

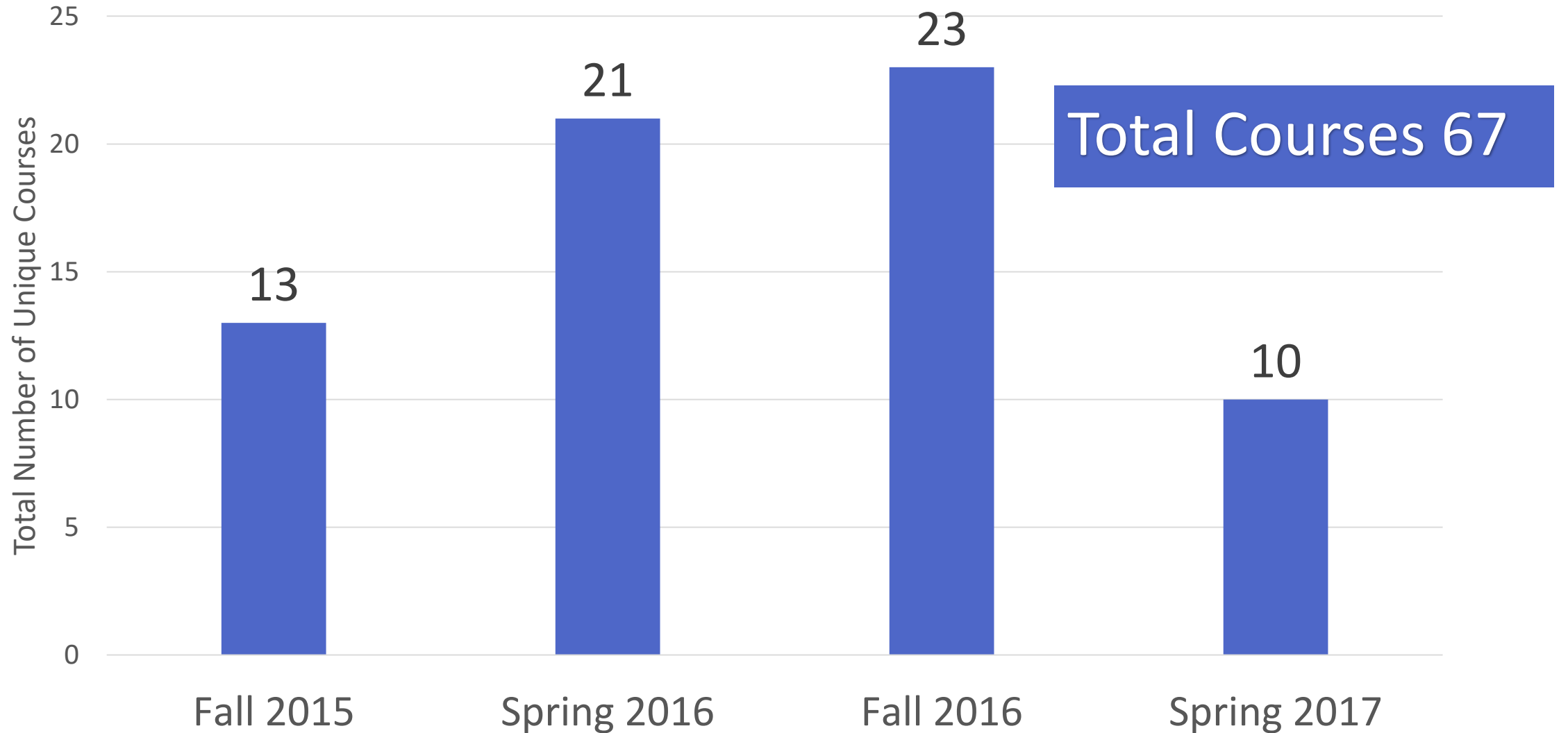
**CLIQ**  
**Cornell Library**  
**Instruction Questionnaire**  
**Four Semesters**  
F15, Sp16, F16, Sp17

