

A graphic of the year 2025 inside a white-outlined box that appears to be a calendar page, set against a dark blue background.

2025

DISCOVERY UNIVERSITY

ARCHIVES DEPARTMENT NEEDS ASSESSMENT

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PURPOSE OF NEEDS ASSESSMENT

THE DISCOVERY UNIVERSITY HAS CREATED A NEEDS ASSESSMENT TO INVESTIGATE HOW FREQUENTLY STUDENTS FROM DIFFERENT ACADEMIC MAJORS UTILIZE THE DISCOVER UNIVERSITY'S LIBRARY ARCHIVES DEPARTMENT. THE OBJECTIVE IS TO IDENTIFY TRENDS IN USAGE ACROSS THE DIFFERING MAJORS, INFORM OUTREACH AND COLLECTION DEVELOPMENT STRATEGIES, AND ENHANCE THE SERVICE PROVIDED THROUGH THE ARCHIVES. WE WANT THE DISCOVERY UNIVERSITY'S LIBRARY ARCHIVES DEPARTMENT TO PROVIDE DIVERSE RESEARCH AND OTHER LEARNING NEEDS TO ALL OF THE UNIVERSITY'S COMMUNITY AND BY UNDERTAKING THIS NEEDS ASSESSMENT, THE UNIVERSITY CAN ENSURE THEY ARE PROVIDING THIS KNOWLEDGE TO ALL MAJORS.

OBJECTIVES

- ANALYZE STUDENT USAGE PATTERNS OF THE ARCHIVES BY MAJOR
- UNDERSTAND THE NEEDS FOR EACH MAJOR
- PROVIDE DATA-DRIVEN RECOMMENDATIONS FOR IMPROVING ACCESS TO ARCHIVES AND THE RESOURCES PROVIDED FOR UNDERREPRESENTED MAJORS

DEMOGRAPHIC DATA

DISCOVERY UNIVERSITY IS A PUBLIC RESEARCH UNIVERSITY LOCATED IN DISCOVERY CITY. AS OF THE 2024-2024 ACADEMIC YEAR, IT BOASTS A TOTAL ENROLLMENT OF 30,000 STUDENTS, INCLUDING 22,500 UNDERGRADUATE STUDENTS (75%) AND 7,500 (25%) GRADUATE STUDENTS; THE UNIVERSITY ALSO EMPLOYS 1,200 FACULTY MEMBERS. DISCOVERY UNIVERSITY IS NOTABLE FOR HAVING A HIGH PERCENTAGE OF INTERNATIONAL STUDENTS COMPARED TO OTHER UNIVERSITIES, WITH A TOTAL OF 4,500 (15%) INTERNATIONAL DEGREE-SEEKING STUDENTS FROM 30 COUNTRIES.

DISCOVERY UNIVERSITY IS HOME TO FOUR MAJOR COLLEGES: THE COLLEGE OF ART AND DESIGN, THE COLLEGE OF LIBERAL ARTS AND SCIENCES, THE COLLEGE OF BUSINESS, AND THE COLLEGE OF MEDICINE. THE COLLEGE OF LIBERAL ARTS AND SCIENCES HAS THE HIGHEST NUMBER OF ENROLLED STUDENTS AT 18,000 (60%), FOLLOWED BY THE COLLEGE OF MEDICINE WITH 6000 (20%), THE COLLEGE OF BUSINESS AT 4,500 (15%), AND THE COLLEGE OF ART AND DESIGN AT 1,500 (5%).

READING ROOM STATISTICS

OVER THE PAST FIVE YEARS, 1000 USERS HAVE MADE APPOINTMENTS TO USE ARCHIVAL MATERIALS IN THE LIBRARY ARCHIVES' READING ROOM. 650 (65%) APPOINTMENTS WERE MADE BY STUDENTS, FACULTY MEMBERS, OR ADMINISTRATIVE PERSONNEL AT THE UNIVERSITY, WITH THE REMAINING 350 (35%) BEING EXTERNAL TO THE UNIVERSITY, MOSTLY GRADUATE STUDENTS OR SCHOLARS FROM OTHER UNIVERSITIES IN THE UNITED STATES AND CANADA (300), AS WELL AS 50 JOURNALISTS. THE OVERWHELMING MAJORITY OF STUDENTS AND SCHOLARS FROM UNIVERSITIES (INCLUDING DISCOVERY UNIVERSITY) BELONGED TO THE HISTORY DEPARTMENT OF THEIR RESPECTIVE INSTITUTIONS, MAKING UP 750 (75%) OF TOTAL APPOINTMENTS.

