components of research for you?

Figure 12. Challenging Components of Research



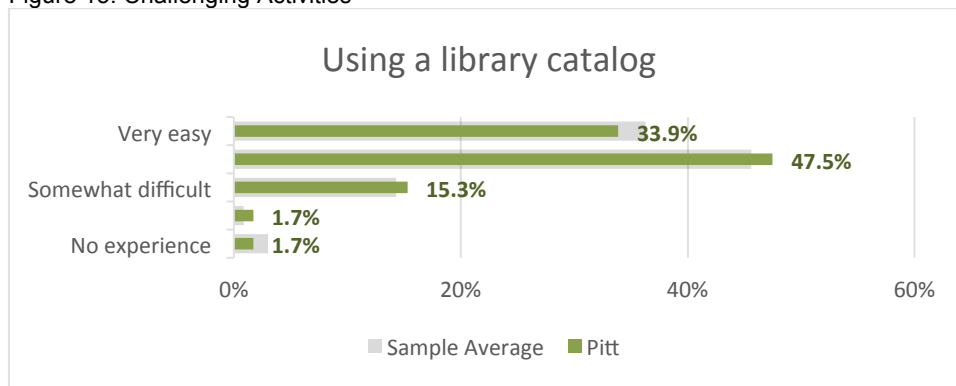


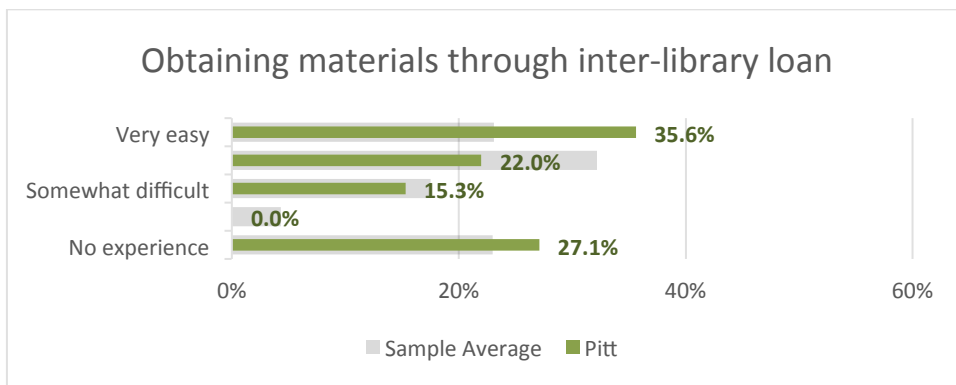
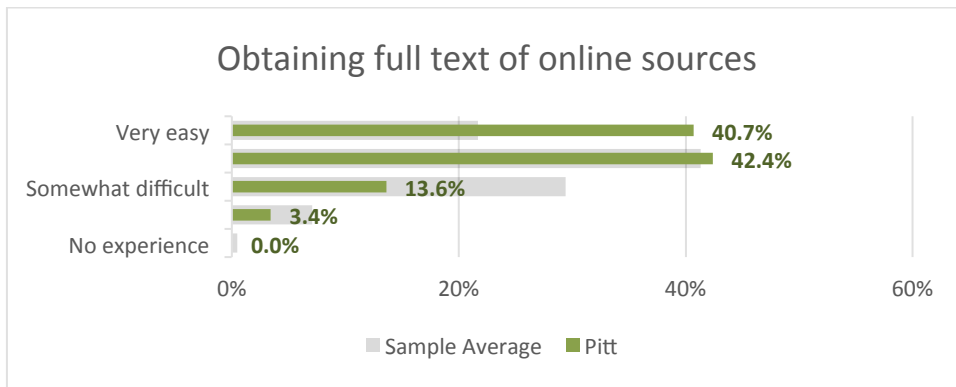
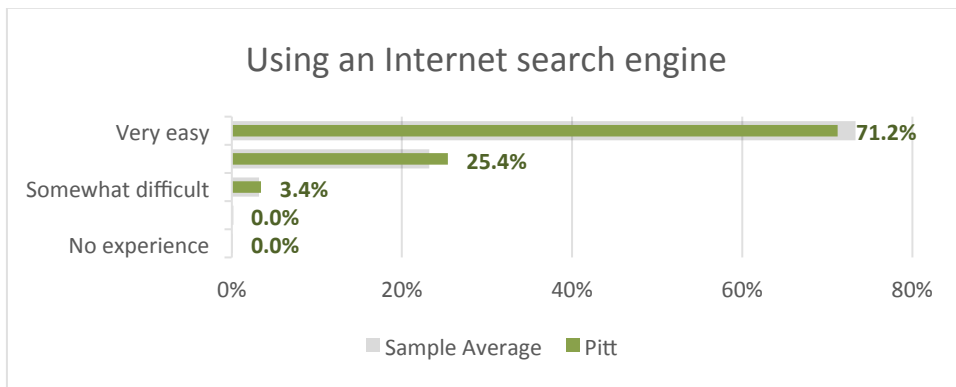
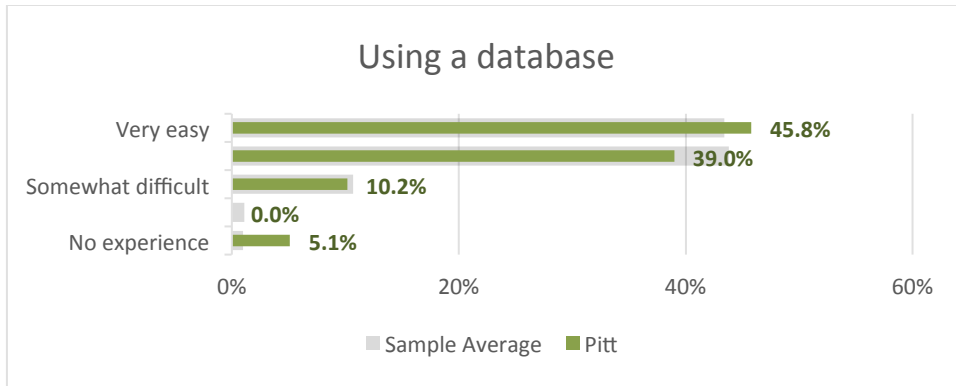


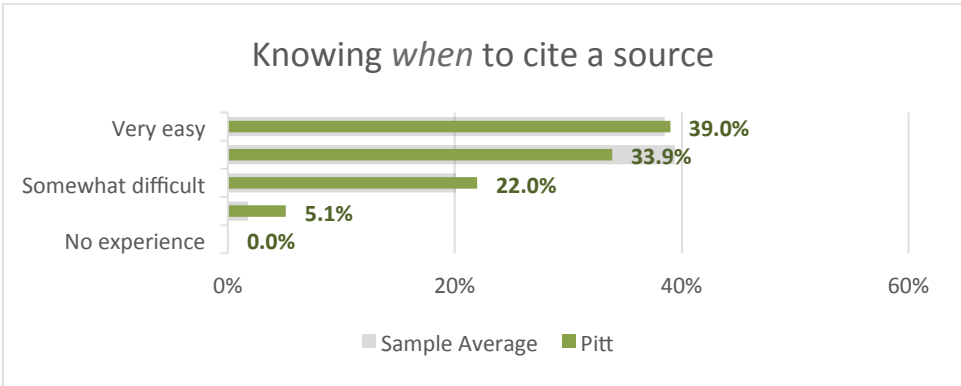
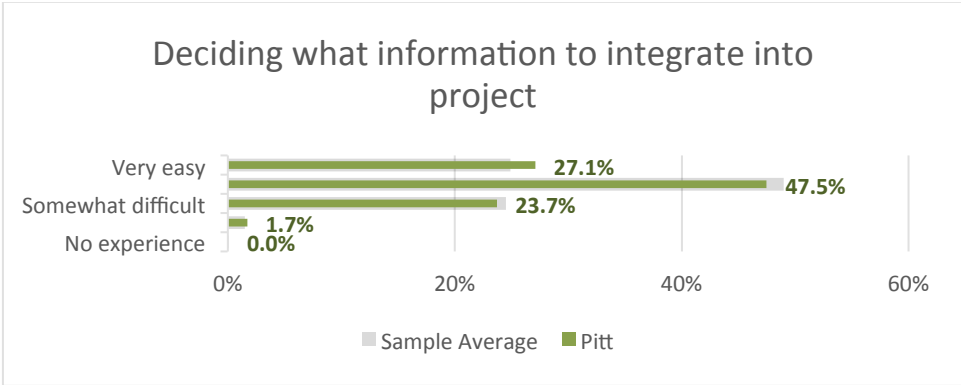
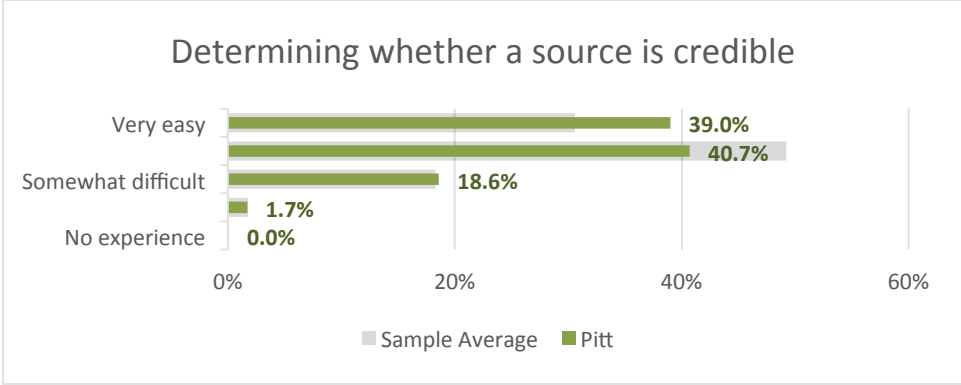
The easiest activities for Seniors at Pitt revolve around online tasks, such as using search engines, databases, and library catalog. The most difficult tasks are related to citing and ILL. The level of difficulty follows a similar distribution to the averages in the sample. These activities are, in increasing order of difficulty: Using an Internet search engine: 97% (vs. 97%), Using a database: 85% (vs. 87%), Obtaining full text of online sources: 83% (vs. 63%), Using a library catalog: 81% (vs. 82%), Determining whether a source is credible: 80% (vs. 80%), Deciding what information from your sources to integrate into your project: 75% (vs. 74%), Locating physical sources in the library: 75% (vs. 64), Knowing when you need to cite a source in text and in a bibliography: 73% (vs. 78%), Knowing how to cite a source in text and in a bibliography: 71% (vs. 78%), Obtaining materials through inter-library loan: 58% (vs. 55%).

12. How challenging are the following activities for you?

Figure 13. Challenging Activities







B. Information Literacy Performance: Pitt vs. Sample Average

According to the overall SAT scores of admitted students, our two campuses, Greensburg and Bradford, score close to the bottom and, respectively, at the bottom of the rank of universities included in the sample. Consequently, we expect the information literacy level at the campuses to be below average in the sample.

