

*Report of Findings*

**AMICO University Testbed  
User Survey**

**for the Art Museum Image Consortium**

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# Introduction & Methods

From January to April, 1999, the Human-Computer Interaction Group (HCI-Group) at Cornell University collected survey data from users of the AMICO University Testbed. The survey was among several Testbed evaluation efforts, including a series of focus groups with users. The primary objective of the survey was to gather feedback from a representative group of users who are accessing the AMICO database. AMICO organizers were also interested in longitudinal comparisons between user impressions of the database developed for the Museum Education Site License (MESL) Project and the AMICO Testbed. This report includes frequency statistics, all open-ended comments, and key crosstabulations.

## Methods

The survey instrument was authored by the HCI-Group with extensive input and review by AMICO representatives. The survey included a mix of open- and closed-ended questions. To allow for valid comparisons across projects, several of the questions parallel those asked of MESL users. The survey was administered electronically using a web survey form served by Cornell (<http://www.hci.cornell.edu/Amico>). Respondents could reach the survey directly or by clicking on a link posted at the Testbed site. The Testbed was also programmed to bring up the survey when users left the site through the Exit button. AMICO administrators offered incentives (drawings for several valuable art books) to encourage users to complete the questionnaire. Upon completion of the survey, respondents clicked on “Submit” to send their data to Cornell.

## **Profile of Respondents**

Seventy-one people responded to the survey by the April 30, 1999 deadline. More than two-thirds (69%) of respondents are affiliated with universities; the rest are affiliated with museums. Just over one-third of the respondents are undergraduate students, twenty-two percent are museum staff, and seventeen percent are faculty members. The remainders include graduate students (8%), library or visual resources curators (8%), and other professionals (11%). Nearly half (47%) identify Fine Arts as their major field of study. Ten percent report Humanities, 4% say Social Sciences, and 1% say Science. The remaining 38% say Other. Respondents are fairly evenly distributed across most age categories, although only 8% are over age 50. Forty percent fall in the 31-50 range, followed by 35% in the 18-22 range. Sixty percent of respondents are female.

## Summary of Findings

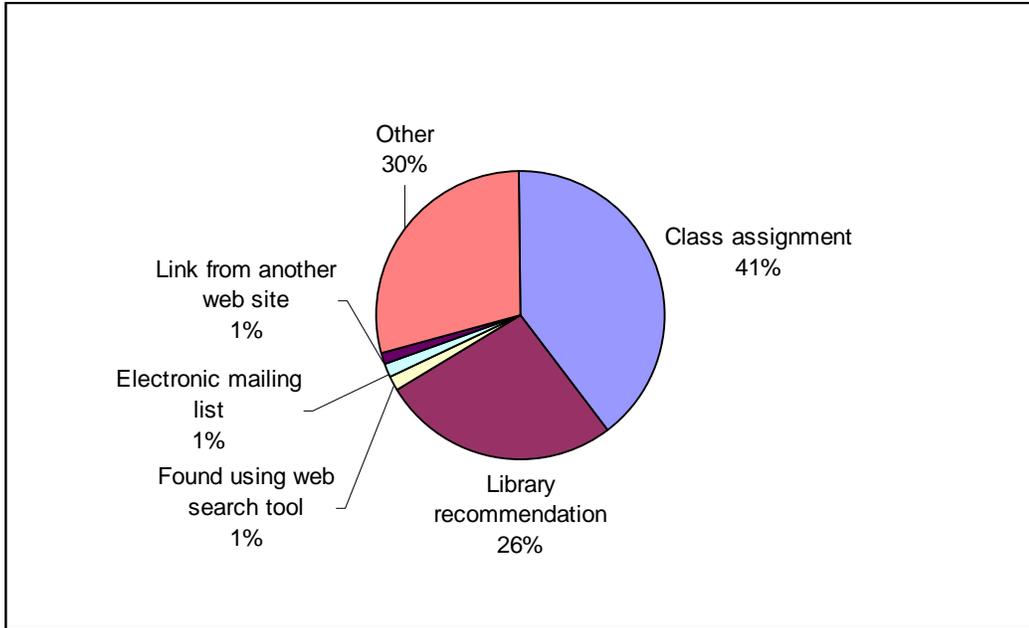
- Thirty-eight percent of respondents reported learning of the AMICO Library through a class assignment, while a quarter of them learned through a library recommendation. Only one each of the 71 respondents said they learned through a “Link from another web site,” “Electronic mailing list,” and “Found using a web search tool.” Some 28% reported “Other” as their source.
- Respondents were fairly evenly distributed in the number of times they visited the AMICO Library. Just over a third visited 2-3 times, while 27% visited 4-6 times. Fifteen percent visited 7 or more times. Twenty-three percent visited just one time.
- Asked why they visited the library, more than one-third (35%) said “Class assignment,” and another 28% said “Research.” Fourteen percent said either curiosity or entertainment, and 23% said “Other.”
- Respondents rated the usefulness of various AMICO Library functions on a 1-5 scale (5 being very useful). The average usefulness rating among all functions was 3.99. “Large presentation image” received the highest rating at 4.51, followed by “Full display” at 4.37. Other usefulness ratings include: “Simple search,” 4.09; “Small presentation image,” 4.05; “Options,” 3.96; “Notebook,” 3.91; “Advanced search,” 3.83; “Print,” 3.83; and “Review search history,” 3.77. “Help” and “Offline ordering” received the two lowest ratings at 3.5 and 3.4 respectively.
- Respondents also rated various site performance and appeal aspects on a 1-5 scale (5 being very high). The average rating was 3.8. “Quality of images” received the highest rating at 4.3, followed by “Overall appeal” at 3.95. Other ratings include: “Appeal of screens,” 3.88; “Ease of searching,” 3.8; “Ease of browsing,” 3.77; “Speed of delivery,” 3.68; “Quality of text information,” 3.67. “Effectiveness of searching” received the lowest score at 3.63.
- Forty-two respondents (59%) of the 71 said they were looking for a “Specific artist,” while 57% were looking for a “Specific style or period.” Some 44% reported looking for a “Specific work of art.”
- Thirty-five percent indicated “I found what I was looking for,” 31% indicated “I found something that interests me,” and a quarter said “I was just browsing.” Only 6 (8%) of the 71 respondents said “I was unable to find what I was looking for.”
- Asked “What will you do with the information that you found?” respondents revealed a variety of plans, including “Nothing,” 35%; “Copy and paste into another program,” 17%; “Use it in a report, research, etc.,” 11%; “Print it out,” 8%; “Use in a presentation,” 8%; and “Refer/link other users to it,” 4%.
- Forty-six percent of respondents indicated that, before AMICO and other Web sites delivered digital images via computer, they seldom (23%) or never (23%) used images in their class assignments, teaching or research. Some 28% said they frequently used images and another 26% said occasionally.