OF THE 650 VISITS MADE BY USERS FROM ACADEMIC DEPARTMENTS WITHIN DISCOVERY UNIVERSITY, FACULTY MEMBERS AND STUDENTS IN THE DEPARTMENT OF HISTORY (PART OF THE COLLEGE OF LIBERAL ARTS AND SCIENCES) MADE UP 80% READING ROOM VISITORS AT FOLLOWED BY FACULTY AND STUDENTS FROM THE DEPARTMENT OF ENGLISH AT 10%. THE REMAINING 10% OF DEPARTMENTS REPRESENTED BY READING ROOM VISITORS INCLUDE ANTHROPOLOGY, POLITICAL SCIENCE, SOCIOLOGY, JOURNALISM, AND WOMEN'S AND GENDER STUDIES (ALSO FROM THE COLLEGE OF LIBERAL ARTS AND SCIENCES, MAKING UP 6% OF VISITS); ART, ART HISTORY, AND ARCHITECTURE (FROM THE COLLEGE OF ART AND DESIGN, WITH 3% OF VISITS); WITH VISITORS FROM THE COLLEGE OF MEDICINE AND COLLEGE OF BUSINESS COMBINED MAKING UP 1% OF VISITS.

THE LIBRARY ARCHIVES CURRENTLY HAS 350 COLLECTIONS ACROSS FIVE MAIN COLLECTING AREAS: UNIVERSITY ARCHIVES, DISCOVERY CITY HISTORY AND CULTURE, LITERARY STUDIES, ART AND ARCHITECTURAL DESIGN, AND THE HISTORY OF MEDICINE. COLLECTIONS WITHIN THE DISCOVERY CITY HISTORY AND CULTURE COLLECTING AREA RECEIVE THE MOST USE AT 70%, FOLLOWED BY THE UNIVERSITY ARCHIVES AT 15%, WHICH ARE MOSTLY CONSULTED BY JOURNALISTS, ADMINISTRATIVE PERSONNEL, AND JOURNALISM STUDENTS; THE ART AND ARCHITECTURAL DESIGN ARCHIVES AT 8%, THE LITERARY ARCHIVES AT 7%, AND THE HISTORY OF MEDICINE AT 1%. WHILE THE HISTORY OF MEDICINE COLLECTION BY FAR HAS THE FEWEST READING ROOM USES, MATERIALS FROM THE COLLECTION ARE USED ONCE OR TWICE A YEAR EN MASSE WHEN STUDENTS TAKING THE ELECTIVE HISTORY OF MEDICINE COURSE MAKE A CLASS VISIT TO THE ARCHIVES TO VIEW THE MATERIALS IN PERSON, WHICH ARE SCHEDULED DIRECTLY WITH THE PROFESSOR WHO TEACHES THE COURSE RATHER THAN THROUGH AEON.

INPUT ANALYSIS

REVIEW INPUT FROM

- STUDENTS REPRESENTING EACH MAJOR
- THE UNIVERSITY'S PRESIDENT
- THE HEAD OF THE ARCHIVES DEPARTMENT

AFTER WE COLLECT THE NECESSARY INFORMATION, WE LOOK FORWARD TO CREATING AN INITIATIVE TO BETTER PREPARE THE DISCOVERY UNIVERSITY'S LIBRARY ARCHIVE DEPARTMENT IN ITS ROLE IN PROVIDING A VAST COLLECTION OF RESEARCH FOR EACH DISCIPLINE. THIS DEPARTMENT SERVES A VITAL ROLE IN SUPPORTING STUDENT RESEARCH AND THROUGH THIS NEEDS ASSESSMENT WE WILL CONTINUE TO ENSURE ALL STUDENTS—REGARDLESS OF MAJOR—CAN BENEFIT FROM THE RESOURCES THAT ASSIST THEIR ACADEMIC EXPERIENCE.

