A LibGuides presence in a Blackboard environment

Aaron Bowen
Meriam Library, California State University, Chico, Chico, California, USA

Abstract

Purpose – This paper aims to describe current approaches to and assess the value of placing course-level research guides generated through LibGuides software into Blackboard learning management system (LMS) shells. It also aims to describe the specific technique of such placement in Blackboard Vista and Blackboard Learn shells.

Design/methodology/approach – A link to a library assignment made with LibGuides was embedded as a button in the left-side navigation bar of the Blackboard shell for an undergraduate communications course. A total of 57 student users responded to a survey on their perceptions of this method of accessing library resources.

Findings – The paper reveals that students broadly value access to library resources from a convenient and persistently visible link within their course shell. They demonstrate a strong inclination to use the embedded library resource link first before using other information sources on the open internet.

Practical implications – The study supports the placement of library research guides in a persistently visible position in LMS course shells and presents specific instructions on doing so. Further, this process requires and promotes coordination among librarians, instructors, and information technology staff.

Originality/value – The paper fills a gap in the current practice and theory of the placement of library research guides in course-level LMSs. It provides empirical research results on the strong effectiveness of persistently visible embedded links to these guides with a student user survey. The paper also describes the practical procedure for combining the dominant instructional technology programs of LibGuides and both Blackboard Vista and Blackboard Learn.

Keywords Academic libraries, Blended learning, Distance learning, Information literacy

Paper type Research paper

The value of embedding a library presence in a learning management system (LMS) environment in the higher education setting is strongly supported in current library literature, as is the desire to make such a connection. Buehler (2004), Shank and Dewald (2003), and Beagle (2000) offer three of the most widely cited articles arguing this value and need. Their arguments focus largely on improved learning and quality-of-research benefits to students, but they also point out benefits instructors can reap from such a connection. Gibbons (2005) adds that the connection improves a university’s value in and return on the investments it makes in both its library resources and its LMS.

Connecting a library to a LMS environment has a two-fold goal: to place useful library resources in the space in which students are completing their coursework, and

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to offer instruction on how to use these resources, frequently based upon the ACRL Information Literacy Competency Standards for Higher Education (Association of College and Research Libraries, 2000) and/or on techniques employed in live classroom instruction sessions. Virtually every article published on library-LMS connections touches either implicitly or explicitly on one or both of these goals.

The research presented in this article reviews the literature on placing a library presence in a LMS and then demonstrates the value of placing a course-level research guide generated with the LibGuides library guide creation software package in a Blackboard Vista or Blackboard Learn shell. Finally, it presents the results of a survey measuring student perceptions of this avenue of access to library resources.

**Literature review: a background on LMSs and on LibGuides**

Just over a decade ago a set of web-based content management systems designed for use in higher education went on the market. Referred to interchangeably as either learning management systems (LMS) or as course management systems (CMS), they are designed among other things to allow an instructor to send announcements to all students enrolled in a university or college course, to deliver course materials to them, to allow students to interact with each other on threaded discussion boards, and to receive their grades electronically.

LMS software packages are designed by a range of companies, often as a proprietary product, but in the notable cases of Moodle and Sakai, as free, open source platforms. Over the past seven years, Blackboard’s Vista platform has become dominant in the LMS market (Ioannou and Hannafin, 2008; Robinson and Kim, 2010). Blackboard’s position in the market has been aided in particular by their 2005 acquisition of the WebCT system and their 2009 acquisition of the ANGEL system (Blackboard, 2005, 2009). Universities are now adopting the next generation of Blackboard LMS (named Blackboard Learn), which promises to further ensure the company’s primary position in this market.