- Not all AMICO Library records contain images. Some 58% of respondents agreed that “Even without the picture, it’s good to know about the work. Keep these records in.” while the remaining 42% agreed that “A record without a picture doesn’t tell me enough to be able to distinguish the work. Leave this record out until an image is available.”
- Respondents were very supportive of the overall value of the AMICO Library. Some 32% rated the library as excellent and another 42% rated it as good. Twenty-two percent gave a satisfactory rating and 4% rated the library as unsatisfactory. Respondents provided a variety of open-ended suggestions on improving the AMICO library.
- More than half (55%) said AMICO organizers could contact them by e-mail for follow-up information.
- Preliminary crosstabulations revealed minor (mostly statistically insignificant) variations in attitudes across differences in gender and age. For example, on average, males rated the usefulness of functions 3.38, compared to a female average rating of 3.61. Males rated Help significantly higher at 3.75 compared to a female rating of 2.86.
- Males rated the appeal of AMICO library aspects slightly lower than females in nearly every category. For example, males rated “Speed of delivery” at 3.38, while females rated it at 3.94. In overall appeal, however, males and females were nearly identical in their ratings at 3.96 and 4.0 respectively.
- In terms of age differences, it appears that the older you are, the less you value the library. Respondents over age 50 years rated the overall value of the AMICO Library the lowest with an average score of 3.5. The 31-50 age range rated it next to lowest with a score of 3.88. Ages 18-22 and 23-30 were nearly identical with scores, respectively, of 4.21 and 4.22.
- Museum-affiliated respondents rated the overall value of the library just slightly higher (4.13) than university-affiliated respondents (4.06). Comparing across occupations, undergraduate students rated the overall value the highest (4.35), followed by museum staff (4.07), graduate students (4.00), faculty (3.82), other professionals (3.71) and library/visual resource coordinators (3.6). Humanities majors ranked the library the highest (4.42), followed by fine arts (3.85), social sciences (3.33) and science majors (3.00).
- Males and females were nearly equal in their ratings of the overall value of the library with scores of 4.08 and 4.03 respectively.

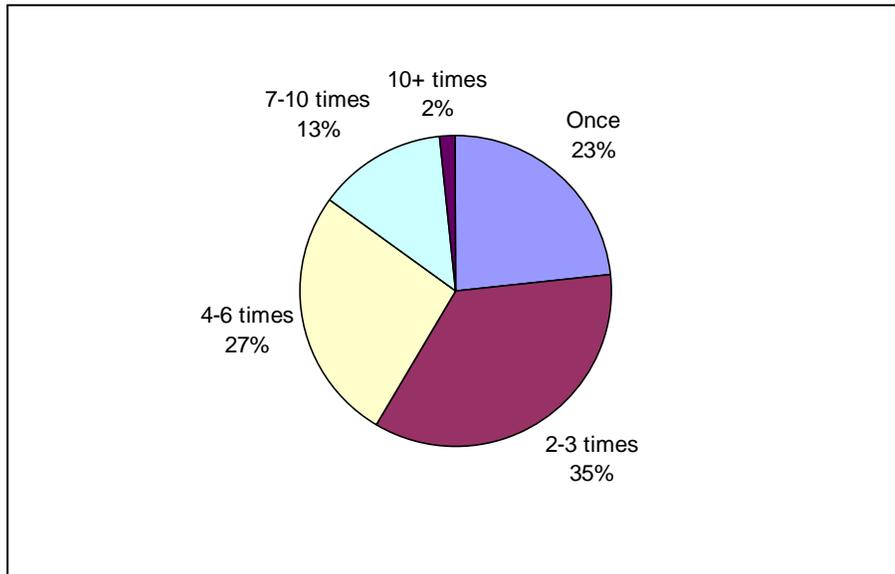
- Significant differences in visitation frequency were noticed across occupations. Museum staff reported the highest frequency of visitation with a score of 3.93. (A score of one reflects a single library visit. A score of 2 reflects an average of 2-3 library visits. A score of 3 reflects an average of 4-6 visits.) University faculty were the next most frequent visitors with a score of 2.72, followed by undergraduates (2.48), library/visual resource coordinators (2.00) and graduate students (1.6). All respondents combined had an average score of 2.62.
- Museum-affiliated respondents (3.73) reported significantly higher visitation frequency than those affiliated with universities (2.5). Respondents age 31-50 reported the highest visitation frequency. On average, males visited more frequently than females with scores of 2.84 and 2.63 respectively.
- Asked about their use of images prior to electronic availability, university-affiliated respondents reported greater frequency with a score of 2.79 compared to a score of 2.07 for museum-affiliated respondents. Respondents over age fifty report the highest frequency; age 31-50 reported the lowest frequency. With a score of 3.18, use by College or University faculty was significantly higher than all other occupations. Females (2.53) reported just slightly higher prior frequency of use with images than males (2.53).
- Regarding the question of whether to include a record even when an image is unavailable, graduate students expressed the most interest in leaving a record out until an image is available with an average score of 1.8. Visual resource coordinators were next with a score of 1.6. On average, undergrads (1.48), museum staff (1.29), other professionals (1.29) and faculty members (1.18) were the most in favor of leaving a record in, even without the picture. [Note: Scoring scale is 1-2.] On average, museum-affiliated respondents were more inclined to leave a record in, even without the picture.
- Asked whether they can be contacted for further inquiry by AMICO, eighty-percent of the visual coordinators and graduate students were willing to be contacted, followed by faculty members (63%), museum staff (57%) and undergraduate students (39%). Nearly two-thirds (63%) of the women were willing to be contacted, compared with 50% of the men.
- A limited comparison was conducted of data from the AMICO survey and earlier data from the MESL (Museum Education Site License) Project. Respondents on both surveys were asked to rate various aspects of the sites. Average scores were nearly identical on many measures. Overall appeal, for example, on MESL averaged 3.93 compared to 3.95 on AMICO. Other aspects: Quality of images, MESL 4.14, AMICO, 4.3; Quality of text information, MESL 3.86, AMICO, 3.67; Appeal of screens, MESL 3.76, AMICO, 3.88; Ease of browsing, MESL 3.46, AMICO, 3.77; Ease of searching, MESL 3.87, AMICO, 3.8; Effectiveness of searching, MESL 3.65, AMICO, 3.63; Speed of delivery, MESL 3.87, AMICO, 3.68. An average of all aspects scores MESL at 3.82 and AMICO at 3.84.

