

Ithaka S&R Student Survey 2014 Report

UNC University Libraries

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THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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Overview

This report provides an analytical narrative of the results of the Ithaka S+R Student Survey, which was administered at UNC Chapel Hill during the spring semester of 2014 to all full-time and part-time undergraduate and graduate students.¹ The Ithaka student survey examined the attitudes and practices of undergraduate and graduate students in relation to their higher education experience, including both course-specific and informal research and learning practices. The results of this survey will be useful in gaining a clearer picture of and tracking trends related to students' use of, expectations regarding, and their needs for research and learning support services, including those offered by UNC Libraries.²

Several key themes related to students' experience at UNC Chapel Hill are covered in this report, including students':

- objectives in obtaining postsecondary education or an advanced degree;
- use of assigned course materials;
- study and research habits;
- extra-curricular activities;
- their teaching activities (graduate students);
- and the role of the library in support of students' needs.

This report also includes *select* comparisons with faculty responses to the Ithaka S+R faculty survey that was administered at UNC during the fall semester of 2013.³ Recommendations for future surveys are included at the end of this report (Appendix A) and a complete copy of the survey instruments and notes on skip logic patterns are included (Appendix B). A key of the "academic area" groupings used in this analysis is also provided (Appendix C).

Special Instructions for UNC Libraries Staff

If you are a UNC Libraries staff member and would like to access additional data or specialized reports from the Ithaka surveys (e.g., reports by academic department), you can contact Heather Gendron (hgendron@email.unc.edu), the Library's Assessment Coordinator. While it is sometimes possible to fulfill requests within a matter of days, please allow two weeks for a response.

Survey Details

An IRB proposal was submitted for the student survey and was considered "exempt from full review".⁴ The survey was launched on February 17, 2014 and was closed on March 7, 2014. Two survey instruments were utilized: one for undergraduate students and another for graduate students. All 27,053 full-time and part-time UNC Chapel Hill undergraduate and graduate students received an email invitation to participate in a survey

¹ UNC libraries conducted this survey as part of a pilot with Ithaka S+R. To help Ithaka S+R develop their survey tool, we pretested the draft survey instrument with twenty UNC undergraduate and graduate students using cognitive interviews, which is an iterative process for qualitatively assessing the validity of survey questions using think-aloud and verbal probing methods. Since the survey instrument we used to survey our student population was considered part of a pilot, the final instrument that Ithaka S+R will use in the future will be a revised version.

² This memo analyzes results from completed surveys only and does not include partially completed responses.

³ UNC Ithaka Faculty Survey fall 2013 : <http://library.unc.edu/wp-content/uploads/2014/10/facultysurvey.pdf>

⁴ IRB number 14-0290

about student research habits.⁵ Three email reminders were sent before the close of the survey. An incentive was offered in the form of a chance to win one of twenty-five \$10 Amazon gift cards.

In total, 2,513 **undergraduate student respondents** clicked the survey link (about 15% of those who received the email invitation), with 2,284 of those starting the survey (13%), and 1,792 of respondents completing the survey, for an overall response rate of about 10%. Additionally, 2,595 **graduate student respondents** clicked the survey link (about 27% of those who received the email invitation), with 2,387 of those starting the survey (25%), and 1,792 of those respondents completing the survey, for an overall response rate of about 18%.⁶ The **overall response rate** for both undergraduate and graduate students who completed the survey was approximately 13%.⁷

As this was a pilot survey, it was requested by Ithaka S+R that we use *all* available modules in our survey implementation so they could test and make improvements to their survey instrument. Here are the modules included in the UNC survey:

1. **Objectives** (concerns students' academic objectives and post-graduation goals)
2. **Degree Program** (graduate student survey only)
3. **General Program and Coursework Practices** (graduate student survey only)
4. **Coursework** (undergraduate student survey only)
5. **Research Practices** (graduate student survey only)
6. **Role of the Library**
7. **Teaching Practices** (graduate student survey only)
8. **Extra- and Co-Curricular Activities**
9. **Demographics and Embedded Data**

To reduce the number of survey questions, and to provide additional context to students' responses, supplemental data related to individual student respondents was provided by UNC's Office of Institutional Research and Assessment (OIRA). This data was de-identified by OIRA staff before analysis was conducted by library staff. This supplemental data included:

- Class level (first year, sophomore, junior, senior, etc.)
- Academic Major
- Academic Minor
- Academic Division
- Academic Department
- Dual degree
- Cumulative GPA
- Pre-college academics (ACT/SAT, AP credits)
- On- or off-campus resident status
- 1st generation college student

⁵ The sample size was 27,053 students, after taking into consideration undeliverable emails.

⁶ The exact same number of undergraduate students and graduate students responded to the survey. Ithaka S+R's Survey Coordinator has checked this multiple times and the data is correct.

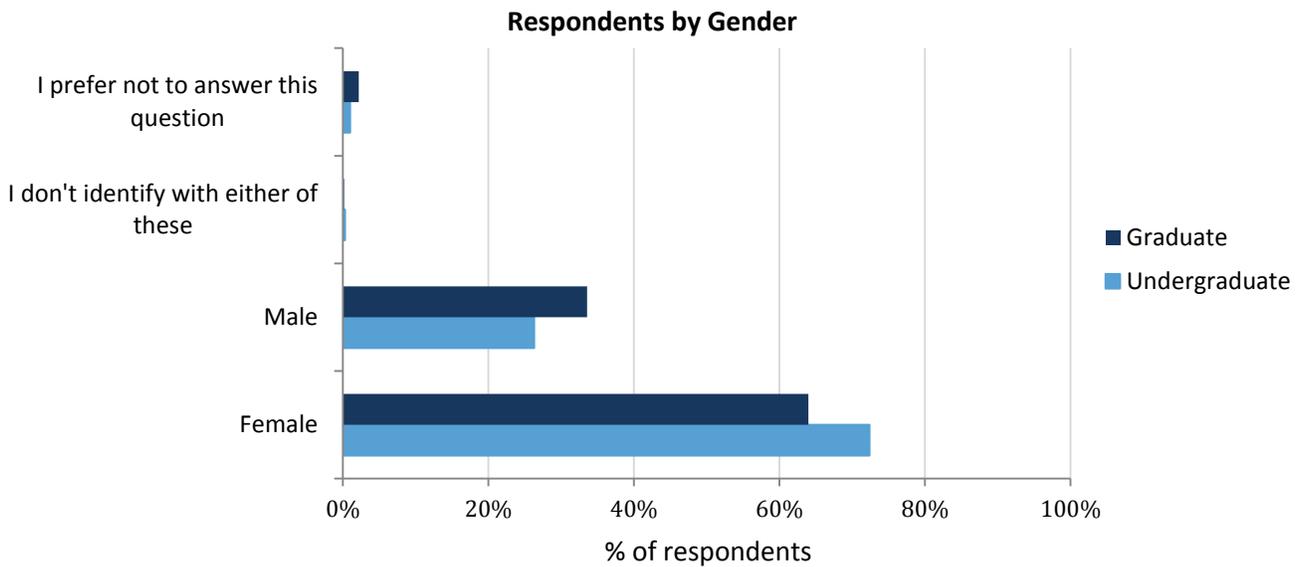
⁷ Due to the survey flow and skip patterns, not all UNC Chapel Hill student respondents received every question in the survey. Partially completed surveys were not accounted for in this report.

Additionally, qualitative coding was conducted of the open-answer responses included in the survey. Select results of that analysis were integrated into this report.

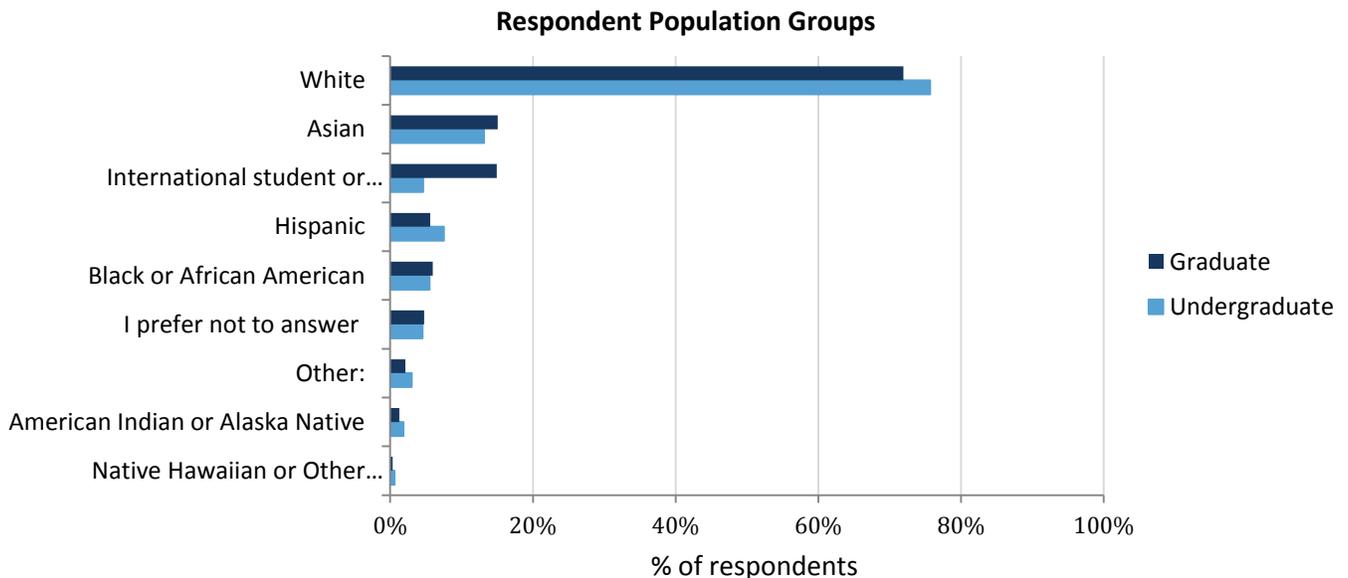
Who Responded to Our Survey?

Gender, Race and Ethnicity

As is typical of surveys on the UNC campus, a disproportionate share of female students responded to our survey. When asked about their **gender**, over 70% undergraduate students identified as female, 26% as male, and 1% as neither/prefer not to answer. Of the graduate students who responded, 64% identified as female, 34% as male, and 2% responded neither/prefer not to answer. The overall population of UNC is more evenly split, with undergraduate at roughly 58% female and 42% male; graduate students 56% female and 44% male.



A large share of student respondents identified themselves as white. Students could pick more than one population group, so it was impossible to determine what share of the overall UNC student population, within the race and ethnicity categories given, responded to our survey.



Student Status: Full-time, Part-Time, Transfer, International

A majority of undergraduate students (96%) and fewer graduate students (65%) responding to the survey claimed **full-time status**. Roughly 13% (225) of undergraduates said they were **transfer students** (they transferred from either a 2-year or 4-year college or community college to a 4-year college or university). Just 9% (159) of graduate students said they transferred from another graduate program, either within the same college or university or to a program at a different college or university). Just 5% of undergraduate students and 15% of graduate students identified as an **international student or foreign national**.

Student Status: On-Campus or Off-Campus

Close to 60% of undergraduate student respondents reported living **on campus** and over 90% of graduate students reported that they live **off campus**.

Student Status: 1st Generation Students

The survey also asked respondents to identify if they were **1st generation college students**, with 19% of undergraduate students and 23% of graduate students in the survey said that they *did not* have one or more parent who completed a degree from a 4-year college or university. This closely mirrors OIRA's data that nearly 20% of undergraduates are 1st generation.⁸

Academic Areas

Social & Behavioral Sciences (34.4%) and **Natural Sciences & Math** (26.8%) made up the largest share of undergraduates, representing over 60% of survey respondents. The largest share of respondents to the graduate survey represented the **Health Sciences** (41.5%).⁹

Undergraduate Students

Department	# Respondents	% Respondents
Arts & Humanities	180	10%
Social & Behavioral Sciences	617	34.4%
Natural Sciences & Math	481	26.8%
Health Sciences	231	12.9%
Business	107	6%
Undecided	176	9.8%

Graduate Students

Department	# Respondents	% Respondents
Health Sciences	743	41.5%
Social & Behavioral Sciences	434	24.2%
Natural Sciences & Math	198	11.0%
Arts & Humanities	159	8.9%
Business	155	8.6%
Law	103	5.7%

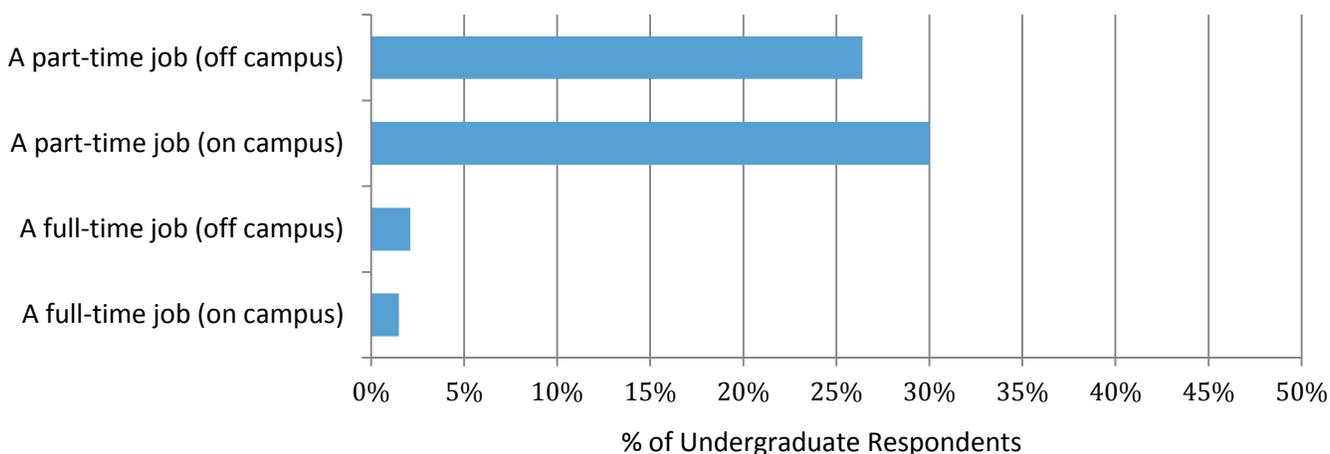
⁸ OIRA statistics on 1st generation undergraduates are reported at <http://firstgeneration.unc.edu/>

⁹ See **Appendix B** for a listing of the departments included in these academic groups.

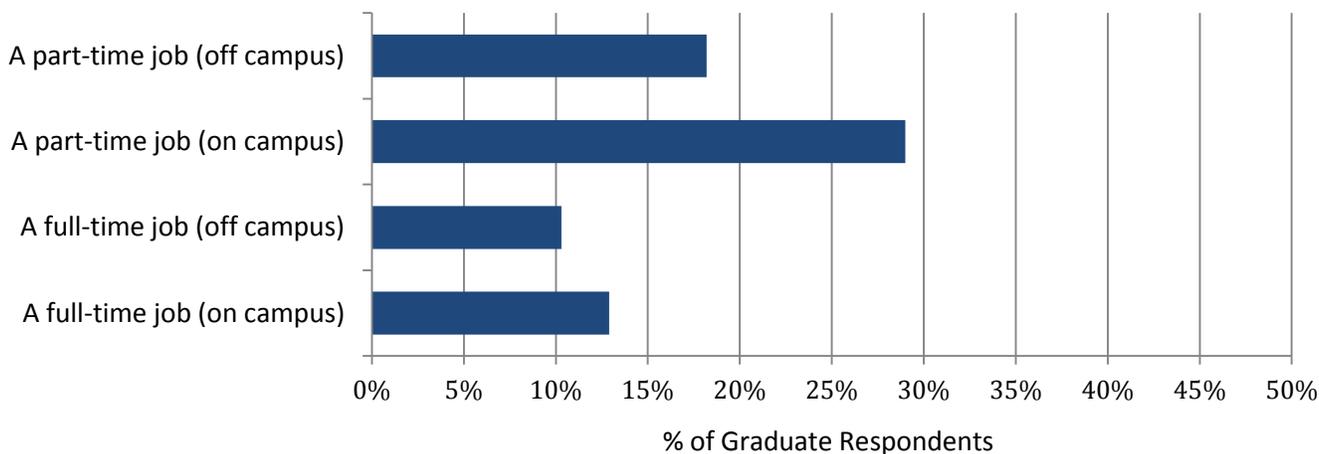
Students' Employment Status

Roughly 4% (65) of undergraduate students and 23% (415) of graduate students said they have a **full-time job** either on-campus or off. Of those responding, 56% (1012) of undergraduate students and 47% (845) of graduate students said they had a **part-time job** either on-campus or off. An additional 10% of graduate students and 12% of undergraduate students said they were **currently or had previously been employed at a UNC campus library**. Students responding to the survey also included those on **active duty or U.S. veterans** (3% of graduate and 1% of undergraduate students).

Undergraduate - Please select all forms of employment that currently apply for you (excluding employment at a campus library):



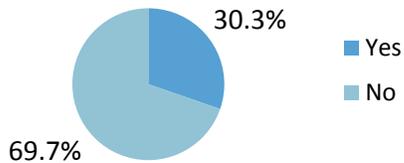
Graduate Students - Please select all forms of employment that currently apply for you (excluding employment at a campus library):



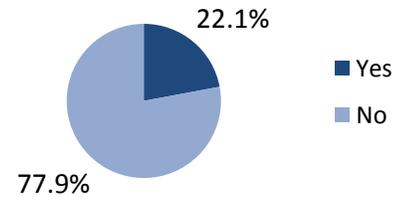
Financial Aid Status

When undergraduates were asked if they received or were eligible to receive a **Federal Pell Grant**, 30% said yes and 22% of graduate students said they have at some point received a Federal Pell Grant.

Undergraduate Students - Have you received or are you currently eligible for a Federal Pell Grant?



Graduate Students - Have you ever received a Federal Pell Grant?



What Did Students Say Their Objectives Were for Achieving a College Education?

This section of the survey asked students to share their objectives in gaining a college education. More specifically, students were asked about their views on the importance of certain types of skills, knowledge, and experiences they've had at UNC and their perceptions of the potential post-graduate outcomes of their academic experience.

Skills and Knowledge

Most notable in this section was the very high percentage of respondents (90% of graduate students and 84% of undergraduate students) who indicated that it is *important or very important* that they improve their **critical thinking or problem solving skills** as a result of their experience at UNC. Similarly, approximately 90% of both graduate and undergraduate students said they found having **advanced academic knowledge about a specific subject, field, or major** to be *important or very important*. In contrast, less than half of undergraduate students (45%) and graduate students (31%) said that **having a specific GPA** was *important or very important* to them as a result of their experience at UNC.

Getting a Job, Developing a Professional Network, and Internships

Additionally, almost all graduate student respondents (92%) said that they considered **getting a job** after graduation to be *important or very important* compared to 78% of undergraduates. When asked how important **developing their professional network** was as a result of their experience at UNC, 81% of graduate students and 63% of undergraduate students indicated that this was either *important or very important* to them. Nearly the same number of graduate students as undergraduate student respondents indicated that their **work experience or internship(s)** were either *very useful or extremely useful* in helping them get their desired job or career (87% of graduate students and 88% of undergraduates). Sixty-seven percent (67%) of undergraduates indicated it is important or very important for them to **have or complete a paid or unpaid internship related to their major before they graduate from UNC**. However, only 35% of undergraduate respondents indicated they currently had or previously had a paid or unpaid internship related to their major.