Libraries have experimented with the connection between library resources and LMS environments during the past decade, and librarians have used different media formats to maintain a presence within a LMS (Jensen, 2010; Karplus, 2006). As a review of the literature shows, however, there is little consensus on how best to make this connection, and even now many libraries have not yet made it. For example, Jackson (2007) examined this disconnect across the California State University system’s 23 campuses. She found that, of the 86 CSU reference librarians who responded to her survey, 68 supported having librarians involved in promoting their campus libraries within their respective LMS environments (and another 16 said they might support it). Yet only 28 of the 86 had actually collaborated with a teaching faculty member on integrating library resources into a LMS. In other words, the desire to make this connection outstripped the progress towards such a connection as of 2007. While the numbers may have shifted some during the intervening years, there has been no broad push across CSU libraries to forge a LMS-library connection, so the disconnect between a desire for and the existence of this connection persists.

Library guides have existed in one form or another for decades. As they put web sites on the internet, many libraries naturally digitized their guides as well. Strategies for digitizing these guides included building webpages to present the guide’s content, scanning an existing pathfinder or handout and formatting it as an electronic
document, or creating library courses in a LMS with modular content that could then be reproduced in a university course. Until recently, however, the digitization efforts were generally done locally by individual librarians (for example, see Florea, 2008; Solis and Hampton, 2009; and Knecht and Reid, 2009).

Creating digital materials to be delivered to students through the LMS from scratch requires librarians to call upon computer use and internet design skills. The time and learning curve required to apply these skills to the creation of digital library resources could be a barrier to the library’s ability to deploy these resources through a LMS, thus leading to a desire among many librarians for an easier and more efficient way to put instruction materials in a LMS environment.

The idea of a software package specifically tailored to the easy and efficient creation of library guides is far newer. Springshare, the company that developed LibGuides, was founded in 2007. From that time, LibGuides has become the dominant library guide creation platform available on a proprietary basis, largely through a lack of direct competition. Solis and Hampton (2009) mention LibGuides in passing, as if it were an untested newcomer to the course guide arena that, as of their writing, was not yet seen as a useful alternative to in-house pages. Moses and Richard (2008) point to the Collection Workflow Integration System and SubjectsPlus, as alternative options. Only SubjectsPlus is roughly comparable to LibGuides, but, being open source, it is different in how it is maintained and hosted on the Web. To date, there is no other proprietary software package available that directly approaches LibGuides’ functionality.

Because Blackboard Vista (and its successor product, Learn) and LibGuides have attained dominant positions in their respective spheres, interest in making a specific connection between these two software packages is particularly strong. The connection has been a significant topic of discussion at the 2009 and 2011 Association of College & Research Libraries conferences, and was the subject of a panel at the 2011 Internet Librarian conference (Gola and Dryden, 2011). Both Adebonojo (2010) and McMullin and Hutton (2010) mention embedding LibGuides in a Blackboard LMS environment, but unfortunately do not elaborate on how this may be done. To date, only Daly (2010) offers any amount of description of making a LibGuides-Blackboard connection. While notable, the solution she describes relies on javascript and middleware, and would require significant collaboration between librarians, instructional designers and IT technicians to replicate, thus making it not feasible for every university library. Given the strong interest in connecting these products, the library world is in need of additional documentation of the technical process of making this connection.

Approaches to embedding library content in LMS shells
In the wake of the literature calling upon librarians to get involved in their campus LMS environments, a range of articles have been published outlining different approaches making this connection:

- the embedded guide approach: embedding a course or subject guide accessible via a dedicated link, button, or icon in a LMS shell;
- the point of need or just in time approach: embedding links to specific library resources at strategic points within the course content presented in a LMS shell;
• the module approach: constructing modules of library content or information literacy tutorials that then get placed at strategic points in a LMS shell;
• the library course approach: constructing an entire stand-alone LMS shell presenting library resources and instructional materials on how to use them; and
• the embedded librarian approach: having a librarian present an in-class information literacy session as well as having him/her interacting with students through a course-specific LMS shell.

None of these approaches to delivering library content are mutually exclusive, and many libraries employ combinations of these approaches. Both Buehler (2004) and Bell and Shank (2004) offer useful summaries of these different approaches. Collard and Templeman-Kluit (2006), Karplus (2006), and Rodman (2001) also describe combinations of these approaches. Libraries may also try different models over time and adjust their approach based upon their evaluation (Knecht and Reid, 2009).

