
Information overload

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Abstract

Unlimited access to the Internet and the widespread availability of both full-text electronic resources and printed materials in many academic libraries offer almost unrestricted access to users for their research and curriculum needs. Yet the overwhelming availability and supply of information forces users to sort and filter through the wealth of information and sometimes make educated guesses regarding their validity and reliability. In order to determine user priorities and preferences for information resources and their selection criteria, questionnaires were distributed to faculty, graduate, and selected upper-level undergraduate students of the Departments of Economics, Political Science, and the George Bush School of Government and Public Service at Texas A&M University. The survey results show that for scholarly research or serious curriculum needs the use of printed materials is still popular among faculty and graduate students, while undergraduates primarily prefer to use Internet services.

Electronic access

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Introduction

The Policy Sciences and Economics Library (PSEL) is a specialized branch library on the Texas A&M University's College Station campus. As a branch library, PSEL has limited space and electronic resources have certain advantages over physical holdings; therefore, the use of electronic resources is encouraged. Accordingly, it was proposed that some of the print serials be converted to electronic format because of space savings and improved access. Prior to executing any formal changes, a survey was conducted to determine user preferences. We wanted to know the how and who of PSEL customers as compared to those of the main library and other branch libraries on campus. Importantly, we were seeking information regarding user format preferences for journals, databases and books. The survey involved library patrons from the Departments of Economics and Political Science and the George Bush School of Government and Public Service during the Spring semester of 2001. With this direct feedback we hoped to more quickly meet user needs and involve our customers in collection development activities.

Literature review

Reviewing literature on library users' resource preferences yielded no articles about our three targeted types of users: faculty, graduate and undergraduate students. D'Esposito and Gardner (1999) discussed the results of focus sessions with 15 lower-level undergraduates. The focus sessions investigated the undergraduates' perception of the Internet and if or how it could relate to the library. The students did not readily see a connection between the Internet and the library. Generally, the students would gravitate toward the Internet if there was a time constraint. Often students felt that they were knowledgeable in searching on the Internet and preferred this medium over the library resources (Brown, 1999). However Spink *et al.* (2001) found that people's

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interaction with the Web search engines were short and limited. Most users created simple and short search queries. Weingart and Anderson (2000) focused on faculty perceptions of electronic databases and the library's home page. However, the article did not discuss the resource format preferences of faculty.

Slagell (2001) focused on the pros and cons of electronic journals. It appears that once a library begins to receive electronic journals, there is a large degree of advertising and teaching that must occur before patrons become aware of the new resources and how to use them (Weingart and Anderson, 2000). Instruction must be ongoing to reach the new students and faculty. Advertising is also essential because both collections and formats are ever changing.

Statement of the problem

As the World Wide Web is used increasingly to facilitate electronic communication, library users are bombarded with both free Internet and paid academic electronic resources in addition to traditional print materials. Since patrons must sort and filter through this extensive information to satisfy their curriculum and research needs, librarians need to reevaluate user preferences concerning information resources and access. The PSEL staff created a survey (distributed to faculty, graduate students, and selected undergraduate students) to examine user awareness of available library resources and their information format preferences. PSEL will use the results of the survey to redistribute collection management allocations, further enhance its library Web sites, and reevaluate customer needs for training on electronic resources.

Objectives

This study investigates the searching methods utilized by PSEL users to find information as well as their information format preferences. Our objective was to identify the factors that determine where users are going to search and determine which and what types of library

resources were being utilized on the Texas A&M University campus. While the trend is to add to the library's electronic collection, we wanted to find out format preferences for journals, databases, and books for four distinct levels of users: faculty, graduate students, upper-division undergraduate students, and lower-division undergraduate students. We suspected the upper-division undergraduate students, graduate students, and professors were relying more heavily on their specialized branch libraries than the main library. Finally, PSEL wanted to assess the users' level of familiarity with the library's electronic and print resources. The information gathered would give us a better understanding of user patterns and lead us to create better access points and customized library collections.