**PSEC Instruction Assessment Team**

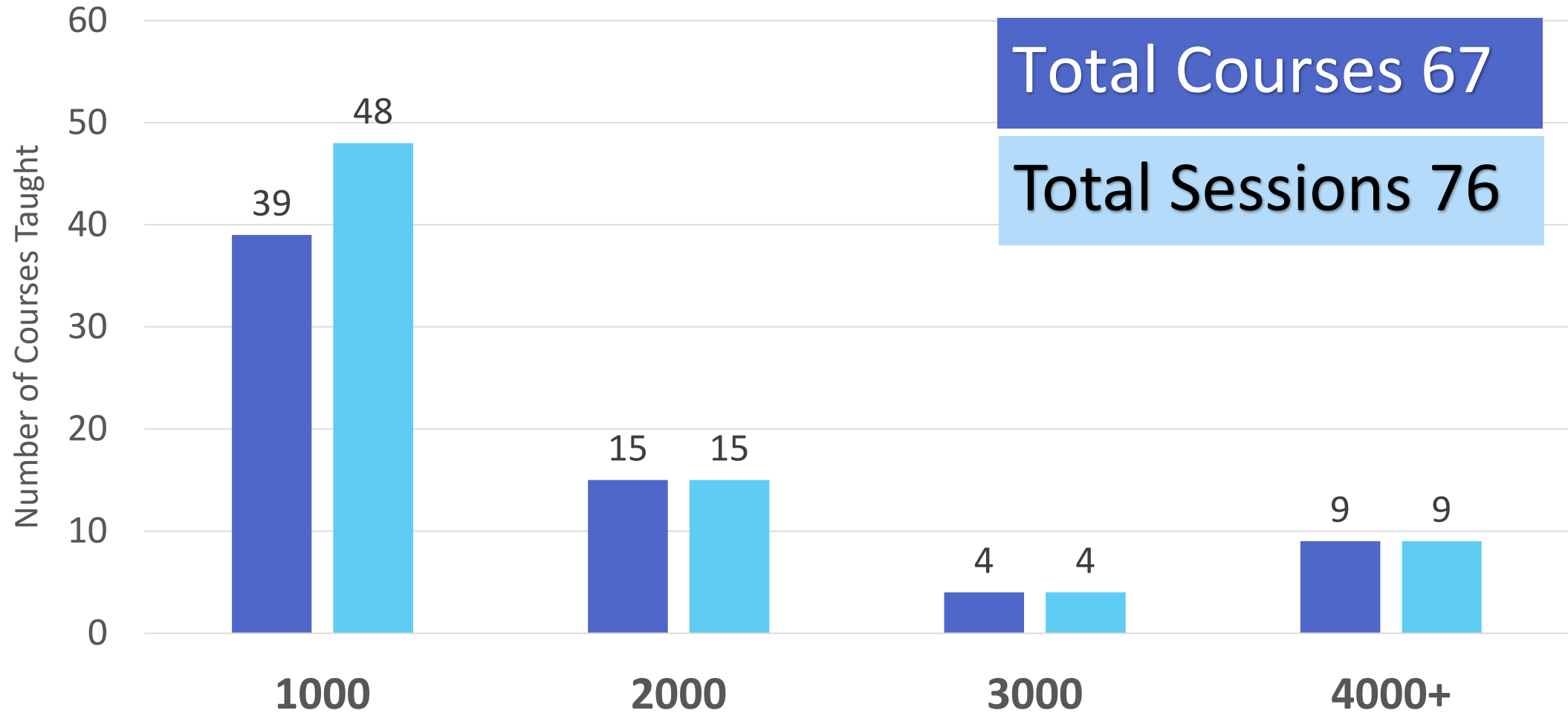
# Summary for 4 years of CLIQ!

- Begun Fall 2015 as a pilot
- 7-question survey (multiple choice and open text)
- Total courses reached in 4 years = 67
  - Fall 2016 highest distribution (23 courses)
  - Spring 2017 lowest distribution (10 courses)
- 1000 level courses are the best represented (58%)
- 3000 level courses are the least represented (<6%)
- By College
  - A&S – reaches mostly 1000 level courses
  - CALS – reaches mostly 1000 level courses
  - HA – reaches mostly 1000 level courses
  - HE – reaches mostly upper level courses (3000 / 4000+)
  - ILR – reaches mostly 2000 level courses