Being the most relevant to the research presented in this article, the embedded guide and point-of-need approaches merit specific consideration. Advocated in particular by Lawrence (2006), embedded guides consist of a webpage (or in some cases a PDF or other form of document) of library resources or instructional information for a specific university course, field of study, or for general library research. These guides are accessible via a dedicated link, button, or icon in a LMS shell. Though it is subject to how the instructor and/or librarian sets up the shell, the idea is to have a point of access to library resources always visible to a student. This visibility creates a disincentive for the student to turn to the open internet as the primary source of information, and instead makes library resources the focus of the student’s research efforts.

Embedded guides can take on a variety of forms and will have different characteristics. First Shank and Dewald (2003) and then Bell and Shank (2007) describe the macro and micro level approaches. Under the macro approach, the library builds a guide dedicated to library services across the board. It is available for use across all classes at a university and is not tailored to an individual course. In the micro approach, by contrast, individual reference librarians build guides tailored to the information needs of individual courses, which are then integrated into the LMS environment for the course in question. Some libraries have adopted a scalable approach, whereby a student sees a course-specific page if it exists, but a broader page if there is no course-specific guide (Daly, 2010; Black and Blankenship, 2010; Casden et al., 2009; Solis and Hampton, 2009; Black, 2008).

The point-of-need approach, described by Costello et al. (2004), Ladner et al. (2004), and Buehler (2004) carries two separate but related connotations. The first connotation, noted by Buehler in particular, is the strategic placement of library resources into the coursework as it is presented in the LMS shell. These resources can be hyperlinks to a library guide, e-book, article, catalog record, encyclopedia entry, or information literacy tutorial introducing a certain aspect of conducting library research. This approach requires cooperation from the course instructor, as he/she is often working with the librarian to embed these resources at specific points within the course material. The other connotation is that these resources are available through the LMS on a 24/7 basis, thus available to the student whenever he/she reaches the point-of-need that requires a given resource. This second interpretation of the approach is also referred to as the “asynchronous learning” model or the “just in time” model. Ladner et al. (2004, p. 330)
distinguish these connotations and provide more precise names for each when they refer to both “point-of-access and point-in-time criteria.” Furthermore, these two modes of thinking are not mutually exclusive – in fact, the strategic placement interpretation by definition assumes 24/7 access.

The point-of-need approach is sensible, in that it offers a resource at the point where it will be most relevant to a student. The downside is the difficulty of remembering and re-finding the resource if it is buried in the course materials. However, if the point-of-need link to a library guide is presented via a button in a LMS navigation bar, it will be consistently visible to the student.

In addition to the embedded guide and point-of-need approaches, the other approaches listed above have their merits as well. However, none of the literature has identified one single best practice for how to present library resources in a LMS environment. In fact, Ladner et al. (2004) and Lillard and Dinwiddie (2004) highlight this lack of consensus directly. The field remains wide open for experimentation with presenting library resources and information literacy instruction in the LMS environment.

A LibGuides button in a LMS shell at CSU, Chico
The present study describes the mechanics of inserting a LibGuides button into the navigation bar of a Blackboard Vista shell – a process that can also be applied to a Blackboard Learn shell. The experimentation was conducted in a Communication 131 course at California State University, Chico (CSU, Chico) during the Fall 2011 semester. Divided into 25 sections, Communication 131’s total enrollment in Fall 2011 was 437. Each section had its own Vista shell, but these individual shells were copied from a single template shell. This study further reports the results of a survey of students in the course and their use, perceptions, and satisfaction with this avenue of access to library resources.

Communication 131 offers a population of young undergraduates (many still with undeclared majors) in a survey course, which, among other things, introduces such students to using university library resources. This population is generalizable to undergraduate populations at other universities. The results of a survey presenting an undergraduate population’s perceptions of the course-level library guide method of accessing and using library resources will be of interest to other universities when integrating library resources into their own undergraduate survey courses.