FOCUS GROUPS

FOR THIS NEEDS ASSESSMENT WE CHOSE TO SURVEY THREE DIFFERENT FOCUS GROUPS AND INTERVIEW TWO ADDITIONAL INDIVIDUALS. THE THREE FOCUS GROUPS WERE MADE UP OF 10 STUDENTS FROM THREE DIFFERENT ACADEMIC MAJORS, MEDICAL STUDENTS, ART AND DESIGN STUDENTS, AND BUSINESS STUDENTS. TO OBTAIN FURTHER INFORMATION PERTAINING TO THE FACULTY SIDE OF THE ARCHIVES WE ALSO CHOSE TO INTERVIEW BOTH THE UNIVERSITY'S PRESIDENT, DR. PENELOPE PICKLEBALL AND THE HEAD OF THE ARCHIVES DEPARTMENT, PROFESSOR KNOWLEDGE.

THE INTERVIEW RESULTS WILL DISPLAY THE ANSWERS FROM DR. PICKLEBALL AND PROFESSOR KNOWLEDGE WHILE THE SURVEY QUESTIONS WILL PERTAIN JUST TO THE STUDENTS FROM EACH MAJOR.

INTERVIEW QUESTIONS

1. HAVE YOU HEARD OF THE UNIVERSITY'S ARCHIVES DEPARTMENT?
 - IF SO, HOW?
2. DO ARCHIVES RELATE TO YOUR ACADEMIC MAJOR?
 - IF SO, HOW?
3. HAVE YOU BEEN REQUIRED TO USE ARCHIVAL MATERIALS FOR A RESEARCH ASSIGNMENT?
 - IF SO, WHAT WAS THE ASSIGNMENT AND HOW DID YOU USE THE ARCHIVES?
4. HAVE YOU PERSONALLY USED THE ARCHIVES DEPARTMENT DURING YOUR TIME AT THE UNIVERSITY?
 - IF SO, HOW?
5. WHAT FORMATS OF ARCHIVAL MATERIALS ARE MOST RELEVANT TO YOUR ACADEMIC MAJOR?
6. WAS IT EASY TO ACCESS ARCHIVAL MATERIALS?
 - IF SO, CAN YOU ELABORATE?
7. DO YOU FEEL CONFIDENT IN NAVIGATING ARCHIVAL COLLECTIONS?
8. DO YOU THINK ARCHIVAL RESOURCES COULD BE USEFUL IN YOUR FIELD OF STUDY? WHY OR WHY NOT?
9. WHAT WOULD MAKE YOU OR OTHER STUDENTS WITHIN YOUR MAJOR MORE LIKELY TO USE THE ARCHIVES DEPARTMENT?
10. IF YOU COULD CHANGE SOMETHING ABOUT THE ARCHIVES TO MAKE IT MORE USEFUL FOR YOUR MAJOR AND WHAT WOULD IT BE?

DR. PICKLEBALL INTERVIEW RESPONSES

1. HAVE YOU HEARD OF THE UNIVERSITY'S ARCHIVES DEPARTMENT?

- IF SO, HOW?
- YES, I'M VERY FAMILIAR WITH OUR ARCHIVES DEPARTMENT. IT PLAYS A CRITICAL ROLE IN PRESERVING THE UNIVERSITY'S INSTITUTIONAL MEMORY, SUPPORTING ACADEMIC RESEARCH, AND ENRICHING THE STUDENT LEARNING EXPERIENCE. I'VE ENGAGED WITH THE DEPARTMENT BOTH ADMINISTRATIVELY AND ACADEMICALLY. THE ARCHIVES HAVE SUPPORTED UNIVERSITY INITIATIVES—SUCH AS CAMPUS HISTORY EXHIBITS, ANNIVERSARY MILESTONES, AND FACULTY-LED RESEARCH PROJECTS