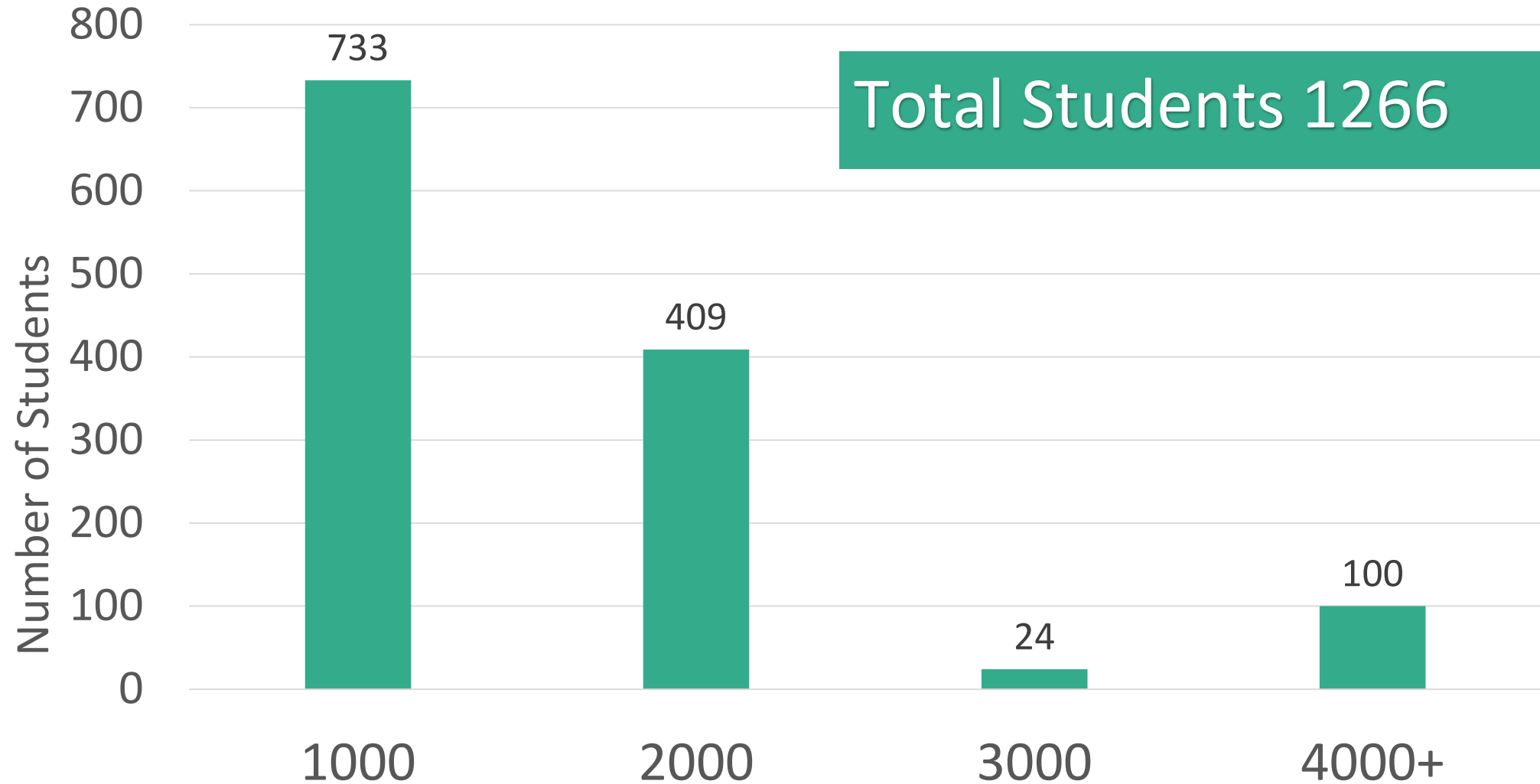
# Total Unique Courses by Semester



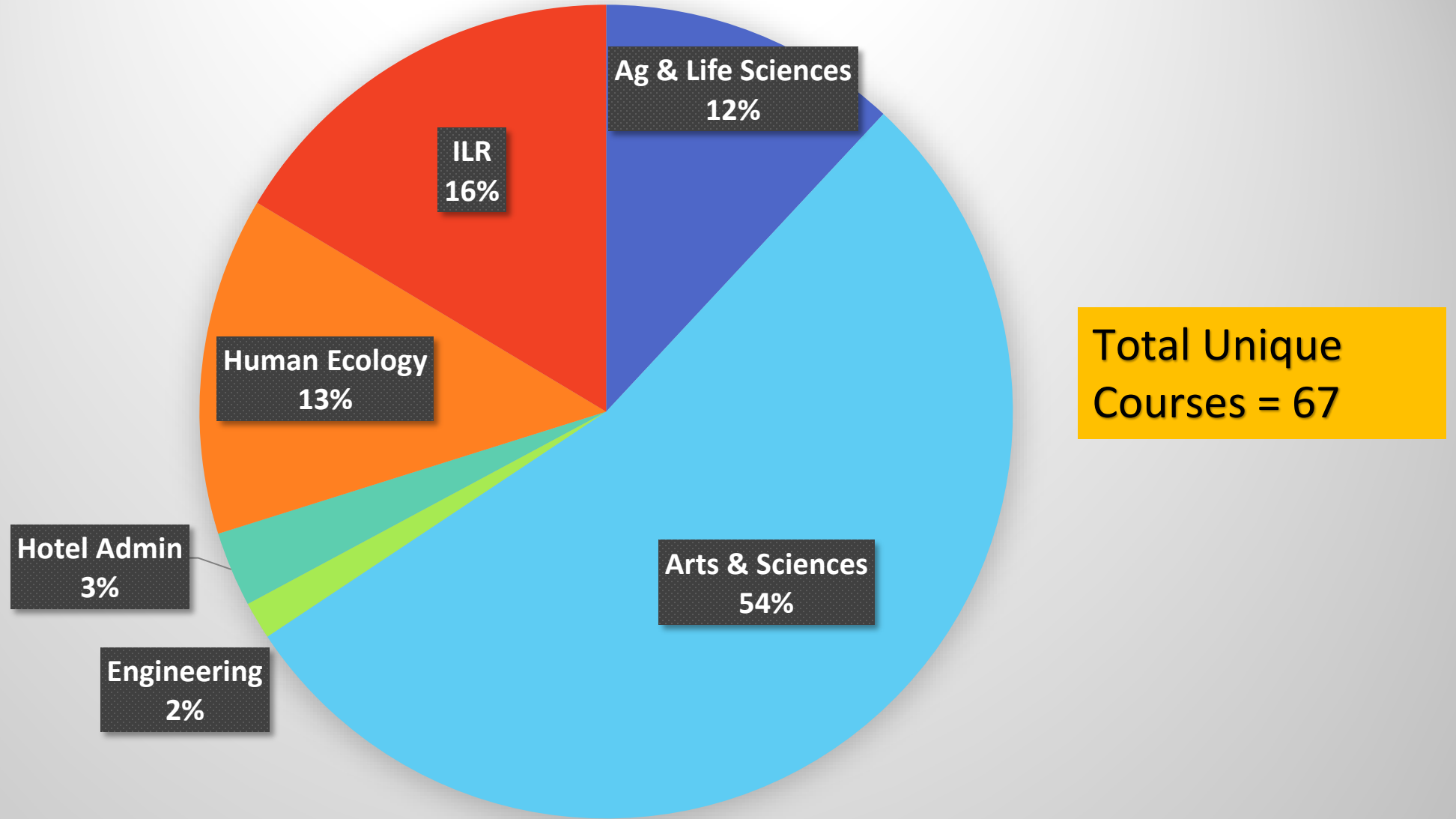
# Total Courses and Course Sessions per Level