Blakeslee and Johnson (2002) began a discussion that has led to the current work connecting LibGuides to Vista and Learn at CSU, Chico and Jackson (2007) further documents the implementation of LMS packages across the CSU system’s 23 campuses. CSU, Chico currently runs Vista version 8.0.4 and is pilot-testing Learn 9.1 with Service Pack 8. Because Learn is still in its testing phase, the Communication 131 course has not yet transitioned away from Vista. Starting with the 2012-2013 school year, however, Learn will be the only university-supported LMS at CSU, Chico. Separate from the deployment of the LMS, the librarians at the university began using LibGuides in January 2009. To date, they have created 198 guides for use across the university curriculum.
**Experimentation**

The approach taken in this study is a micro-level embedded button approach, with the button in the left-side navigation of the Vista shell. Clicking the button takes the student to the Library Research Guide, a LibGuides page presenting library resources (Figure 1). The button remains fixed in place and is always visible whenever the student needs it, even as the student navigates through different screens in the LMS.

Having been embedded in the template shell that is replicated for each section of the course, the button leading to the Guide is uniform across all sections.

Part of the coursework given to students in the CSU, Chico course involves completing the Communication 131 Library Assignment, created to introduce students to library resources. This assignment consists of six sequential sections presenting instruction on constructing a search with Boolean logic, searching the CQ Researcher and Academic Search databases, searching the library catalog, and preparing a bibliography of the sources the student discovers (Figure 2).

Though it was also created with LibGuides, this assignment is separate from the Library Research Guide. The assignment is accessed via a hyperlink within the coursework, not via the button to the Guide.

To complete the different sections of the assignment, a student must click the button to the Guide, and then use the resulting page of library resources to complete the assignment section. For example, section two of the Library Assignment asks students to locate an article in the CQ Researcher database and write down its bibliographic information. The instructions for this section ask a student to click on the button to...

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*Figure 1.*
access the Library Research Guide (and from there access the database to complete the assignment section).

The final section of the assignment presents a survey asking students what they think about the using the dedicated button and resulting research guide to complete the assignment. This survey consists of eight questions designed to measure student use, perceptions, and satisfaction with the link from their LMS shell to the library resources guide, as well as five questions collecting demographic information. As required by California State University, Chico’s Human Subjects Review Committee, the survey was prefaced by a document stating the survey is optional and would not affect a student’s grade on the assignment. For that reason, many students elected not to complete the survey, yielding a smaller but still useable survey sample.

**Survey results and discussion**

In total, 63 students responded to this survey. One response was incomplete, and five respondents contradicted themselves on whether they used the Library Research Guide to complete the Library Assignment or not, thus leaving 57 valid responses.

Of these 57, 52 (or 91.23 percent) were between 18 and 20 years old, four (7.01 percent) were between 21 and 23, and one was older than 23 (1.75 percent). In addition, 43 (75.44 percent) were first-year students, seven (12.28 percent) were sophomores, three (5.26 percent) were juniors, and three (5.26 percent) were seniors. Of the respondents, 29 (50.88 percent) were female, and 28 (49.12 percent) were male (see Figures 3-5).
Reflective of the fact that Communication 131 is often used to satisfy CSU, Chico's general Bachelor's degree requirements, the majority (45, 78.95 percent) of survey respondents were not majoring in Communication. Of the students, five (8.77 percent) were majoring in Communication, and seven (12.28 percent) had not declared a major. Of the 52 students who indicated they were not majoring in Communication or had not yet declared a major, 40 (76.92 percent) indicated they were not minoring in Communication, 12 (23.08 percent) had not yet chosen a minor, and no one indicated they were minoring in the field (see Figures 6 and 7).