2. DO ARCHIVES RELATE TO YOUR ACADEMIC MAJOR?

- IF SO, HOW?
- YES, MY ACADEMIC BACKGROUND IS IN [E.G., HISTORY, POLITICAL SCIENCE, OR ENGLISH LITERATURE], AND ARCHIVES WERE CENTRAL TO MY RESEARCH AND TEACHING. ARCHIVES PROVIDED THE FOUNDATIONAL SOURCES FOR MANY OF MY PUBLICATIONS AND LECTURES—WHETHER I WAS ANALYZING HISTORICAL TEXTS, POLITICAL CORRESPONDENCE, OR RARE MANUSCRIPTS.

3. HAVE YOU BEEN REQUIRED TO USE ARCHIVAL MATERIALS FOR A RESEARCH ASSIGNMENT?

- IF SO, WHAT WAS THE ASSIGNMENT AND HOW DID YOU USE THE ARCHIVES?
- YES, THROUGHOUT MY ACADEMIC CAREER, I USED ARCHIVAL SOURCES EXTENSIVELY IN GRADUATE WORK, DISSERTATION RESEARCH, AND SCHOLARLY WRITING .ONE EXAMPLE: I CONDUCTED A STUDY ON 20TH-CENTURY POLITICAL ADVOCACY GROUPS. I USED ARCHIVAL COLLECTIONS TO ACCESS INTERNAL MEMOS, CORRESPONDENCE, AND NEWSLETTERS THAT OFFERED INSIGHT INTO THE ORGANIZATIONS' STRATEGIES AND INFLUENCE ON POLICY. THESE SOURCES WERE NOT AVAILABLE ANYWHERE ELSE.

DR. PICKLEBALL INTERVIEW RESPONSES CONT.

4. HAVE YOU PERSONALLY USED THE ARCHIVES DEPARTMENT DURING YOUR TIME AT THE UNIVERSITY?

- IF SO, HOW?
- YES, I HAVE. I'VE ACCESSED THE ARCHIVES TO RESEARCH THE UNIVERSITY'S FOUNDING DOCUMENTS, PRESIDENTIAL PAPERS, AND EARLY STUDENT PUBLICATIONS. THESE MATERIALS HELP US UNDERSTAND WHERE WE'VE BEEN AS AN INSTITUTION AND INFORM OUR STRATEGIC PLANNING AND PUBLIC STORYTELLING TODAY.

5. WHAT FORMATS OF ARCHIVAL MATERIALS ARE MOST RELEVANT TO YOUR ACADEMIC MAJOR?

- TEXT-BASED SOURCES SUCH AS LETTERS, SPEECHES, LEGISLATIVE RECORDS, AND NEWSPAPERS WERE MOST RELEVANT TO MY FIELD. THAT SAID, AUDIOVISUAL AND DIGITAL COLLECTIONS ARE INCREASINGLY VALUABLE ACROSS MANY DISCIPLINES AND ARE AN IMPORTANT PART OF ANY MODERN ARCHIVE.

6. WAS IT EASY TO ACCESS ARCHIVAL MATERIALS?

- IF SO, CAN YOU ELABORATE?
- TODAY, WE'VE WORKED HARD TO MAKE ARCHIVAL ACCESS MUCH EASIER THAN IN THE PAST. AT OUR UNIVERSITY, STUDENTS AND FACULTY CAN SEARCH DIGITAL FINDING AIDS ONLINE, REQUEST SCANS, OR SCHEDULE CONSULTATIONS WITH ARCHIVISTS. WE'VE INVESTED IN DIGITIZATION EFFORTS TO REDUCE BARRIERS, ESPECIALLY FOR STUDENTS CONDUCTING REMOTE OR INTERDISCIPLINARY RESEARCH.

7. DO YOU FEEL CONFIDENT IN NAVIGATING ARCHIVAL COLLECTIONS?

- YES, THOUGH LIKE MANY OTHERS, I HAD TO LEARN THROUGH EXPERIENCE. WITH GUIDANCE FROM SKILLED ARCHIVISTS AND LIBRARY STAFF, NAVIGATING COLLECTIONS BECOMES MUCH MORE INTUITIVE.