Areas that present a higher level of difficulty or confusion in the whole sample, including at Pitt, are:

- Comparing the scholarly value of sources
- Generating additional resources on a given topic
- Fair use of copyrighted material

There are a few areas where there seems to be a wider gap between our scores and the average in the sample. These areas are:

- Defining a peer-reviewed journal
- Generating additional resources when given a topic or keywords
- Determining whether a source is more prone to biased information
- Deciding when citations are needed
- Fair use of materials

Information Literacy Comparisons

Figure 14. Information Literacy. Standard One. Seniors vs. Benchmark

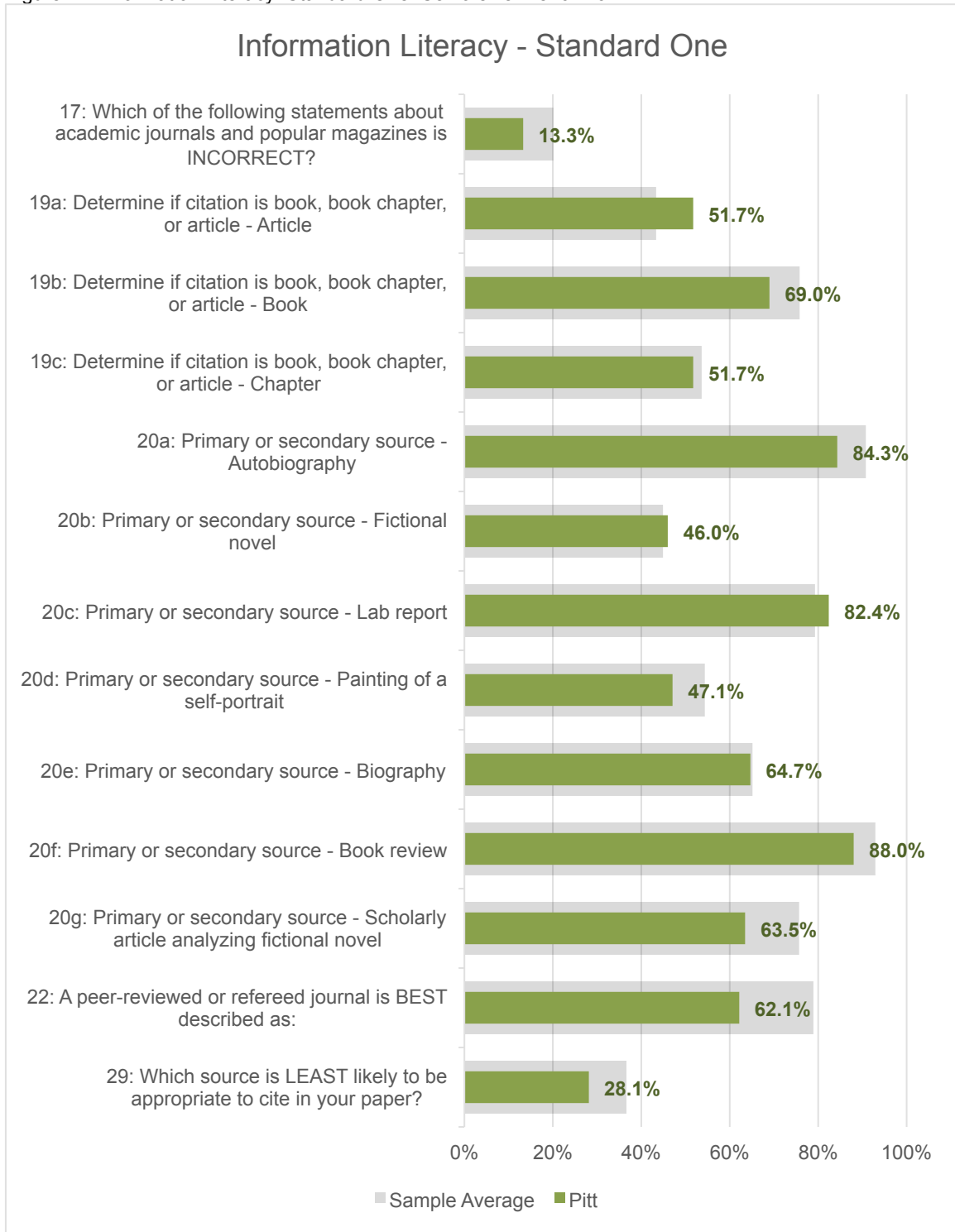


Figure 15. Information Literacy. Standards Two and Three. Seniors vs. Benchmark

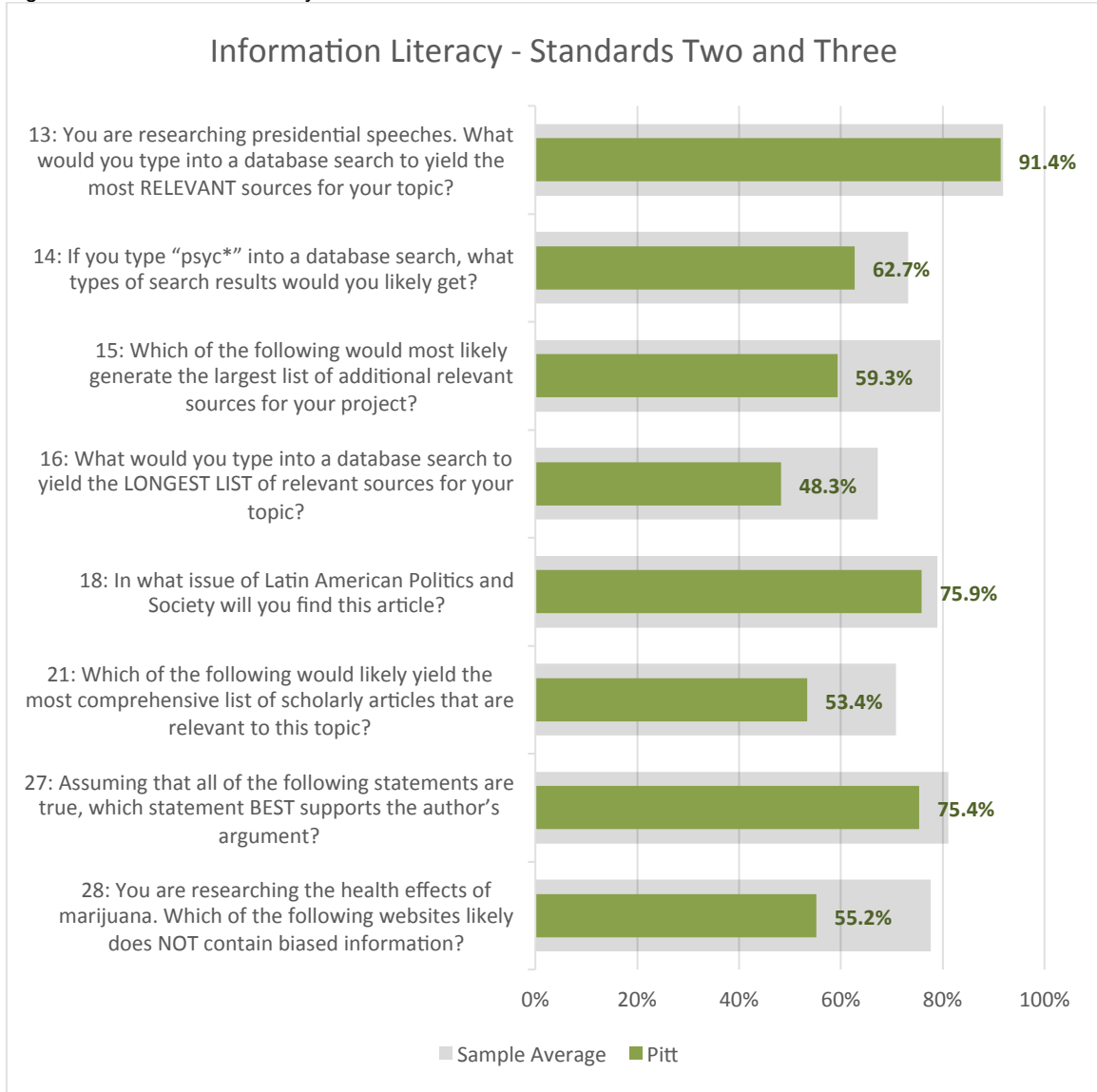
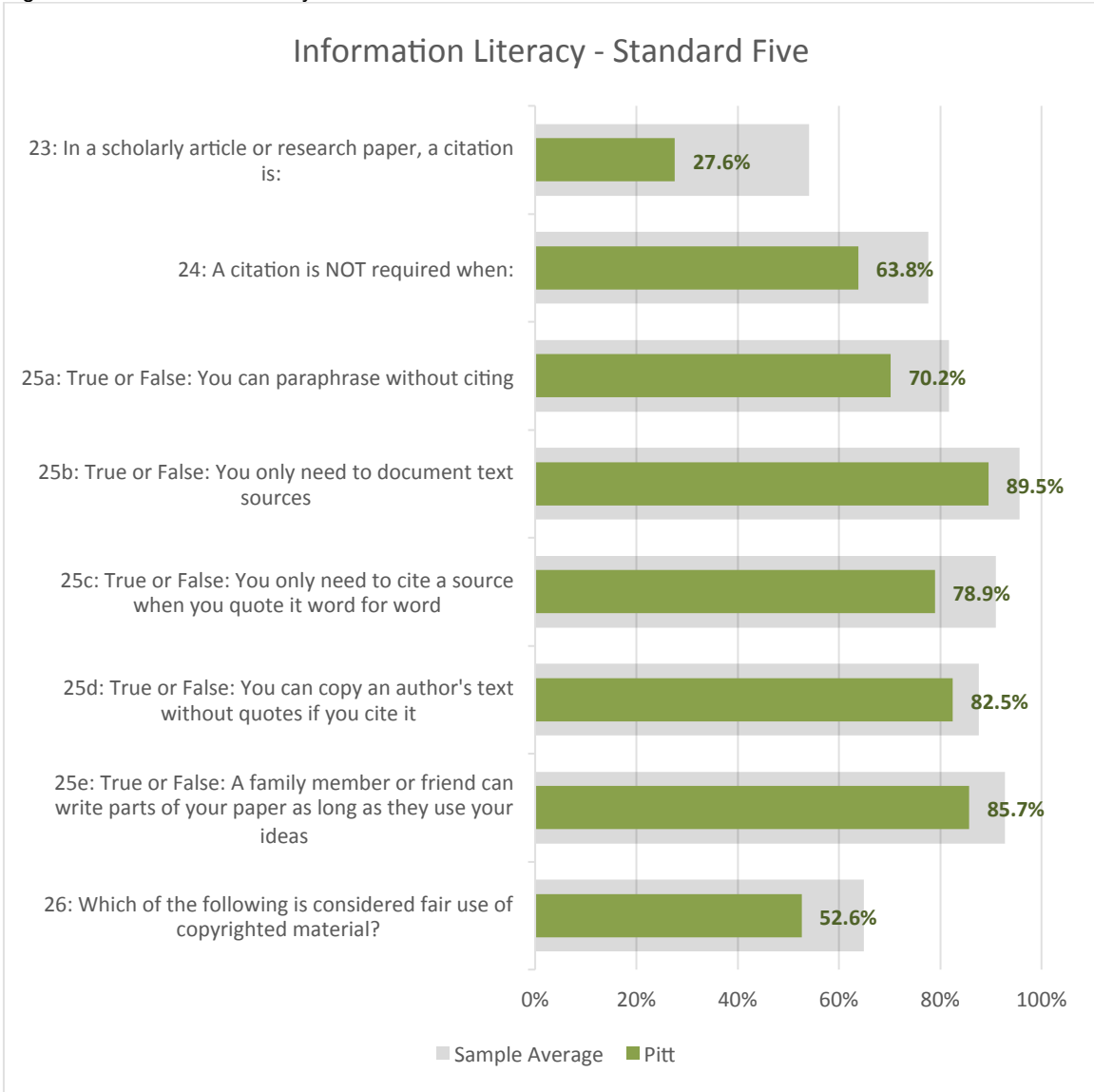