In responding to whether they completed the Library Assignment by accessing the Library Research Guide linked through the Vista navigation button, 56 (98.25 percent) of the students responded they had, and one (1.75 percent) responded they had not. The 56 who accessed the Library Research Guide through the button in the Vista shell
received a set of four questions asking about their perceptions of the ease of accessing the Guide, the clarity of using the button to access it, the convenience of accessing it, and the Guide’s benefit in completing the Library Research Assignment. Of the 56 who accessed the Guide via the button:

- Of the students, 28 (49.12 percent) responded the Guide was very easy to access via the button, and another 19 (33.33 percent) responded it was somewhat easy.
A total of six students (10.53 percent) responded that it was somewhat difficult to access, and three (5.26 percent) responded that it was very difficult.

- A total of 24 students (42.11 percent) responded that the path to access the Guide via the button was very clear, and another 21 (36.84 percent) responded that it was somewhat clear; nine (15.79 percent) responded that it was somewhat unclear, and two (3.51 percent) responded that it was very unclear.

- Of the students, 26 (45.61 percent) responded that the Guide was very convenient to access via the button, and another 17 (29.82 percent) responded it was somewhat convenient. A total of eight students (14.04 percent) responded that it was somewhat inconvenient to access, and four (7.02 percent) responded that it was very inconvenient. One student did not respond (see Figure 8).

- In total, 36 students (62.07 percent) responded that the inclusion of the Guide in Vista was very beneficial for completing the assignment, and another 14 (24.56 percent) responded it was somewhat beneficial; six (10.53 percent) responded that it was not beneficial (see Figure 9).

The question on convenience of access further begs the question of whether an alternate route of access would be more convenient. All students were asked whether accessing the Library Research Guide through the Vista button or through the CSU, Chico library webpage would be the most convenient. Of the 57 valid answers, 51 students (89.47 percent) responded that the Vista button was the most convenient point-of-access, and six (10.53 percent) responded that the library webpage would be the most convenient.

The question on benefit for completing the assignment, begs the question of whether one or more alternate information resources beyond the Research Guide would be more valuable. All students were asked if they used only the Research Guide to complete the Library Assignment, or if they used internet resources other than the Guide as well. The choices of internet resources were Google, Google Scholar, another
Figure 8. Usability of Library Research Guide access among valid survey respondents

Figure 9. Benefits of the Library Research Guide
search engine such as Yahoo! or Bing, and/or the Wikipedia. Of the 57 valid responses, 36 students (63.16 percent) responded they did not use any internet resources, other than the Guide, to complete their assignment. Of the students, 17 (29.82 percent) used Google, and nine (15.79 percent) used Google Scholar (with five of these students using both). A total of five students (8.77 percent) used the Wikipedia, and only one (1.75 percent) used a search engine other than Google or Google Scholar. Thus, in terms of volume of use, the Guide received over twice as much use as Google, nearly four times as much as Google Scholar, over seven times as much as Wikipedia, and 36 times as much as other search services (see Figure 10).

That the Wikipedia was as relatively little used as it was affirms previous findings by Head and Eisenberg (2010) and Lim (2009) that, contrary to popular belief, students generally know to be skeptical of content posted to Wikipedia. That Google received the relatively high percentage of use that it did also affirms findings by Head (2007) that, despite a majority of students beginning their research by reviewing assigned course readings or by using library sources, a significant number begin by using a web-based search engine. Given that some survey respondents reported satisfaction with the ease, clarity, convenience, and usefulness of the Library Research Guide but would still supplement the library content they discovered with material from Google, some students appear to have adopted the hybrid approach in which they find content through multiple sources Head describes. Nonetheless, it is encouraging that the Library Research Guide generated the most use among survey respondents.

The survey also asked for comments on or suggestions for improving either the Research Tools Guide or the Library Assignment. This question generated nine responses representing a range of thoughts on the Guide and Assignment. Positive responses included a simple “Nope!” (meaning no, the student did not feel the Guide or Assignment required improvement), to full sentence responses, such as, “Overall, I

![Figure 10. Resources used by valid survey respondents in completing the Library Research Assignment](image)
liked using the Research Tool Guide to finish the Library Research Assignment because it was convenient and simple.” Some students offered negative responses as well. Some of these responses concerned the Guide or assignment directly – one student, for example, requested better clarity on the instructions for completing the Assignment. Other negative responses conflated the value of the Guide and Assignment with the overall value of the class. One student wrote that, “This was a terrible topic to research and [I] am getting nothing out of this class.”