# Findings (n=71)

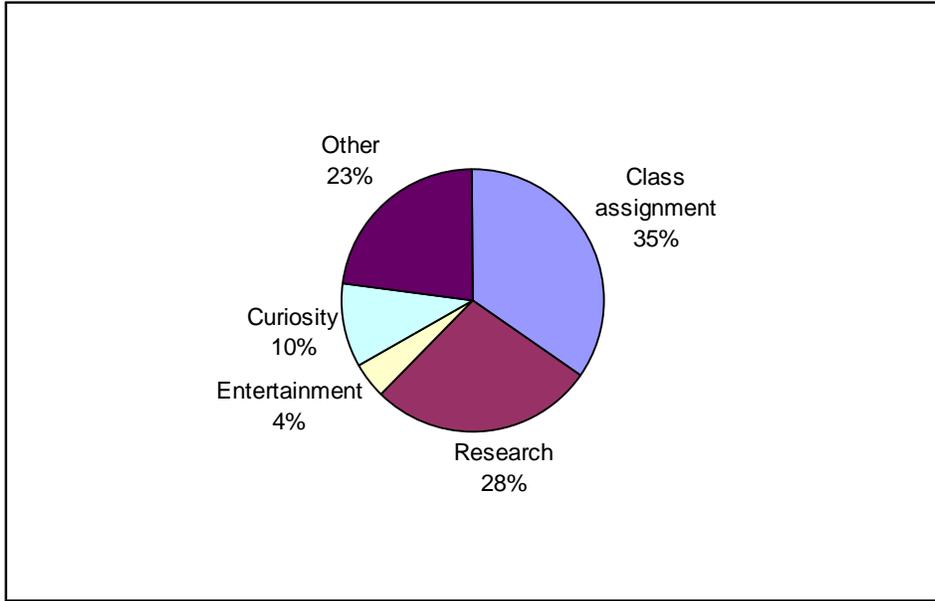
1) *Where did you learn about the AMICO Library? (Select all that apply.)*



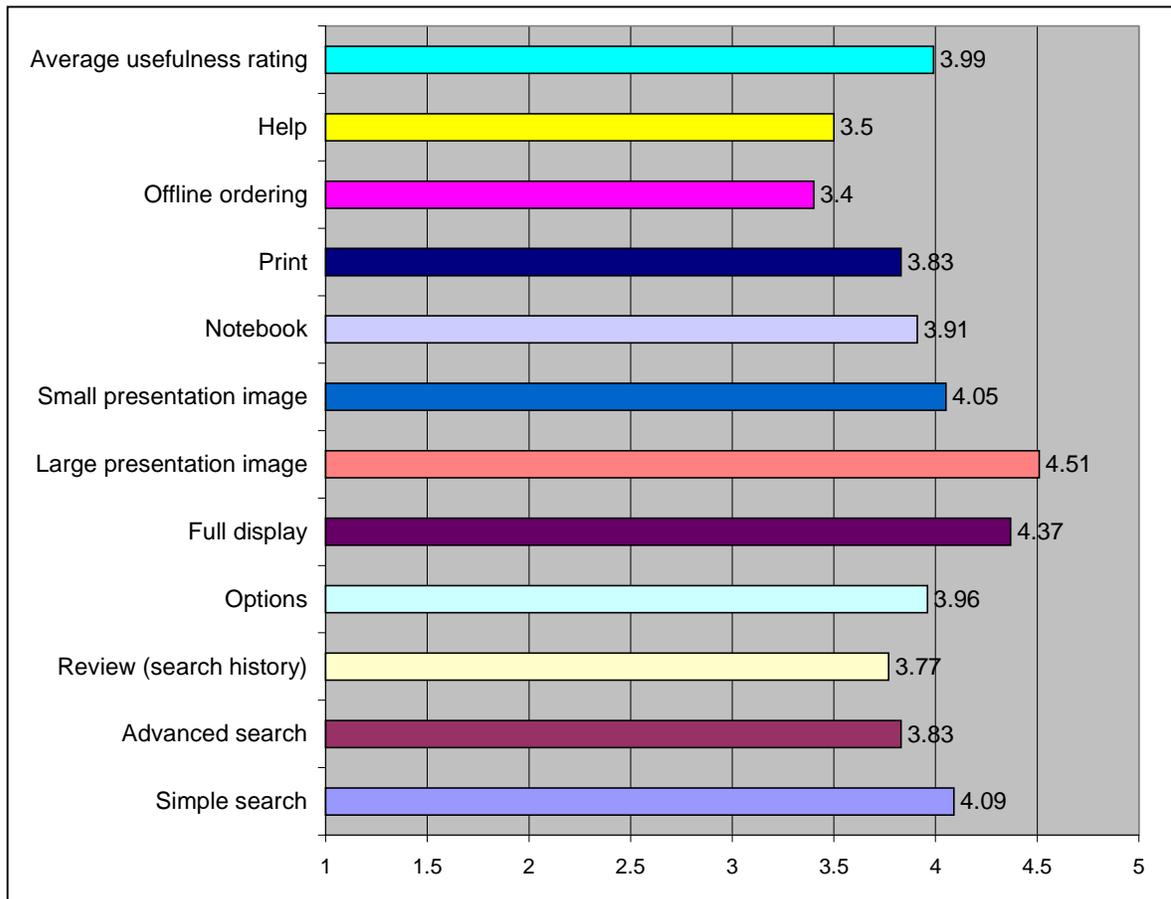
2) *Approximately how many total times have you visited the AMICO Library?*