Participation in Extracurricular and Social Activities

Graduate students considered participation in organized **extracurricular activities** to be much less important than undergraduate students. Over half (approximately 59%) of undergraduates indicated that participating in extracurricular activities to be *important or very important* compared to just 24% of graduate students. Similarly, about 53% of undergraduates and 31% of graduate students indicated that **participating in social events** was *important or very important* to them as a result of their experience at UNC.

Students' Participation In and Valuing of Extra- and Co-Curricular Activities

Regarding their extra-curricular activities, over half (61%) of undergraduates indicated they participate in **community service or volunteer activities**. Additionally, 46% of undergraduates indicated that they participate in **social clubs, organizations, or societies**, and 43% of undergraduates indicated they participate in **academic clubs, organizations, or societies**. Undergraduate students generally indicated they spend 1 to 5 hours per week participating in extra-curricular activities; however a large percentage of students also indicated they spend less than one hour a week participating in these activities.¹⁰ Notably, 42% of undergraduates said that their extra-curricular activities (such as sports, clubs, student organizations, etc.) will be *very useful or extremely useful* in getting their desired job or career; over 38% said they will be *somewhat useful*.

What Types of Assignments and Research Processes Are Students Engaged In?

Types of Course Work & Research

For undergraduate students, responses to assigned readings (48%), problem sets (43%), and research papers (33%) were reported as being **regularly assigned types of assignments** in the courses they were taking at the time they took the survey. For graduate students who were in the *coursework phase* of their degree program, group projects (48%), research papers (42%), and presentations or multimedia projects (38%) were reported as being regularly assigned types of assignments.

Graduate students in the *coursework phase* were asked if they are **motivated to do cutting edge or novel work** in their fieldwork, internships, seminars or courses and *43% agreed or strongly agreed*. In contrast, *76%* of graduate students in the *dissertation phase* said that they *agreed or strongly agreed* that they were motivated to do cutting edge or novel work.

A majority of students who responded (approximately 70%-88%), both undergraduates and graduate students, have *never* taken an **online course** (offered by UNC, another college or university, or a free online course).

Sources of Information - Overall

For undergraduate students, the following **types of sources of information** were reported as those they regularly use *in their assignments or coursework*: textbooks or textbook chapters but not including e-book versions (68%); books, book chapters, or novels but not including textbooks or e-book versions (43%); journal articles or other academic articles (44%); other study sources (such as notes, flash cards, study guides or handouts, etc.) (45%); data or data sets (22%).

Graduate students in the *coursework phase* of their degree program indicated they regularly use the following types of information sources *in the courses they are currently taking*: journal articles or other academic articles (73%); textbook or textbook chapters (not including e-book versions) (50%); online educational resources that are not videos, such as Wikipedia, study guides, etc. (38%); data or data sets (29%).

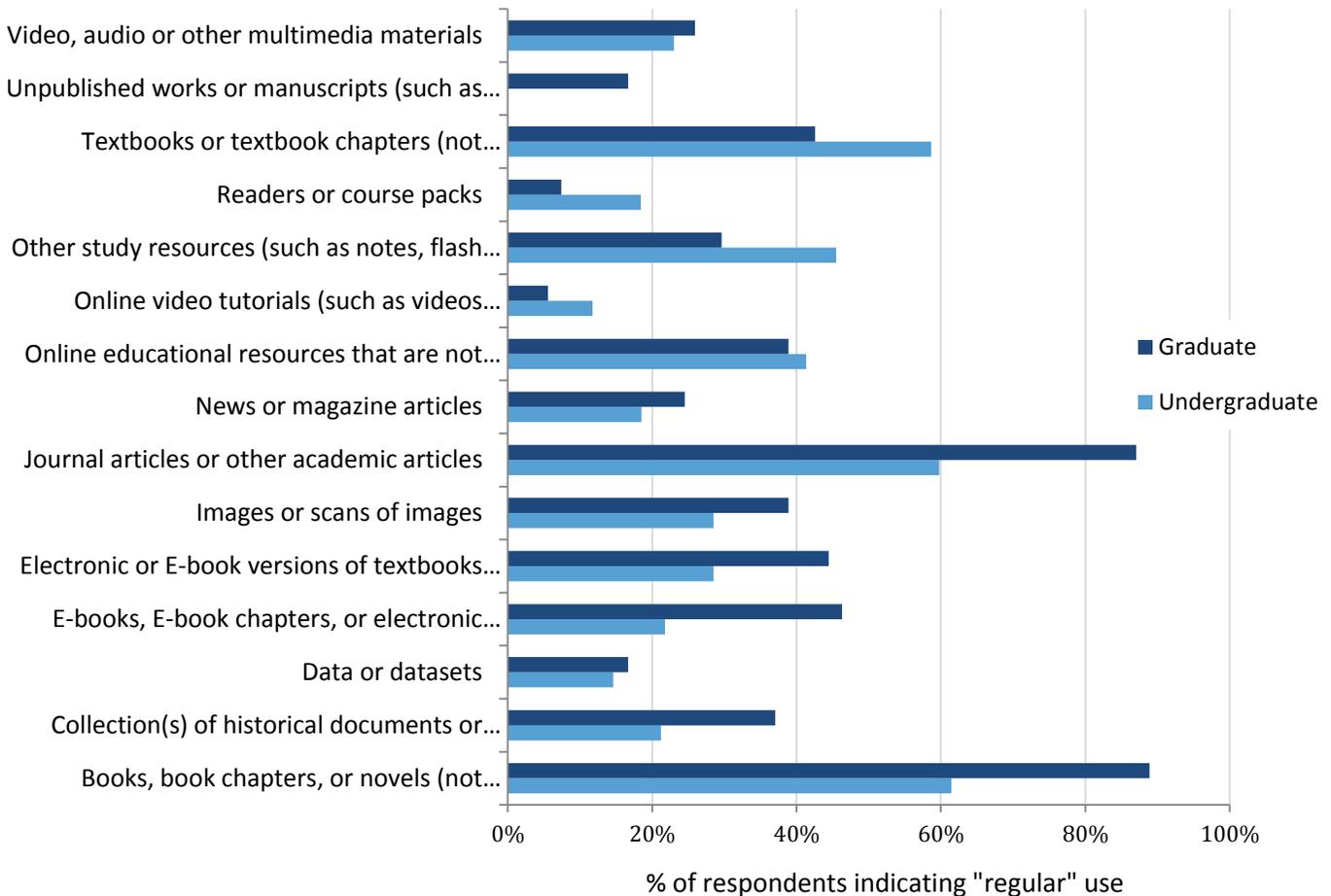
¹⁰ To see the breakdown of how much time students spend per week in specific extra-curricular activities (such as performing arts, intramural sports, or student government), please consult the "UNC Chapel Hill Undergraduate Student Survey: Report of Findings."

Graduate students in the *research phase* of their degree program indicated they regularly use the following types of information sources *in their research*: journal articles or other academic articles (95%); data or data sets (46%); and books, book chapters, or novels (not including text books or e-book versions) (37%).¹¹

Sources of Information “Regularly” Used, Categorized by Academic Area

The following section includes a breakdown of sources that students say the “regularly” use, by academic area.¹² These charts illustrate the different research activities of students, depending on the academic area in which they work.

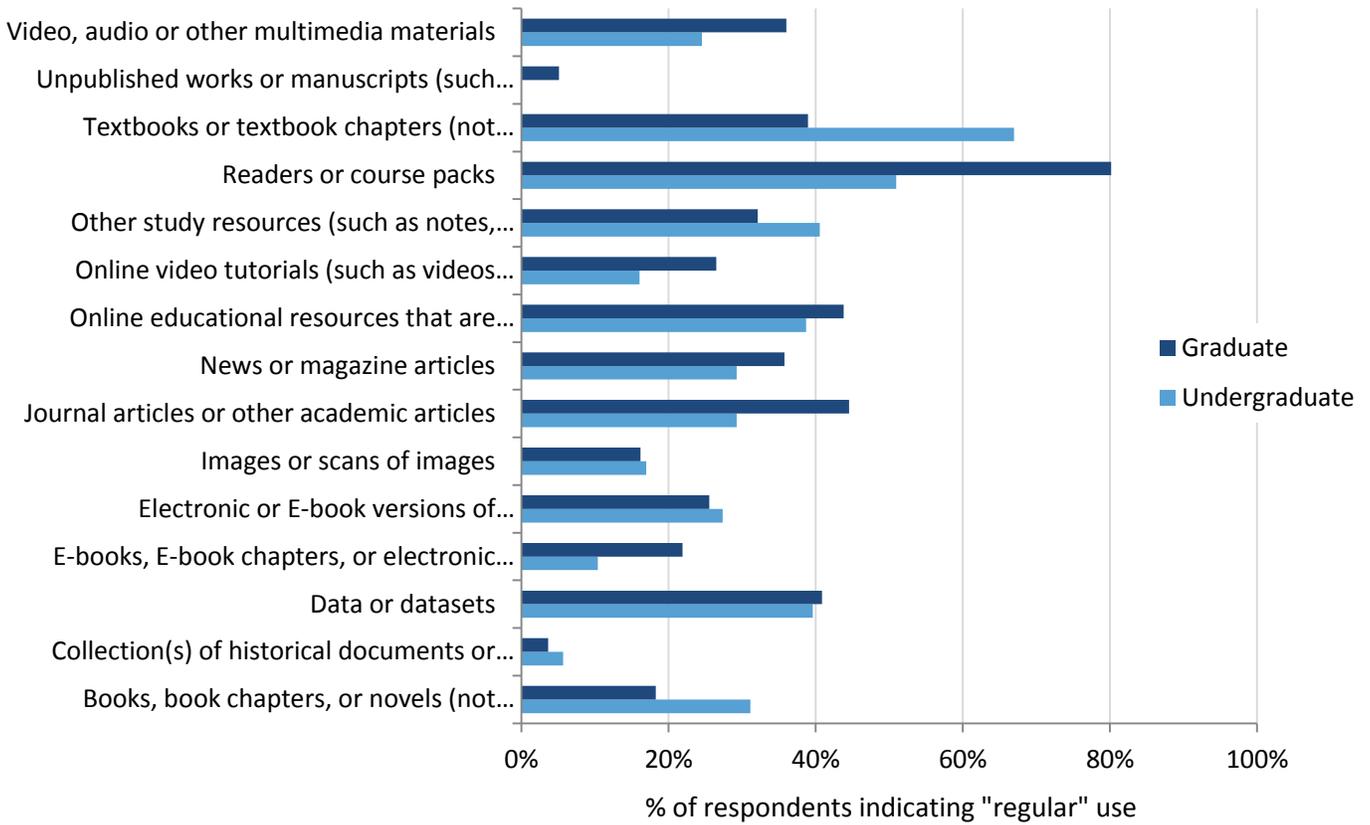
Art & Humanities - Sources Used "Regularly"



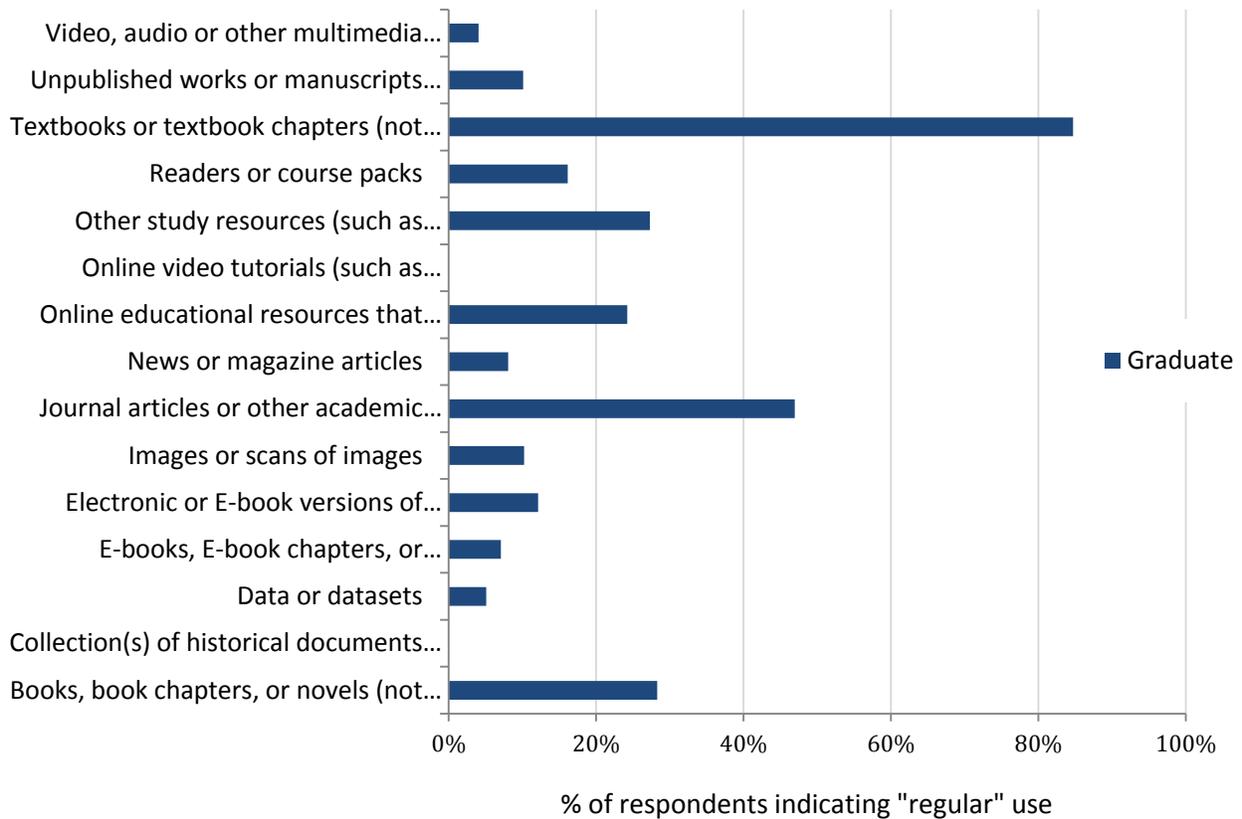
¹¹ The choices that graduate students were given with these two questions varied slightly from those given to undergraduate students. Graduate student choices also included: unpublished works or manuscripts, such as planning documents, agency reports, white papers, etc.

¹² Please refer to Appendix C for a key to the departments included in these academic areas.

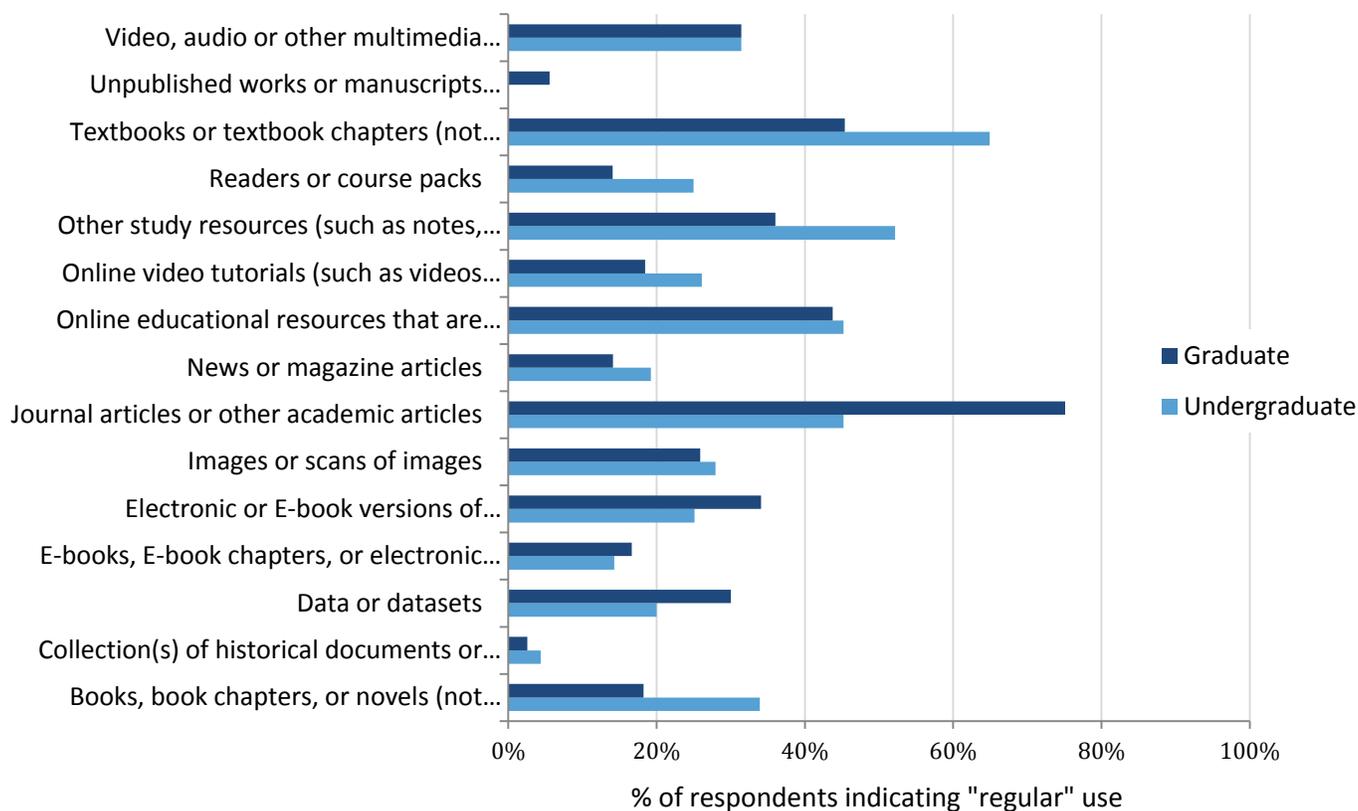
Business - Sources Used "Regularly"