# Total number of Students by Level



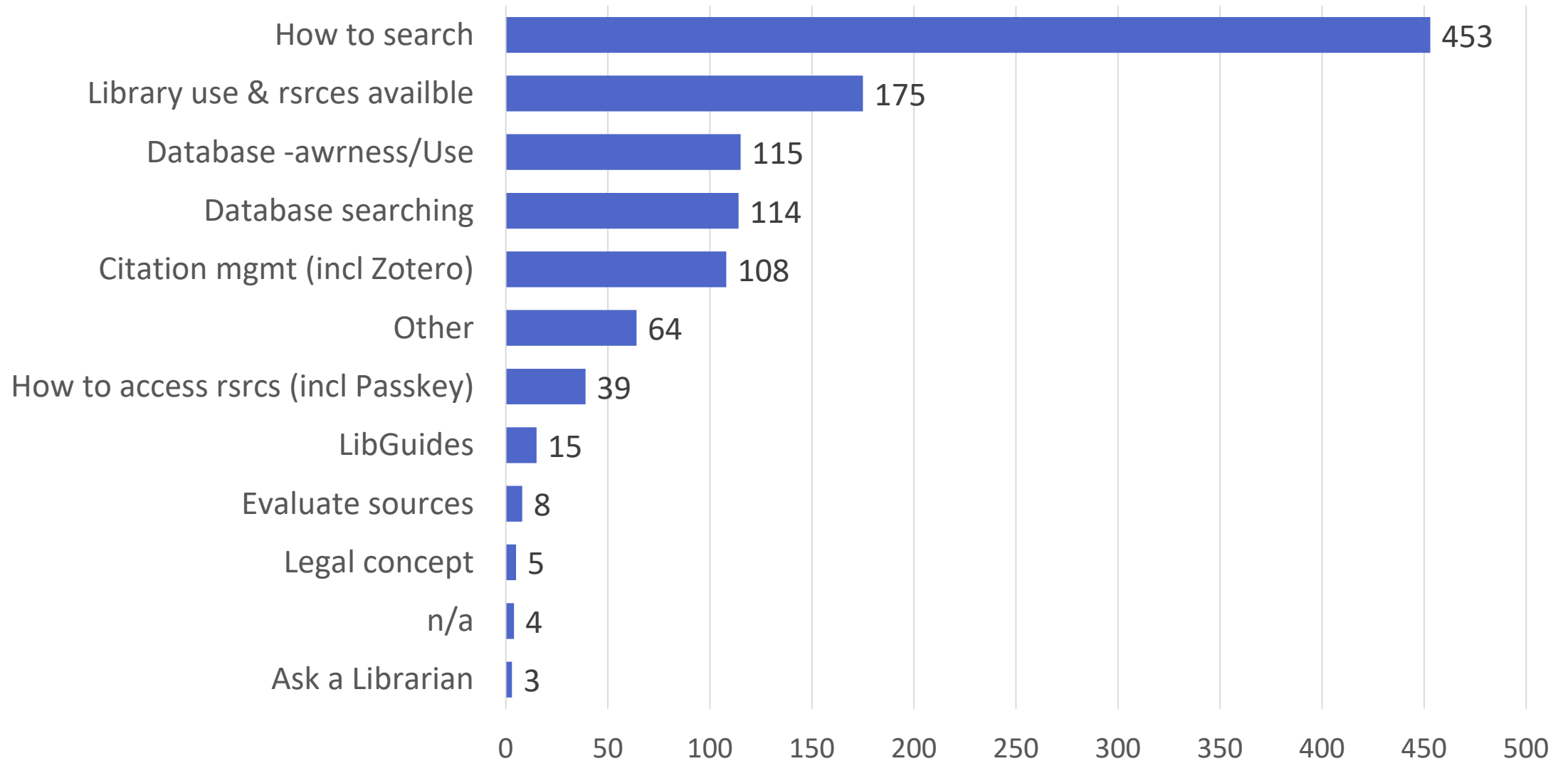
# Distribution of courses by College (4 semesters)



# CLIQ Survey Questions

1. What's one new thing you learned today?
2. What's still confusing about doing research for this assignment?
3. What's one thing you'll do differently in your research based on / what you learned today?
4. This library instruction session will allow me to better complete assignments for this course. *(5 point scale : strongly agree through strongly disagree)*
5. Was this library instruction session helpful? *(yes, no)*
6. Why/Why not?
7. Have you attended a library instruction session or workshop with a Cornell librarian previously? *(yes, no, not sure)*

# 1. What's the one new thing you learned today?



*Comments from 4 semesters combined*



# 1. What's one new thing you learned today? (direct quotes)

- **How to Search**

- I learned how to effectively search for topics in a way that will produce a wider, yet more accurate range of results.
- I learned other ways of accessing resources for papers.
- Clicking on a book title relating to your general search and then pressing on the subject headings makes for a more specific search.