3) *What is the main reason you visited the AMICO Library this time?*



**4) Please rate the usefulness of the following functions of the AMICO Library.**

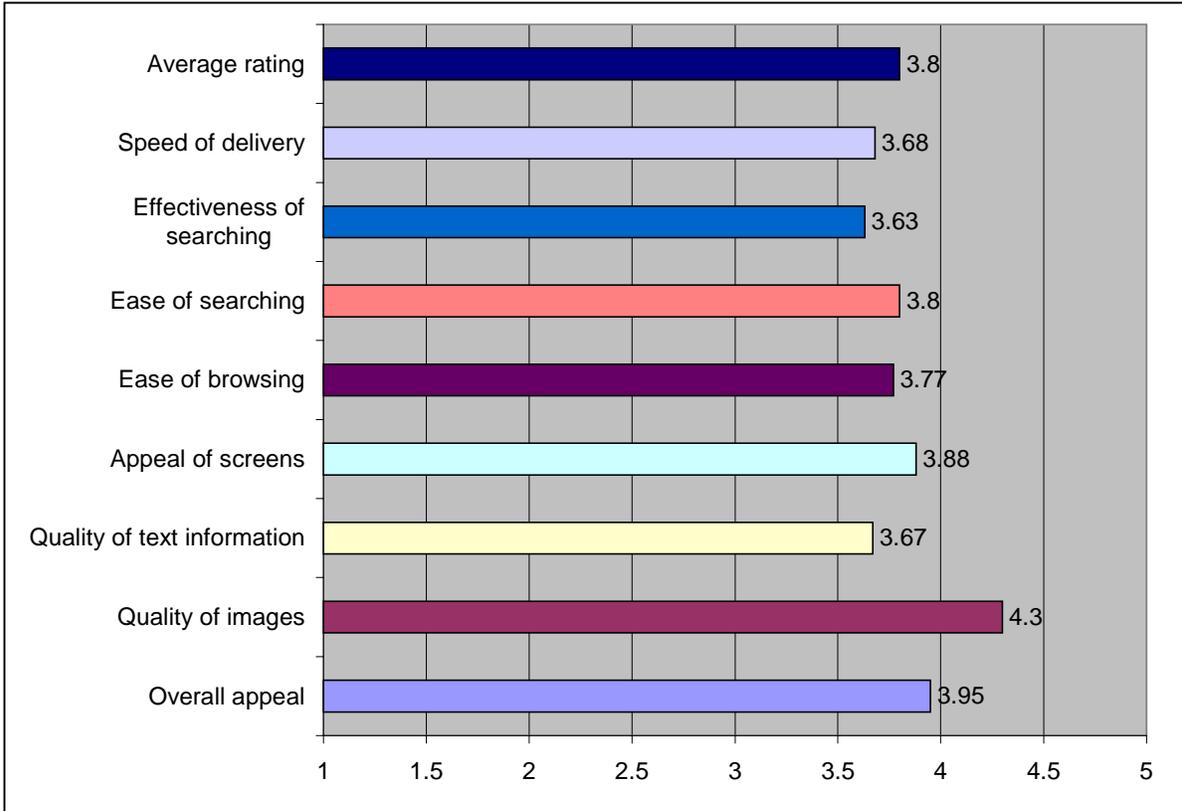


**Question 4, Open-ended comments**

[NOTE: All comments are presented as written.]

- This is a wonderful service. I have only recently begun to use it, but will make extensive use, both for my own work in early modern German literature and for my classes in German literature and culture.
- A student intern did the searches for me
- Horizontal photographs are shown vertical, as if not scanned properly.
- Would be helpful to be able to limit a search that has yielded too many results. Would be very helpful to use the "advanced" search screen for the simple search and add more features to the advanced search screen (pick lists to choose terminology, authori  
The advanced search is frustrating because the combinations of terms did not work through many searches.
- I want to be able to print the uncompressed files on-line, not wait five-days,
- the send button sometimes disappears
- I have yet to print out any works I have found on the system. I am hoping that I will be able to print the images an their larger scales.
- The only problem was that some of the computers would not log on becuae of limited access and too many simultaneous users for my institution, even though RIT has unlimited access.
- none
- This site is very useful for researching purposes.

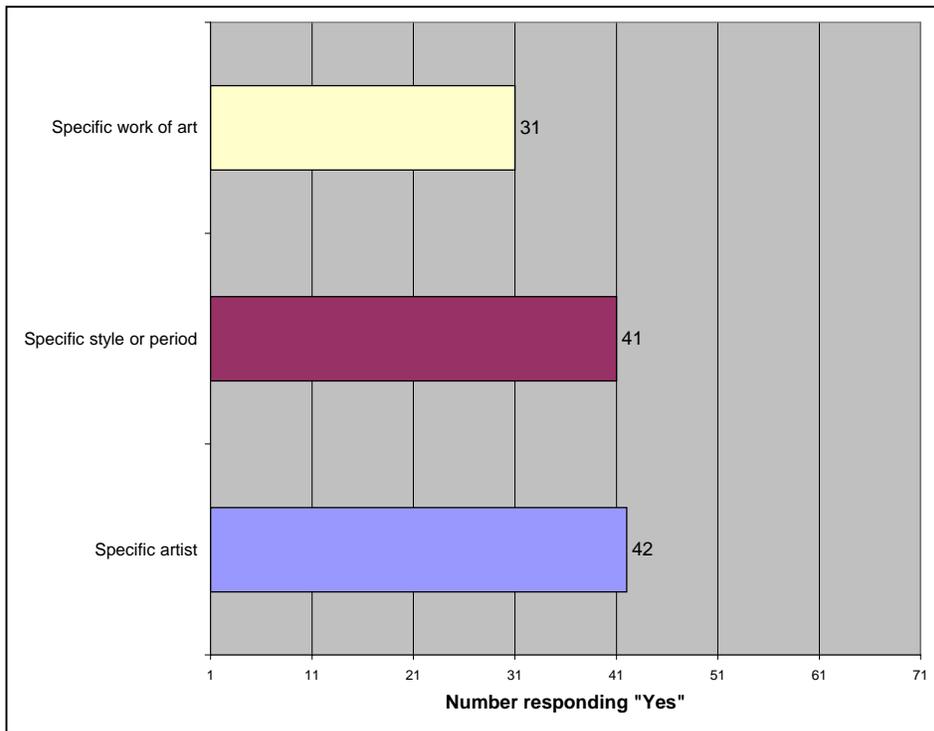
**5) Please rate the following aspects of the AMICO Library based on your most recent visit:**