Figure 16. Information Literacy. Standard Five. Seniors vs. Benchmark

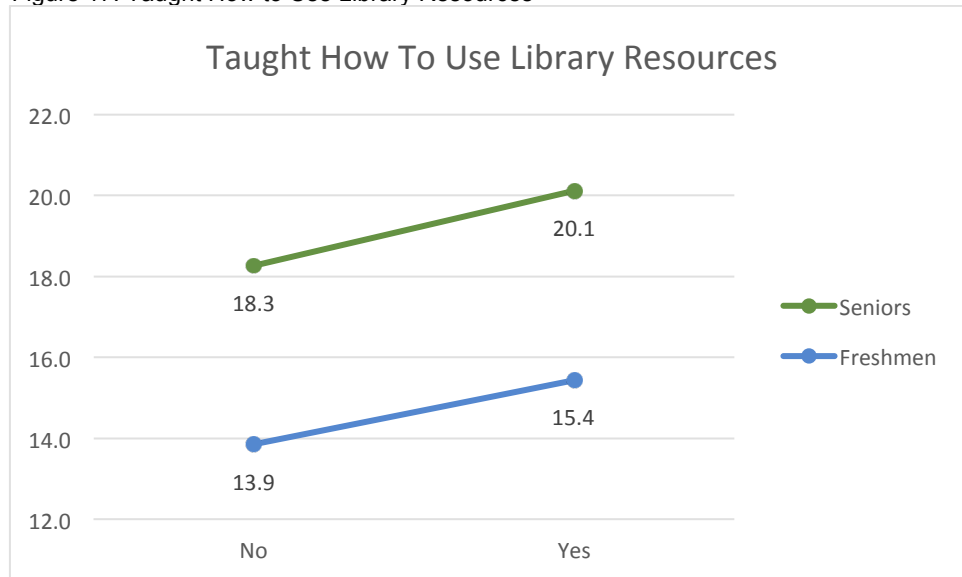


Information Literacy Performance and Library Self-Efficacy

An overall Information Literacy score that was computed by adding the scores of 29 questions that measured various aspects of information literacy. Students received 1 point for each correct answer and the overall scores ranged from 4 points to 26 points.

If we compare the means of information literacy performance between the group of students who were taught by a librarian or an instructor how to use library resources and the group who was not taught, the former group performs better than the latter. The same improvement is noticeable for both Freshmen and Senior cohorts. The difference in performance is statistically significant for freshmen ($p < .01$) but not significant for Seniors, perhaps due to the small sample size.

Figure 17. Taught How to Use Library Resources



Students expressed their level of confidence in library related skills, such as finding online resources and documenting them. These variables were used as a proxy measures for the actual skill levels of senior students. The self-efficacy survey questions related to library skills were:

How challenging are the following components of research for you?

1. Using search tools to find possible sources
2. Documenting your sources
3. Using a library catalog (whether print or online)
4. Using a database (JSTOR, PubMed, PsycINFO, etc.)
5. Obtaining full text of online sources
6. Obtaining materials through inter-library loan

The levels of self-efficacy related to library skills strongly and significantly correlate with each other for senior students. This shows that they together create an important tool kit that allows students to excel in information literacy tasks.

Table 2. Self-efficacy Correlations

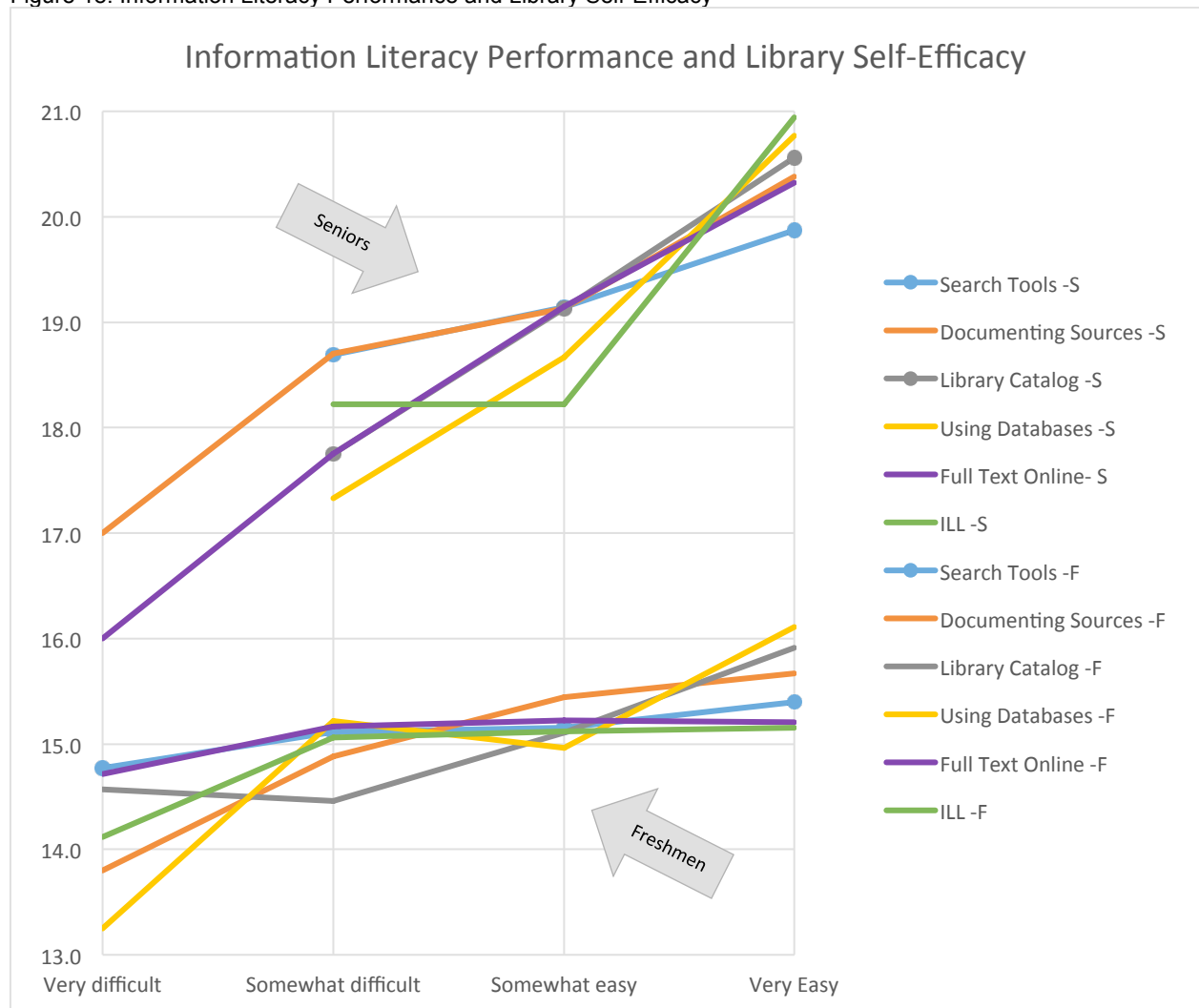
	Using search tools	Documenting your sources	Using a library catalog	Using a database	Obtaining full text	Obtaining ILL materials
Using search tools		.289*	.481**	.429**	.414**	.473**
Documenting your sources	.289*		.291*	.389**	.288*	.371**
Using a library catalog	.481**	.291*		.628**	.478**	.590**
Using a database	.429**	.389**	.628**		.502**	.645**
Obtaining full text	.414**	.288*	.478**	.502**		.479**
Obtaining ILL materials	.473**	.371**	.590**	.645**	.479**	

* Pearson's r correlation significant at the 0.05 level.

** Pearson's r correlation significant at the 0.01 level.

The chart below suggests the presence of a relationship between library self-efficacy and level of confidence in the case of Seniors. Seniors who have higher levels of confidence tend to receive higher information literacy scores. Due to the small size of the sample and the small effect size, the differences between categories are not statistically significant. However, they are in the desired direction and show a consistent pattern across various skills. Freshmen, in contrast, had consistently lower levels of performance and confidence across all skills and the relationship between the two measures seems negligible in most cases.

Figure 18. Information Literacy Performance and Library Self-Efficacy



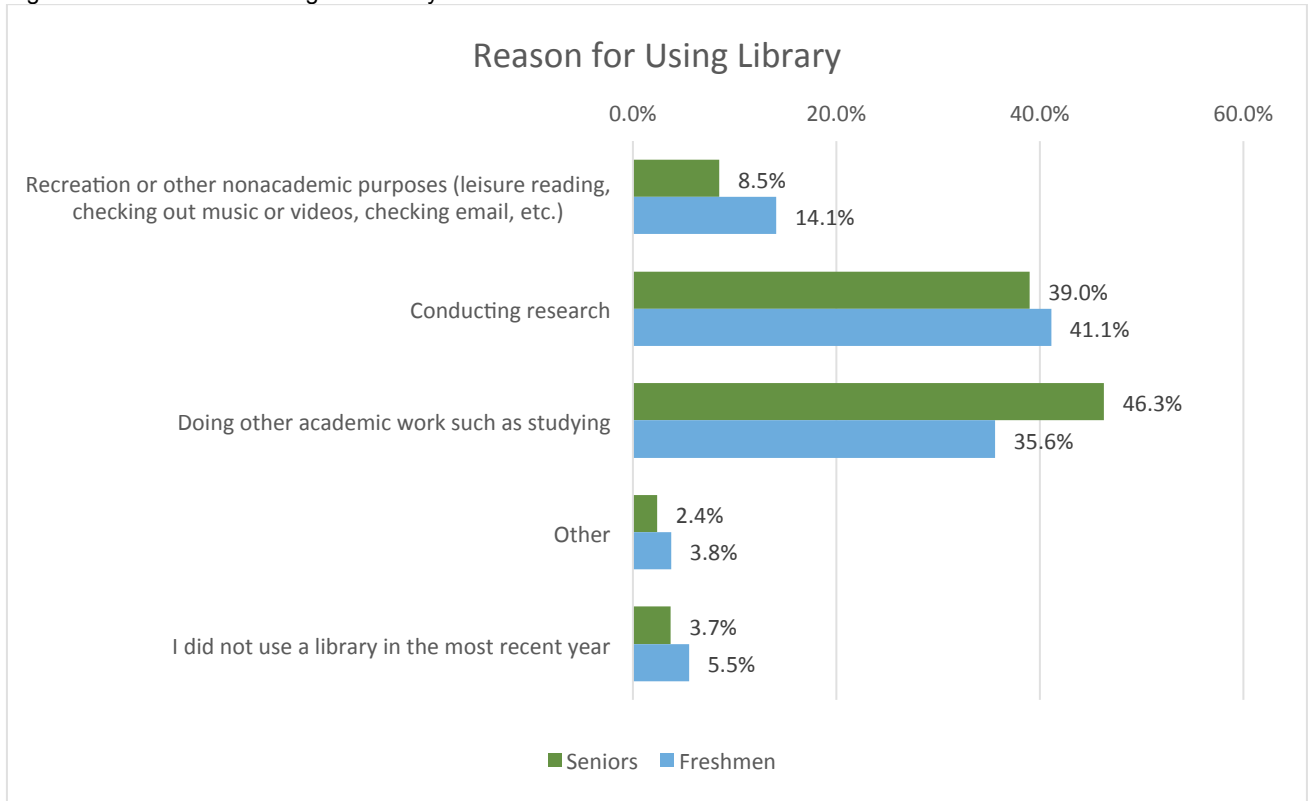
Note: A fifth choice, “No experience,” was left out of the above statistical computations. Between one and three students chose “no experience” for the mentioned library skills; the only exception was confidence using ILL where 15 students mentioned no experience.

PART 2. Research Attitudes and Practices: Seniors vs. Freshmen

In the most recent year, what was your MOST FREQUENT reason for using a library?