- **Library use and Resources/ databases available**

- Learned how to find a TON of new resources and how to be able to access different databases (JSTOR, etc.) through the website provided. I also learned that books can easily be borrowed from other universities if they aren't present at Cornell.
- You can listen to an LP in the music library and someone will help you operate the equipment.
- We can use shepherding to see a case's progression and to note if the case is still valid.
- Quite a lot! I was surprised and excited to see all the sources available to use. Not only in the libraries at Cornell, but online as well. That one can request books from other libraries, to request a download link, and to see whole databases of articles and journals that cater to specific topics.

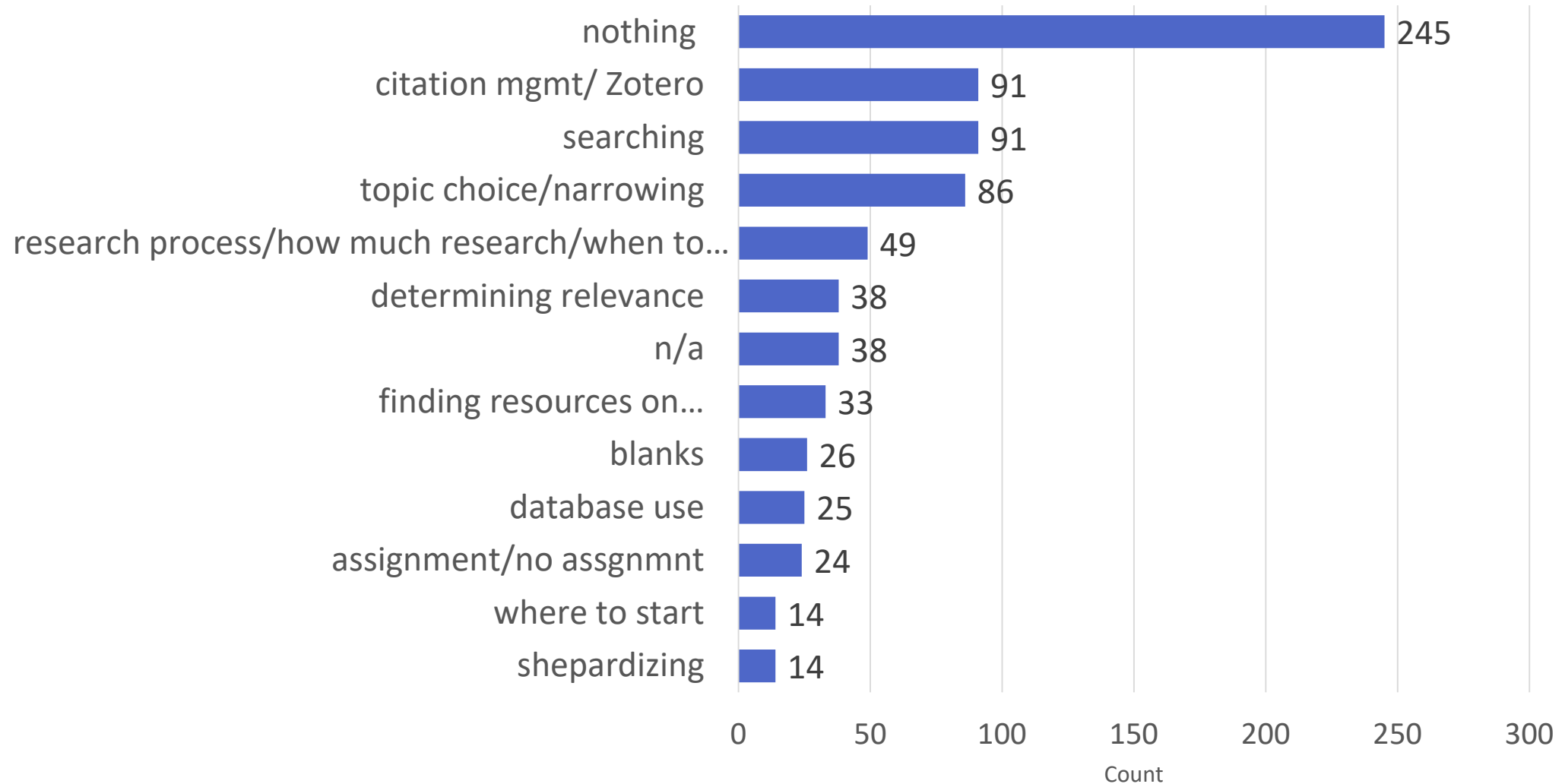
- **Database Awareness use/Search**

- I learned that there are multiple databases we can use to do research, such as the Business Source Complete and Factiva.
- Databases can have more sources than just Google.
- Lexis Nexis is great
- The overwhelming breadth of databases and the existence of the ILR Catherwood Annex system.
- A good place to start--I had no idea where to access all the databases/search engines

- **Citation Management/Zotero**

- What citation management programs are available
- About Zotero and how to make citing sources easier
- That any style of citation can be used on my paper and that I have access to citation management programs through Cornell.

## 2. What is still confusing about doing research for this assignment?



*Comments from 4 semesters combined*

# What is still confusing...

## **Citation Management / Citations / Zotero**

- Do I have to download all of the articles? Or just the citations?
- I'm still a bit confused about what to cite and when to put citations within text.