Methodology

Those polled included professors and graduate and undergraduate students in the Departments of Economics and Political Science and the George Bush School of Government and Public Service. Undergraduate students from each division of economics and political science were selected to complete the print version of the survey. The six classes that participated were selected from the ECON 200, ECON 300, ECON 400, POLS 200, POLS 300, and POLS 400 level courses.

A survey, consisting of 25 questions, was created (see appendix) in both paper and electronic format. To create uniformity between the respondents' answers and standardize results, 14 of the 25 questions were presented in multiple-choice format. The remaining 11 questions provided space for respondents to include their unabridged opinions and were used to validate their previous replies. For example, one might say they preferred an electronic journal format versus the print format because of its full-time accessibility feature.

The electronic survey was developed as a standard HTML Web form. ColdFusion was used to create a unique response code for each submission. It is a powerful and popular tag-based server-side scripting language, similar in concept to active server pages (ASP), for

easily building and deploying Web-based applications. When a user submitted a survey, a back-end ColdFusion template checked the data for errors. The results were then stored in a Microsoft Access database on the Web server. Both electronic and printed versions of the study were anonymous.

The faculty and graduate students in the Departments of Economics and Political Science, as well as the George Bush School of Government and Public Service, received the survey via e-mail since their group e-mail addresses were readily available. Two follow-up e-mail messages were sent to prompt them to complete the survey and as notification of the approaching deadline. Due to the time constraints and lack of accurate e-mail addresses for the undergraduate students, they participated in a print survey. To create a controlled environment, instructors distributed the surveys to each class and collected them after a set period of time.

After the April 27, 2001 survey deadline, the data was entered into the MS Access survey database to consolidate the faculty, graduate and undergraduate data. The data were sorted by group and class level (i.e. faculty, graduates, ECON 400, POLS 400, ECON 300, POLS 300, ECON 200 and POLS 200) and saved as separate databases in MS Access. Each database then exported and saved as its own Microsoft Excel file. The data was manipulated to facilitate analysis and tables and graphs were created.

Data analysis and findings

A total of 580 people participated in the survey, including 15 faculty members, 30 graduate students and 535 undergraduate students (see Table I).

Included in the group of undergraduates were political science students enrolled in 400-level courses (69), 300-level courses (48) and 200-level courses (112); as well as economics students enrolled in 400-level courses (67), 300-level courses (44), and 200-level courses (195). Of these participants, the majority of lower-level undergraduate students used the main campus' library (322, 80.7 percent), whereas faculty (10, 66.7 percent) and graduate students (18, 60.0 percent) used the branch

Table I Total survey participants and most frequently used libraries

Survey participants	Libraries				Total
	Main	PSEL	WCL		
Faculty	15	4	10	0	14
Graduates	30	8	18	2	28
Upper-level undergraduates:					
POLS 400	69	46	19	3	68
ECON 400	67	37	7	19	63
Subtotal	181	95	54	24	173
Underclassmen:					
POLS 300	48	40	9	4	53
ECON 300	44	32	0	14	46
POLS 200	112	96	7	6	109
ECON 200	195	154	1	49	204
Subtotal	399	322	17	73	412
Total	580	417	71	97	585

specializing in policy sciences and economics most frequently. Upper-level undergraduates still used the main library (83, 61.0 percent) more frequently than the specialized branch (26, 19.1 percent), but a higher percentage of these students indicated use of the specialized branch library than their lower-level counterparts (17, 4.3 percent).

Faculty, graduate students, and upper-level undergraduate students cited accessibility (153, 84.5 percent) as the factor to most influence what sources they use when conducting research, followed by convenience (124, 68.5 percent), ease of use (105, 58.0 percent), and accuracy (104, 57.5 percent) (see Table II).

Lower-level undergraduates followed suit in choosing accessibility (253, 63.4 percent), convenience (208, 52.1 percent) and ease of use (194, 48.6 percent), respectively, to have the most bearing on where they conduct information searches. However, accuracy (162, 40.6 percent) took a back seat to both subject relevancy (182, 45.6 percent) and speed (178, 44.6 percent) for these undergraduate students.