DR. PICKLEBALL INTERVIEW RESPONSES CONT.

8. DO YOU THINK ARCHIVAL RESOURCES COULD BE USEFUL IN YOUR FIELD OF STUDY? WHY OR WHY NOT?

- WITHOUT QUESTION. ARCHIVAL RESEARCH DEVELOPS ANALYTICAL THINKING, PRIMARY SOURCE LITERACY, AND ORIGINAL SCHOLARSHIP. THESE ARE ESSENTIAL SKILLS NOT JUST IN THE HUMANITIES, BUT INCREASINGLY IN INTERDISCIPLINARY AND DIGITAL FIELDS

9. WHAT WOULD MAKE YOU OR OTHER STUDENTS WITHIN YOUR MAJOR MORE LIKELY TO USE THE ARCHIVES DEPARTMENT?

- INTEGRATION INTO COURSEWORK IS KEY. WHEN FACULTY EMBED ARCHIVAL MATERIALS INTO ASSIGNMENTS OR INVITE ARCHIVISTS TO PRESENT IN CLASS, STUDENTS GAIN BOTH EXPOSURE AND CONFIDENCE. VISIBILITY AND RELEVANCE ARE POWERFUL MOTIVATORS.

10. IF YOU COULD CHANGE SOMETHING ABOUT THE ARCHIVES TO MAKE IT MORE USEFUL FOR YOUR MAJOR AND WHAT WOULD IT BE?

- IF I COULD MAKE ONE CHANGE, IT WOULD BE EXPANDING OUR DIGITAL INFRASTRUCTURE AND OUTREACH. THAT INCLUDES CREATING MORE INTERACTIVE TOOLS FOR DISCOVERY, OFFERING VIRTUAL RESEARCH APPOINTMENTS, AND PARTNERING WITH FACULTY TO BUILD COURSE-SPECIFIC ARCHIVAL MODULES.

PROFESSOR KNOWLEDGE INTERVIEW RESPONSES

1. HAVE YOU HEARD OF THE UNIVERSITY'S ARCHIVES DEPARTMENT?

- IF SO, HOW?
- YES—I LEAD IT! I SERVE AS THE HEAD OF THE UNIVERSITY ARCHIVES AND SPECIAL COLLECTIONS, AND I'VE HAD THE PRIVILEGE OF WORKING CLOSELY WITH FACULTY, STUDENTS, AND STAFF TO ENSURE OUR COLLECTIONS ARE PRESERVED, ACCESSIBLE, AND RELEVANT TO ACADEMIC AND PUBLIC INQUIRY. MY ROLE INVOLVES OVERSEEING ACQUISITIONS, MANAGING PRESERVATION INITIATIVES, COORDINATING WITH TEACHING FACULTY, AND EXPANDING ACCESS TO OUR MATERIALS THROUGH DIGITIZATION AND OUTREACH.

2. DO ARCHIVES RELATE TO YOUR ACADEMIC MAJOR?

- F SO, HOW?
- ABSOLUTELY. MY ACADEMIC BACKGROUND IS IN LIBRARY AND INFORMATION SCIENCE WITH A SPECIALIZATION IN ARCHIVAL STUDIES, AND PRIOR TO THAT, I STUDIED HISTORY. THE STUDY OF HISTORY TAUGHT ME THE VALUE OF PRIMARY SOURCES, AND ARCHIVAL SCIENCE GAVE ME THE TOOLS TO PRESERVE AND PROVIDE ACCESS TO THOSE SOURCES RESPONSIBLY.

3. HAVE YOU BEEN REQUIRED TO USE ARCHIVAL MATERIALS FOR A RESEARCH ASSIGNMENT?

- IF SO, WHAT WAS THE ASSIGNMENT AND HOW DID YOU USE THE ARCHIVES?
- YES—MANY TIMES, PARTICULARLY DURING GRADUATE SCHOOL AND IN PROFESSIONAL ARCHIVAL RESEARCH PROJECTS. ONE ASSIGNMENT INVOLVED RESEARCHING EARLY 20TH-CENTURY IMMIGRANT LABOR IN THE MIDWEST. I RELIED ON PERSONAL CORRESPONDENCE, COMPANY RECORDS, AND UNION NEWSLETTERS FOUND IN ARCHIVES TO PIECE TOGETHER NARRATIVES NOT DOCUMENTED IN MAINSTREAM HISTORICAL ACCOUNTS.