***Question 5, Open-ended comments***

- Same as above
- The new interface is excellent: far more intuitive
- Not enough images; very narrow and arbitrary selection
- none
- The very large image feature is excellent for viewing detail and techniques. The ability to combine sets and search is very helpful.
- Needs to be faster!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- At times, the search is just too slow!
- seems like it should be faster

6) *Were you looking for a...*

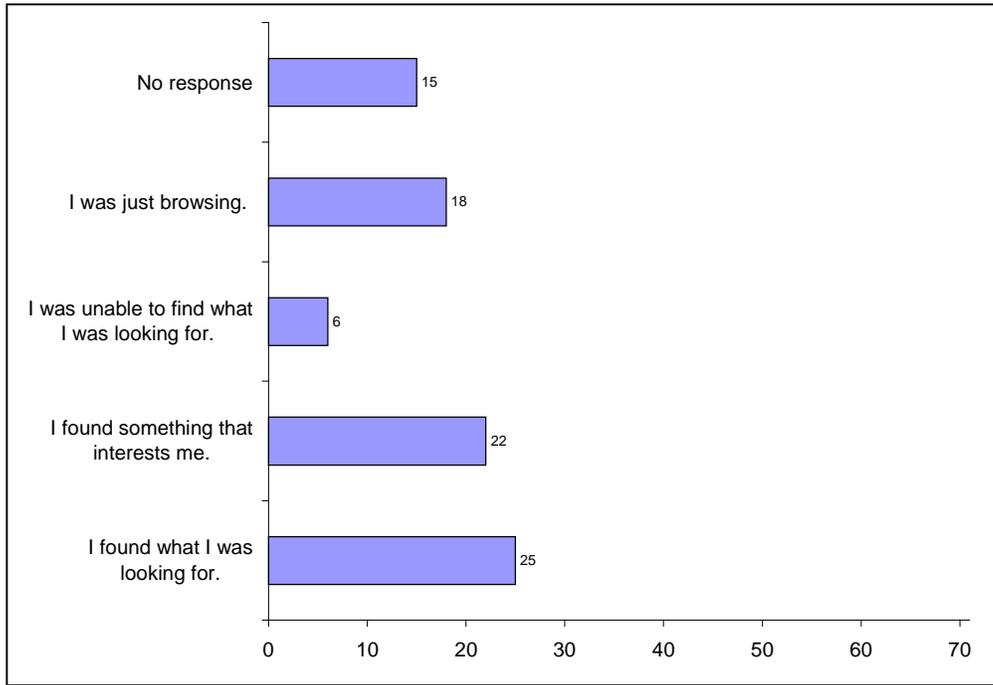


**Question 6, “What in particular were you looking for?”**

- genres, ie interiors of cathedrals
- Durer and Cranach
- Ernst, Basquiat, Stieglitz
- Photographers of 20th century
- survey art history images
- Greek vases
- Van Gogh Irises
- Velazquez, Les M...
- stereometry
- wildlife
- early 16th century paintings
- EARLY 16TH CENTURY PAINTINGS
- Sculptuer that deals with solid form and /or negative space.
- sculptures in modern art
- "Chicago, Judy zero hits
- Miro, Joan 7 hits
- women photographer 33 hits
- gouache many hits
- color lithograph/Currier & Ives"
- Sculpture...
- sculpture
- sculptures
- modern sculpture
- 20th c. visual culture (photos, newspaper images, ads)
- sculpture in the 1980s
- artists/2D examples with grid applications/figurative examples

- installation and mixed media
- Greek Art
- contemporary Japanese, Mexican, and Australian Artists; Bill Reed; just to name a few
- installation art, in general
- mixed media and installation art.
- More books
- "medieval-renaissance woodcut,
- esp. durer"

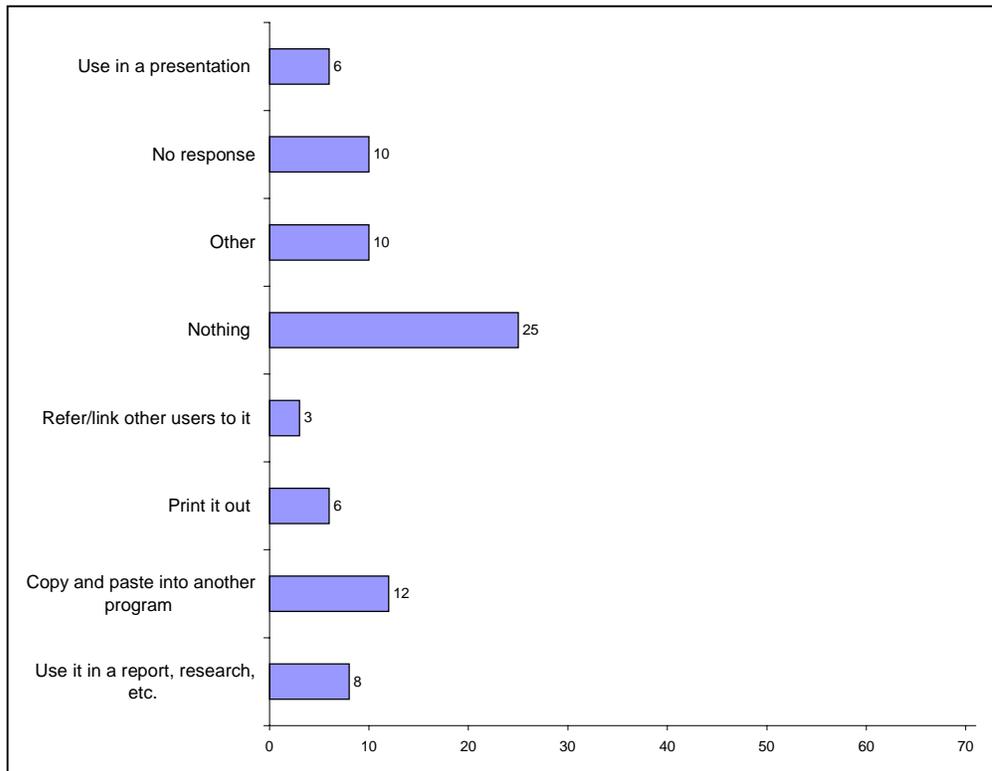
**7) Did you find what you were looking for? (Select all that apply.)**