Despite the mixed textual responses to this question, the survey response data show the Guide to be the preferred resource for completing the assignment, but they also lead to further conclusions. In previous questions, most students indicated they found the Guide easy, clear, convenient, and beneficial to access from its placement via an access button in Vista. The response to the question about using other resources demonstrates the Guide to be in a spatial position that is as easy, clear, convenient, and beneficial to access as the other web-based sources, with 51 of 57 students saying they liked having Vista access, and six saying they would have preferred to access the Guide through the webpage. This strong positive response shows that a library guide is a valuable tool for completing a research assignment (even in comparison to other web-based search services and information sources), and that a significant part of the value of the guide is its placement within the environment students use to access their coursework.

Conclusion
A library-LMS connection has a two-fold goal:

(1) to place useful library resources in the space in which students are completing their coursework; and

(2) to offer instruction on how to use these resources.

The benefits of making such a connection include improved learning and quality-of-research benefits to students, higher quality coursework turned in to instructors, and a maximized return on the investments a university makes in its library resources and its LMS. As such, there has been a strong desire on the part of librarians to make this connection during the past decade of LMS development. When presented with the prospect of this connection, many instructors and university administrators see value in making it as well.

The research presented in this article reviews the literature on placing a library presence in a LMS and then demonstrates the value of placing a micro-level research guide generated with LibGuides in a Blackboard LMS environment. While there are a range of practices for making the most effective library-LMS connection, a dedicated button in a LMS shell pointing to a course or subject guide satisfies both just-in-time and point-of-need criteria, and also alleviates the difficulty of remembering and re-finding a guide buried in course materials.

The combination of LibGuides and Vista has received passing mention in the literature, but previous studies have not offered adequate directions on the technical process of embedding a library guide button in Blackboard Vista and have offered no directions on doing so in Blackboard Learn. This is a significant gap, given the dominance these products have attained in their respective spheres of educational technology and the ease with which LibGuides can be used to create a course guide to be embedded in either Blackboard LMS. In describing the mechanics of embedding a
LibGuide in the Vista and Learn environments via a dedicated, persistent button, this article addresses that gap in the literature (See Appendix 1).

The dominance of these products and the ease with which a LibGuide can be embedded in Vista or Learn make combining these products an attractive way to forge a library-LMS connection. However, the true test of the value of this connection is what students think of it. The survey of a group of undergraduates explores the impact of the LibGuides button in Vista and indicates that:

- The library-LMS connection is especially effective in allowing students to use library resources when placed in the “student’s space.” A total of 51 students (89.47 percent) responded that the Vista button was the more convenient point-of-access, and six (10.53 percent) responded that the library webpage would be more convenient.

- Students will access and use a library research guide first instead of Wikipedia or Google if the guide is embedded prominently and consistently in the LMS shell. The survey results indicate that, in terms of volume of use, the Library Research Guide received over twice as much use as Google, nearly four times as much as Google Scholar, over seven times as much as Wikipedia, and 36 times as much as other search services.

- Among the survey respondents, 75.44 percent were first year students, 91.23 percent were relatively young (18-20 years old), and over 90 percent were not communications majors or as yet undeclared. These points underscore the potentially large impact of research guides and library instruction content delivered through an embedded LibGuide on young undergraduates at the beginning of their university experience.

The ultimate effect of embedding a LibGuide in the Blackboard environment is in allowing students, particularly students encountering a university library for the first time, to complete quality coursework. Giving the library a presence in the learning environment in turn adds value to the resources the library purchases on behalf of the university and strengthens the library’s value to the university and its students.