PROFESSOR KNOWLEDGE INTERVIEW RESPONSES CONT.

4. HAVE YOU PERSONALLY USED THE ARCHIVES DEPARTMENT DURING YOUR TIME AT THE UNIVERSITY?

- IF SO, HOW?

- YES, REGULARLY—AS BOTH A RESEARCHER AND AS PART OF MY PROFESSIONAL ROLE. I CONSULT OUR COLLECTIONS FOR EXHIBIT PLANNING, TO ASSIST STUDENTS WITH REFERENCE QUESTIONS, AND TO HELP FACULTY DEVELOP PRIMARY-SOURCE-BASED CURRICULUM

5. WHAT FORMATS OF ARCHIVAL MATERIALS ARE MOST RELEVANT TO YOUR ACADEMIC MAJOR?

- FOR ARCHIVAL STUDIES AND HISTORY, TEXTUAL RECORDS—SUCH AS MANUSCRIPTS, PERSONAL PAPERS, PHOTOGRAPHS, ORGANIZATIONAL RECORDS, AND ORAL HISTORIES—ARE MOST RELEVANT. INCREASINGLY, DIGITAL-BORN CONTENT LIKE EMAILS AND WEBSITES ARE BECOMING IMPORTANT, AS WELL.

6. WAS IT EASY TO ACCESS ARCHIVAL MATERIALS?

- IF SO, CAN YOU ELABORATE?

- IT CAN BE—IF YOU KNOW WHERE TO START. ONE OF OUR GOALS IN THE DEPARTMENT IS TO REMOVE INTIMIDATION FROM THE PROCESS AND PROVIDE THE RIGHT TOOLS AND SUPPORT TO MAKE ACCESS STRAIGHTFORWARD. WE'VE DEVELOPED USER-FRIENDLY FINDING AIDS, HOSTED ORIENTATION SESSIONS FOR CLASSES, AND IMPLEMENTED A DIGITAL COLLECTIONS PORTAL. FOR MATERIALS NOT YET DIGITIZED,

7. DO YOU FEEL CONFIDENT IN NAVIGATING ARCHIVAL COLLECTIONS?

- YES, NAVIGATING AND ORGANIZING COLLECTIONS IS CENTRAL TO MY PROFESSIONAL TRAINING. BUT I ALSO RECOGNIZE THAT CONFIDENCE GROWS OVER TIME—AND THAT'S WHY OUR TEAM IS COMMITTED TO SUPPORTING RESEARCHERS AT ALL LEVELS.

PROFESSOR KNOWLEDGE INTERVIEW RESPONSES CONT.

8. DO YOU THINK ARCHIVAL RESOURCES COULD BE USEFUL IN YOUR FIELD OF STUDY? WHY OR WHY NOT?

- ABSOLUTELY. ARCHIVAL RESOURCES ARE ESSENTIAL IN MY FIELD AND MANY OTHERS. THEY PROVIDE UNIQUE, IRREPLACEABLE PRIMARY SOURCES THAT SUPPORT ORIGINAL RESEARCH, FOSTER CRITICAL THINKING, AND PRESERVE UNDERREPRESENTED HISTORIES.

9. WHAT WOULD MAKE YOU OR OTHER STUDENTS WITHIN YOUR MAJOR MORE LIKELY TO USE THE ARCHIVES DEPARTMENT?

- INTEGRATION INTO COURSEWORK IS CRITICAL—WHEN STUDENTS ENCOUNTER ARCHIVES AS PART OF THEIR CLASS EXPERIENCE, IT DEMYSTIFIES THE PROCESS. CLEAR, APPROACHABLE ACCESS TOOLS AND ACTIVE OUTREACH ALSO HELP STUDENTS SEE THE ARCHIVES AS A PLACE THEY BELONG, NOT JUST VISIT.