**Question 7, Open-ended comments**

- There were a few usable images
- My searches turned up some of the material i wanted and lots of erroneous hits.
- There is just not enough material for use in a course.
- I hoped to find some more, but I ran out of keywords. From that point you have to know more artists names or specific works to find more I think. In that case AMICO is for people with a basic knowlege or more, a good tool to find information.
- There were only 25 images in this category

**8) What will you do with the information that you found? (Select all that apply.)**



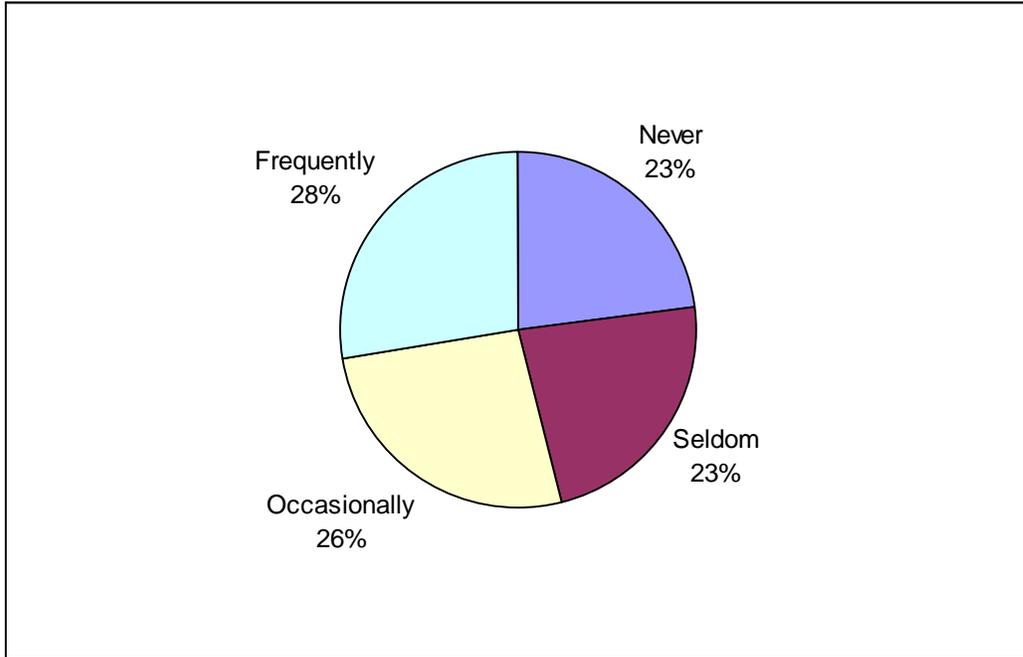
***Question 8B, Which?***

- photoshop, word
- learning programm
- photoshop/illustrator
- PHOTOSHOP/ILLUSTRATOR
- photoshop, filemaker

***Question 8G, Other***

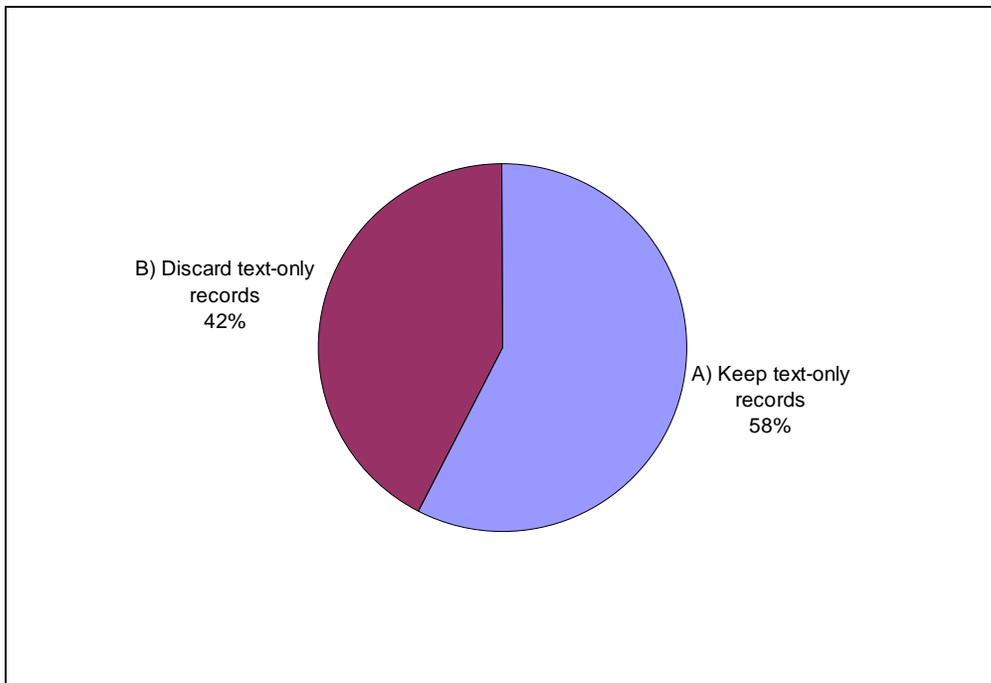
- Add to my dissertation file
- edit many
- show it to my class
- Take to class
- I want to take to the museum for showing inconsistencies
- update file
- Put on wall as picture

9) *Before AMICO and other Web sites brought digital images to your computer, how frequently did you use images in your class assignments, teaching or research?*



10) *Some records in the AMICO Library may contain only the textual information, without an accompanying image. Which of the following more closely reflects your preference?*

- A) "Even without the picture, it's good to know about the work. Keep these records in."
- B) "A record without a picture doesn't tell me enough to be able to distinguish the work. Leave this record out until an image is available."