Overall, most academic library users, whether faculty or students, do consider the accessibility (406, 70.0 percent) of a source most important, followed by convenience (332, 57.2 percent) and ease of use (299, 51.5 percent), when searching for information electronically. The fourth and fifth most influential factors for the total of all participants were speed (279, 48.1

Table II Most influential factors in users' information searches

	Accessibility	Accuracy	Convenience	Ease of use	Other
Faculty	13	9	12	8	50
Graduates	26	20	22	13	103
Upper-level undergraduates:					
POLS 400	61	39	50	46	239
ECON 400	53	36	40	38	201
Subtotal	153	104	124	105	593
Underclassmen:					
POLS 300	37	22	36	30	163
ECON 300	47	27	31	29	172
POLS 200	93	66	79	73	390
ECON 200	76	47	62	62	277
Subtotal	253	162	208	194	1002
Total	406	266	332	299	1595

percent) and subject relevancy (279, 48.1 percent) (see Figure 1 and Table III).

Faculty, graduate students and advanced undergraduates ranked speed (101, 55.8 percent) slightly higher than subject relevancy (97, 53.6 percent); whereas undergraduates preferred subject relevancy (182, 45.6 percent) to speed (178, 44.6 percent). In the end, accuracy (266, 45.9 percent) was ranked sixth among factors to affect the users' searches.

When asked to choose where they search for information pertaining to research and curriculum, an overwhelming number of participants chose free Internet resources (545,

94.0 percent). The library's online catalog, LibCat, was the second most popular source for information with 332 (57.2 percent) votes, followed by the library's electronic databases (236, 40.7 percent) and electronic journals (181, 31.2 percent). Other sources included instructors (169, 29.1 percent), peers (169, 29.1 percent), bookstores (108, 21.2 percent), e-books (56, 9.7 percent), and paid Internet resources (48, 8.3 percent) (see Figure 2 and Tables IV and V).

Upon closer inspection, it can be seen that usage trends are similar among each group surveyed. As a group, faculty, graduate students, and upper-level undergraduate students chose free Internet resources (175, 96.7 percent) most frequently, followed by LibCat (132, 72.9 percent), electronic databases (102, 56.4 percent), and electronic journals (95, 52.5 percent), when asked what sources they used to find information. While more graduate students chose the library's catalog (29, 96.7 percent) than did free Internet resources (27, 90.0 percent), the disparity between the numbers is small. However, the tendency to use free Internet resources, LibCat, electronic indexes, and electronic journals, respectively, with declining frequency, does hold for faculty (15 [100.0 percent]:12 [80.0 percent]:12 [80.0 percent]:11 [73.3 percent]) and upper-level undergraduates (133 [97.8 percent]:91 [66.9 percent]:64 [47.1 percent]:61 [44.9 percent]).

This trend also held true for all groups of lower-level undergraduates, as 370 (92.7 percent) chose free Internet resources, 200 (50.1 percent) chose LibCat, 134 (33.6 percent) chose electronic source indexes, and 86 (21.6 percent) chose electronic journals when asked what sources they use to find information. Unlike their more academically advanced counterparts, however, underclassmen chose peers (110, 27.6 percent) and instructors (94, 23.6 percent) more frequently than the library's collection of electronic journals.

Participants were asked what format they preferred (electronic, print or no preference) when using information sources such as scholarly journals, source indexes and books (see Table VI).

Electronic journals (180, 31.0 percent) were preferred to print journals (95, 16.3 percent)