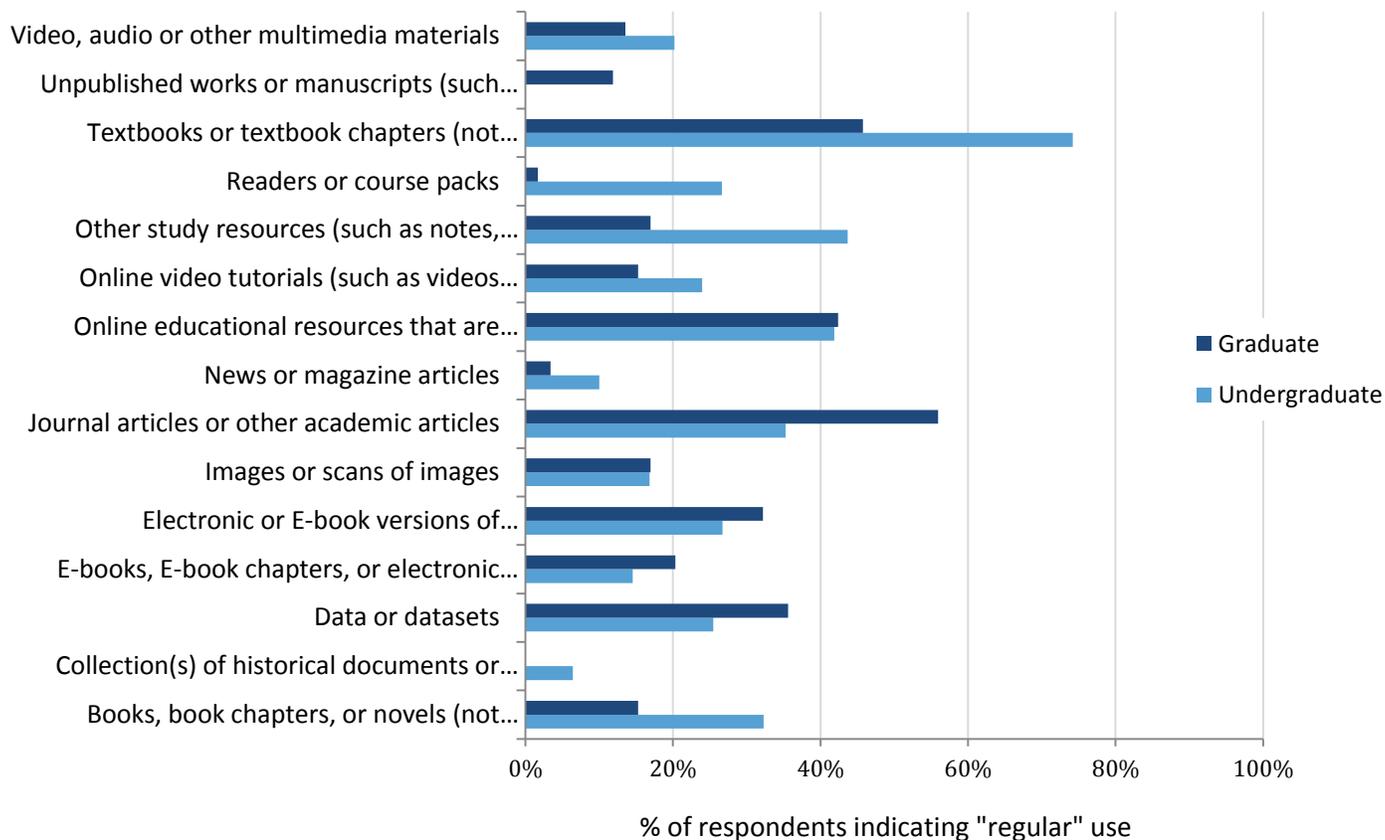
Law - Sources Used "Regularly"



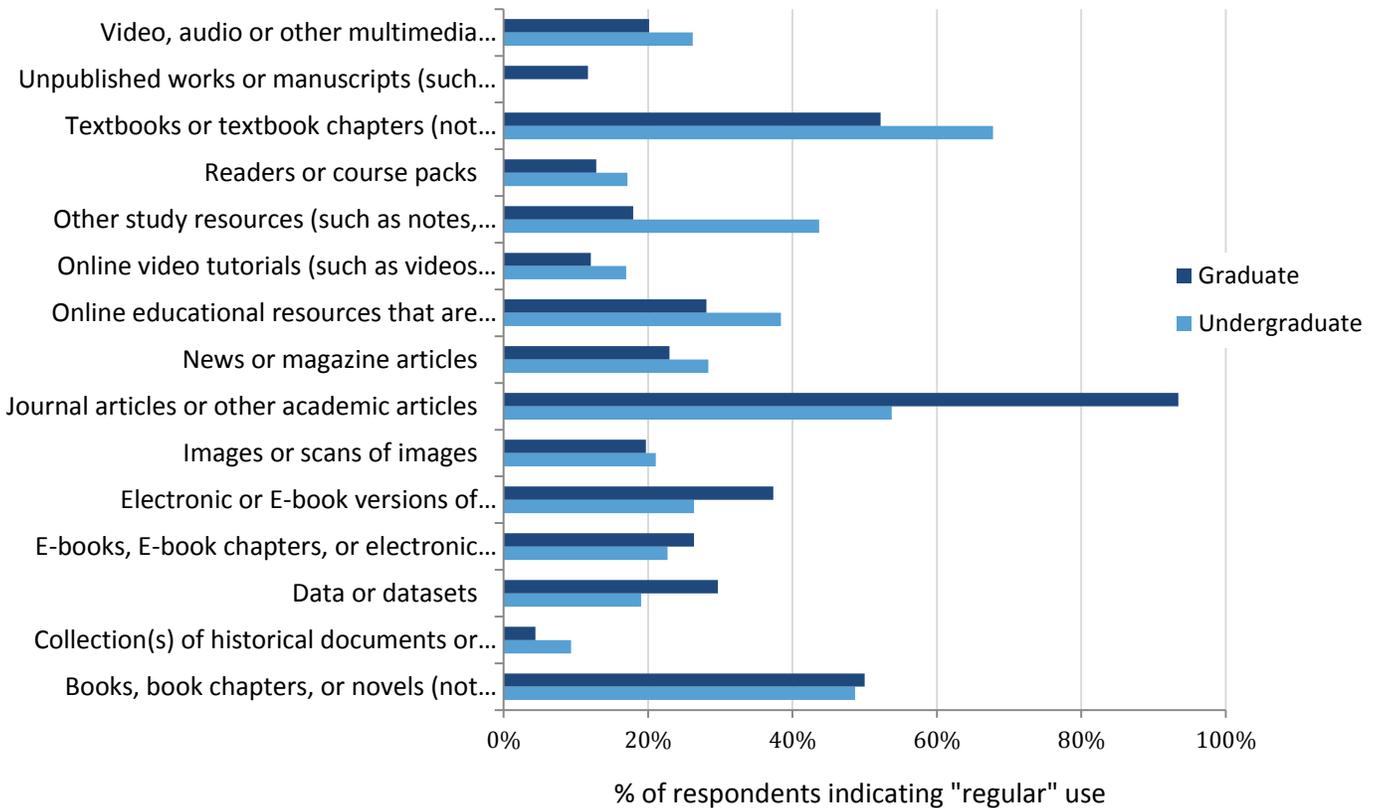
Health Sciences - Sources Used "Regularly"



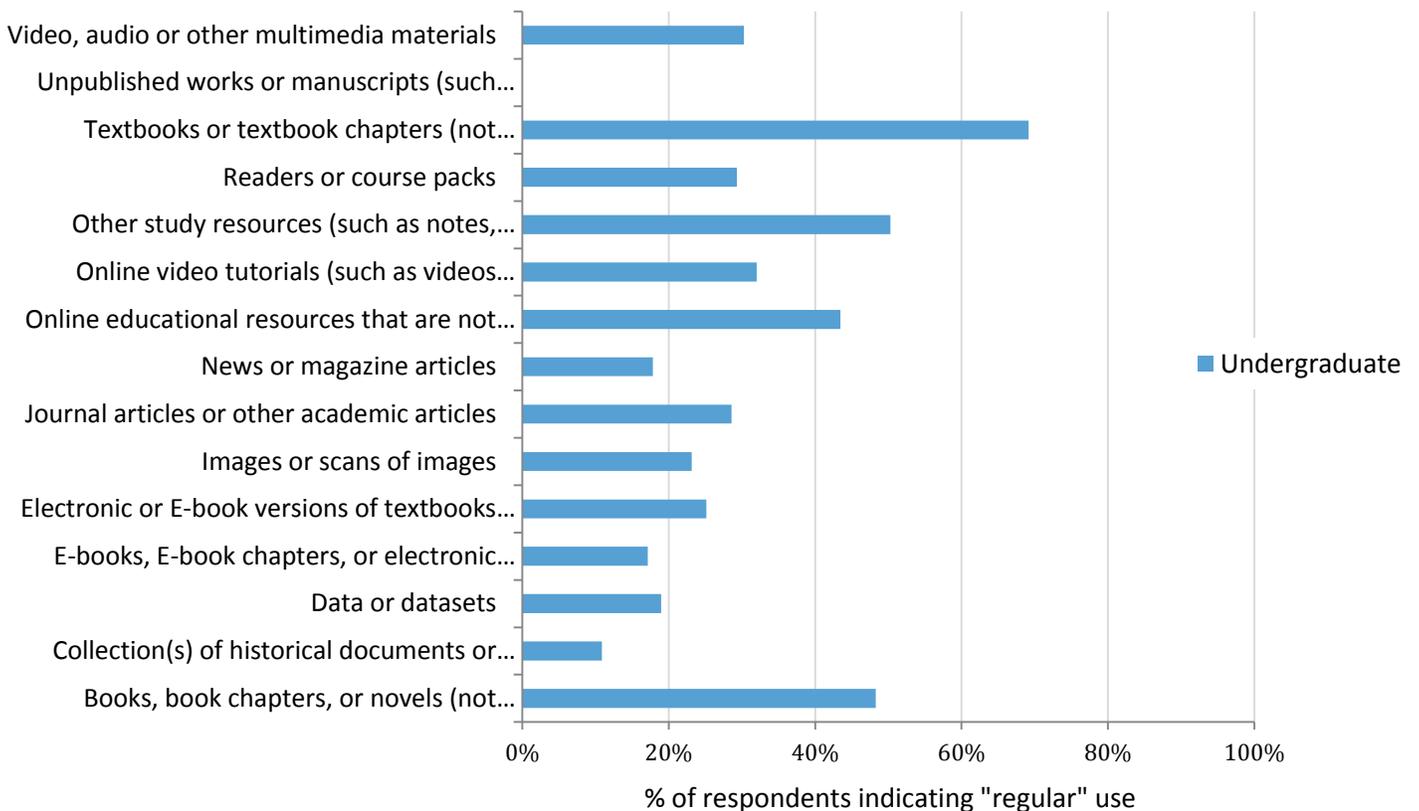
Natural Sciences & Math - Sources Used "Regularly"



Social & Behavioral Sciences - Sources Used "Regularly"

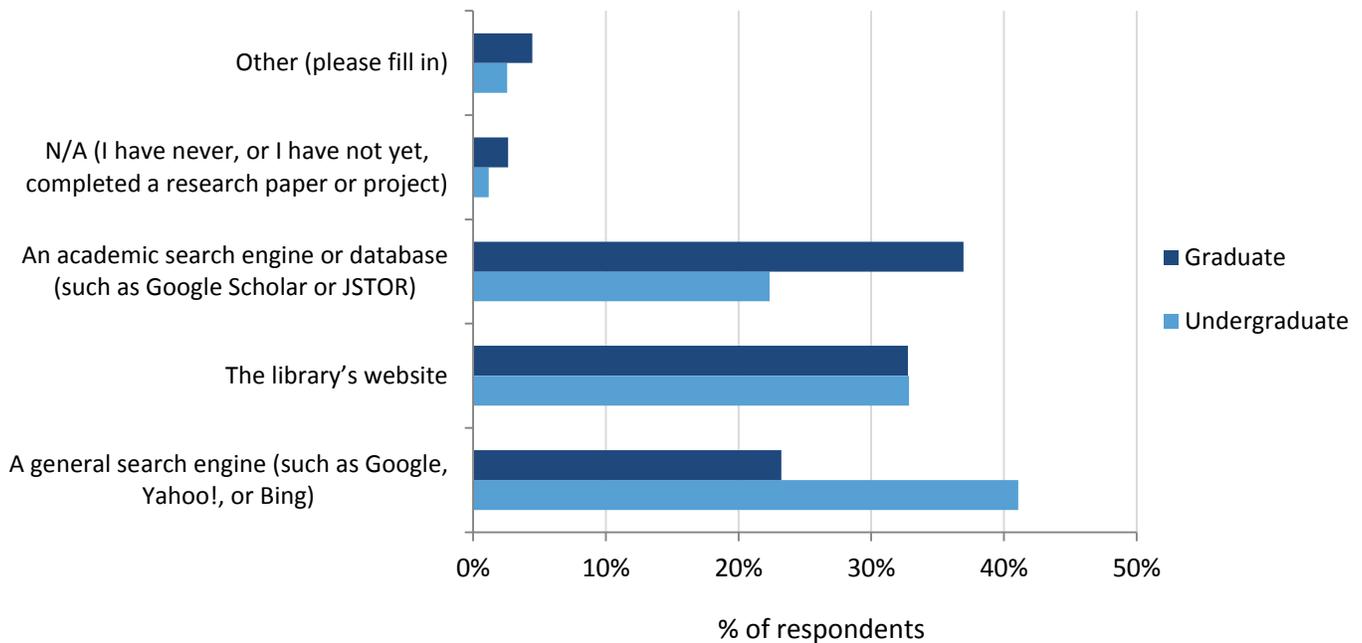


Undecided - Sources Used "Regularly"



Starting Points for Research

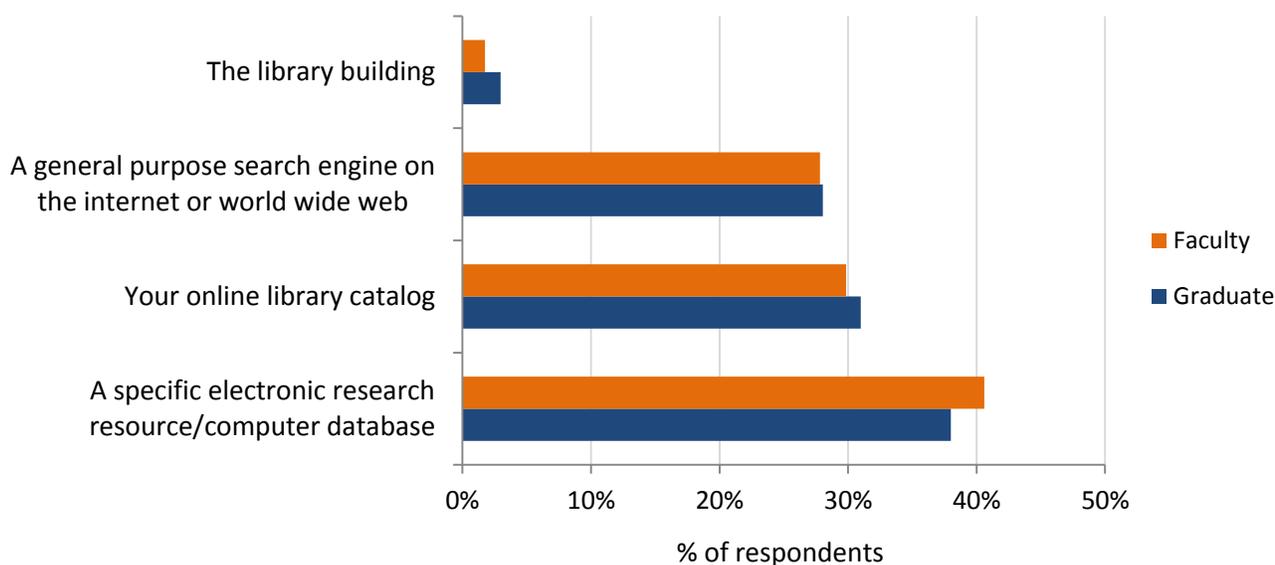
Please think about your most recently completed research paper or project. Which of the following starting points did you use to begin your research?



A large share of student respondents indicated that the **university library serves as a starting point for locating information, resources, or citations they use in their coursework or research**, 67% of undergraduates and 69% of graduate students *somewhat agreed, agreed, or strongly agreed*. Faculty were asked a related question in the fall faculty survey asking them to indicate how important is it that their **university library serves as a starting point or “gateway” for locating information for their research**. On a range of 1-6, where 6 equals “extremely important” and 1 equals “not at all important”, a high share of faculty (76%) answered in the 5-6 range.

When asked what **starting points they used to begin their research for their *most recently completed research paper or project***, a higher number of undergraduates (41%) than graduate students (23%) indicated they started with a general search engine (such as Google, Yahoo! or Bing). More graduate students (37%) selected an academic search engine or database (such as Google Scholar or JSTOR) as their starting point (and 22% for undergraduates), followed by the library's website (33% of both graduate students and undergraduate students).

Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research?



Both graduate students in this survey and faculty who completed the fall survey were asked a similar question to the one above. They were asked to indicate their **starting points for research in academic literature, in order to begin locating information for their research**. The choices given for this question were: the library building, a general purpose search engine on the internet or World Wide Web, your online library catalog, or a specific electronic research resource/computer database. Of the four choices given for this question, 38% of graduate students indicated they start with a specific electronic research resource/computer database, which aligns with the response above regarding the use of academic search engines or databases as starting points for research. Almost the same percentage of faculty (41%) indicated the same. Approximately 30% of both graduate students and faculty indicated they start with their online library catalog and the same percentage of graduate students and faculty (28%) indicated they use a general purpose search engine. An extremely small percentage of graduate students (3%) and faculty (2%) indicated the library building is their starting point.

Students' Access to Information and Resources

A majority of students said they did not find it difficult to **access the information and resources they need for their coursework or research projects** (approximately 69% of undergraduates said that they *disagreed or disagreed strongly or somewhat disagreed* that this was difficult). Just 5% of undergraduate students and around 4% of graduate students said they *agreed or strongly agreed* that they found it difficult; approximately 16% of undergraduates and 11% of graduate students *somewhat agreed*. When asked the same of graduate students in the coursework or fieldwork stage, a higher percentage (77%) said they *disagreed or strongly or somewhat disagreed* that they found this difficult. Almost the same share of graduate students in the dissertation phase reported the same (76%).

Help With Developing Students' Research Skills

A majority of students agreed that their **instructors, campus librarians, or library staff help them develop the research skills to find and use academic sources of information**, 71% of undergrads and 75% of graduate

students *somewhat agreed, agreed, or strongly agreed* that **their instructors** help them.¹³ When it came to **campus librarians or library staff**, 53% of undergraduates and 58% of graduate students *somewhat agreed, agreed, or strongly agreed*. Another 35% of undergraduates and 31% of graduate students *neither agreed nor disagreed*.

Graduate Students: Collaboration on Research Projects

Approximately 76% of graduate students indicated they have **collaborated on a research project** with one or more graduate student colleagues at UNC. Fewer graduate students (58%) reported that they have collaborated on a research project with one or more faculty members at UNC. Of the students who responded that they have collaborated with faculty, 41% indicated they regularly collaborate and another 23% of graduate respondents indicated that while they have collaborated with faculty, it is rare. Approximately 42% of graduate students indicated they have held a position as a graduate research assistant at UNC.