## **Searching**

- I still have to learn how to find keywords and phrases that will make my search more accurate
- Knowing which key words will be most helpful in searching for resources.
- Nothing much thus far is confusing about doing research for this course, other than knowing exactly how to phrase certain words best for searches.

## **Research/ Search / Narrowing Topic**

- Nailing down the topic for a good concise research paper
- Narrowing down all of my possible research topics and picking one that really strikes me fancy or one that I can really find a lot of excellent data and info on.
- Sifting through which databases are more relevant to my research.

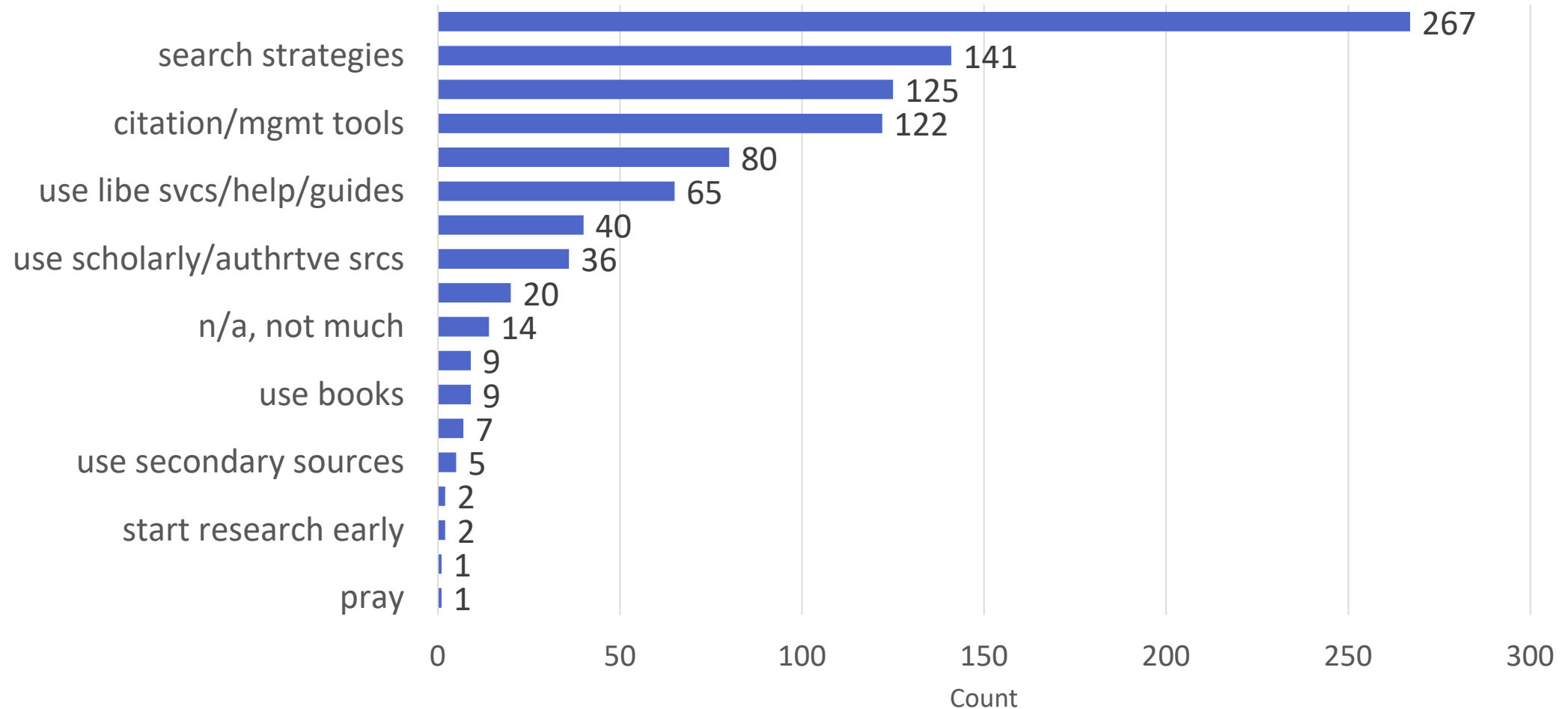
## **Research Process**

- I'm not really confused right now but maybe concerns will come up as I research.
- Knowing when to stop doing research. What cases are at the end of the line?

## **Determining Relevance**

- How to quickly scan an article to determine if it is relevant to the research topic.
- It is still confusing knowing what research is relevant and which research isn't.