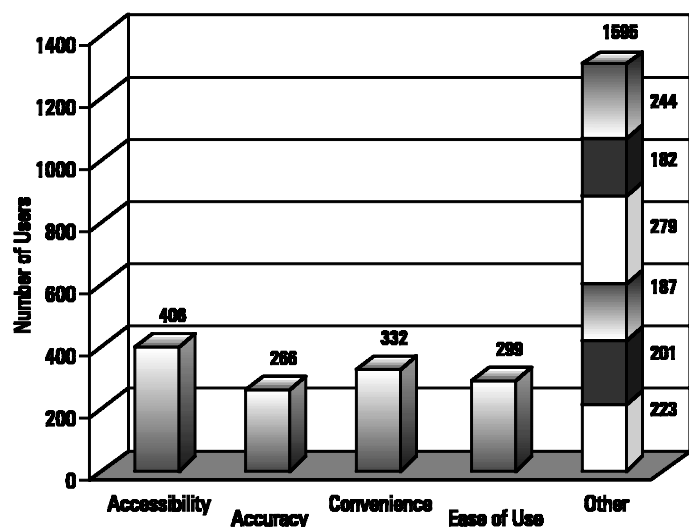
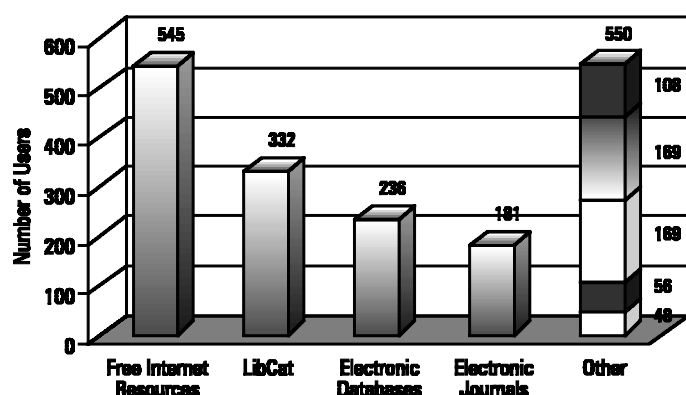
Figure 1 Most influential factors in users' information searches

Table III The “other” influential factors

	Cost	Dependability	Full-text	Speed	Subject relevancy	Timeliness	User- friendliness	Total
Faculty	8	5	9	11	6	4	7	50
Graduates	16	12	22	13	18	10	12	103
Upper-level undergraduates:								
POLS 400	33	34	33	42	42	23	32	239
ECON 400	33	25	16	35	31	29	32	201
Subtotal	90	76	80	101	97	66	83	593
Underclassment:								
POLS 300	23	17	22	28	32	16	25	163
ECON 300	25	25	14	30	25	22	31	172
POLS 200	55	47	45	68	75	47	53	390
ECON 200	30	36	26	52	50	31	52	277
Subtotal	133	125	107	178	182	116	161	1002
Total	223	201	187	279	279	182	244	1595

Figure 2 Sources most frequently used in information searches



overall, but faculty seemed to prefer print to electronic resources (9:5 [60.0 percent]:[33.3 percent]), while 113 (19.5 percent) indicated no preference, including one faculty member and three graduate students.

Concerning databases, a slight preference was shown for electronic versions (269, 46.4 percent) over print versions (73, 12.6 percent). However, an amount almost equally as large as those who showed preference to electronic databases showed no preference at all (257, 44.3 percent). Similar ratios (electronic: print: no preference) ran throughout faculty (13 [86.7 percent]:0 [0 percent]: 2 [13.3 percent]), graduate students (16 [53.3 percent]:5 [16.7 percent]:10 [33.3 percent]) and upper-level undergraduate

students (69 [50.7 percent]:20 [14.7 percent]:46 [33.8 percent]). A larger number of lower-level undergraduates indicated they had no preference (199, 49.9 percent) than preferred electronic databases (171, 42.9 percent).

An obvious preference was shown by all groups to print books. Overall, 210 (36.2 percent) preferred books in print, while only 137 (23.6 percent) held that they favored electronic books. This inclination (print: electronic) was seen throughout all groups, including faculty (13 [86.7 percent]:1 [6.7 percent]), graduate students (13 [43.3 percent]:8 [26.7 percent]), and all undergraduates (184 [34.4 percent]: 128 [23.9 percent]). However, as seen in the data concerning source indexes, a substantially large number (232, 40.0 percent) of those surveyed showed no preference to either print or electronic books. The same is true for graduate students (10, 33.3 percent), upper-level undergraduate students (46, 33.8 percent) and underclassmen (174, 43.6 percent). While only two (13.3 percent) faculty members showed no preference, the number of faculty favoring electronic books (1, 6.7 percent) was still smaller.