Graduate Students: Publishing and Outreach Activities

Approximately 25% of graduate students indicated they have **presented or published** their own research as a *sole author* while at UNC. A greater share of graduate students (37%) indicated that they have presented or published their research as a *co-author* while at UNC. Graduate students indicated that it is *important or very important* that their **research reaches scholars in their specific sub-discipline or field of research** (67%), **scholars in their discipline but outside of their sub-discipline or field of research** (53%), and fewer indicated it was *important or very important* to reach **scholars outside of their discipline** (25%) or the **general public** (31%). A greater share of faculty (30%) than graduate students (10%) view reaching the **general public** with their research as *very important*.¹⁴

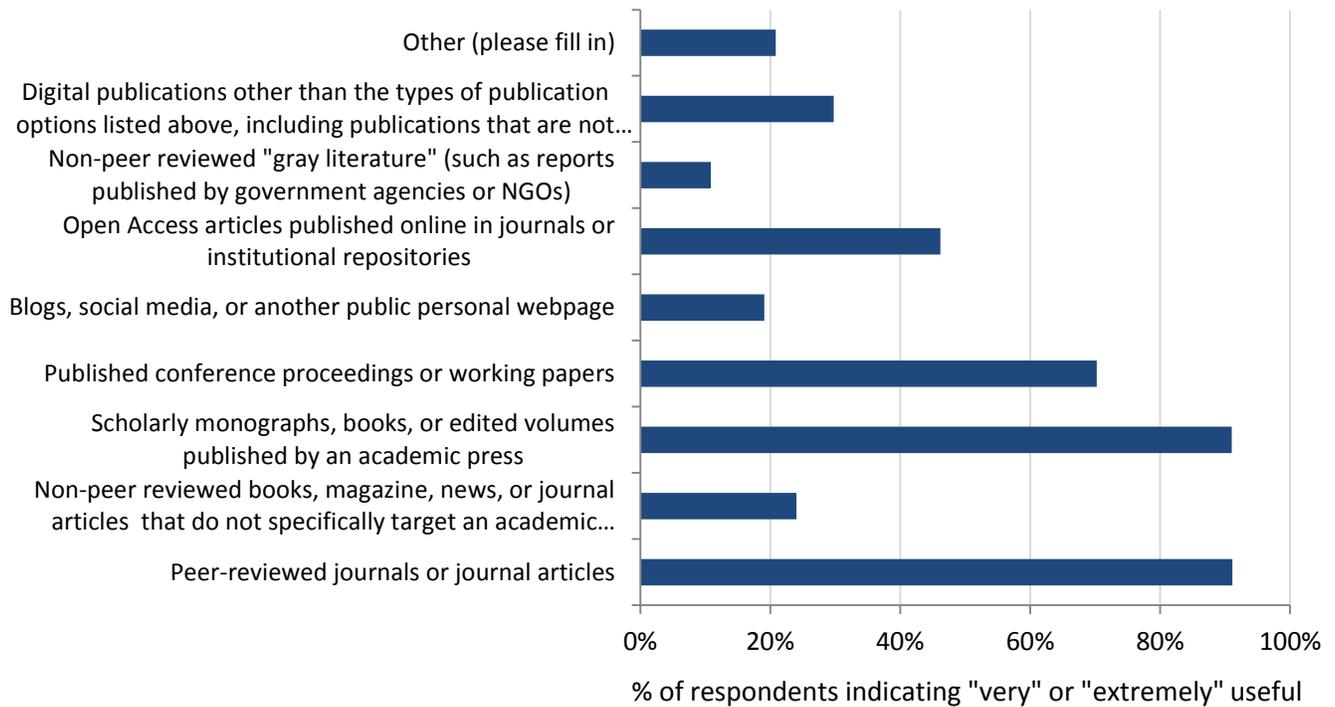
Approximately 77% of graduate student respondents indicated it is *very useful or extremely useful* to them professionally to publish in **peer-reviewed journals or journal articles**. Graduate students also indicated **scholarly monographs, published conference proceedings or working papers, and open access** articles were *very useful or extremely useful* (49%, 55%, 49% respectively). Although the phrase “open access” was not used in the faculty survey, faculty were asked “When it comes to influencing your decisions about journals in which to publish an article of yours, how important to you is each of the following characteristics of an academic journal?” and only 30% of faculty selected the 8-10 range on a scale of importance (10 equals “extremely important” and 1 equals “not at all important”), while 49% of graduate students indicated that it was either *very useful or extremely useful* to publish in an open access journal.

¹³ Only graduate students who indicated that they were in the coursework phase of their degree program were asked this question (n=1,781)

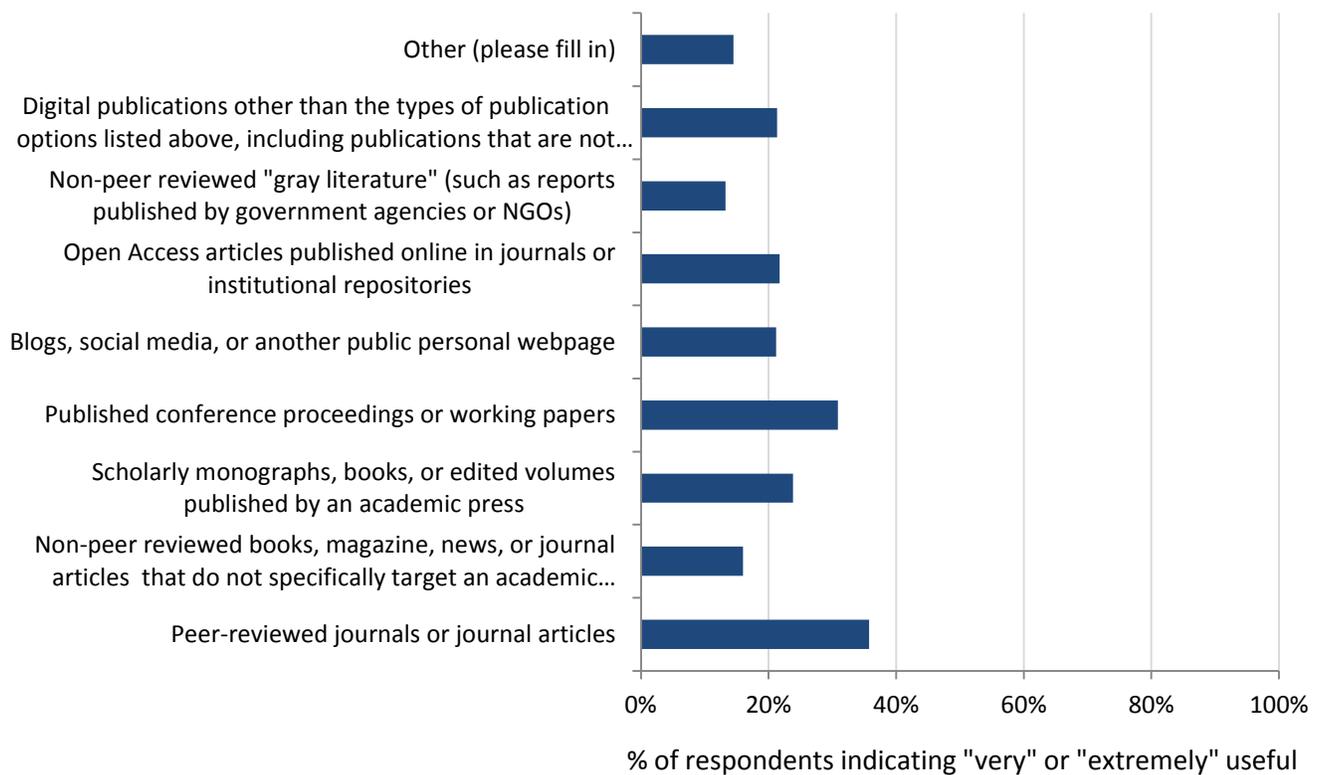
¹⁴ Reported here are faculty who selected the 8-10 range on a scale of importance, where 10 equals “extremely important” and 1 equals “not at all important.”

Graduate Students: Publishing Formats By Academic Area

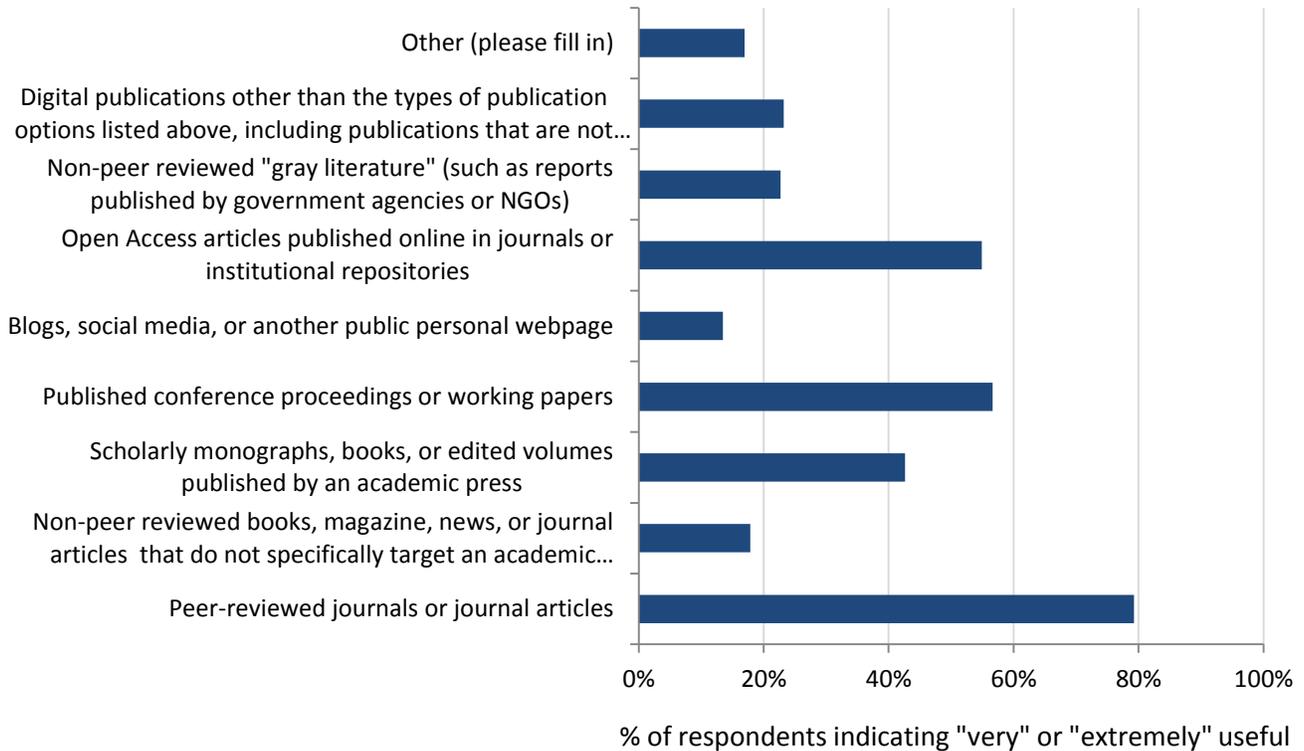
Arts & Humanities Graduate Students - How useful is it to you professionally that you publish your research in each of the following formats?



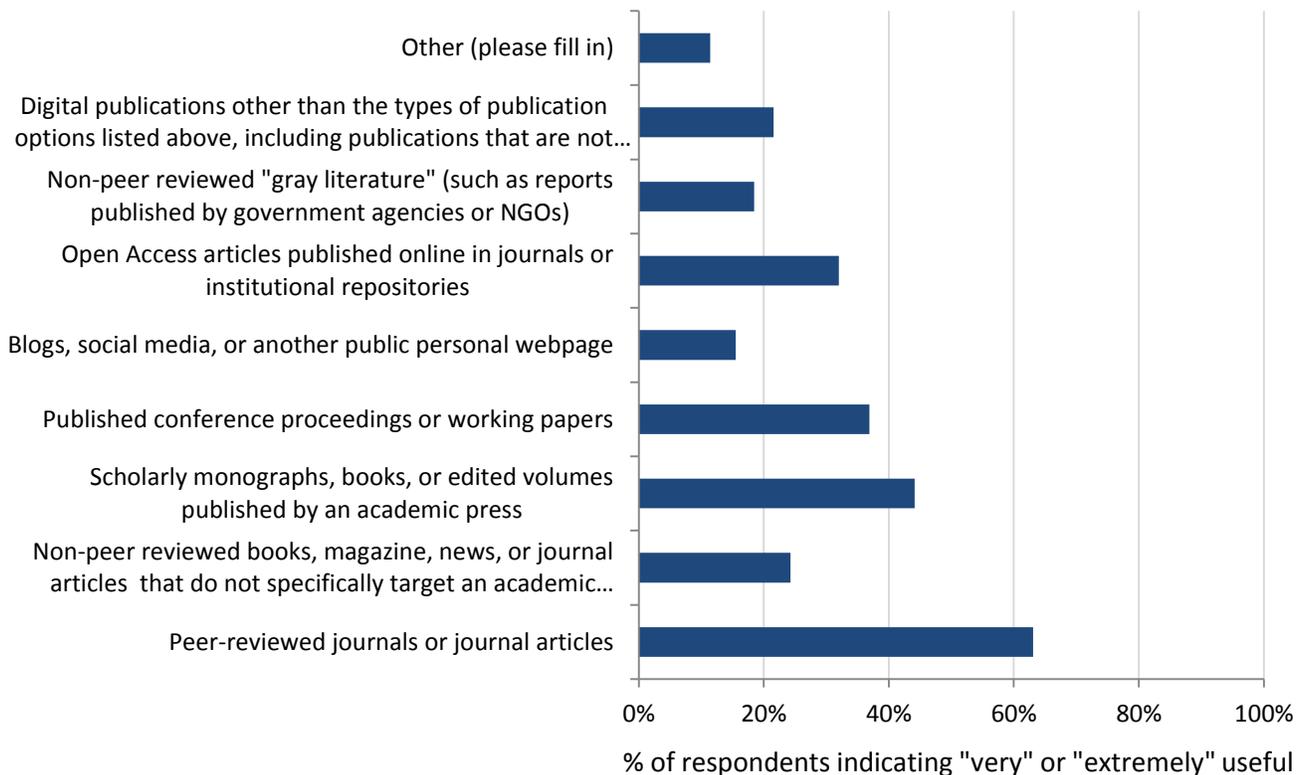
Business Graduate Students - How useful is it to you professionally that you publish your research in each of the following formats?



Health Sciences Graduate Students - How useful is it to you professionally that you publish your research in each of the following formats?



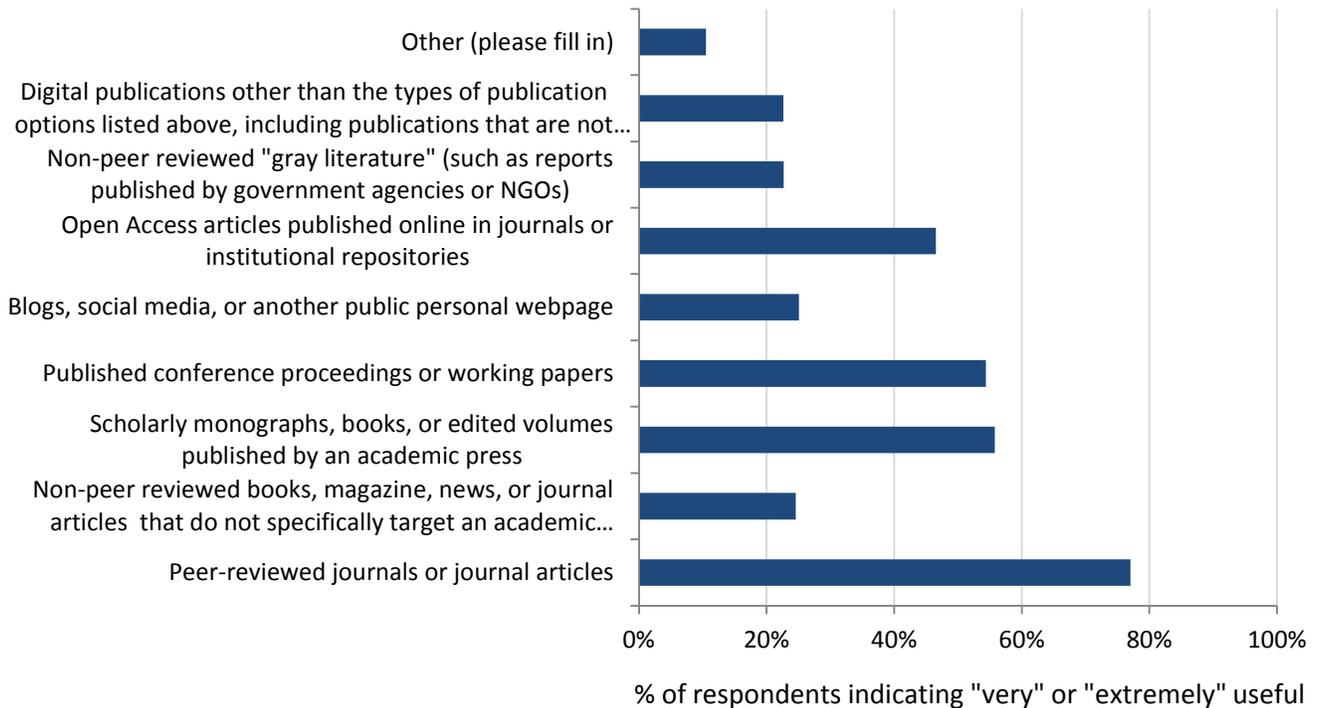
Law Graduate Students - How useful is it to you professionally that you publish your research in each of the following formats?



Natural Sciences & Math Graduate Students - How useful is it to you professionally that you publish your research in each of the following formats?



Social & Behavioral Sciences Graduate Students - How useful is it to you professionally that you publish your research in each of the following formats?