Seniors, compared to Freshmen, used the library more for academic work, less for nonacademic purposes, and similarly for conducting research.

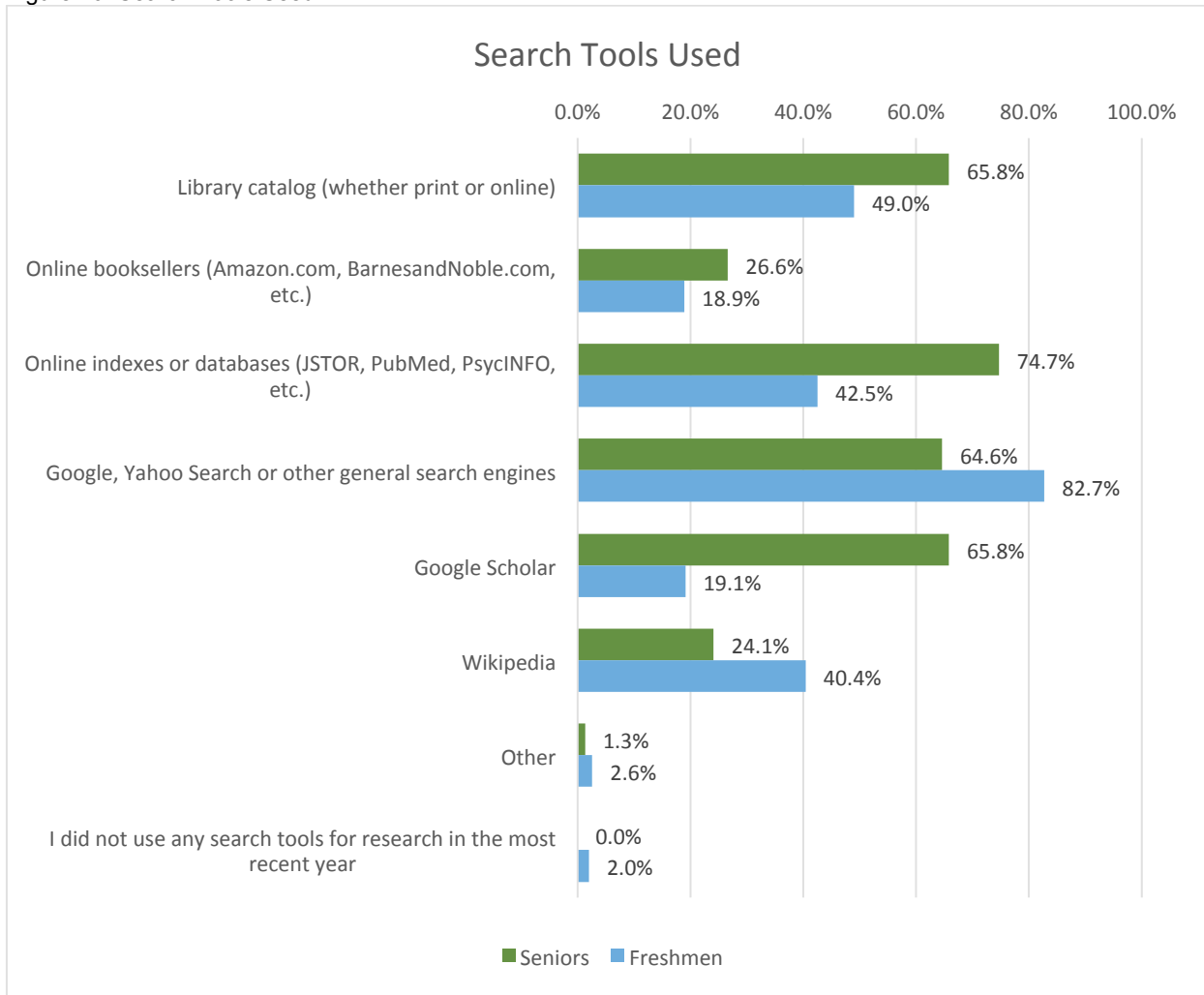
Figure 19. Reasons for Using the Library



When you did research in the most recent year, which of the following search tools did you use to find sources?

There is a dramatic shift between Freshmen and Seniors in terms of search tools used. The use of library catalog increased with about 15%, use of online databases increased with more than 20%, use of internet search engines decreased with almost 20%, use of Google Scholar increased with about 45%, and use of Wikipedia decreased with about 15%.

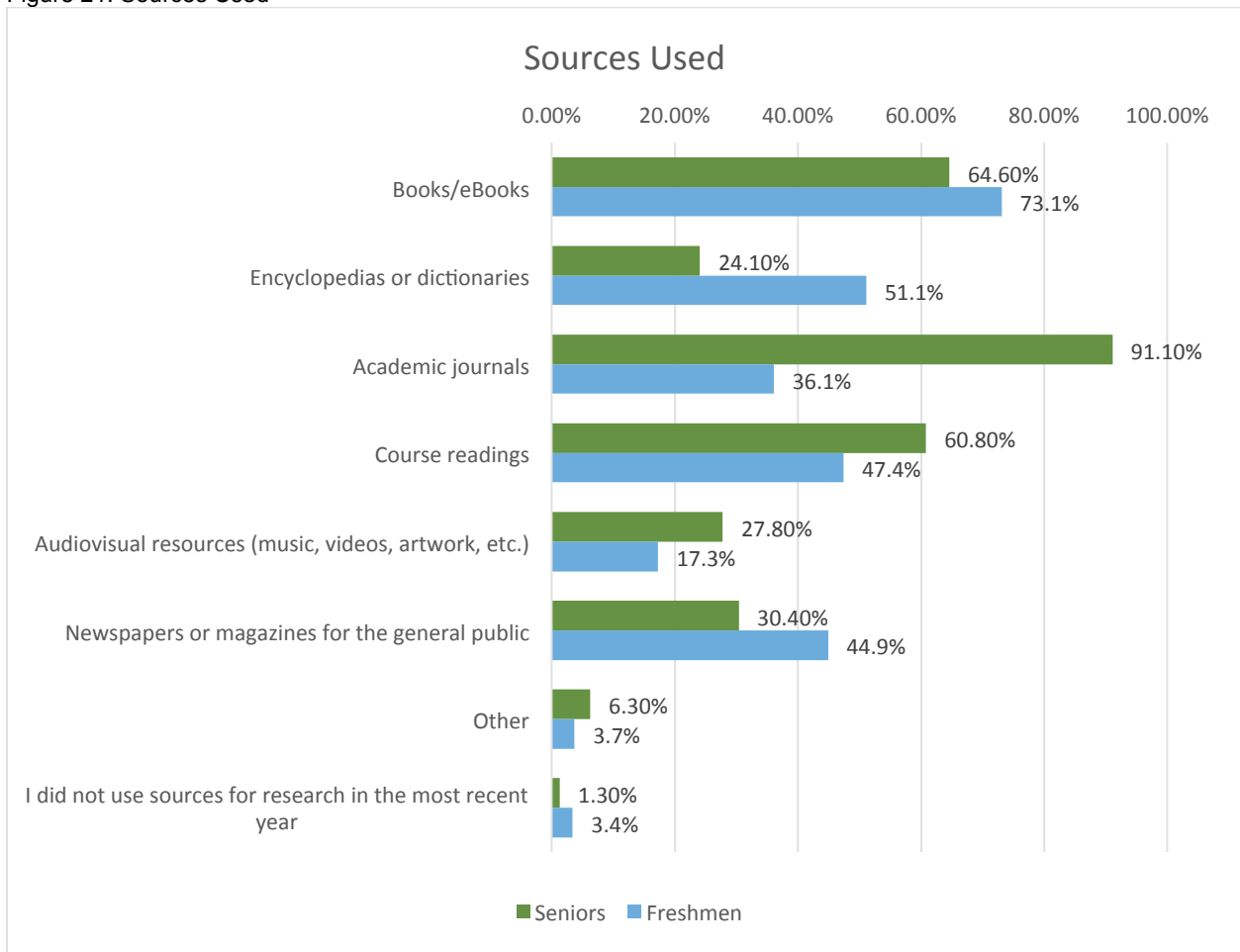
Figure 20. Search Tools Used



When you did research in the most recent year, what types of sources (whether print, electronic, or online) did you use?

There is a dramatic shift between Freshmen and Seniors in terms of sources used for research. Seniors, as expected, are using more scholarly sources and less reference publications and sources intended for the general public. The use of books decreased with about 10%, use of encyclopedias/dictionaries decreased with 25%, use of academic journals dramatically increased with 55%, use of course readings increased with almost 15%, and use of newspapers/magazines decreased with 15%.

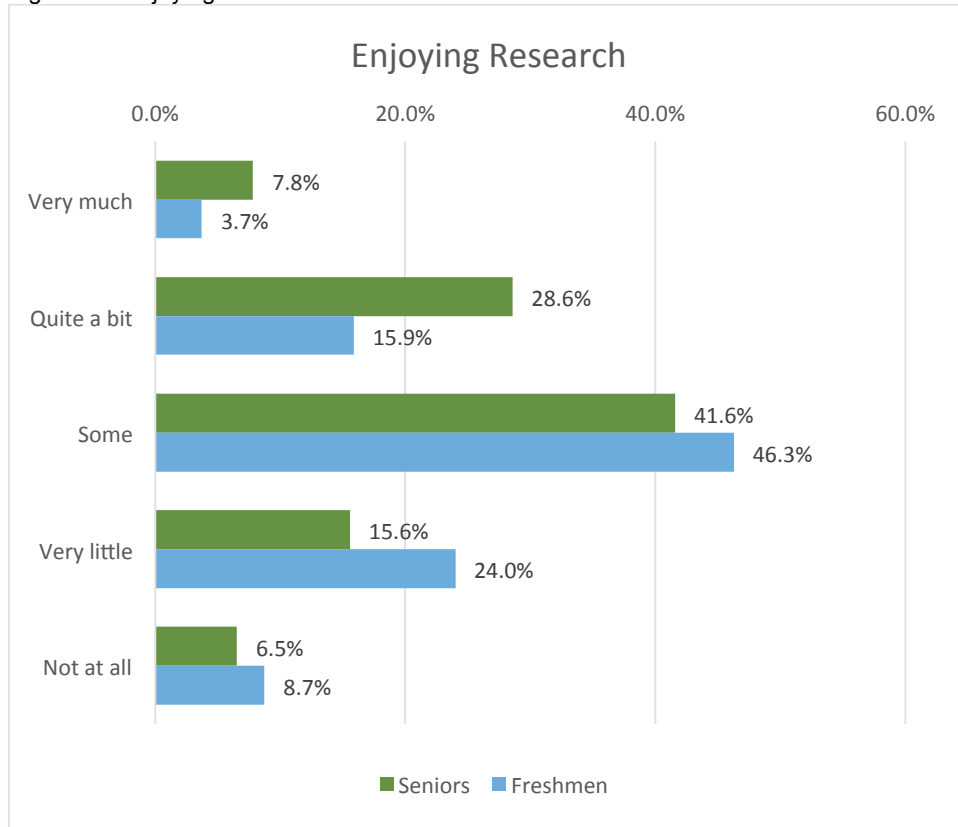
Figure 21. Sources Used



In general, how much do you enjoy doing research?

Seniors enjoy doing research slightly more than Freshmen do. There is an increase of about 15% of students who enjoy doing research very much or quite a bit.