The final set of data examined measures the usage of the library's available electronic journals, databases, and books. By comparing this data to users' format preferences (Table VI), inferences can be made concerning their awareness of electronic resources provided by

Table IV Sources most frequently used in information searches

	Free Internet resources	LibCat	Electronic databases	Electronic journals	Other
Faculty	15	12	12	11	21
Graduates	27	29	26	23	46
Upper-level udergraduates:					
POLS 400	67	58	38	41	94
ECON 400	66	33	26	20	72
Subtotal	175	132	102	95	233
Underclassmen:					
POLS 300	46	38	25	21	62
ECON 300	43	19	13	6	39
POLS 200	108	64	43	38	128
ECON 200	173	79	53	21	88
Subtotal	370	200	134	86	317
Total	545	332	236	181	550

Table V The “other” sources used

	Paid Internet resources	Electronic books	Instructors	Peers	Bookstore	Total
Faculty	2	4	3	8	4	21
Graduates	3	7	15	16	5	46
Upper-level undergraduates:						
POLS 400	14	18	33	16	13	94
ECON 400	6	6	24	19	17	72
Subtotal	25	35	75	59	39	233
Underclassmen:						
POLS 300	3	7	23	15	14	62
ECON 300	3	3	12	16	5	39
POLS 200	7	6	37	45	33	128
ECON 200	10	5	22	34	17	88
Subtotal	23	21	94	110	69	317
Total	48	56	169	169	108	550

the library. Overall, most patrons use print journals, indexes, and books more than electronic forms. This statement holds especially true for books. A total of 47 (8.1 percent) said they have used electronic books, while 468 (80.7 percent) have not (see Table VII).

When compared to the data in Table VI, a much greater number said they prefer to use electronic books (137, 23.6 percent) than actually use (47, 8.1 percent) them. This discrepancy may indicate that the users who prefer electronic books are unaware of the

TAMU Library System's subscription to NetLibrary's electronic holdings and thus do not utilize books as an electronic resource.

A slightly higher percentage said they use electronic databases (133, 22.9 percent), but still more use print indexes (381, 65.7 percent). When compared to user preference (Table VI), a discrepancy is seen: 269 (46.4 percent) say they prefer databases in electronic format, yet only 133 (22.9 percent) use them. Again, this may suggest that users are unaware of the library's electronic database collection.

Table VI Users' format preference (electronic vs. print) of journals, databases and books

	Journals			Databases			Books		
	Electronic	Print	No preference	Electronic	Print	No preference	Electronic	Print	No preference
Faculty	5	9	1	13	0	2	1	13	2
Graduates	20	8	3	16	5	10	8	13	10
Upper-level undergraduates:									
POLS 400	39	19	11	38	6	25	16	30	23
ECON 400	34	19	13	31	14	21	24	19	23
Subtotal	98	55	28	98	25	58	49	75	58
Underclassmen:									
POLS 300	23	12	13	20	8	20	8	19	21
ECON 300	19	8	17	15	6	23	10	13	21
POLS 200	61	24	27	58	7	47	24	41	47
ECON 200	77	51	56	78	27	109	46	62	85
Subtotal	180	95	113	171	48	199	88	135	174
Total	278	150	141	269	73	257	137	210	232

Table VII User awareness reflected by electronic resource usage as compared to format preference

	Electronic journals		Electronic databases		Electronic books	
	Yes	No	Yes	No	Yes	No
Faculty	12	3	12	3	5	10
Graduates	22	8	12	14	5	23
Upper-level undergraduates:						
POLS 400	36	27	24	31	7	53
ECON 400	17	49	14	48	4	57
Subtotal	87	87	62	96	21	143
Underclassmen:						
POLS 300	24	19	17	26	5	36
ECON 300	5	33	6	33	0	35
POLS 200	36	74	29	72	11	95
ECON 200	31	158	19	154	10	159
Subtotal	96	284	71	285	26	325
Total	183	371	133	381	47	468

Perhaps indicating greater user awareness, the highest usage of an electronic version occurred for journals (183, 31.6 percent). This number closely corresponds to the number who said they prefer (180, 31.0 percent) electronic journals in Table VI. Though 371 (64.0 percent) of total survey participants still study scholarly journals in print, upper-echelon researchers actually indicated they use electronic versions more than print versions.