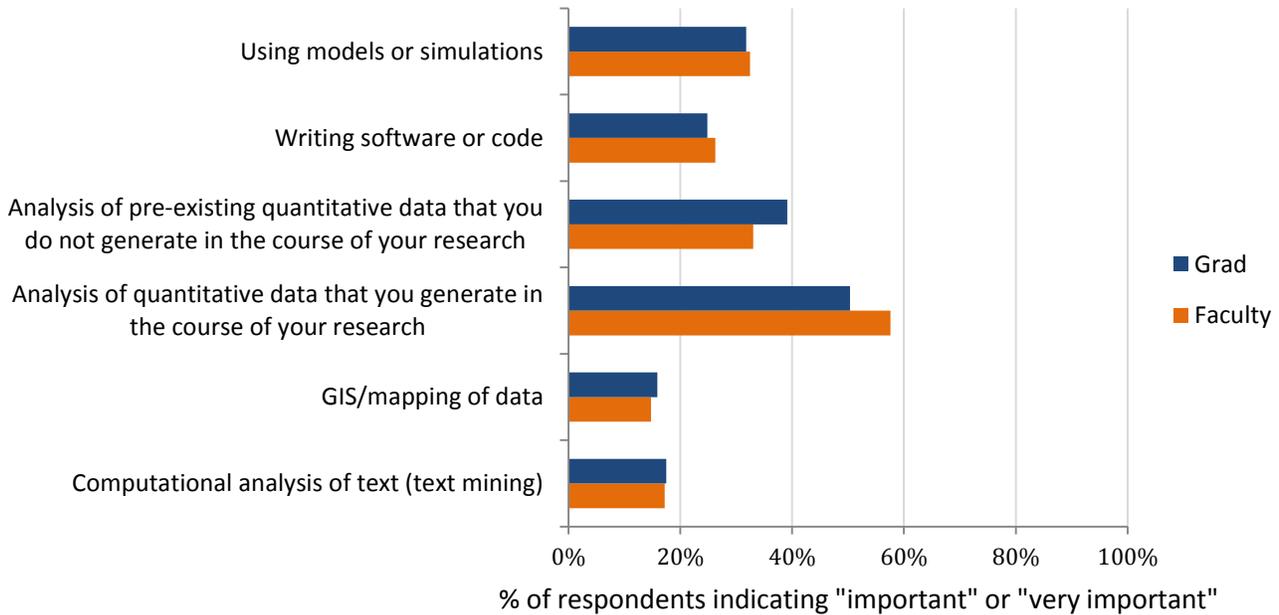


Graduate Students' Research Methodologies

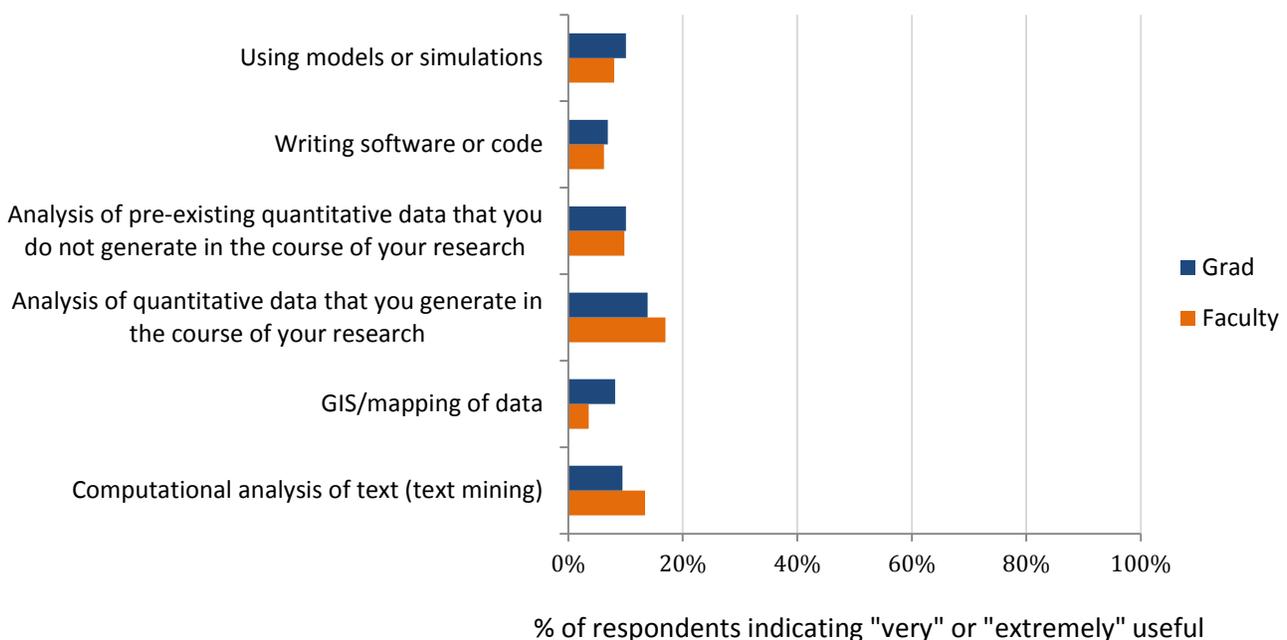
Approximately 40% of graduate students indicated that the **analysis of quantitative data** that they generate in the course of their research and the analysis of pre-existing quantitative data they do not generate in the course of their research is *important or very important* to their research methodology.

The share of graduate students who said that **writing software or code, GIS/mapping of data, and computational analysis of text (text mining)** are *very important or important* to their research, was 25%, 16%, and 18%, respectively. Another 12% indicated that writing software or code was *somewhat important* and 14% thought both GIS/mapping of data and text mining was *somewhat important*. In response to the same question, but rated on a scale of 1-10 where 10 equals “*extremely important*” and 1 equals “*not at all important*,” almost the same share of faculty ranked these activities in the 8-10 range (writing software or code 26%, GIS/mapping of data 15%, and text mining 17%). The charts below illustrate how the degree of perceived importance for each digital research activity fluctuates depending on respondents’ academic area.

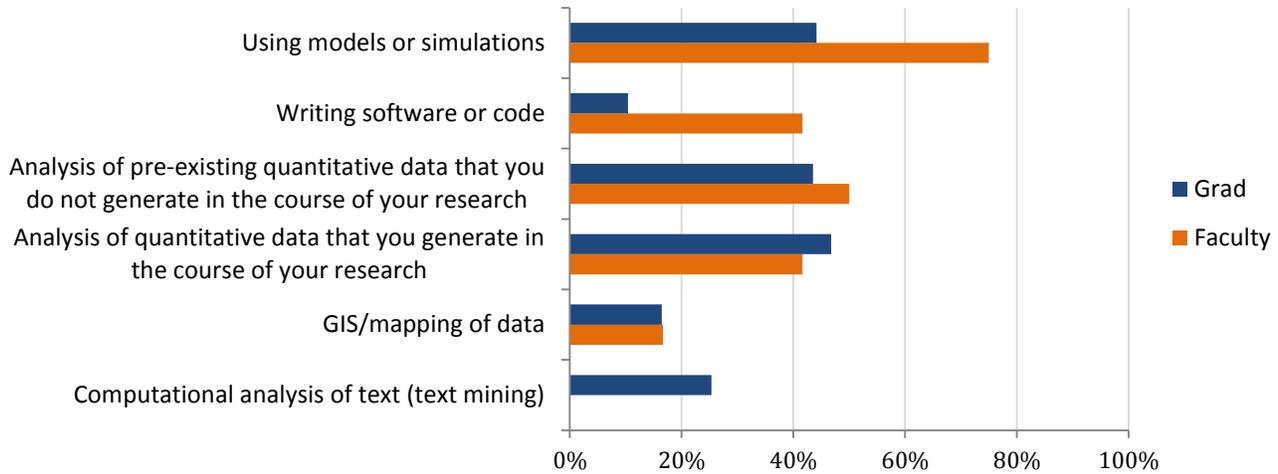
How important or unimportant to your research is each of the following digital research activities and methodologies today?



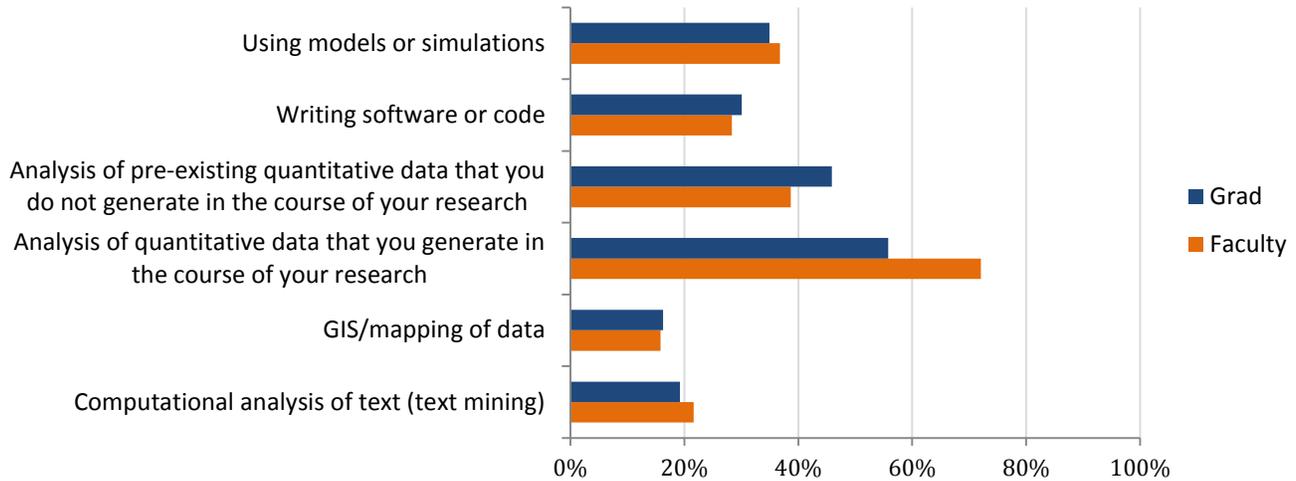
Art & Humanities - How important or unimportant to your research is each of the following digital research activities and methodologies today?



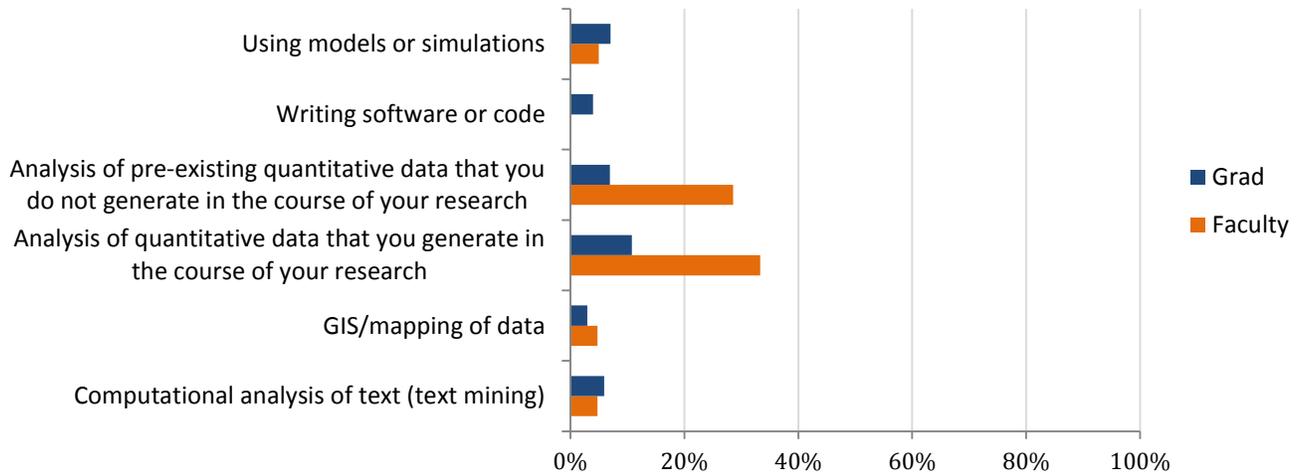
Business - How important or unimportant to your research is each of the following digital research activities and methodologies today?



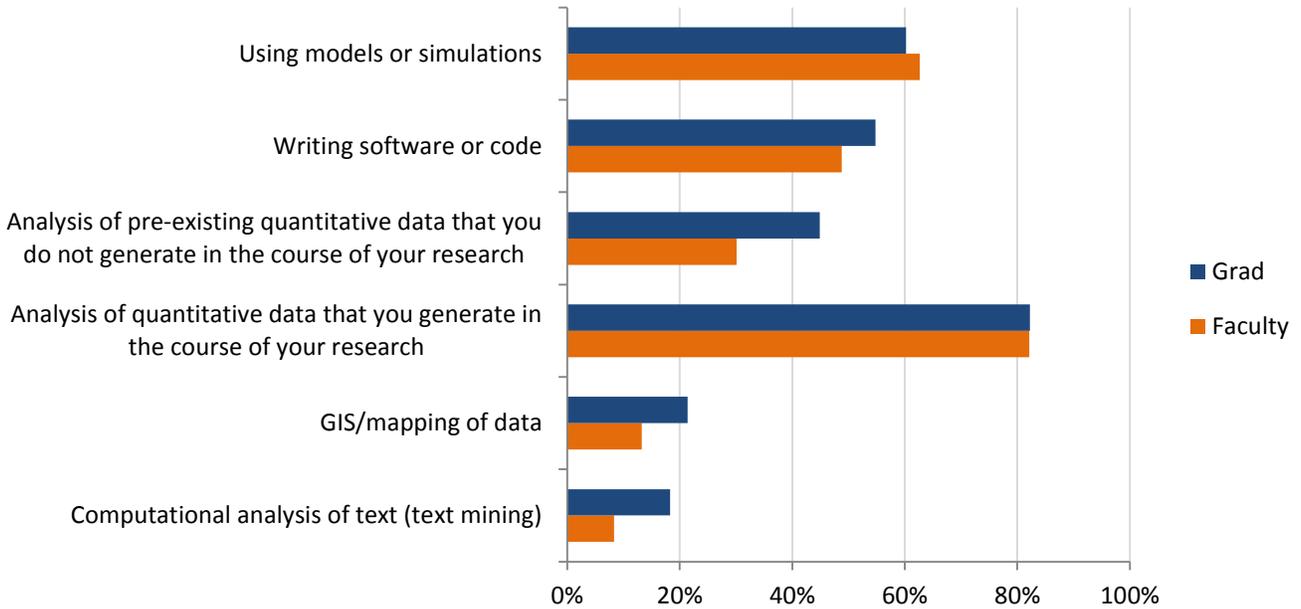
Health Sciences - How important or unimportant to your research is each of the following digital research activities and methodologies today?



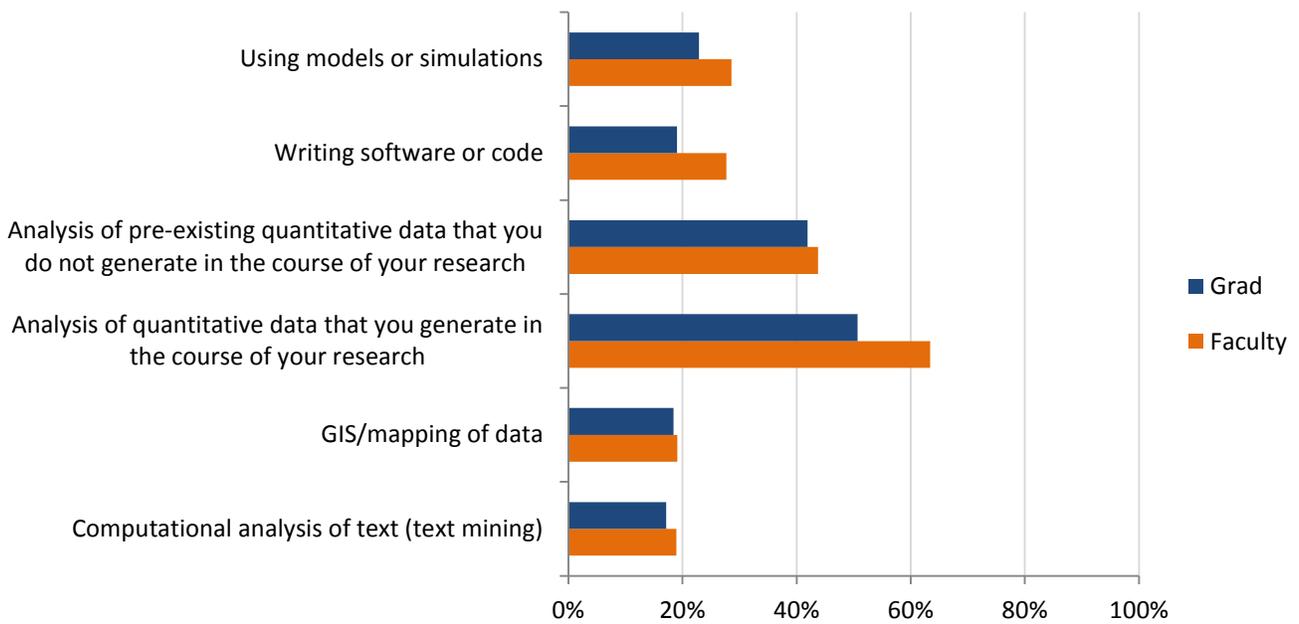
Law - How important or unimportant to your research is each of the following digital research activities and methodologies today?



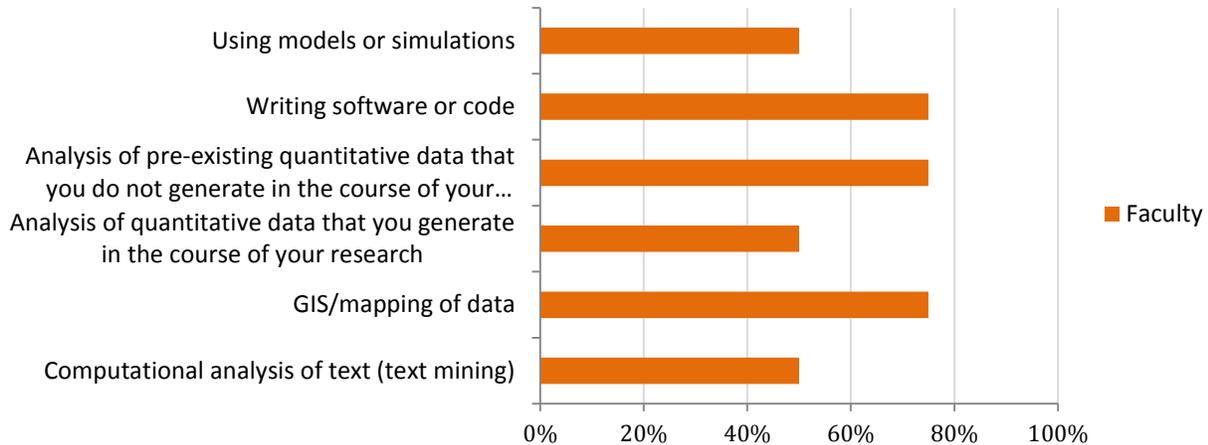
Natural Sciences & Math - How important or unimportant to your research is each of the following digital research activities and methodologies today?



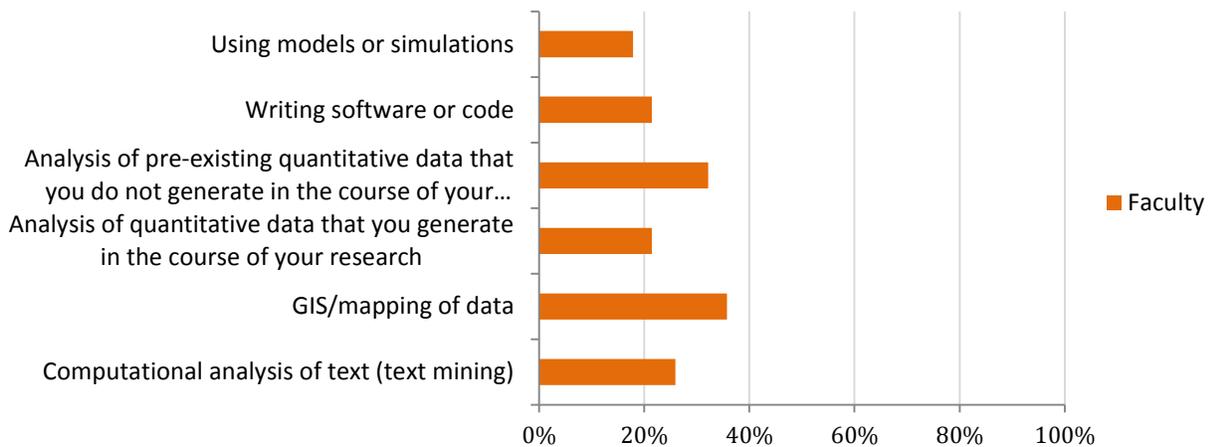
Social & Behavioral Sciences - How important or unimportant to your research is each of the following digital research activities and methodologies today?



Non-Academic Dept Faculty - How important or unimportant to your research is each of the following digital research activities and methodologies today?



Unknown Department Faculty - How important or unimportant to your research is each of the following digital research activities and methodologies today?



Graduate Students as Teachers¹⁵

Whose responsibility is it to develop the research skills of students?

Approximately 30% of graduate students who have been course TAs or instructors *agreed or strongly agreed* that their students have poor **research skills** related to locating academic information or citations, and another 26% *agreed somewhat*. Close to 28% *agreed or strongly agreed* and 43% *somewhat agreed* that it was **principally their responsibility to develop the research** skills of their students, contrasted with just 10% who *agreed or strongly agreed* and 26% who *somewhat agreed* that this was principally their **academic library's responsibility**.