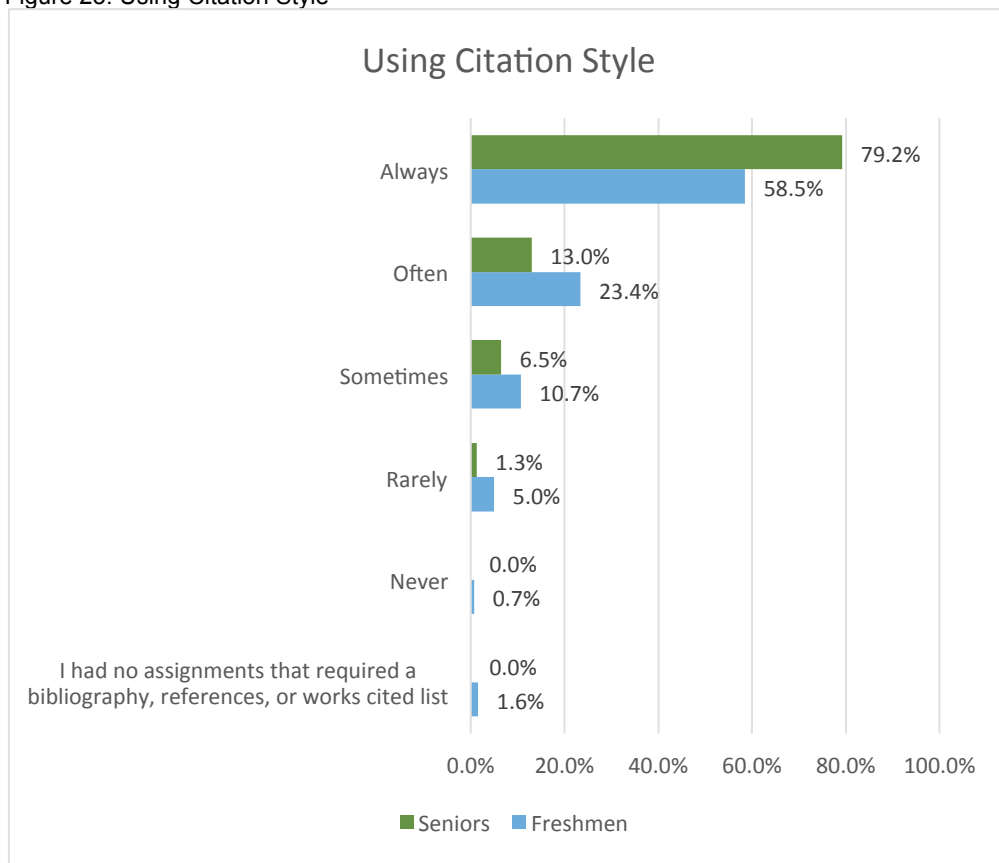
Figure 22. Enjoying Research



In the most recent year, when you were given assignments that required a bibliography, references, or works cited list, how often were you required to use a specific format (such as APA, MLA, or some other style assigned by your instructor) for your sources?

The number of senior students that were always required to use a specific citation style increased to 20%, reaching almost 80% of the total population.

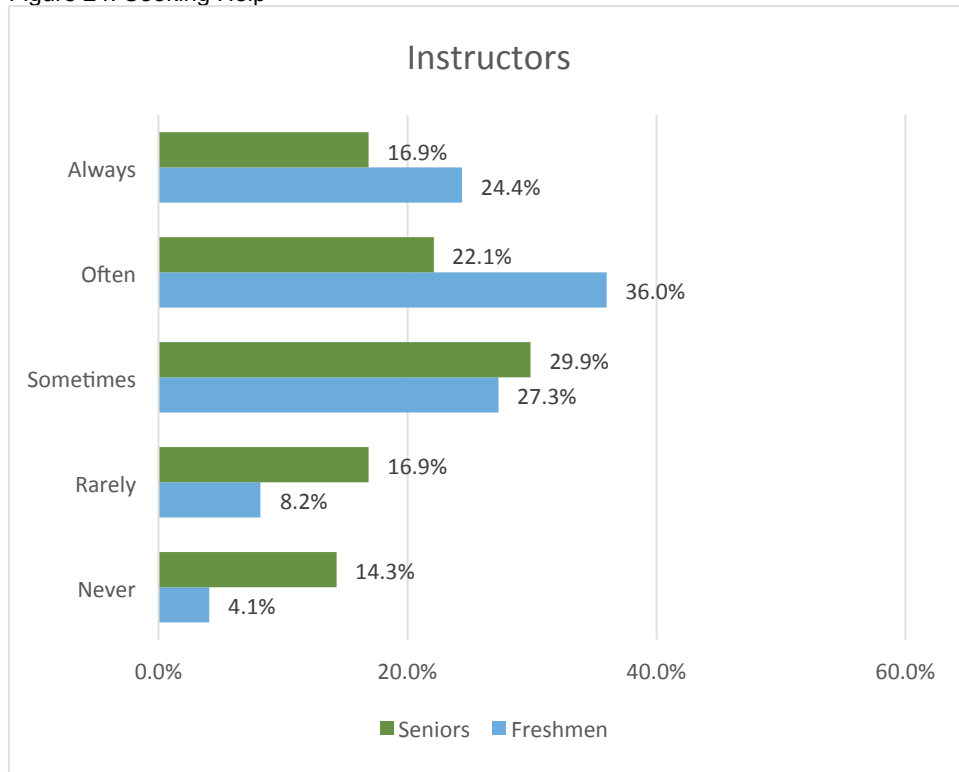
Figure 23. Using Citation Style

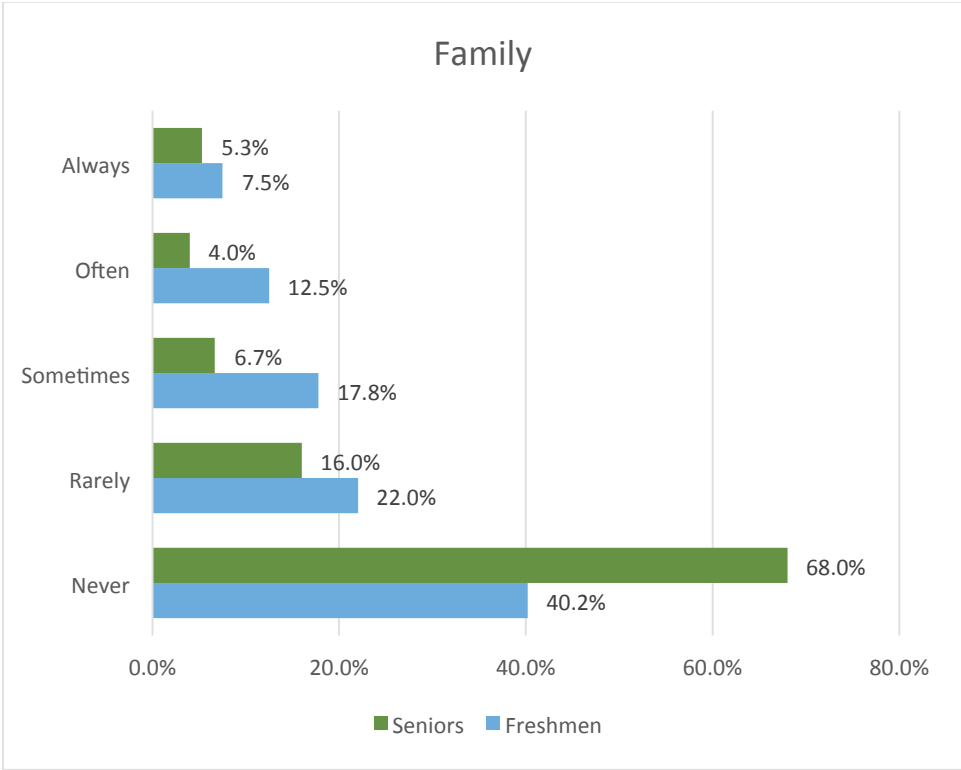
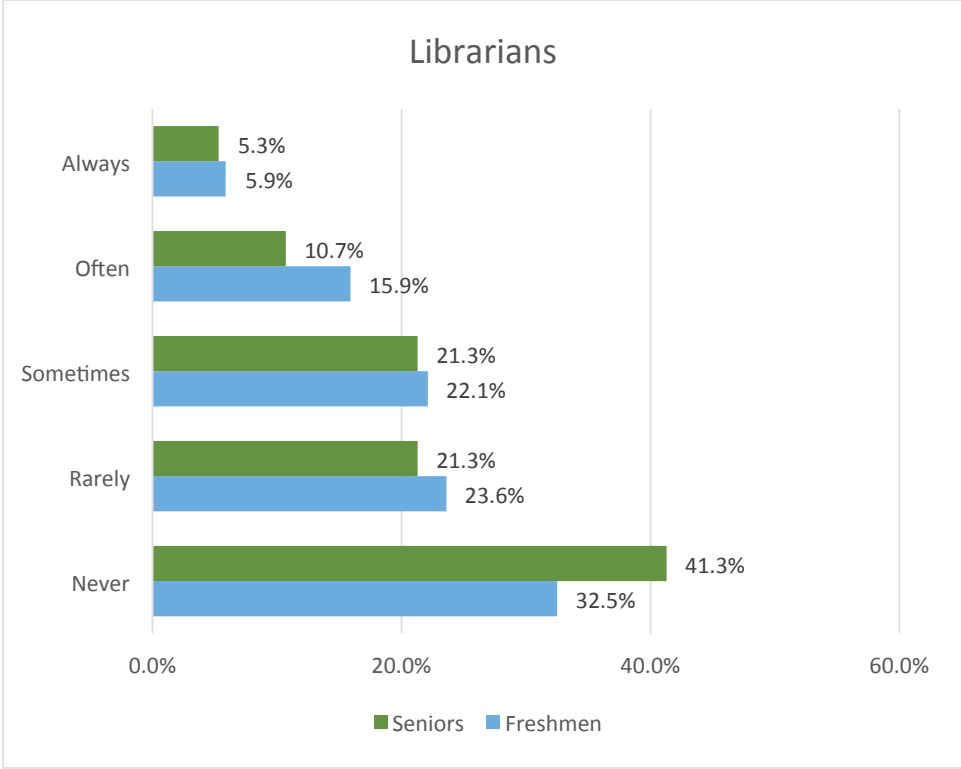


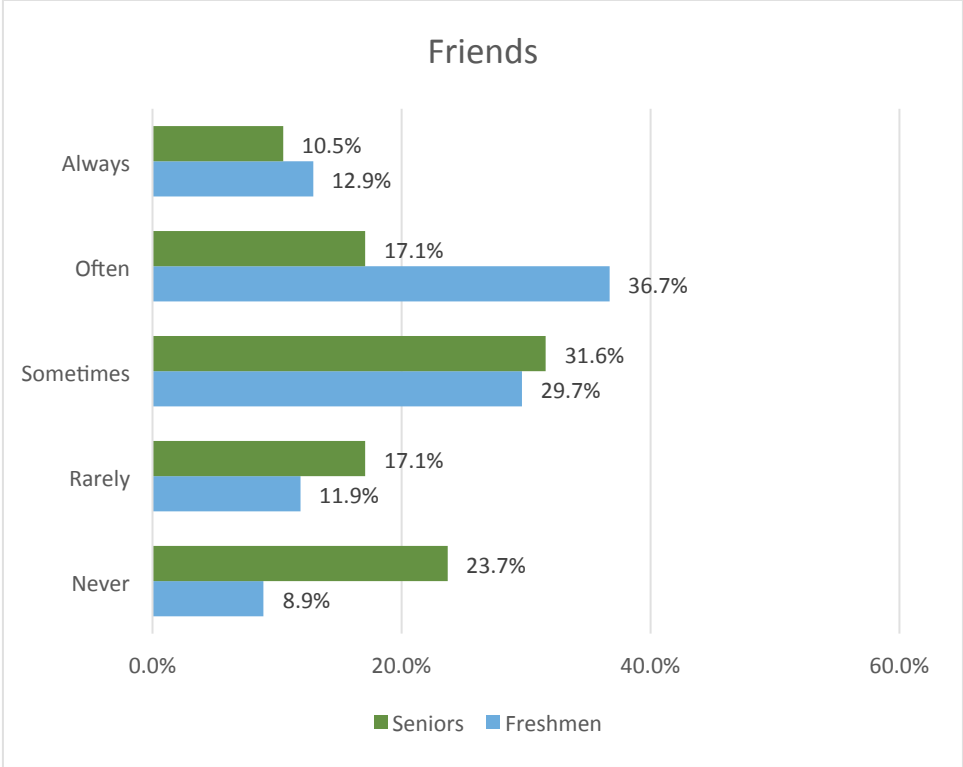
In the most recent year, when you were working on assignments that required citations and sources, how often did you seek help or advice from each of the following?