Faculty members use electronic (12, 80.0 percent) journals over physical copies (3, 20.0 percent). Graduate students also use electronic (22, 73.3 percent) journals to a greater extent than print (26.7 percent) items. When upper-level undergraduate students are included in the group, the number to indicate a preference for electronic (87, 48.1 percent) journals equals that for print (87, 48.1 percent) journals.

Conclusions

With the data collected from the survey, PSEL can revise its materials collection to meet the needs and expectations of their current patrons. It is not surprising that accessibility ranked as the most influential factor considered when faculty and students search for information electronically. The computer age has raised everyone's expectations of information access (for example, the popular phrase, "24/7"). This expectation should also lead to a preference for all electronic-based resources. The electronic format lends itself to availability beyond time and location constraints. However, the faculty often preferred the print to electronic format in both journals and books. This preference may be grounded in the inexperience with the use of electronic resources rather than with issues of accessibility and completeness. Most participants preferred print books. The issues with electronic books may include the discomfort of reading long passages of text on-line and copyright restrictions on printing. Interestingly, there were a high number of unselected preferences for print or electronic formats. This may indicate that the users were either uninformed, lacked the knowledge, or did not use the sources enough to be familiar with their pros and cons.

Convenience ranked as the second most influential factor. This is tied to the 24/7 mentality. Not only do users want to have easily accessible information but the gathering of the information should be effortless. Using a laptop with a wireless modem to access full-text journal articles at midnight would epitomize convenience. Ease of use was cited as the third most influential factor considered when seeking information.

The Internet was most often used to seek information by faculty and students because of its perceived higher accessibility, convenience, and ease of use than the more traditional sources of information. Of the participants, 90 percent use free Internet resources. Many of these users also use LibCat (57.2 percent) and electronic databases (40.7 percent). Some of the participants were confused by the term "free Internet resources." In the remarks sections,

participants indicated that they considered the library electronic resources as part of the "free Internet resources." Therefore the actual usage of LibCat and electronic resources is probably higher.

The faculty and graduate students surveyed overwhelmingly preferred PSEL over the larger general library. The specialized collection and the proximity of PSEL to their departments are probably factors in their usage of the library. Undergraduate students were the only group to use the main library (Evans) more often. This would coincide with the demands of their general studies courses.

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Appendix

RESEARCH AND CURRICULUM RESOURCE ENHANCEMENT SURVEY FORM

The purpose of this survey is to improve and enhance library resources and services, and to redistribute the allocated funds, in order to meet your research and curriculum needs. We would also like to increase patron attendance at the Policy Sciences & Economics Library (PSEL), as well as redesign the library homepage to be user-friendlier, based on your suggestions. In order to achieve our goal, your participation in this project is crucial, so your input is essential to the maximization and redistribution of allocated funds. Please take 10 – 15 minutes to fill out this survey and answer the questions that are relevant to you. Your privacy will be respected regardless of the method you use for submission. Please submit your completed survey via the web host (<https://sago.tamu.edu/misc/pselsurvey>), to the designated drop box in PSEL, or to the attending professor by April 27, 2001.

Thank you for your participation in this important project.

Suzanne D. Gyeszly
Director, PSEL

Pauline Melgoza
Science Librarian

Status: ☐ Faculty ☐ Graduate ☐ Undergraduate ☐ Other, please specify:

College/Department: ☐ Bush School ☐ Economics ☐ Political Science ☐ Other, please specify:

1. Which libraries do you use frequently for research and curriculum purposes? Please number from 1-5, with 1 being the most frequently used.