To compare, a similar question was asked of faculty in the fall survey and a greater share of faculty (36%) than graduate students said they thought it should be the **primary responsibility of their university library** to support undergraduate student learning by helping students to develop research skills and find, access, and

¹⁵ Graduate students that answered questions in this section of the survey were those who indicated that they have taught courses while a graduate student, either as a TA or as an instructor-of-record.

make use of needed materials.¹⁶ Another 45% thought this statement described their point of few fairly well.¹⁷

Approximately 31% of graduate student instructors *agreed or strongly agreed* that it was **principally their students' own responsibility** and 34% *agreed somewhat*. While only 10% of graduate student instructors *agreed or strongly agreed* that it was **principally the library's responsibility** to develop their students' research skills, a much higher percentage (37%) *agreed or strongly agreed* that librarians at UNC contribute significantly to their students' learning by helping them to develop their research skills, and another 26% *somewhat agreed*. So, while graduate students may not perceive the library's *principle* responsibility as developing their students' research skills, a much larger share of them agree that librarians contribute significantly to their student's learning.

Graduate Instructors' Expectations: Their Students' Use of Primary and Secondary Sources

Over half of graduate student instructors (52%) *agreed or strongly agreed* that they expected their students to locate and use **primary sources** and a higher share (72%) *agreed or strongly agreed* that they expect their students to use **secondary sources** in their coursework or research projects.

Graduate Instructors: New Approaches to Teaching

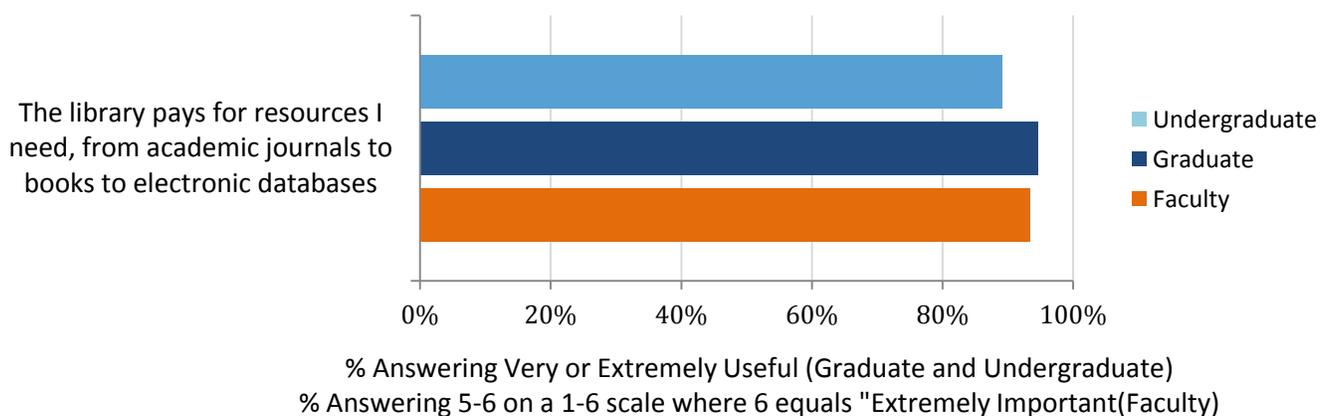
Graduate student instructors were asked if they would like to adopt **new pedagogies or instructional approaches** that take advantage of the opportunities offered by digital technology, 48% *agreed or strongly agreed* and another 27% *somewhat agreed*.

What is the Library's Role in Students' Coursework and Research?

Library Collections

An overwhelming share of students indicated that they find it *very useful or extremely useful* that the **library pays for resources they need for their coursework or research, from academic journals to books to electronic databases** (89% undergraduate, 96% graduate). These numbers are in keeping with the faculty response rates to a similar question where 93% of faculty indicated it is *very important or extremely important* that the library pays for resources they need.

UNC Library as Provider of Collections & Resources



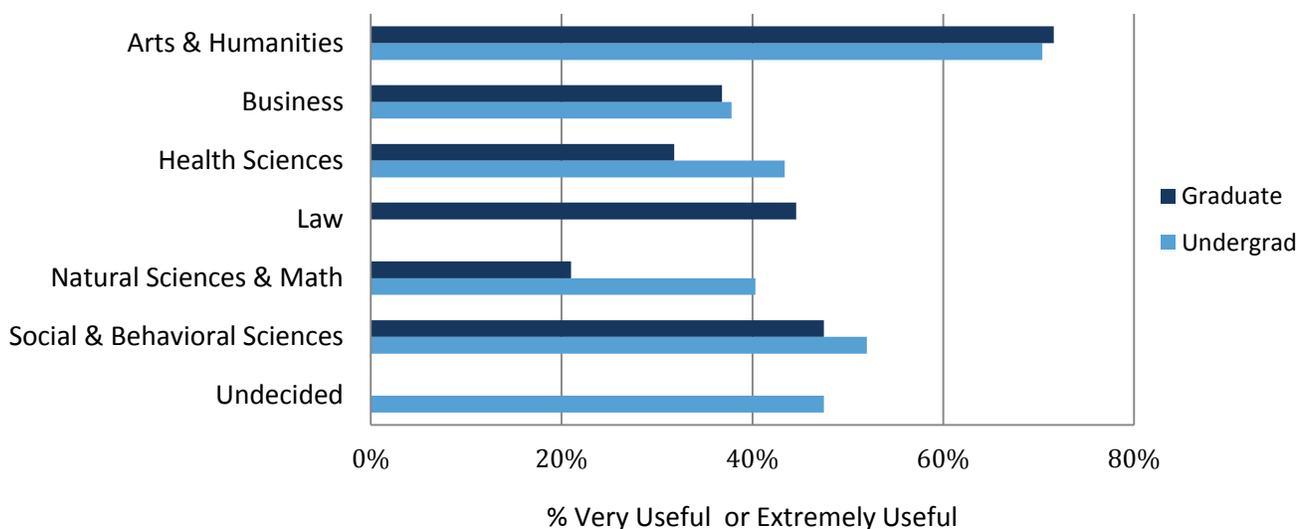
¹⁶ Answered 8-10 on a scale of 10 to 1 where 10 equals "extremely well" and 1 equals "not at all well".

¹⁷ Answered 4-7 on a scale of 10 to 1 where 10 equals "extremely well" and 1 equals "not at all well".

A large share of students indicated that they found it *very useful or extremely useful* that the **library stores, organizes, and keeps track of books, articles, data, images or other resources** (82% graduate and 77% undergraduate). This graduate student response was slightly higher than faculty’s response to a similar question regarding the importance of the library **servicing as a repository of resources** (it archives, preserves, and keeps track of resources) with 75% of faculty indicated this service as *very important or extremely important*.

In regards to archival collections, a higher percentage of undergraduate students (48%) indicated that it is *very useful or extremely useful* that the **library has a collection of historical documents or records that they use for their coursework or research** than graduate students (39%). Unsurprisingly, over 70% of Arts & Humanities students indicated that this was *very useful or extremely useful*. Natural Sciences & Math graduate students gave the lowest response rating, with only 21% indicating that this collection was *very useful or extremely useful*.

The library has an archive or collection of historical documents or records that I use for my coursework or research



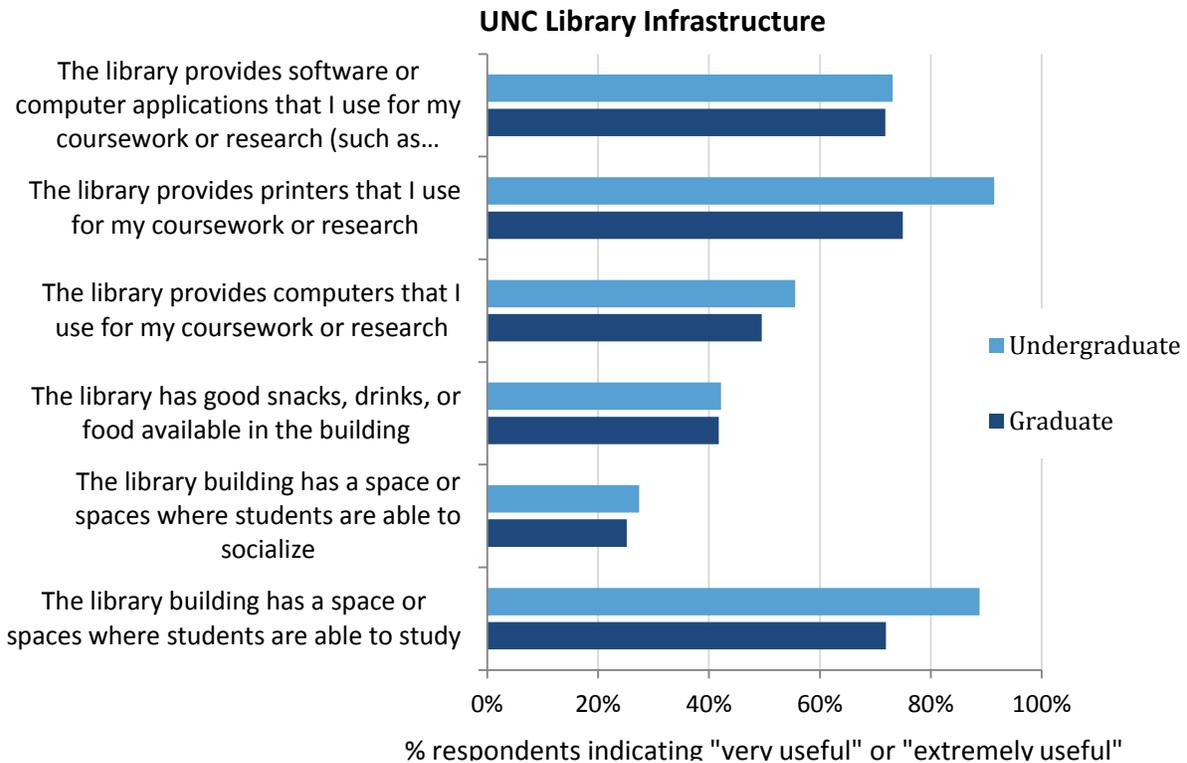
Library Infrastructure: Spaces and Technology

An overwhelming share of student respondents (89% of graduate students and 94% of undergraduates) indicated that they had previously been **in a library building on campus at UNC**. Of the respondents that indicated they had previously been in a UNC library building, only 11% of undergraduates indicated they did *not* enter the library at all during the week prior to taking the survey. A very large share (64%) of undergraduates and over half of graduate students (55%) said they **entered a UNC library 1-5 times during the previous week**.¹⁸ Additionally, roughly 40 students expressed a desire for extended **library hours** in the open comments.

“It would be extremely helpful if Davis Library stays open 24/7 during finals week. Most students go to the library during this time and stay for extended periods, including overnight. To have only the Undergraduate Library open throughout the night makes finding space to study at this time a little challenging. Also, to have to move from Davis to the UL when Davis closes is somewhat annoying as well.”

¹⁸ Because UNC experienced closures and delays due to winter weather during the weeks the survey was open, these numbers may not represent typical student library usage.

In describing their general library use, a large share of undergraduate students indicated they make **shorter visits to the library**, with 64% usually staying less than fifteen minutes and just 16% staying for more than one hour. Graduate students responded much differently with 45% of respondents indicating they usually make **longer visits to the library** for more than one hour at a time and 29% indicating they usually spend thirty minutes or less in the library.¹⁹



A very large share of student respondents, both graduate and undergraduate, indicated they value library buildings as places where they are able to study, with a much lower share valuing library buildings as places to socialize. Interestingly, a higher percentage of undergraduate students (89%) than graduate students (71%) indicated it is either *very useful* or *extremely useful* that the **library building has a space where students are able to study**. On-campus and off-campus undergraduates were shown to value library study space similarly, with 88% of off-campus and 89% of residence hall students responding that library study space is *very useful* or *extremely useful*.

Fewer students view the library as a place to socialize than to study. Roughly the same share of undergraduates (28%) as graduate students (26%) indicated that it is *very useful* or *extremely useful* that the **library has a space or spaces where students are able to socialize**. Students generally found social spaces in the library to be either *somewhat useful* (35% undergraduate, 31% graduate) or *not too useful* (28% undergraduate and graduate).

Graduate and undergraduate students responded similarly when asked how useful it is that the **library has good snacks, drinks, or food available in the building**. Approximately 41% of graduate students and 42% of undergraduates found good snacks to be either *very useful* or *extremely useful*. This valuing of food availability in the library was also reflected in the open answer responses to the survey. Roughly twenty-five students

¹⁹ For this question, students who said the library employed them were asked *not* to include their work hours in their answer.

indicated a desire for increased availability of food or coffee in the library, with a few indicating a need for healthier options.

Undergraduate and graduate students ranked fairly highly the usefulness of library computers, printers, and software. Approximately half of student respondents indicated it is *very useful or extremely useful* that the **library provides computers that they use for their coursework or research** (55% of undergraduates compared to 50% of graduate students). Notably, a slightly higher share of undergraduate students (63%) who indicated that they were eligible for or received a **Federal Pell Grant** said that it is *very useful or extremely useful* that the library provides computers that they use for their coursework or research than undergraduate students who were not eligible or received Federal Pell Grants (52%).

Nearly all undergraduates (92%) and 74% of graduate students indicated that **library printers** are *very useful or extremely useful* for their coursework or research. In the open-answer responses to the survey, a number of students echoed this majority view of library printing as highly useful, although several students indicated dissatisfaction with library printing services. Roughly 20 students commented specifically on printing needs, including: the need for more printers in the libraries and distributed across campus, cheaper printing cost, and the desire for an increase in their printing funds balance each semester.

When asked about the usefulness of the **library providing software or computer applications for their coursework or research (such as statistical analysis programs, Word/Excel/PowerPoint, Internet browsers, etc.)**, nearly three-quarters (72% of graduate students and 73% of undergraduates) indicated that library software and computer applications are *very useful or extremely useful* to their coursework or research.

Library Services

More than half of all student respondents indicated that it is either *very useful or extremely useful* that the **library's website has a specific page for or study guide to their courses, major, field, or program of study** (67% undergraduates, 63% graduates). A majority of students also indicated that it is *very useful or extremely useful* that the **library's website has an e-reserve or online system for accessing readings assigned by their instructors** (74% undergraduates, 78% of graduates in the coursework phase of their degree program).

A higher percentage of undergraduate students (51%) indicated that it is *very useful or extremely useful* that **librarians or library staff provide assistance or guidance about coursework or research at any time of day or night (24/7)** than graduate students (40%). However, a higher percentage of graduate students (50%) indicated that it is *very useful or extremely useful* that **librarians or library staff go into their classrooms and teach about how to find sources for course-specific research papers or projects** than undergraduates (46%). Graduate students also found it more useful that **librarians or library staff provide assistance or guidance with tools used to mine or manipulate digital information** with 57% of graduates and 52% of undergraduates indicating this service is very useful or extremely useful.

More than half of graduate student respondents (53%) indicated that it is *very useful or extremely useful* that **librarians or library staff provide assistance or guidance with managing data or datasets that they use for their coursework or research** compared to 44% of undergraduates. A higher percentage of graduate students (64%) also indicated that it is *useful or extremely useful* that **librarians or library staff help them to learn more about technology, digital, or online tools that they need for their coursework or research** than undergraduate students (55%). **Librarian or library staff support in learning and using online search engines, databases, or tools** was also more useful to graduate students than undergraduates with 66% of graduates and 57% of undergraduates indicating this service is *very useful or extremely useful*.

Appendix A - Recommendations for Future Student Surveys

Strategies to Increase Response Rates

With the next student survey we conduct, we should consider ways to greatly increase the response rate. One way to do this is to offer incentives for every student who completes the survey. Set a goal (for instance, a 30% response rate), calculate the number of students that percentage equals, then budget for the number of incentives required to reach that goal. Another option, in addition to an incentives strategy, is to work with OIRA on a sampling approach.

Race & Ethnicity Categories

Because this was a pilot, we used Ithaca S+R's categories for "race and ethnicity". For future surveys, if this is self-reported data, make sure the categories for race and ethnicity are aligned with the categories OIRA and UNC uses for local reporting. That will make it easier to identify what share of the total UNC population responded to our survey. We may retroactively determine this, using the PID-related data OIRA has on file.

Appendix B: Survey Instruments

UNC Undergraduate Student Survey

Inst 1 How important or unimportant is it to you to achieve each of the following goals as a result of your experience at this college or university?

Q1 Having advanced academic knowledge about a specific subject, field, or major

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q2 Studying abroad or participating in an international program for credit

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q3 Taking general courses on many different topics

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q4 Building my resume or CV with career-related experiences

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q5 Improving my critical thinking or problem solving skills

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q6 Collaborating on research projects with professors or advisors

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q7 Having a specific GPA

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q8 Getting involved with or leading organized extracurricular activities, such as clubs, sports, campus leadership, sororities/fraternities, etc.

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q9 Developing a professional network

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q10 Participating in social events

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q11 Getting a degree or certificate

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q12 Choosing a career or post-graduation plan

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q13 Collaborating on group projects or in teams with other students

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q14 Enrolling in an additional degree program (such as a second bachelor's, master's, doctoral, or professional degree)

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q15 Getting a job upon graduation

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Inst 2 When you think about the type of job or career that you hope to have, how important or unimportant is each of the following goals to you personally?

Q16 Having a job that pays a lot of money or a high salary

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q17 Having a job that is personally rewarding or enriching

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q18 Having a job that makes me happy or proud

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q19 Having a job in a specific region, area, or city

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q20 Having a job that makes my family happy or proud

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q21 Having a job that provides a healthcare plan

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q22 Having a job that makes a difference to society

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q23 Having a job that allows me to serve my country

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q24 And, when you think about the type of job or career that you hope to have, how useful do you think each of the following factors will be in helping you get your desired job or career?

	Not at all Useful	Not too Useful	Somewhat Useful	Very Useful	Extremely Useful
My major, field, or program of study	<input type="radio"/>				
The reputation or ranking of my college or university	<input type="radio"/>				
My collaborative research experience with professors or instructors at this college or university	<input type="radio"/>				
The type of degree that I expect to receive (such as a B.A., M.A., Ph.D., J.D., M.D., M.B.A., etc.)	<input type="radio"/>				
My extra-curricular activities (such as sports, clubs, student organizations, etc.)	<input type="radio"/>				
My work experience or internship(s)	<input type="radio"/>				
My professional network	<input type="radio"/>				
My faculty mentor(s) or advisor(s)	<input type="radio"/>				

Q25 Overall, how would you rate your experience at this college or university so far?

- Very Poor
- Poor
- Somewhat Poor
- Average
- Somewhat good
- Good
- Very Good

Q26 In the courses you are currently taking, how often are you assigned each of the following types of work?

	Never	Rarely	Sometimes	Regularly
Responses to assigned readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literary essays or other papers that do not require research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fieldwork, internships, clinical practice/rotations, or clerkships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations or multimedia projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coding, software, or programming assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem sets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art or design projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 In the courses you are currently taking, how often do you use each of the following types of sources of information in your assignments or coursework?