The number of senior students who asked for help always or often decreased, in general. About 25% fewer Seniors sought help from instructors, about 5% fewer from librarians, about 10% fewer from family, and about 23% fewer from friends.

Figure 24. Seeking Help







Information Literacy Performance Freshmen vs. Seniors

In almost all instances Senior students performed better than Freshmen. Significant improvement was recorded in the following areas:

- Interpreting a citation
- Defining a peer-reviewed journal
- Using keywords for searching
- Generating additional sources on a given topic
- Determining when a citation is needed

Areas that show minimal or no improvement are:

- Comparing the scholarly value of different sources
- Fair use of copyrighted materials and plagiarism

Figure 25. Information Literacy. Standard One. Seniors vs. Freshmen

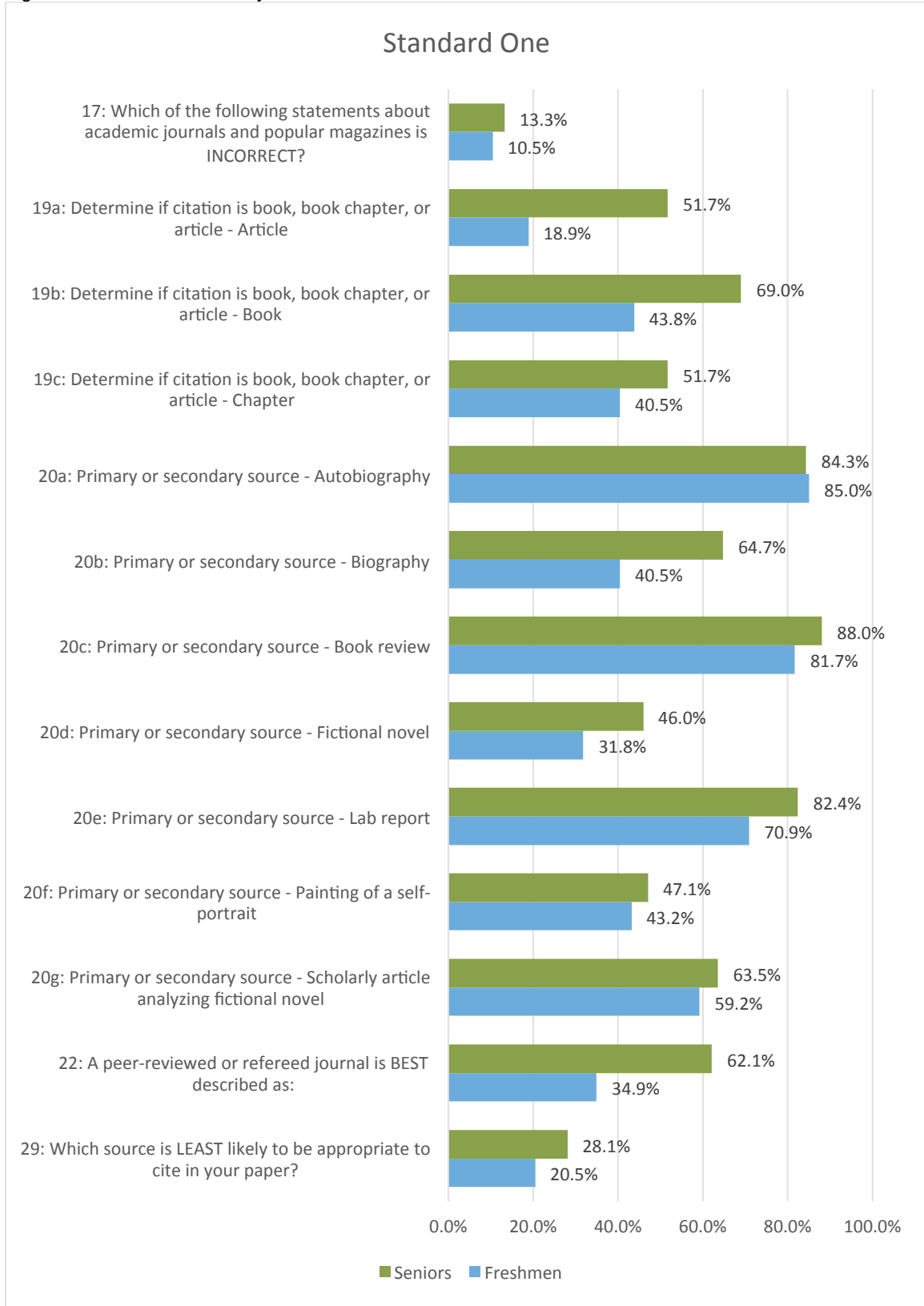


Figure 26. Information Literacy. Standard Two and Three. Seniors vs. Freshmen

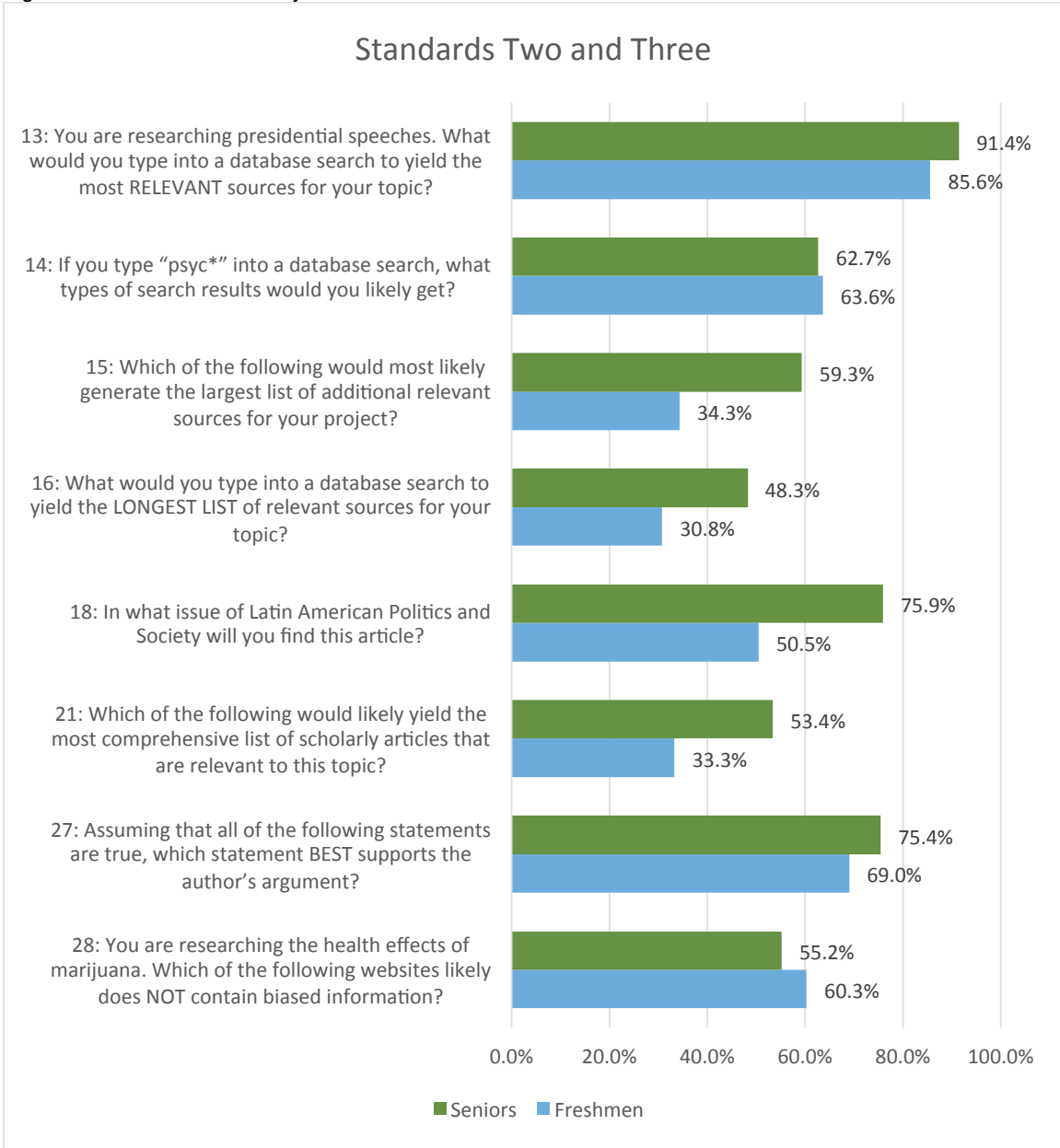
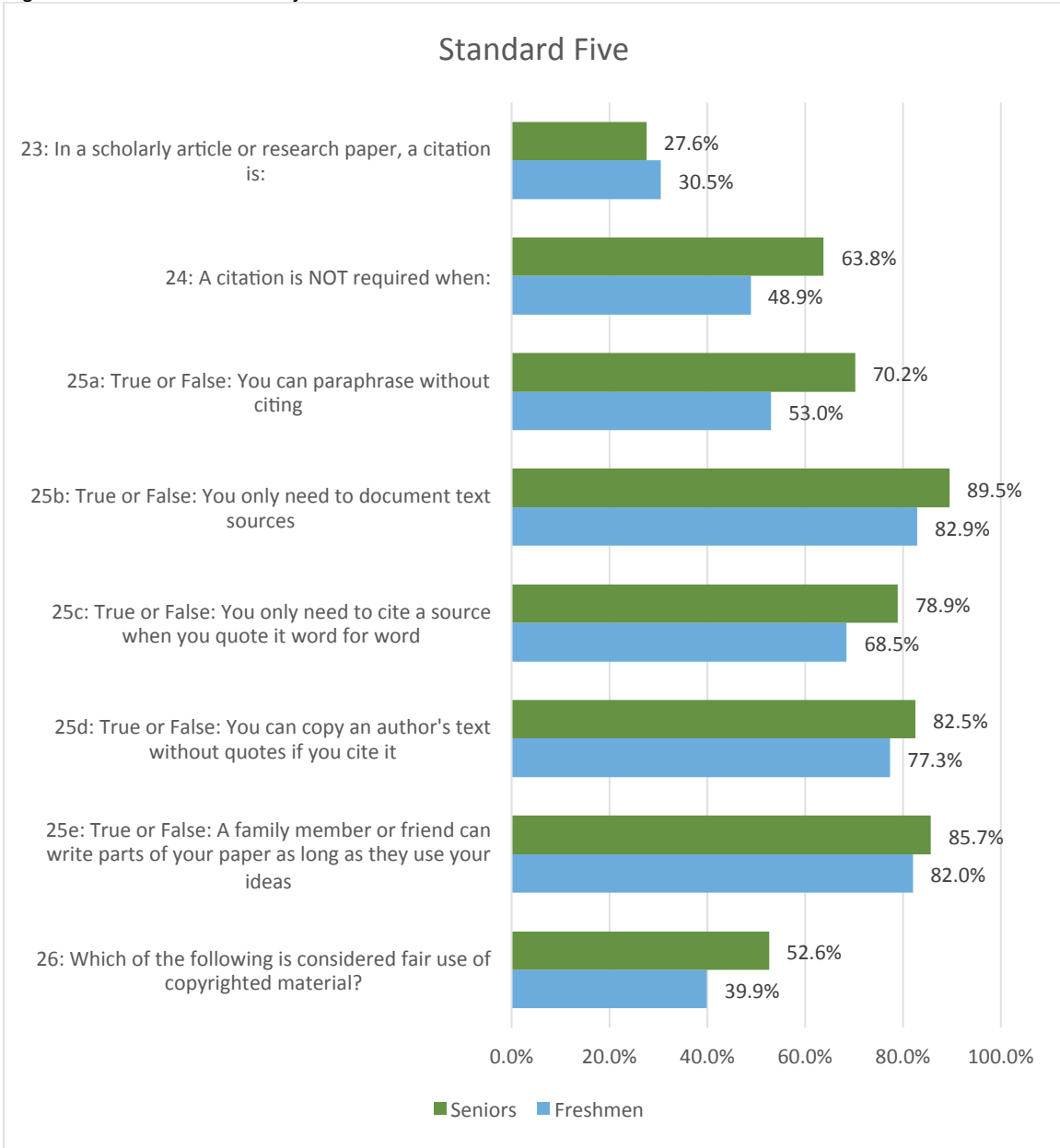