References


(See Appendix overleaf.)
Appendix 1. Placing a LibGuide in Blackboard Vista and Learn

After the creation of the course-specific LibGuide, it is embedded (by the librarian, course instructor, teaching assistant, or IT specialist) as a button in the Vista shell as follows:

- Log in to Vista and open a course shell
- Click on Manage Course from the designer tools under the Build tab (A)
- Click on Course Menu (B)
- Under Course Tools, click add custom link (C)
- Add a title for the button linking to the guide, and paste the URL for the LibGuide into the box (D)

The link now appears as a button under the course tools menu. Due to Blackboard’s design of Vista, there is a 20 character limit to what you title your link. The title of the button to access the Library Research Guide in this experimentation was shortened to “Library Res. Guide” to accommodate this limitation.

(continued)
Appendix 2. Survey questions
Two of the questions involve skip logic. An affirmative answer on the first question resulted in a student being presented with the second through the fifth question. On question 12, an answer of either not majoring in communications or not yet having a declared major resulted in a student being presented with question 13. Skip logic is noted via indentation in the following list of the survey questions:

Q1: To complete the CMST 131 Library Assignment, did you access the Library Research Guide embedded in your Vista interface’s left side navigation menu?
• Yes.
• No.

Q2: How easy was it to access the Library Research Guide through Vista?
• Very easy.
• Somewhat easy.
• Somewhat difficult.
• Very difficult.

Q3: How clear was the process of accessing this resource through Vista?
• Very clear.
• Somewhat clear.

The process of embedding a LibGuide in a Learn shell (with Service Pack 8 installed) is as follows:
• Click on the “+” menu on the left side of the screen (E)
• Click Web link (E)
• Add a title for the button linking to the guide, and paste the URL for the LibGuide into the box. Check the “Available to Users” checkbox to ensure the guide is visible to students (F).

Because this process involves inserting a URL, a library that does not use LibGuides but instead creates its own Web-based guides will still be able to use this approach to insert links to their own pages.
• Somewhat unclear.
• Very unclear.

Q4: How convenient was it to access this resource through Vista?
• Very convenient.
• Somewhat convenient.
• Somewhat inconvenient.
• Very inconvenient.

Q5: How beneficial was the inclusion of the Library Research Guide in Vista for completing the Library Assignment?
• Very beneficial.
• Somewhat beneficial.
• Not beneficial.

Q6: Is the button in Vista’s left side navigation menu the most convenient method of accessing the Library Research Guide? (The other option would be to access it through the Meriam Library webpage):
• Yes I like the library resources button in Vista.
• No I would prefer to go through the Meriam Library webpage.

Q7: If you used Internet resources other than the Library Research Guide to complete the Library Assignment, which resource(s) did you use? Please check all that apply:
• Google.
• Google Scholar.
• Other Internet search engine besides Google (for example Yahoo or Bing).
• Wikipedia.
• I did not use any Internet resources other than the Research Tools Guide.

Q8: Do you have any comments you’d like to add or suggestions for improving either the Research Tools Guide or the Library Research Assignment?

Q9: Please select the age group to which you belong:
• 18 to 20.
• 21 to 23.
• Older than 23.

Q10: Please select your year in school:
• First year.
• Sophomore.
• Junior.
• Senior (including 5th year seniors and higher).
• Other.

Q11: Please select your sex:
• Female.
• Male.

Q12: Please indicate whether you are majoring in Communication:
• Majoring in Communication Arts & Sciences.
• Majoring in Communication Design.
• Not majoring in Communications.
• I have not declared a major.

Q13: Please indicate if you are minoring in Communication:
• Minoring in Communication Arts & Sciences.
• Minoring in Communication Design.
• Not minoring in Communications.
• I have not declared a minor.
About the author

Aaron Bowen is a Reference Librarian at California State University, Chico. He holds both a Master of Library and Information Science and a Master of Arts in International Studies from the University of Washington. His research interests include best practices for delivering information and information literacy instruction to students in the academic setting, as well as international information access and use. Aaron Bowen can be contacted at: asbowen@csuchico.edu