	Never	Rarely	Sometimes	Regularly
News or magazine articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data or datasets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images or scans of images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readers or course packs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection(s) of historical documents or records (such as rare books, hand-written letters or diaries, artifacts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video, audio or other multimedia materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books, book chapters, or novels (not including textbooks or E-book versions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-books, E-book chapters, or electronic versions of novels (not including textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks or textbook chapters (not including E-book versions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic or E-book versions of textbooks or textbook chapters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles or other academic articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

tutorials (such as videos available on Khan Academy, Lynda.com, YouTube, etc.)				
Online educational resources that are not videos (such as Wikipedia, study guides, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other study resources (such as notes, flash cards, study guides or handouts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 Please think about your most recently completed research paper or project. Which of the following starting points did you use to begin your research?

- A general search engine (such as Google, Yahoo!, or Bing)
- The library's website
- An academic search engine or database (such as Google Scholar or JSTOR)
- N/A (I have never, or I have not yet, completed a research paper or project)
- Other (please fill in): _____

Inst 3 Please read the following statements and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.

Q29 I find it difficult to access to the information and resources I need for my coursework or research projects

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q30 My instructors help me develop the research skills to find and use academic sources of information

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q31 Campus librarians or library staff help me develop the research skills to find and use academic sources of information

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q32 The library serves as a starting point for locating information, resources, or citations that I use for my coursework or research

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q33 The courses that I have to take for my major are relevant to my educational goals

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q34 The courses that I have to take outside my major are relevant to my educational goals (for example, electives, prerequisites, core curriculum, or general education or G.E. courses)

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q35 The courses that I have to take for my major are relevant to my career goals

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q36 The courses that I have to take outside my major are relevant to my career goals (for example, electives, core curriculum, prerequisites, or general education or G.E. courses)

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q37 The courses that I have to take are all connected in a cohesive way

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q38 Today, a degree obtained from a fully online program is as valuable as a degree obtained from a traditional college or university experience

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q39 Today, it would be fine with me if all of the courses in my degree program were taught online

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Inst 5 How useful is it to you personally that your campus library provides each of the services listed below? Or, if one or more services are not currently provided, please tell us how useful it would be to you personally if your campus library provided the service(s).

Q40 The library stores, organizes, and keeps track of books, articles, data, images, or other resources

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q41 The library pays for resources that I need for my coursework or research, from academic journals to books to electronic databases

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q42 The library building has a space or spaces where students are able to study

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q43 The library building has a space or spaces where students are able to socialize

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q44 The library has good snacks, drinks, or food available in the building

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q45 The library has an archive or collection of historical documents or records that I use for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q46 The library's website has a specific page for or guide to my courses, major, field, or program of study

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q47 The library's website has an e-reserve or online system for accessing readings assigned by my instructors

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q48 The library provides computers that I use for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q49 The library provides printers that I use for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q50 The library provides software or computer applications that I use for my coursework or research (such as statistical analysis programs, Word/Excel/PowerPoint, Internet browsers, etc.)

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Inst 6 How useful is it to you personally that your campus librarians or library staff provide each of the services listed below. Or, if one or more services are not currently provided, please tell us how useful it would be to you personally if your campus librarians or library staff provided the service(s).

Q51 Librarians or library staff provide assistance or guidance about coursework or research at any time of day or night (24/7)

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q52 Librarians or library staff go into classrooms and teach about how to find sources for course-specific research papers or projects

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q53 Librarians or library staff provide assistance or guidance with tools used to mine or manipulate digital information

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q54 Librarians or library staff provide assistance or guidance with managing data or datasets that I use for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q55 Librarians or library staff provide help for learning about technology, digital, or online tools that I need for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q56 Librarians or library staff provide support in learning and using online search engines, databases, or tools

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q57 Are you currently or have you ever been employed in a campus library at this college or university?

- No
- Yes

Q58 Have you ever been in a library building on campus at this college or university?

- No
- Yes

Answer If Have you ever been in a library building on campus at this college or university? Yes Is Selected

Q59 Last week, about how many times did you go into in a library building on campus at this college or university? If you are currently employed in a campus library, please do not include work-related time when answering this question.

- 0 times
- 1 - 5 times
- 6 - 10 times
- 11 - 15 times
- More than 15 times

Answer If Last week, about how many times did you go into in a library building on campus at this college or university? If you are currently employed in a campus library, please do not include work-related ... 1 - 5 times Is Selected Or Last week, about how many times did you go into in a library building on campus at this college or university? If you are currently employed in a campus library, please do not include work-related ... 6 - 10 times Is Selected Or Last week, about how many times did you go into in a library building on campus at this college or university? If you are currently employed in a campus library, please do not include work-related ... 11 - 15 times Is Selected Or Last week, about how many times did you go into in a library building on campus at this college or university? If you are currently employed in a campus library, please do not include work-related ... More than 15 times Is Selected

Q60 In general, about how long do you usually stay when you go in a library building on campus at this college or university? If you are currently employed in a campus library, please do not include work hours when answering this question.

- Less than 15 minutes
- 15 - 30 minutes
- 31 - 45 minutes
- 46 - 60 minutes
- More than 1 hour

Inst 7 For the following questions, please think about your involvement in extra- or co-curricular activities at this college or university.

Q61 Do you currently have a paid or unpaid internship that is related to your major or have you ever had a paid or unpaid internship related to your major?

- No
- Yes

Q62 How important or unimportant is it to you to have or complete a paid or unpaid internship related to your major before you graduate?

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q63 Do you participate in each of the following types of activities?

	No	Yes
Performing arts (such as dance, theatre/drama, music, etc.)	<input type="radio"/>	<input type="radio"/>
Intramural sports or intercollegiate athletics	<input type="radio"/>	<input type="radio"/>
Student associations, government, or committees	<input type="radio"/>	<input type="radio"/>
Academic clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Journalism, media, or communications-related activities (such as the campus newspaper, radio/television station, etc.)	<input type="radio"/>	<input type="radio"/>
Social clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Professional or pre-professional clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Political, environmental, or civic activist clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Religious/spiritual clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Community service or volunteering	<input type="radio"/>	<input type="radio"/>
Working on campus at a job (including work study programs)	<input type="radio"/>	<input type="radio"/>

Answer If About how many hours per week do you typically spend participating in each of the following activities? - 1 - 5 hours Is Not Empty

Q64 Last week, about how many hours did you spend participating in each of the following activities?

	Less than 1 hour	1 - 5 hours	6 - 10 hours	11 - 15 hours	More than 15 hours
<p>If Do you participate in each of the following types of activities? Performing arts (such as dance, theatre/drama, music, etc.) - Yes Is Selected</p> <p>Performing arts (such as dance, theatre/drama, music, etc.)</p>	<input type="radio"/>				
<p>If Do you participate in each of the following types of activities? Intramural sports or intercollegiate athletics - Yes Is Selected</p> <p>Intramural sports or intercollegiate athletics</p>	<input type="radio"/>				
<p>If Do you participate in each of the following types of activities? Student associations, government, or committees - Yes Is Selected</p> <p>Student associations, government, or committees</p>	<input type="radio"/>				
<p>If Do you participate in each of the following types of activities? Academic clubs, organizations, or</p>	<input type="radio"/>				

<p>societies - Yes Is Selected</p> <p>Academic clubs, organizations, or societies</p>					
<p>If Do you participate in each of the following types of activities? Journalism, media, or communications-related activities (such as the campus newspaper, radio/television station, etc.) - Yes Is Selected</p>	○	○	○	○	○
<p>Journalism, media, or communications-related activities (such as the campus newspaper, radio/television station, etc.)</p>					
<p>If Do you participate in each of the following types of activities? Social clubs, organizations, or societies - Yes Is Selected</p>	○	○	○	○	○
<p>Social clubs, organizations, or societies</p>					
<p>If Do you participate in each of the following types of activities? Professional or pre-professional clubs, organizations, or societies - Yes Is Selected</p>	○	○	○	○	○
<p>Professional or</p>					

<p>pre-professional clubs, organizations, or societies</p>					
<p>If Do you participate in each of the following types of activities? Political, environmental, or civic activist clubs, organizations, or societies - Yes Is Selected</p>	○	○	○	○	○
<p>Political, environmental, or civic activist clubs, organizations, or societies</p>					
<p>If Do you participate in each of the following types of activities? Religious/spiritual clubs, organizations, or societies - Yes Is Selected</p>	○	○	○	○	○
<p>Religious/spiritual clubs, organizations, or societies</p>					
<p>If Do you participate in each of the following types of activities? Community service or volunteering - Yes Is Selected</p>	○	○	○	○	○
<p>Community service or volunteering</p>					
<p>If Do you participate in each of the following types of activities?</p>	○	○	○	○	○

Working on campus at a job (including work study programs) - Yes Is Selected					
Working on campus at a job (including work study programs)					

Answer If About how many hours per week do you typically spend participating in each of the following activities? - 1 - 5 hours Is Not Empty

Q65 And, how relevant do you think your participation in each of the following activities is to your post-graduation career goals?

	Not at all Relevant	Not too Relevant	Somewhat Relevant	Very Relevant	Extremely Relevant
<p>If Do you participate in each of the following types of activities? Performing arts (such as dance, theatre/drama, music, etc.) - Yes Is Selected</p> <p>Performing arts (such as dance, theatre/drama, music, etc.)</p>	<input type="radio"/>				
<p>If Do you participate in each of the following types of activities? Intramural sports or intercollegiate athletics - Yes Is Selected</p> <p>Intramural sports or intercollegiate athletics</p>	<input type="radio"/>				
<p>If Do you participate in each of the following types of activities? Student associations, government, or committees - Yes Is Selected</p>	<input type="radio"/>				

<p>participate in each of the following types of activities? Professional or pre-professional clubs, organizations, or societies - Yes Is Selected</p>					
<p>Professional or pre-professional clubs, organizations, or societies</p>					
<p>If Do you participate in each of the following types of activities? Political, environmental, or civic activist clubs, organizations, or societies - Yes Is Selected</p>	○	○	○	○	○
<p>Political, environmental, or civic activist clubs, organizations, or societies</p>					
<p>If Do you participate in each of the following types of activities? Religious/spiritual clubs, organizations, or societies - Yes Is Selected</p>	○	○	○	○	○
<p>Religious/spiritual clubs, organizations, or societies</p>					
<p>If Do you participate in each of the following types of activities? Community</p>	○	○	○	○	○

service or volunteering - Yes Is Selected Community service or volunteering					
If Do you participate in each of the following types of activities? Working on campus at a job (including work study programs) - Yes Is Selected Working on campus at a job (including work study programs)	<input type="radio"/>				

Dem Inst The following questions ask for you to provide personal information such as your class level, age, gender, and major. If there is a question you do not want to answer, you may skip it.

D1 Have you ever been enrolled in:

	No	Yes
An online course offered at this college or university for credit	<input type="radio"/>	<input type="radio"/>
An online course offered by another college or university for credit	<input type="radio"/>	<input type="radio"/>
A free online course not offered for college or university credit	<input type="radio"/>	<input type="radio"/>

D2 What is your major? If you are enrolled with a double major, please select the major that you consider to be your primary major.

- Advertising
- Aerospace Studies
- African, African American, and Diaspora Studies
- American Studies
- Anthropology
- Archaeology
- Art History
- Asian Studies
- Biochemistry
- Biology
- Biomedical Engineering
- Broadcast Journalism
- Business
- Business Journalism
- Chemistry
- Child Development and Family Studies
- City and Regional Planning
- Classics
- Clinical Laboratory Science
- Communication Studies
- Comparative Literature
- Computer Science
- Contemporary European Studies
- Creative Writing
- Dental Hygiene
- Dramatic Art
- Economics
- Education
- Electronic Communication
- Elementary Education
- English
- Environmental Sciences
- Environmental Studies
- Exercise and Sport Science
- Geology
- Geography (Environment and Physical Systems)
- Geography (Social and Cultural)
- Germanic and Slavic Languages and Literatures
- Global Studies
- History
- Information Science
- Interdisciplinary Studies
- Journalism and Mass Communication
- Latin American Studies
- Latina/o Studies

- Linguistics
- Management and Society
- Marine Sciences
- Marketing Management
- Mathematical Decision Sciences
- Mathematics
- Medieval and Early Modern Studies
- Middle Grades Education
- Military Science
- Multimedia
- Music
- Music Education
- Naval Science
- Nursing
- Operations
- Peace, War, and Defense
- Pharmacy
- Philosophy
- Photojournalism
- Physics and Astronomy
- Political Science
- Pre-Health (Pre-Dental, Pre-Med, Pre-Optometry, Pre-Veterinary)
- Pre-Law
- Psychology (Behavioral, Clinical, or Cognitive)
- Psychology (Developmental and Social)
- Public Health (Biostatistics, Environmental Health Sciences, Health Policy and Management, and Nutrition)
- Public Policy
- Public Relations
- Radiologic Science
- Real Estate
- Religious Studies
- Reporting
- Romance Languages and Literatures
- Sales
- Social and Economic Justice
- Sociology
- Speech and Hearing Sciences
- Statistics
- Studio Art
- Sustainability Studies
- UNC-BEST (Science and Teaching)
- Women's and Gender Studies

D3 Do you identify as:

- Female
- Male
- I don't identify with either of these
- I prefer not to answer this question

D4 What is your GPA? If you are not sure, please give us your best estimate:

D5 What year were you born?

D6 Do you live in a residence hall or other on-campus or residential student housing facility?

- No
- Yes

D7 Have you ever (please select all that apply):

- Transferred from a 2-year college or community college to a 4-year college or university
- Transferred from a 4-year college or university to another 4-year college or university
- Considered transferring from this college or university to another college or university

D8 Did one or more of your parents complete a degree from a 4-year college or university?

- No
- Yes

D9 Have you received or are you currently eligible for a Federal Pell Grant?

- No
- Yes

D10 Please select all forms of employment that currently apply for you (excluding employment at a campus library):

- A full-time job (on campus)
- A full-time job (off campus)
- A part-time job (on campus)
- A part-time job (off campus)

D11 Are you of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican American, or Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin

D12 Please select the population group or groups that you most closely identify with from the list below:

- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Black or African American
- White
- Other: _____
- I prefer not to answer this question

D13 Are you an international student or foreign national?

- No
- Yes

D14 Are you currently serving on active duty or are you a veteran of the U.S. Armed Forces, National Guard, or Reserves?

- No
- Yes

Free 1 We would value any additional feedback. Please use the space below to provide any further information or comments you would like to share with us about your experience at this college or university.

Free 2 Please use the space below to provide any additional feedback or comments you would like to share with us about this survey or any of the questions in this survey:

UNC Graduate Student Survey

How important or unimportant is it to you to achieve each of the following goals as a result of your experience at this college or university?

Q1 Having advanced academic knowledge about a specific subject, field, or major

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q2 Studying abroad or participating in an international program for credit

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q3 Taking general courses on many different topics

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q4 Building my resume or CV with career-related experiences

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q5 Improving my critical thinking or problem solving skills

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q6 Collaborating on research projects with professors or advisors

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q7 Having a specific GPA

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q8 Getting involved with or leading organized extracurricular activities, such as clubs, sports, campus leadership, sororities/fraternities, etc.

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q9 Developing a professional network

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q10 Participating in social events

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q11 Getting a degree or certificate

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q12 Choosing a career or post-graduation plan

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q13 Collaborating on group projects or in teams with other students

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q14 Enrolling in an additional degree program (such as a second bachelor's, master's, doctoral, or professional degree)

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q15 Getting a job upon graduation

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

When you think about the type of job or career that you hope to have, how important or unimportant is each of the following goals to you personally?

Q16 Having a job that pays a lot of money or a high salary

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q17 Having a job that is personally rewarding or enriching

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q18 Having a job that makes me happy or proud

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q19 Having a job in a specific region, area, or city

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q20 Having a job that makes my family happy or proud

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q21 Having a job that provides a healthcare plan

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q22 Having a job that makes a difference to society

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q23 Having a job that allows me to serve my country

- Very Unimportant
- Unimportant
- Somewhat Unimportant
- Neither Important nor Unimportant
- Somewhat Important
- Important
- Very Important

Q24 And, when you think about the type of job or career that you hope to have, how useful do you think each of the following factors will be in helping you get your desired job or career?

	Not at all Useful	Not too Useful	Somewhat Useful	Very Useful	Extremely Useful
My major, field, or program of study	<input type="radio"/>				
The reputation or ranking of my college or university	<input type="radio"/>				
My collaborative research experience with professors or instructors at this college or university	<input type="radio"/>				
The type of degree that I expect to receive (such as a B.A., M.A., Ph.D., J.D., M.D., M.B.A., etc.)	<input type="radio"/>				
My extra-curricular activities (such as sports, clubs, student organizations, etc.)	<input type="radio"/>				
My work experience or internship(s)	<input type="radio"/>				
My professional network	<input type="radio"/>				
My faculty mentor(s) or advisor(s)	<input type="radio"/>				

Q25 Overall, how would you rate your experience at this college or university so far?

- Very Poor
- Poor
- Somewhat Poor
- Average
- Somewhat good
- Good
- Very Good

Q26 Which of the following degrees are you pursuing at this college or university? Please select all that apply:

- Master's and/or professional degree (such as a J.D., M.A., M.B.A., M.D., etc.)
- Ph.D.

Answer If Which of the following degrees are you pursuing at this college or university? Please select all that apply: Master's and/or professional degree (such as a J.D., M.A., M.B.A., M.D., etc.) Is Selected

Q27 Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program:

- Coursework or seminars for my degree or program
- Practical training (e.g. fieldwork, internship, clinical practice/rotation, clerkship, etc.)
- Preparing for a board, certifying, or other qualifying exam
- Research or writing for my thesis or capstone project or research paper
- Preparing to defend my thesis or capstone project or research paper
- Preparing to file my thesis or capstone project or research paper

Answer If Which of the following degrees are you pursuing at this college or university? Please select all that apply: A Ph.D. Is Selected

Q28 Please select the stage from the following list that best describes where you are in your Ph.D. program:

- Coursework or seminars required for my degree or program
- Preparing for a comprehensive, qualifying, oral, or other type of Ph.D. exam
- Research or writing for my dissertation prospectus
- Advanced to candidacy or "all but dissertation" (ABD)
- Collecting data or conducting original research for my dissertation
- Writing my dissertation
- Preparing to defend my dissertation
- Preparing to file my dissertation

Q29 Graduate students may have the opportunity to teach undergraduate or graduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you have taught while enrolled as a graduate student at this college or university (select all that apply):

- A lower division undergraduate course (first and second year) as a TA
- A lower division undergraduate course (first and second year) as the instructor-of-record
- An upper division undergraduate course (third and fourth year) as a TA
- An upper division undergraduate course (third and fourth year) as the instructor-of-record
- A graduate-level course as a TA
- A graduate-level course as the instructor-of-record
- N/A (I have not been employed as a TA or instructor-of-record at this college or university)

Answer If Please select the stage from the following list that best describes where you are in your master's program: Coursework or seminars required for my degree or program Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Coursework or seminars required for my degree or program Is Selected

Q30 In the courses you are currently taking, how often are you assigned each of the following types of work?

	Never	Rarely	Sometimes	Regularly
Literature reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literary essays or other papers that do not require research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fieldwork, internships, clinical practice/rotations, or clerkships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations or multimedia projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coding, software, or programming assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem sets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art or design projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If At what stage are you in your master's program? Coursework or seminars required for my degree or program Is Selected Or At what stage are you in your Ph.D. program? Coursework or seminars required for my degree or program Is Selected

Q31 In the courses you are currently taking, how often do you use each of the following types of sources of information?