10. IF YOU COULD CHANGE SOMETHING ABOUT THE ARCHIVES TO MAKE IT MORE USEFUL FOR YOUR MAJOR AND WHAT WOULD IT BE?

- I'D INVEST MORE IN DIGITAL INFRASTRUCTURE AND METADATA ENRICHMENT. THAT WOULD ALLOW US TO MAKE MORE MATERIALS SEARCHABLE ONLINE, INCREASE DISCOVERABILITY, AND SUPPORT INTERDISCIPLINARY RESEARCH ACROSS MAJORS.

SURVEY OVERVIEW

THE PURPOSE OF THIS SURVEY WAS TO GATHER STUDENT FEEDBACK ACROSS DIFFERENT ACADEMIC MAJORS TO UNDERSTAND THEIR AWARENESS, USAGE, AND NEEDS RELATED TO DISCOVERY UNIVERSITY'S LIBRARY ARCHIVES DEPARTMENT.

RESPONDENT IDENTIFICATION

WE CREATED A STRATIFIED RANDOM SAMPLE OF 90 UNDERGRADUATE AND GRADUATE STUDENTS, SELECTING 30 EACH FROM THREE REPRESENTATIVE ACADEMIC AREAS:

- MEDICAL SCIENCES
- ART AND DESIGN
- BUSINESS

THIS STRATIFICATION ENSURED DIVERSITY IN ACADEMIC NEEDS AND PERSPECTIVES.

THE SURVEY IS DISTRIBUTED ONLINE VIA UNIVERSITY EMAIL AND STUDENT FORUMS. THE FORMAT IS ANONYMOUS AND CONSISTS OF 10 CLOSED-ENDED QUESTIONS (LIKERT SCALE OR MULTIPLE CHOICE) AND 2 OPEN-ENDED PROMPTS. A SAMPLE OF THE SURVEY IS PROVIDED BELOW.

SURVEY QUESTIONS

LIKERT SCALE (1 - STRONGLY DISAGREE, 5 = STRONGLY AGREE)

1. I AM AWARE OF THE UNIVERSITY'S ARCHIVES DEPARTMENT.
2. I UNDERSTAND HOW THE ARCHIVES COULD BE RELEVANT TO MY FIELD.
3. I HAVE USED THE ARCHIVES AT LEAST ONCE DURING MY ACADEMIC CAREER.
4. I FEEL CONFIDENT NAVIGATING ARCHIVAL RESOURCES.
5. ARCHIVES HAVE BEEN HELPFUL FOR COMPLETING RESEARCH OR CREATIVE ASSIGNMENTS.

LOPEN-ENDED

1. WHAT WOULD MAKE THE ARCHIVES MORE ACCESSIBLE OR APPEALING TO YOUR DEPARTMENT?
2. ANY ADDITIONAL COMMENTS OR SUGGESTIONS?

SURVEY QUESTIONS CONT.

MULTIPLE CHOICE

1. WHAT FORMATS ARE MOST USEFUL TO YOUR FIELD? (SELECT ALL THAT APPLY)

- ☐ PHOTOGRAPHS
- ☐ MANUSCRIPTS
- ☐ MAPS
- ☐ ORAL HISTORIES
- ☐ DIGITAL FILES
- ☐ PHYSICAL ARTIFACTS

2. HAVE YOU EVER BEEN INTRODUCED TO THE ARCHIVES IN A CLASS?

- ☐ YES
- ☐ NO

3. WOULD YOU BE MORE LIKELY TO USE THE ARCHIVES IF THERE WERE SUBJECT-SPECIFIC GUIDES?

- ☐ YES
- ☐ NO
- ☐ UNSURE

4. WHAT PREVENTS YOU FROM USING THE ARCHIVES? (SELECT ALL THAT APPLY)

- ☐ I DON'T KNOW WHAT'S IN THERE
- ☐ IT SEEMS INTIMIDATING
- ☐ IT DOESN'T APPLY TO MY FIELD
- ☐ IT'S HARD TO ACCESS
- ☐ I DON'T HAVE TIME