### 3. What's one thing you'll do differently in your research based on what you learned today?

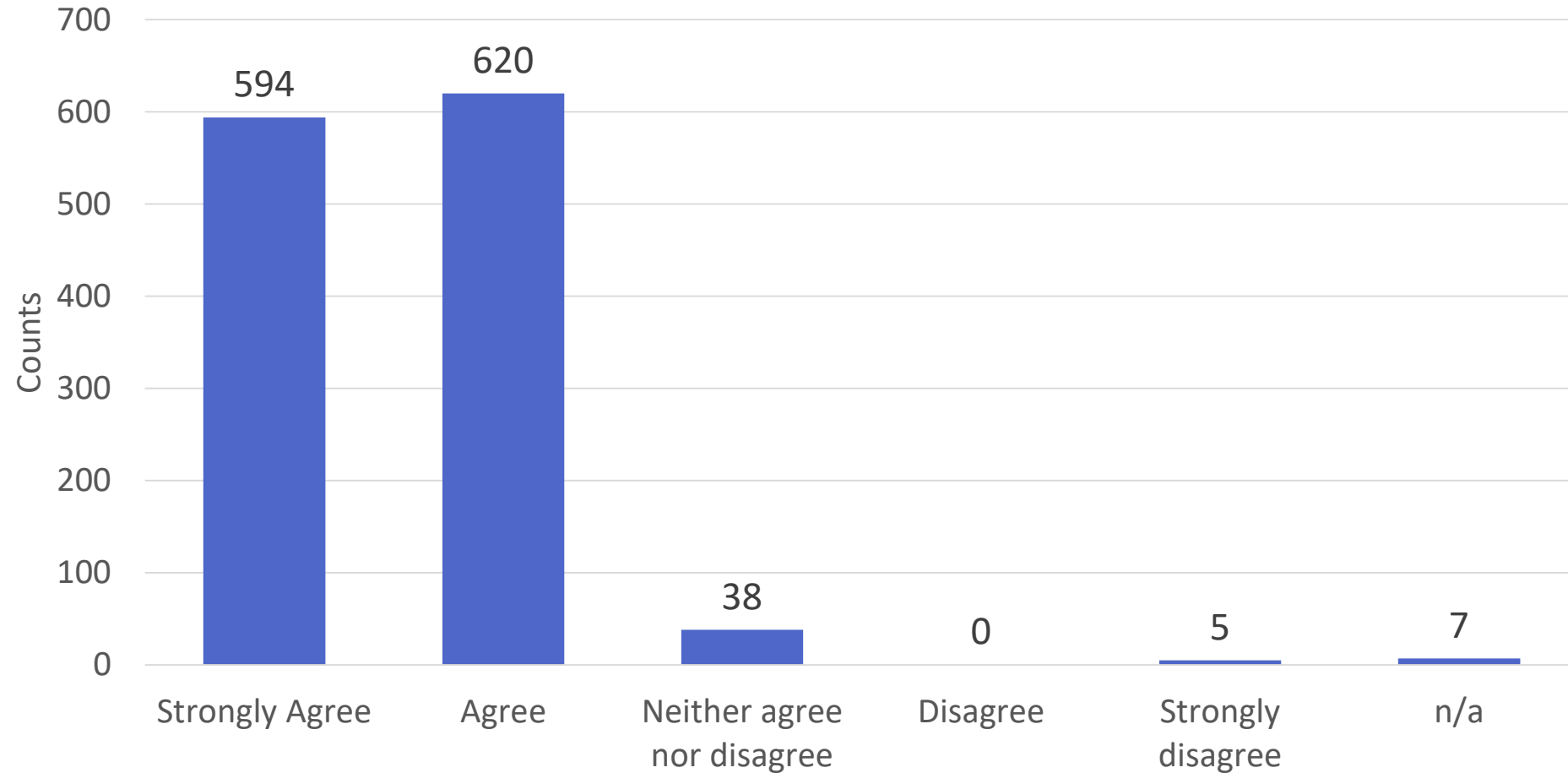


*Comments from 4 semesters combined*

# One thing they will do differently.....

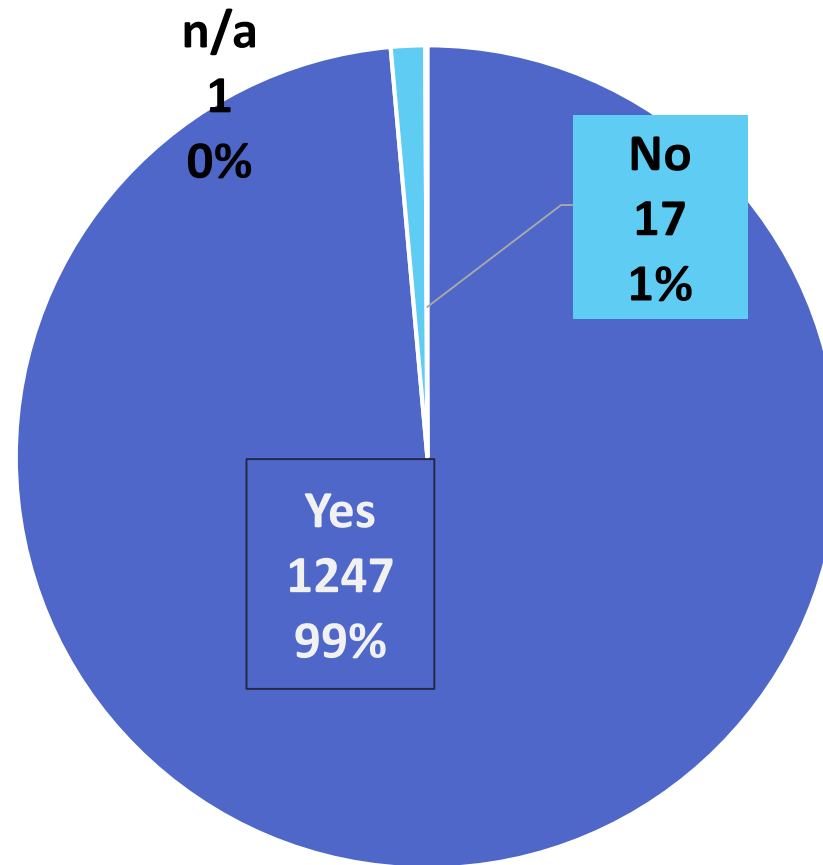
- I will definitely start with researching some cases and plug that into the database to narrow my framework.
- I'll use the Cornell Library website/ ask librarians for help to make my research more effective
- refine my searches more / use quotes around phrases
- I will use the Boolean search techniques with parenthesis, quotations etc. that I don't usually use in order to specify my search more.
- My research will be more organized by having access to this guide.
- The way I will conduct my research will be different. For example, I will start with an encyclopedia and then narrow my search with articles and primary sources.
- I will use quotes (" ") to have more specific searches
- I will definitely spend less time parsing through results that are irrelevant to my research question, which will also help me gauge what kind of literature is out there on my research question. This will help me refine my paper and ideas.