Figure 27. Information Literacy. Standard Five. Seniors vs. Freshmen



Appendix

Research Practices Questionnaire Detailed Answers

1. When you did research in the most recent year, how often did you use resources from the following kinds of libraries? This includes visiting the library in person, using the library website, or accessing online databases and journals provided by the library.

#	Question	Once a week or more	Once or twice a month	A few times a year	Never	Total Responses
1	Public or community library	1.3%	5.1%	27.8%	65.8%	79
		1	4	22	52	79
2	College/university library	46.3%	22.0%	28.0%	3.7%	82
		38	18	23	3	82
3	High school library	2.5%	5.1%	8.9%	83.5%	79
		2	4	7	66	79

2. In the most recent year, what was your MOST FREQUENT reason for using a library?

#	Answer	Response	%
1	Recreation or other nonacademic purposes (leisure reading, checking out music or videos, checking email, etc.)	7	8.5%
2	Conducting research	32	39.0%
3	Doing other academic work such as studying	38	46.3%
4	Other	2	2.4%
5	I did not use a library in the most recent year	3	3.7%
	Total	82	100.0%

Other

I am employed by the library
Use of the media lab

3. In the most recent year, did an instructor or a librarian talk with one or more of your classes about how to use library resources, including Internet resources?

#	Answer	Response	%
1	Yes	47	57.3%
0	No	35	42.7%
	Total	82	100.0%

4. When you did research in the most recent year, which of the following search tools did you use to find sources? (Check all that apply)

#	Answer	Response	%
1	Library catalog (whether print or online)	52	65.8%
2	Online booksellers (Amazon.com, BarnesandNoble.com, etc.)	21	26.6%
3	Online indexes or databases (JSTOR, PubMed, PsycINFO, etc.)	59	74.7%
4	Google, Yahoo Search or other general search engines	51	64.6%
5	Google Scholar	52	65.8%
6	Wikipedia	19	24.1%
7	Other	1	1.3%
8	I did not use any search tools for research in the most recent year	0	0.0%

5. When you did research in the most recent year, what types of sources (whether print, electronic, or online) did you use? (Check all that apply)

#	Answer	Response	%
1	Books/eBooks	51	64.6%
2	Encyclopedias or dictionaries	19	24.1%
3	Academic journals	72	91.1%
4	Course readings	48	60.8%
5	Audiovisual resources (music, videos, artwork, etc.)	22	27.8%
6	Newspapers or magazines for the general public	24	30.4%
7	Other	5	6.3%
8	I did not use sources for research in the most recent year	1	1.3%

Other
websites
online articles
Online Articles
scholar articles

6. What was the format of the sources that you used?

#	Question	Print	Nonprint (electronic, online, multimedia, etc.)	Both print and nonprint	Not applicable	Total Responses
1	Books/eBooks	20.8%	12.5%	66.7%	0.0%	48
		10	6	32	0	48
2	Encyclopedias or dictionaries	33.3%	50.0%	16.7%	0.0%	18
		6	9	3	0	18
3	Academic journals	4.3%	59.4%	36.2%	0.0%	69
		3	41	25	0	69
4	Course readings	34.8%	17.4%	47.8%	0.0%	46
		16	8	22	0	46
5	Visual resources (sheet music, artwork, graphic novels, etc.)	4.8%	42.9%	23.8%	28.6%	21
		1	9	5	6	21
6	Newspapers or magazines for the general public	13.0%	47.8%	39.1%	0.0%	23
		3	11	9	0	23
7	Other:	20.0%	60.0%	20.0%	0.0%	5
		1	3	1	0	5

7. In general, how much do you enjoy doing research?

#	Answer	Response	%
4	Very much	6	7.8%
3	Quite a bit	22	28.6%
2	Some	32	41.6%
1	Very little	12	15.6%
0	Not at all	5	6.5%
	Total	77	100.0%

8. How many assignments have you completed in the most recent year that required you to cite at least three sources in a bibliography, references, or works cited list?

#	Answer	Response	%
4	10 or more	25	32.9%
3	7 to 9	15	19.7%
2	4 to 6	21	27.6%
1	1 to 3	15	19.7%
0	None	0	0.0%
	Total	76	100.0%

9. In the most recent year, when you were given assignments that required a bibliography, references, or works cited list, how often were you required to use a specific format (such as APA, MLA, or some other style assigned by your instructor) for your sources?

#	Answer	Response	%
5	Always	61	79.2%
4	Often	10	13.0%
3	Sometimes	5	6.5%
2	Rarely	1	1.3%
1	Never	0	0.0%
0	I had no assignments that required a bibliography, references, or works cited list	0	0.0%
	Total	77	100.0%

10. In the most recent year, when you were working on assignments that required citations and sources, how often did you seek help or advice from each of the following?

#	Question	Always	Often	Sometimes	Rarely	Never	Total Responses
1	Professors, teachers, or other instructors	16.9%	22.1%	29.9%	16.9%	14.3%	77
		13	17	23	13	11	77
2	Librarians	5.3%	10.7%	21.3%	21.3%	41.3%	75
		4	8	16	16	31	75
3	Parents or other adult family members	5.3%	4.0%	6.7%	16.0%	68.0%	75
		4	3	5	12	51	75
4	Friends, classmates, or siblings	10.5%	17.1%	31.6%	17.1%	23.7%	76
		8	13	24	13	18	76
5	Writing labs or centers	4.0%	5.3%	14.7%	20.0%	56.0%	75
		3	4	11	15	42	75
6	Online educational resources (Purdue OWL, Khan Academy, library guides, etc.)	28.0%	29.3%	20.0%	16.0%	6.7%	75
		21	22	15	12	5	75
7	Software help screens	5.4%	4.1%	13.5%	14.9%	62.2%	74
		4	3	10	11	46	74
8	Other	3.2%	0.0%	6.5%	6.5%	80.6%	30
		1	0	2	2	25	30

Other
Google search
Writer's Reference by Hacker
spouse
Books for APA and Turabian Chicago

11. How challenging are the following components of research for you?

#	Question	Very Easy	Somewhat easy	Somewhat difficult	Very difficult	No experience	Total Responses
1	Selecting your topic (including narrowing and broadening topic)	18.3%	46.5%	31.0%	4.2%	0.0%	71
2	Using search tools to find possible sources	29.6%	46.5%	22.5%	1.4%	0.0%	71
3	Developing your main argument, thesis statement, or hypothesis	9.9%	49.3%	32.4%	7.0%	1.4%	71
4	Using evidence from your research to support your argument effectively	21.1%	42.3%	32.4%	4.2%	0.0%	71
5	Organizing your materials into a logical and unified structure	19.7%	49.3%	21.1%	9.9%	0.0%	71
6	Expressing your ideas clearly	23.9%	43.7%	23.9%	8.5%	0.0%	71
7	Documenting your sources	25.4%	47.9%	19.7%	7.0%	0.0%	71

12. How challenging are the following activities for you?

#	Question	Very easy	Somewhat easy	Somewhat difficult	Very difficult	No experience	Total Responses
1	Using a library catalog (whether print or online)	35.7%	40.0%	20.0%	2.9%	1.4%	70
		25	28	14	2	1	70
2	Using a database (JSTOR, PubMed, PsycINFO, etc.)	47.1%	34.3%	12.9%	1.4%	4.3%	70
		33	24	9	1	3	70
3	Using an Internet search engine	72.9%	22.9%	4.3%	0.0%	0.0%	70
		51	16	3	0	0	70
4	Locating physical sources in the library	35.7%	35.7%	17.1%	5.7%	5.7%	70
		25	25	12	4	4	70
5	Obtaining full text of online sources	42.9%	38.6%	14.3%	4.3%	0.0%	70
		30	27	10	3	0	70
6	Obtaining materials through inter-library loan	37.1%	20.0%	15.7%	4.3%	22.9%	70
		26	14	11	3	16	70
7	Determining whether a source is credible	37.1%	41.4%	15.7%	5.7%	0.0%	70
		26	29	11	4	0	70
8	Deciding what information from your sources to integrate into your project	28.6%	44.3%	22.9%	2.9%	1.4%	70
		20	31	16	2	1	70
9	Knowing when you need to cite a source in text and in a bibliography	38.6%	32.9%	24.3%	4.3%	0.0%	70
		27	23	17	3	0	70
10	Knowing how to cite a source in text and in a bibliography	32.9%	41.4%	22.9%	2.9%	0.0%	70
		23	29	16	2	0	70

13. You are researching presidential speeches. What would you type into a database search to yield the most RELEVANT sources for your topic?

#	Answer	Response	%
1	president OR speech	2	3.1%
2	president AND speech	58	90.6%
3	president NOT debate	0	0.0%
4	speech INSTEAD OF debate	1	1.6%
5	Don't know	3	4.7%
	Total	64	100.0%

14. If you type "psyc*" into a database search, what types of search results would you likely get?

#	Answer	Response	%
1	Articles that only focus on psychometrics	0	0.0%
2	Articles written only by psychologists	2	3.1%
3	All articles that contain terms such as psychology, psychopaths, and psychedelic	42	64.6%
4	Articles relating only to the psychology major	4	6.2%
5	Don't know	17	26.2%
	Total	65	100.0%

15. Using a database search, you find the following article that is relevant to your anthropology project focusing on Korean American students: Park, J. J. (2011). "I needed to get out of my Korean bubble": An ethnographic account of Korean American collegians juggling diversity in a religious context. *Anthropology and Education Quarterly*, 42(3), 193-212. Which of the following would most likely generate the largest list of additional relevant sources for your project?

#	Answer	Response	%
1	Examining the article's references	37	56.9%
2	Browsing this volume of <i>Anthropology and Education Quarterly</i> for another article about Korean American students	11	16.9%
3	Searching for more articles by this author	6	9.2%
4	Locating the physical copy of the article in the library and scanning the shelves nearby	0	0.0%
5	Don't know	11	16.9%
	Total	65	100.0%

16. You are searching for articles on any of the following US car companies: Ford, General Motors, and Chrysler. What would you type into a database search to yield the LONGEST LIST of relevant sources for your topic?