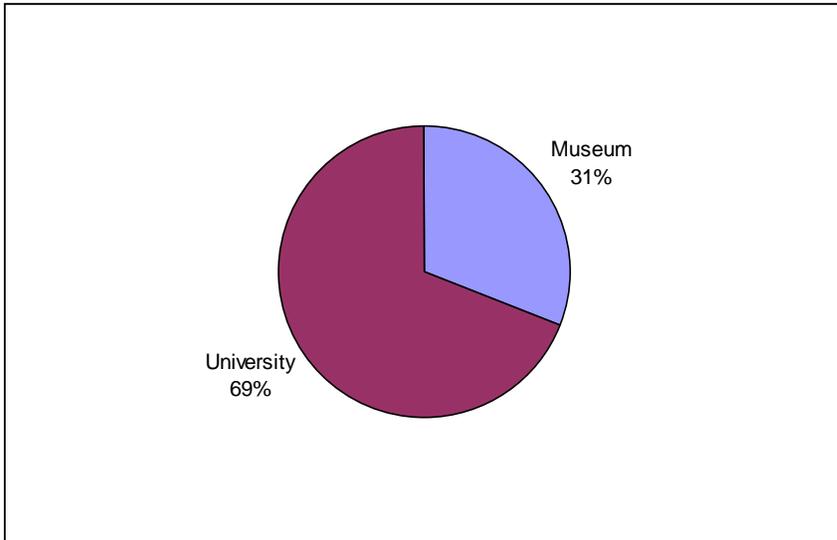


### ***Question 10, Open-ended comments***

- this assumes that the image will be acquired at some point.
- Maybe you can tell when the picture will be available. (because of ones own deadlines) Sometimes the information will be enough, but most of the time you need the picture as well.
- Pictures are way more useful to me. With out the pics the text is meaningless.
- If you have information about an image you can always use another research tool in order to actual aquire and view the image.
- without the picture its useless
- i wanted more info and also would like info in english
- eventually, however, the art described should have an image

# Please tell us about yourself

11) *With which university, museum or other organization are you affiliated?*



## Universities

### # responses

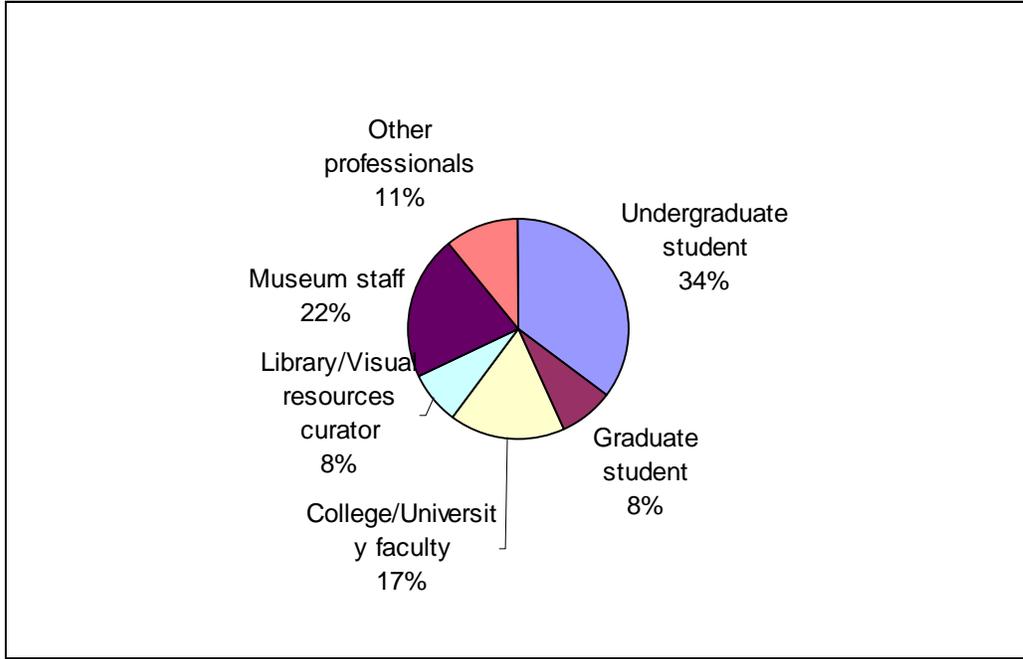
- 3 Carnegie Mellon University, Pittsburgh, PA
- 1 Indiana University / Purdue University, Indianapolis, IN
- 2 Princeton University, Princeton, NJ
- 22 Rochester Institute of Technology, Rochester, NY
- 1 University of Alberta, Edmonton, Alberta
- 1 University of Arizona, Tempe, AZ
- 1 University of Leiden, Leiden, The Netherlands
- 2 Washington University, St. Louis, MO
- 2 Wellesley College, Wellesley, MA
- 1 Western Michigan University, Kalamazoo, MI