	Never	Rarely	Sometimes	Regularly
News or magazine articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data or datasets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readers or course packs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection(s) of historical documents or records (such as rare books, hand-written letters or diaries, artifacts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images or scans of images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks or textbook chapters (not including E-book versions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic or E-book versions of textbooks or textbook chapters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video, audio or other multimedia materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unpublished works or manuscripts (such as planning documents, agency reports, white papers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles or other academic articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books, book chapters, or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>novels (not including textbooks or E-book versions)</p> <p>E-books, E-book chapters, or electronic versions of novels (not including E-book versions of textbooks)</p> <p>Online video tutorials (such as videos available on Khan Academy, Lynda.com, YouTube, etc.)</p> <p>Online educational resources that are not videos (such as Wikipedia, study guides, etc.)</p> <p>Other study resources (such as notes, flash cards, study guides or handouts, etc.)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Answer If Please select the stage from the following list that best describes where you are in your Ph.D. program: Research or writing for my dissertation prospectus Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing for a comprehensive, qualifying, oral, or other type of Ph.D. exam Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Advanced to candidacy or "all but dissertation" (ABD) Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Collecting data or conducting original research for my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Writing my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to defend my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to file my dissertation Is Selected

Q32 How often do you use each of the following types of sources of information in your research?

	Never	Rarely	Sometimes	Regularly
News or magazine articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data or datasets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images or scans of images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection(s) of historical documents or records (such as rare books, hand-written letters or diaries, artifacts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video, audio or other multimedia materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks or textbook chapters (not including E-book versions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic or E-book versions of textbooks or textbook chapters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unpublished works or manuscripts (such as planning documents, agency reports, white papers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other study resources (such as notes, flash cards, study guides or handouts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles or other academic articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books, book chapters, or novels (not including textbooks or E-book versions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-books, E-book chapters, or electronic versions of novels (not including E-book versions of textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online video tutorials (such as videos available on Khan Academy, Lynda.com, YouTube, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online educational resources that are not videos (such as Wikipedia, study guides, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33a Please think about your most recently completed research paper or project. Which of the following starting points did you use to begin your research?

- A general search engine (such as Google, Yahoo!, or Bing)
- The library's website
- An academic search engine or database (such as Google Scholar or JSTOR)
- N/A (I have never, or I have not yet, completed a research paper or project)
- Other (please fill in): _____

Q33b Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research?

- The library building
- A general purpose search engine on the internet or world wide web
- Your online library catalog
- A specific electronic research resource/computer database

Please read the following statements and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.

Answer If Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Coursework or seminars for my degree or program Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Coursework or seminars required for my degree or program Is Selected Or Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Practical training (e.g. fieldwork, internship, clinical practice/rotation, clerkship, etc.) Is Selected

Q34 I find it difficult to access the information and resources I need for my coursework, fieldwork, internships, or research projects

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing for a comprehensive, qualifying, oral, or other type of Ph.D. exam Is Selected **And** Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Preparing for a board, certifying, or other qualifying exam Is Selected

Note: No data was recorded for this answer because it was qualified w/ an "AND" instead of an "OR"

Q35 I find it difficult to access to the information and resources I need to prepare or study for my Ph.D. or other qualifying examination(s)

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Please select the stage from the following list that best describes where you are in your Ph.D. program: Advanced to candidacy or "all but dissertation" (ABD) Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Collecting data or conducting original research for my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Writing my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to defend my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to file my dissertation Is Selected

Q36 I find it difficult to access to the information and resources I need to complete my dissertation

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Coursework or seminars for my degree or program Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Coursework or seminars required for my degree or program Is Selected Or Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Practical training (e.g. fieldwork, internship, clinical practice/rotation, clerkship, etc.) Is Selected

Q37 I am motivated to do cutting edge or novel work in my fieldwork, internships, seminars or courses

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Please select the stage from the following list that best describes where you are in your Ph.D. program: Advanced to candidacy or "all but dissertation" (ABD) Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Collecting data or conducting original research for my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Writing my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to defend my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to file my dissertation Is Selected

Q38 I am motivated to do cutting edge or novel work for my dissertation

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Please select the stage from the following list that best describes where you are in your Ph.D. program: Advanced to candidacy or "all but dissertation" (ABD) Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Collecting data or conducting original research for my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Writing my dissertation Is Selected Or Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Research or writing for my thesis or capstone project or research paper Is Selected Or Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Preparing to defend my thesis or capstone project or research paper Is Selected Or Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Preparing to file my thesis or capstone project or research paper Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to file my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to defend my dissertation Is Selected

Q39 I have access to a location on campus where I can work effectively on my dissertation, thesis, or research or capstone projects

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If At what stage are you in your master's program? Coursework or seminars required for my degree or program Is Selected Or At what stage are you in your Ph.D. program? Coursework or seminars required for my degree or program Is Selected

Q40 My instructors help me develop the research skills to find and use academic sources of information

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q41 Campus librarians or library staff help me develop the research skills to find and use academic sources of information

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q42 The library serves as a starting point for locating information, resources, or citations that I use for my coursework or research

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q43 Today, a degree obtained from a fully online program is as valuable as a degree obtained from a traditional college or university experience

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q44 Today, it would be fine with me if all of the courses in my degree program were taught online

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q45 At this institution, have you ever:

	No	Yes
Collaborated on a research project with one or more other graduate students	<input type="radio"/>	<input type="radio"/>
Collaborated on a research project with one or more faculty members	<input type="radio"/>	<input type="radio"/>
Collaborated on a research project with one or more undergraduate students	<input type="radio"/>	<input type="radio"/>
Presented or published your own research as the sole author	<input type="radio"/>	<input type="radio"/>
Presented or published research as a co-author	<input type="radio"/>	<input type="radio"/>
Held a position as a graduate research assistant	<input type="radio"/>	<input type="radio"/>
Received acknowledgment for contributions in the published work of others	<input type="radio"/>	<input type="radio"/>

Answer If Have you ever: Collaborated on a research project with one or more faculty members - Yes Is Selected

Q46 How often do you collaborate on research projects with one or more faculty members?

- Never
- Rarely
- Sometimes
- Regularly

Answer If Have you ever: Collaborated on a research project with one or more faculty members - Yes Is Not Selected

Inst 4 Please read the following statement and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.

Answer If At this institution, have you ever: Collaborated on a research project with one or more faculty members - Yes Is Not Selected

Q47 Collaborating on research projects with faculty members is not valuable for the type of career I am interested in pursuing

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q48 How important or unimportant is it to you that your research reaches each of the following possible audiences?

	Very Unimportant	Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Important	Very Important
Scholars in my specific subdiscipline or field of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholars in my discipline but outside of my specific subdiscipline or field of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholars outside my discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionals outside of academia in areas related to my research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The general public beyond the scholarly and associated professional community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 How important or unimportant to your research is each of the following digital research activities and methodologies today?

	Very Unimportant	Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Important	Very Important
Computational analysis of text (text mining)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GIS/mapping of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis of quantitative data that you generate in the course of your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis of pre-existing quantitative data that you do not generate in the course of your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing software or code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using models or simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Please select the stage from the following list that best describes where you are in your Ph.D. program: Advanced to candidacy or "all but dissertation" (ABD) Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Collecting data or conducting original research for my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Writing my dissertation Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to defend my dissertation Is Selected Or Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Research or writing for my thesis or capstone project or research paper Is Selected Or Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Preparing to defend my thesis or capstone project or research paper Is Selected Or Please select the stage or stages from the following list that best describe(s) where you are in your master's or professional degree program: Preparing to file my thesis or capstone project or research paper Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Preparing to file my dissertation Is Selected

Q50 How important or unimportant were each of the following considerations for you in choosing the topic or your dissertation, thesis, or capstone project?

	Very Unimportant	Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Important	Very Important
My own interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My perceptions of gaps in the existing research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from other graduate students or peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available funding or grant opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicality or feasibility of a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available opportunities to publish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility or reproducibility of needed data, images,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

or primary source materials							
Accessibility of needed academic books or journal articles	<input type="radio"/>						
My dissertation chair's or faculty advisor's interests	<input type="radio"/>						
Future tenure decisions, merit increases, or promotions	<input type="radio"/>						
Future non-academic career options	<input type="radio"/>						

Q51 How useful is it to you professionally that you publish your research in each of the following formats?

	Not at all Useful	Not too Useful	Somewhat Useful	Very Useful	Extremely Useful
Peer-reviewed journals or journal articles	<input type="radio"/>				
Non-peer reviewed books, magazine, news, or journal articles that do not specifically target an academic audience (such as those published by a professional, trade, or popular press)	<input type="radio"/>				
Scholarly monographs, books, or edited volumes published by an academic press	<input type="radio"/>				
Published conference proceedings or working papers	<input type="radio"/>				
Blogs, social media, or another public personal webpage	<input type="radio"/>				
Open Access articles published online in journals or	<input type="radio"/>				

institutional repositories					
Non-peer reviewed "gray literature" (such as reports published by government agencies or NGOs)	<input type="radio"/>				
Digital publications other than the types of publication options listed above, including publications that are not primarily textual	<input type="radio"/>				
Other (please fill in):	<input type="radio"/>				

Inst 6 How useful is it to you personally that your campus library provides each of the services listed below? Or, if one or more services are not currently provided, please tell us how useful it would be to you personally if your campus library provided the service(s).

Q52 The library stores, organizes, and keeps track of books, articles, data, images, or other resources

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q53 The library pays for resources that I need for my coursework or research, from academic journals to books to electronic databases

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q54 The library building has a space or spaces where students are able to study

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q55 The library building has a space or spaces where students are able to socialize

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q56 The library has good snacks, drinks, or food available in the building

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q57 The library has an archive or a collection of historical documents or records that I use for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q58 The library's website has a specific page for or guide to my courses, major, field, or program of study

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Answer If Please select the stage from the following list that best describes where you are in your master's program: Coursework or seminars required for my degree or program Is Selected Or Please select the stage from the following list that best describes where you are in your Ph.D. program: Coursework or seminars required for my degree or program Is Selected

Q59 The library's website has an e-reserve or online system for accessing readings assigned by my instructors

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q60 The library provides computers that I use for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q61 The library provides printers that I use for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q62 The library provides software or computer applications that I use for my coursework or research (such as statistical analysis programs, Word/Excel/PowerPoint, Internet browsers, etc.)

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Inst 7 How useful is it to you personally that your campus librarians or library staff provide each of the services listed below. Or, if one or more services are not currently provided, please tell us how useful it would be to you personally if your campus librarians or library staff provided the service(s).

Q63 Librarians or library staff provide assistance or guidance about coursework or research at any time of day or night (24/7)

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q64 Librarians or library staff go into classrooms and teach about how to find sources for course-specific research papers or projects

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q65 Librarians or library staff provide assistance or guidance with tools used to mine or manipulate digital information

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q66 Librarians or library staff provide assistance or guidance with managing data or datasets that I use for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q67 Librarians or library staff provide help for learning about technology, digital, or online tools that I need for my coursework or research

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q68 Librarians or library staff provide support in learning and using online search engines, databases, or tools

- Not at all Useful
- Not too Useful
- Somewhat Useful
- Very Useful
- Extremely Useful

Q69 Are you currently or have you ever been employed in a campus library at this college or university?

- No
- Yes

Q70 Have you ever been in a library building on campus at this college or university?

- No
- Yes

Answer If Have you ever been in a library building on campus at this college or university? Yes Is Selected

Q71 Last week, about how many times did you go in a library building on campus at this college or university? If you are currently employed in a campus library, please do not include work-related time when answering this question.

- 0 times
- 1 - 5 times
- 6 - 10 times
- 11 - 15 times
- More than 15 times

Answer If Have you ever been in a library building on campus at this college or university? Yes Is Selected

Q72 In general, about how long do you usually stay when you go in a library building on campus at this college or university? If you are currently employed in a campus library, please do not include work hours when answering this question.

- Less than 15 minutes
- 15 - 30 minutes
- 31 - 45 minutes
- 46 - 60 minutes
- More than 1 hour

Answer If Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A lower division undergraduate course (first and second year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A lower division undergraduate course (first and second year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... An upper division undergraduate course (third and fourth year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... An upper division undergraduate course (third and fourth year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A graduate-level course as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A graduate-level course as the instructor-of-record Is Selected

Inst 8 Please read the following statements and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.

Q73 I would like to adopt new pedagogies or instructional approaches that take advantage of the opportunities offered by digital technology

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A lower division undergraduate course (first and second year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A lower division undergraduate course (first and second year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... An upper division undergraduate course (third and fourth year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... An upper division undergraduate course (third and fourth year) as the instructor-of-record Is Selected

Q74 My students have poor research skills related to locating academic information or citations

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... A lower division undergraduate course (first and second year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... A lower division undergraduate course (first and second year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... An upper division undergraduate course (third and fourth year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... An upper division undergraduate course (third and fourth year) as the instructor-of-record Is Selected

Q75 It is principally my responsibility to develop the research skills of my students

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... A lower division undergraduate course (first and second year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... A lower division undergraduate course (first and second year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... An upper division undergraduate course (third and fourth year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... An upper division undergraduate course (third and fourth year) as the instructor-of-record Is Selected

Q76 It is principally my academic library's responsibility to develop the research skills of my students

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... A lower division undergraduate course (first and second year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... A lower division undergraduate course (first and second year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... An upper division undergraduate course (third and fourth year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... An upper division undergraduate course (third and fourth year) as the instructor-of-record Is Selected

Q77 It is principally my students' own responsibility to develop their research skills

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... A lower division undergraduate course (first and second year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... A lower division undergraduate course (first and second year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... An upper division undergraduate course (third and fourth year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you ha... An upper division undergraduate course (third and fourth year) as the instructor-of-record Is Selected

Q78 Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A lower division undergraduate course (first and second year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A lower division undergraduate course (first and second year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... An upper division undergraduate course (third and fourth year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... An upper division undergraduate course (third and fourth year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A graduate-level course as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A graduate-level course as the instructor-of-record Is Selected

Q79 I expect the students I teach to locate and use primary academic sources – newspapers, historical documents, data, images – in their coursework or student research projects

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Answer If Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A lower division undergraduate course (first and second year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A lower division undergraduate course (first and second year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... An upper division undergraduate course (third and fourth year) as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... An upper division undergraduate course (third and fourth year) as the instructor-of-record Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A graduate-level course as a TA Is Selected Or Graduate students may have the opportunity to teach undergraduate courses, either as a teaching assistant (TA) or as the instructor-of-record (lecturer). Please select which types of courses you... A graduate-level course as the instructor-of-record Is Selected

Q80 I expect the students I teach to locate and use secondary academic sources – journals and books – in their coursework or student research projects

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Dem Inst The following questions ask for you to provide personal information such as your class level, age, gender, and field (major). If there is a question you do not want to answer, you may skip it.

D1 Have you ever been enrolled in:

	No	Yes
An online course offered at this college or university for credit	<input type="radio"/>	<input type="radio"/>
An online course offered by another college or university for credit	<input type="radio"/>	<input type="radio"/>
A free online course not offered for college or university credit	<input type="radio"/>	<input type="radio"/>

D2 What is your primary academic department or school? If you are enrolled in a dual degree program, please select the department or school that you consider to be your primary program of study.

- American Studies
- Anthropology
- Art
- Biology
- Biological & Biomedical Sciences
- Biomedical Engineering
- Biostatistics
- Business Administration
- Chemistry
- City & Regional Planning
- Classics
- Communication Studies
- Computer Science
- Dentistry
- Doctor of Dentistry
- Doctor of Pharmacy
- Dramatic Art
- Ecology
- Economics
- Education
- English & Comparative Literature
- Environmental Sciences & Engineering
- Epidemiology
- Exercise & Sport Science
- Friday Center for Continuing Education
- Geography
- Geological Sciences
- German Studies
- Global Studies
- Health Behavior
- Health Policy & Management
- History
- Human Movement Science
- Information & Library Science
- Journalism & Mass Communication
- Linguistics
- Marine Sciences
- Materials Science
- Maternal & Child Health
- Mathematics
- Musicology
- Nursing
- Nutrition
- Occupational Therapy
- Occupational Science

- Pharmaceutical Sciences
- Philosophy
- Physics & Astronomy
- Political Science
- Psychology
- Public Administration
- Public Health Leadership
- Public Policy
- Rehabilitation Counseling & Psychology
- Religious Studies
- Romance Languages & Literatures
- School of Business (Kenan-Flagler Business School)
- School of Education
- School of Law
- School of Medicine
- Social Work
- Sociology
- Speech & Hearing Sciences
- Statistics & Operations Research

D3 Do you identify as:

- Female
- Male
- I don't identify with either of these
- I prefer not to answer this question

D4 How many years have you been enrolled as a graduate student at this college or university?

D5 What year were you born?

Q6 What year did you graduate with your Bachelor's degree?

D7 Do you live in a residence hall or other on-campus or residential student housing facility?

- No
- Yes

D8 Have you ever (please select all that apply):

- Transferred from a 2-year college or community college to a 4-year college or university
- Transferred from a 4-year college or university to another 4-year college or university
- Transferred from a graduate program to another graduate program within the same college or university
- Transferred from a graduate program to another graduate program at a different college or university
- Considered transferring from this college or university to another college or university

D9 Did one or more of your parents complete a degree from a 4-year college or university?

- No
- Yes

D10 Have you ever received a Federal Pell Grant?

- No
- Yes

D11 Please select all forms of employment that currently apply for you (excluding employment at a campus library):

- A full-time job (on campus)
- A full-time job (off campus)
- A part-time job (on campus)
- A part-time job (off campus)

D12 Are you of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican American, or Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin

D13 Please select the population group or groups that you most closely identify with from the list below:

- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Black or African American
- White
- Other: _____
- I prefer not to answer this question

D14 Are you an international student or foreign national?

- No
- Yes

D15 Are you currently serving on active duty or are you a veteran of the U.S. Armed Forces, National Guard, or Reserves?

- No
- Yes

Free 1 We would value any additional feedback. Please use the space below to provide any further information or comments you would like to share with us about your experience at this college or university.

Free 2 Please use the space below to provide any additional feedback or comments you would like to share with us about this survey or any of the questions in this survey:

Appendix C: Academic Areas Key

Arts & Humanities

- African, African American & Diaspora
- American Studies
- Art
- Asian Studies
- Classics
- Dramatic Art
- English and Comp Literature
- Germanic and Slavic Languages and Literature
- History
- Institute for the Study of the Americas
- Linguistics
- Music
- Philosophy
- Religious Studies
- Research labs of Archaeology
- Romance Languages

Business

- Business Administration

Health Sciences

- Allied Health Sciences
- Biomedical Engineering -UG
- Biostatistics
- Dentistry – Gen Academic Instr
- Exercise and Sport Science
- Health Policy & Management
- Nursing
- Nutrition
- Pharmacy

Law

Natural Sciences

- Biology
- Chemistry
- Computer Science
- Environment and Ecology
- Environmental Sciences and Engineering
- Geological Sciences
- Mathematics
- Physics - Astronomy
- Statistics and Operations Research

Social Sciences

- Anthropology
- Communication Studies
- Economics
- Education
- Geography
- Global Studies
- Information and Library Science
- Journalism / Mass Communication
- Peace, War, & Defense
- Political Science
- Psychology
- Public Policy
- School of Education
- Sociology
- Women's and Gender Studies

Undecided