#	Answer	Response	%
1	Ford OR General Motors OR Chrysler	29	48.3%
2	Ford AND General Motors AND Chrysler	26	43.3%
3	Ford NOT General Motors NOT Chrysler	0	0.0%
4	Ford OR General Motors INSTEAD OF Chrysler	0	0.0%
5	Don't know	5	8.3%
	Total	60	100.0%

17. Which of the following statements about academic journals and popular magazines is INCORRECT?

#	Answer	Response	%
1	Academic journal articles provide objective facts; popular magazine articles do not.	8	13.3%
2	Articles in academic journals usually include a list of references to other scholarly works; articles in popular magazines usually do not.	2	3.3%
3	The intended audience for academic journals is mainly other scholars; the intended audience for popular magazines is the general public.	5	8.3%
4	Authors and editors for academic journals are usually employed in higher education; authors and editors for popular magazines typically are not.	8	13.3%
5	All of the above statements are correct.	27	45.0%
6	Don't know	10	16.7%
	Total	60	100.0%

18. You find the following entry in the References section of a recent article: Erisman, H. M. (2002). The Cuban Revolution's evolving identity. Latin American Politics and Society, 44(1), 145–153. In what issue of Latin American Politics and Society will you find this article?

#	Answer	Response	%
1	Volume 2002, Issue Number 44	0	0.0%
2	Volume 44, Issue Number 1	46	76.7%
3	Volume 1, Issue Number 44	5	8.3%
4	The issue cannot be determined	0	0.0%
5	Don't know	9	15.0%
	Total	60	100.0%

19. For each of the following, indicate whether the item is an entire book, a journal article, or a portion of a book.

#	Question	Entire book	Journal article	Portion of a book	Don't know	Total Responses
1	Jorgenson, Lars W. "Reinterpreting Navajo Rites." Navajo Culture 6.1 (1946): 469-78.	0.0%	51.7%	41.4%	6.9%	58
		0	30	24	4	58
2	Allen, Glover Morrill. Bats. Cambridge: Harvard University Press, 1939.	69.0%	22.4%	1.7%	6.9%	58
		40	13	1	4	58
3	Tanaka, Kazuko. "The New Feminist Movement in Japan, 1970-1990." Japanese Women. Ed. Kumiko Fujimura-Fanselow. New York: Feminist Press, 1995. 343-52.	15.5%	24.1%	51.7%	8.6%	58
		9	14	30	5	58

20. Researchers must distinguish between primary and secondary sources. Drag each source on the left into the box that best describes it on the right: primary source or secondary source. If you do not know the answer, drag the source into the box labeled "Don't know."

#	Answer	Primary source	Secondary source	Don't know
1	Autobiography	43	7	1
2	Biography	17	33	1
3	Book review	3	44	3
4	Fictional novel	23	19	8
5	Lab report	42	8	1
6	Painting of a self-portrait	24	21	6
7	Scholarly article analyzing fictional novel	16	33	3






21. You have selected DNA structure as your topic for a Chemistry 331 research paper. Which of the following would likely yield the most comprehensive list of scholarly articles that are relevant to this topic?

#	Answer		Response	%
1	Searching an electronic index or database related to the sciences (Web of Science, SciFinder, etc.)		31	53.4%
2	Using a general Internet search like Google or Yahoo		4	6.9%
3	Paging through print volumes of academic journals in chemistry		1	1.7%
4	Searching the library catalog for sources available in the library		2	3.4%
5	All of the above are equally effective		11	19.0%
6	Don't know		9	15.5%
	Total		58	100.0%






22. A peer-reviewed or refereed journal is BEST described as:

#	Answer		Response	%
1	A journal that publishes reviews of other articles		6	10.3%
2	A journal that publishes articles that have been approved for publication by other scholars		36	62.1%
3	A journal that includes only articles written collaboratively by peers		3	5.2%
4	A journal that includes references for each article it publishes		0	0.0%
5	Don't know		13	22.4%
	Total		58	100.0%

23. In a scholarly article or research paper, a citation is:

#	Answer		Response	%
1	A direct quotation from someone else's written work		7	12.1%
2	Source information for any ideas or text from someone else's written work		16	27.6%
3	The physical location of a source (book, journal, etc.)		1	1.7%
4	All of the above		28	48.3%
5	Don't know		6	10.3%
	Total		58	100.0%






24. A citation is NOT required when:

#	Answer		Response	%
1	You are paraphrasing, rather than quoting, a source		3	5.2%
2	More than one source says the same thing		2	3.4%
3	You are stating a fact that is common knowledge		37	63.8%
4	All of the above		8	13.8%
5	Don't know		8	13.8%
	Total		58	100.0%






25. Indicate if each of the following statements about plagiarism is TRUE or FALSE.

#	Question	True	False	Don't know	Total Responses
1	If you paraphrase (use your own words to describe) the main idea of an article, you do not need to cite the article.	19.3%	70.2%	10.5%	57
		11	40	6	57
2	You only need to document text sources; you do not need to document sources for graphs, tables, or charts.	1.8%	89.5%	8.8%	57
		1	51	5	57
3	You only need to provide documentation for a book or an article when you quote it word for word.	12.3%	78.9%	8.8%	57
		7	45	5	57
4	You can copy another author's text without using quotation marks if you cite it in the bibliography, references, or works cited list.	7.0%	82.5%	10.5%	57
		4	47	6	57
5	A family member or friend can write parts of your paper for you as long as they use your own ideas.	5.4%	85.7%	8.9%	56
		3	48	5	56

26. Which of the following is considered fair use of copyrighted material?

#	Answer		Response	%
1	Student group uses a copyrighted image from the Internet for an event flyer.		3	5.3%
2	Student photocopies the course readings and shares them with other students in the course who did not buy the textbook.		5	8.8%
3	Student blogger critiques a recently copyrighted film and posts the critique on a blog site.		30	52.6%
4	Student group hosts an open screening of a copyrighted film or video.		4	7.0%
5	Don't know		15	26.3%
	Total		57	100.0%

27. An author makes the following argument: Students should be required to live on campus during their first year of college because this promotes better study habits. Assuming that all of the following statements are true, which statement BEST supports the author's argument?

#	Answer		Response	%
1	Students who live on campus are involved in more student activities than those who live off campus.		6	10.5%
2	Students who live on campus are more likely to review class materials with their classmates than those who live off campus.		43	75.4%
3	Students who live in off-campus apartments are more likely to drink socially than those who live in residence halls.		2	3.5%
4	Students who live on campus are more likely to sleep 8 hours or more than students who live off campus.		0	0.0%
5	Don't know		6	10.5%
	Total		57	100.0%

28. You are researching the health effects of marijuana. Which of the following websites likely does NOT contain biased information?

#	Answer	Response	%
1	Norml: Working to reform marijuana laws (http://norml.org)	2	3.4%
2	Above the Influence (http://www.abovetheinfluence.com)	3	5.2%
3	CALM: Citizens Against Legalizing Marijuana (http://www.calmcca.org)	2	3.4%
4	Americans for Safe Access: Advancing Legal Medical Marijuana Therapeutics and Research (http://safeaccessnow.org)	11	19.0%
5	All of the above websites likely contain biased information	32	55.2%
6	Don't know	8	13.8%
	Total	58	100.0%

29. You are required to write a research paper for your American history class examining the roles of women in the American Civil War. An initial search turns up the following sources. Which source is LEAST likely to be appropriate to cite in your paper?

#	Answer	Response	%
1	Culpepper, M. M. (1991). <i>Trials and triumphs: Women of the American Civil War</i> . East Lansing: Michigan State University Press.	1	1.8%
2	Heidler, D. S., & Heidler, J. T. (Eds.). (2000). <i>Encyclopedia of the American Civil War: A political, social and military history (Vols. 1–5)</i> . Santa Barbara, CA: ABC-CLIO.	25	43.9%
3	<i>Hearts at Home: Southern Women in the Civil War</i> . (1997). Diaries, letters, photographs, and papers in the Special Collections of the University of Virginia Library. Retrieved from http://www.lib.virginia.edu/small/exhibits/hearts	4	7.0%
4	Varon, E. R. (2011). Gender History and the Origins of the Civil War. <i>OAH Magazine Of History</i> , 25(2), 19.	2	3.5%
5	Lewis, J. J. (2013). <i>Female Spies of the Confederacy</i> . Retrieved from http://womenshistory.about.com/od/civilwar/a/women_spies_con.htm	16	28.1%
6	Don't know	9	15.8%
	Total	57	100.0%

30. What is your college classification for the 2014-2015 Academic Year?

#	Answer	Response	%
1	Freshman/First Year	0	0.0%
2	Senior	1	1.8%
3	Junior	6	10.5%
4	Senior	48	84.2%
5	Other	2	3.5%
	Total	57	100.0%

Other
7th
Fifth Year Senior

31. What is the field of study of your undergraduate major(s)? If you have not yet declared a major, please select your intended major(s). (Check all that apply)

#	Answer	Response	%
1	biosci	10	17.5%
2	business	7	12.3%
3	communications	6	10.5%
4	education	5	8.8%
5	engineering	1	1.8%
6	finearts	2	3.5%
7	healthsci	7	12.3%
8	humanities	3	5.3%
9	phycimathcs	4	7.0%
10	socsci	18	31.6%
11	othermajor	8	14.0%
12	Click to write Choice 12	1	1.8%

othermajor
Public Relations
Management Information Systems
Criminal Justice
Natural Science
English Literature
Criminal Justice
Administration of Justice Science

32. What is your gender?

#	Answer	Response	%
1	Female	37	64.9%
2	Male	20	35.1%
3	Fill in:	0	0.0%
	Total	57	100.0%

33. What is your citizenship status?

#	Answer	Response	%
1	US citizen	57	100.0%
2	US permanent resident but not a US citizen	0	0.0%
3	Not a US citizen or permanent resident	0	0.0%
	Total	57	100.0%

34. Are you Hispanic or Latino/a?

#	Answer	Response	%
1	Yes	2	3.5%
2	No	55	96.5%
	Total	57	100.0%

35. Please indicate the race or races with which you identify. (Choose one or more)

#	Answer	Response	%
1	American Indian or Alaska Native	6	10.5%
2	Asian	3	5.3%
3	Black or African American	5	8.8%
4	Native Hawaiian or other Pacific Islander	1	1.8%
5	White	52	91.2%

36. Is there anything else that you would like your instructors or librarians to know regarding your experiences with research?

Text Response
I cannot think of anything at this very moment.
You should have a required lesson for all incoming students even transfers on library and research methods. And please tell people to keep it down while in the library. Ours is one of the noisiest spots on campus.
naw bro
They always do a wonderful job helping to answer questions and guide me in the right path towards literary success.
No
no
Marietta Frank is always so friendly and approachable anytime I've needed anything in the library. She has helped me find things on multiple occasions over the years and I wish she could come with me to graduate school! Also I feel very fortunate to Stephanie Eckstrom for opening my eyes along side Marietta to the wide variety of ways PittCat can enhance my research process. It really helps when instructors are very familiar with the online databases and can ease the transition from simply googling everything, to being able to find credible sources.
Nope.

37. Is there something specific you are hoping to learn about doing research that you would like your instructors or librarians to know?

No answers.

38. Please let us know how you learned about this survey:

#	Answer	Response	%
1	email from Pitt	55	96.5%
2	email from HEDS Consortium	1	1.8%
3	ad in campus publication	0	0.0%
4	flier/postcard/poster	0	0.0%
5	promoted by instructor	1	1.8%
6	Pitt social media: Facebook, Twitter	0	0.0%
7	friend/colleague	0	0.0%
	Total	57	100.0%

39. Campus

Value	Total
UPG	31
UPB	51
[No Value]	2