- ☐ Sterling C. Evans Library and Annex (Evans)
- ☐ Political Science & Economics Library (PSEL)
- ☐ West Campus Library (WCL)
- ☐ Medical Sciences Library (MSL)
- ☐ Cushing Memorial Library (Cushing)

2. Are you familiar with the TAMU Libraries homepage (<http://library.tamu.edu>)?

☐ Yes ☐ No

Please provide suggestions for improvement:

3. Are you familiar with PSEL's homepage (<http://library.tamu.edu/psel>)?

☐ Yes ☐ No

Please provide suggestions for improvement:

4. Where do you search when you seek information (print and/or electronic) related to research and curriculum? Please select all that apply.

- ☐ Internet (free resources)
- ☐ Internet (resources paid by personal accounts i.e. credit cards, etc.), Paid, TAMU Electronic Resources (over \$1 million is provided by TAMU students' Library Access Fee):
 - ☐ TAMU Library catalog (LibCat) (<http://libcat.tamu.edu>)
 - ☐ TAMU E-journals (<http://library.tamu.edu/resources>)
 - ☐ TAMU Library databases (<http://library.tamu.edu/resources>)
 - ☐ TAMU E-books (netLibrary) (<http://www.netlibrary.com/>)
- ☐ Instructors
- ☐ Peers
- ☐ Bookstore
- ☐ Other (Please explain):

(continued)

5. What factors influence your information searches? Please select all of the factors that you consider.

- | | | | |
|--|--------------------------------------|--|--|
| <input type="checkbox"/> Accessibility | <input type="checkbox"/> Accuracy | <input type="checkbox"/> Convenience | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Dependability | <input type="checkbox"/> Ease of use | <input type="checkbox"/> Full-text | <input type="checkbox"/> Speed |
| <input type="checkbox"/> Subject Relevancy | <input type="checkbox"/> Timeliness | <input type="checkbox"/> User-friendliness | <input type="checkbox"/> Other (Please explain): |

6. Please list your favorite free Internet resources that you use for research and curriculum.

7. Please list your favorite paid (TAMU or non-TAMU) Internet resources that you use for research and curriculum.

8. Do the Internet resources that you've specified in questions 6 and 7 meet your research and curriculum needs?

- ☐ Yes ☐ No

If not, please explain:

9. Are you aware that the TAMU Libraries' Electronic Resources (LibCat, E-journals, E-databases and netLibrary) are available 24 hours a day, seven days a week to any TAMU user including remote and distance usage via the proxy server?

- ☐ Yes ☐ No

10. Please list your favorite (TAMU or non-TAMU) print journals that you use for research and curriculum.

11. Have you ever used E-journals?

- ☐ Yes ☐ No

12. Please list your favorite (TAMU or non-TAMU) E-journals that you use for research and curriculum.

13. If a journal is currently available in both formats, which do you prefer and why?

- ☐ Print ☐ Electronic

Please explain:

14. Please list your favorite (TAMU or non-TAMU) print databases (i.e. abstracts, indexes, etc.) that you use for research and curriculum.

(continued)

15. Have you ever used E-databases?

☐ Yes ☐ No

16. Please list your favorite (TAMU or non-TAMU) E-databases that you use for research and curriculum.

17. If a database is currently available in both formats which do you prefer and why?

☐ Print ☐ Electronic

Please explain:

18. Please list your most frequently used subject categories and/or call number range(s) for books that you use for research and curriculum. (e.g. Presidents JK 516 – 571, Game Theory HB 140 – 150)

19. Have you ever used E-books?

☐ Yes ☐ No

20. Are you familiar with netLibrary (<http://www.netlibrary.com/>), TAMU Libraries' electronic books website?

☐ Yes ☐ No

21. Please list your favorite (TAMU or non-TAMU) E-books that you use for research and curriculum.

22. If a book is currently available in both formats which do you prefer and why?

☐ Print ☐ Electronic

Please explain:

23. What resources and/or titles and services would you like PSEL to add or enhance to better meet your research and curriculum needs? (Please suggest any training sessions we can provide to further your awareness of the electronic resources available to you.)

24. What resources and/or titles and services would you like TAMU Libraries to add or enhance to better meet your research and curriculum needs?

**Thank you for your participation in this survey
to further improve the resources and services available to you!**