5. WOULD YOU ATTEND A WORKSHOP ON USING THE ARCHIVES?

- ☐ YES
- ☐ MAYBE
- ☐ NO

SUMMARY OF SURVEY RESULTS

Q1. AWARENESS OF ARCHIVES (BY MAJOR, AVERAGE SCORE OUT OF 5)

- MEDICAL: 2.1
- ART & DESIGN: 4.3
- BUSINESS: 2.8

Q2. UNDERSTANDING

- MEDICAL: 2.3
- ART & DESIGN: 4.5
- BUSINESS: 2.9

Q3. HAS USED ARCHIVES

- MEDICAL: 4/30
- ART & DESIGN: 18/30
- BUSINESS: 6/30

Q4. CONFIDENCE

- MEDICAL: 1.8
- ART & DESIGN: 3.9
- BUSINESS: 2.1

Q5. ARCHIVES HELPED WITH ASSIGNMENT

- MEDICAL: 1.9
- ART & DESIGN: 4.1
- BUSINESS: 2.5

SUMMARY OF RESULTS CONT.

Q6. FORMATS

- PHOTOGRAPHS: 45
- MANUSCRIPTS: 35
- MAPS: 20
- ORAL HISTORIES: 18
- DIGITAL FILES: 50
- PHYSICAL ARTIFACTS: 22

Q7. INTRODUCED TO ARCHIVES (RESPONSES BY MAJOR YES/NO)

- MEDICAL: 3/27
- ART & DESIGN: 21/9
- BUSINESS 6/24
- TOTAL: 30 YES / 60 NO

Q8. MORE LIKELY TO USE ARCHIVES IF THERE WERE SUBJECT-SPECIFIC GUIDES?

Major	Yes	No	Unsure
Medical	20	4	6
Art & Design	22	5	3
Business	19	3	8
Total	61	12	17

SUMMARY OF RESULTS CONT.

Q9: BARRIERS TO USAGE

- DON'T KNOW WHAT'S IN THERE: 52
- FEELS INTIMIDATING: 26
- DOESN'T APPLY TO FIELD: 18
- HARD TO ACCESS: 30
- NO TIME: 40

Q10: WOULD YOU ATTEND A WORKSHOP ON USING THE ARCHIVES?

RESPONSES BY MAJOR:

Major	Yes	Maybe	No
Medical	11	14	5
Art & Design	17	11	2
Business	13	12	5
Total	41	37	12

SUMMARY OF RESULTS CONT.

Q11: WHAT WOULD MAKE THE ARCHIVES MORE ACCESSIBLE OR APPEALING TO YOUR DEPARTMENT?

SUMMARY OF COMMON RESPONSES:

- MEDICAL STUDENTS:
 - “MORE DIGITAL ACCESS TO MEDICAL JOURNALS OR HISTORICAL CASE STUDIES”
 - “SHOW HOW IT COULD RELATE TO SCIENTIFIC RESEARCH”
- ART & DESIGN STUDENTS:
 - “MORE GALLERY-STYLE DISPLAYS OR COLLABORATIONS WITH STUDIO CLASSES”
 - “LET US HANDLE PHYSICAL OBJECTS MORE IN CLASSES”
- BUSINESS STUDENTS:
 - “EXAMPLES OF PAST BUSINESS PLANS, ECONOMIC DATA, OR CASE LAW”
 - “CLEARER WEBSITE. IT’S HARD TO KNOW WHAT’S THERE.”

Q12: ANY ADDITIONAL COMMENTS OR SUGGESTIONS?

HIGHLIGHTS FROM RESPONSES:

- “THE ARCHIVES SEEM COOL BUT KIND OF MYSTERIOUS.”
- “I DIDN’T EVEN KNOW WE HAD ONE UNTIL THIS SEMESTER.”
- “PLEASE GIVE EXAMPLES OF HOW SOMEONE IN MY MAJOR WOULD USE IT.”
- “OFFER TOURS OR ‘ARCHIVE OPEN HOUSE’ DAYS!”
- “BETTER SEARCH TOOLS WOULD HELP.”