# 4. The library instruction session will help me better complete assignments for this course



*Data 4 semesters combined*

## 5. Was this library instruction session helpful?



## 6. YES, helpful because....

- Because I learned how to use the resources
- I have more options to find articles outside of google/google scholar search!
- essential to understanding legal research basics
- The library instruction session was very helpful because it was relevant to the class assignments that I will be completing in my courses, and I was introduced to methods and resources that will benefit me as a student.
- I didn't know that Cornell subscribed to so many databases! This will be very helpful
- yes but need longer session
- It taught me there are more ways to research rather than just search information up in Google.
- I believe it helped me get a better understanding of how to do basic legal research, how to narrow down my search, and how to pick out key search terms from the facts.

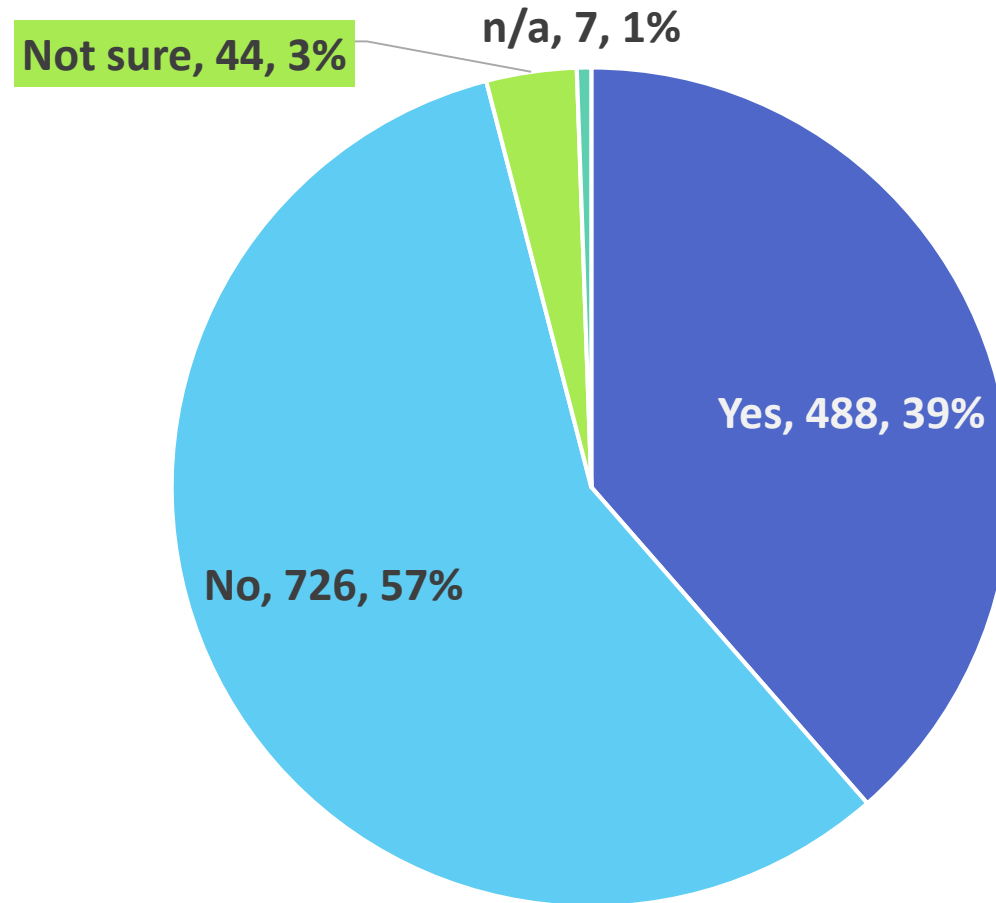
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## 6. NO; not helpful because ...

- I've done a lot of research papers in my time-- this is my 11th. Frankly, I'm sure this was extremely helpful for others, but this is old hat for me.
- Knew how to use website previously
- kind of boring
- Should not keep repeating these
- Because any class with a research component does a session like this. I've seen most of it. Any difficulty I have with the databases is due to the clunky unintuitive interface.
- Not really just because we weren't given the assignment before hand so we weren't really sure what type of articles to be searching for. I'm also not sure if I'll remember the specific sites and how to access them.

# 7. Have you attended a library instruction session before?



*Data 4 semesters combined*

Have questions about this data  
or need more details?

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