## Museums

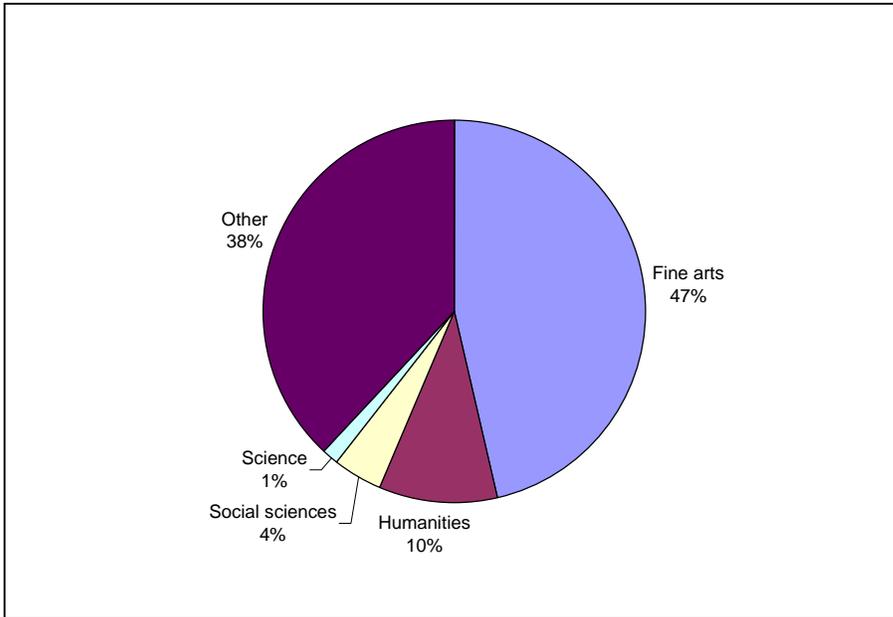
### # Responses

- 2 Albright-Knox Art Gallery, Buffalo, NY
- 1 Art Gallery of Ontario, Toronto, Ontario
- 2 Art Institute of Chicago, Chicago, IL
- 1 Center for Creative Photography, Tucson, AZ
- 2 Davis Museum and Cultural Center, Wellesley College, Wellesley, MA
- 2 Frick Collection, New York, NY
- 1 International Museum of Photography, George Eastman House, Rochester, NY
- 1 J. Paul Getty Museum, Los Angeles, Ca
- 4 Metropolitan Museum of Art, New York, NY
- 1 Minneapolis Institute of Arts, Minneapolis, MN
- 1 Museum of Contemporary Art, San Diego, Ca
- 2 Museum of Fine Arts, Boston, MA
- 1 San Jose Museum of Art, San Jose, CA
- 1 Washington University, St. Louis
- 3 Whitney Museum of American Art, New York, NY

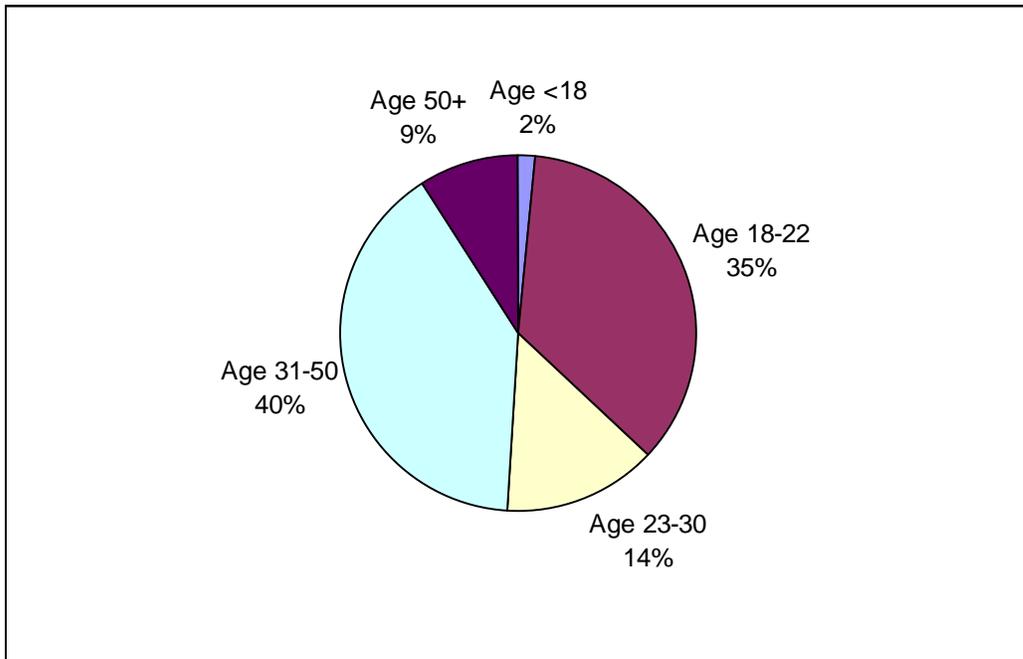
**12) Occupation**



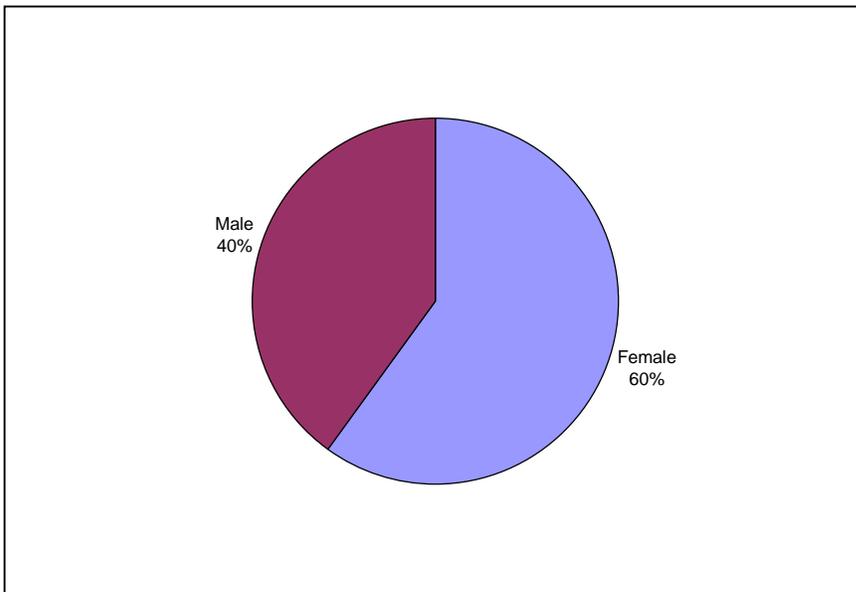
**13) Major field of study**



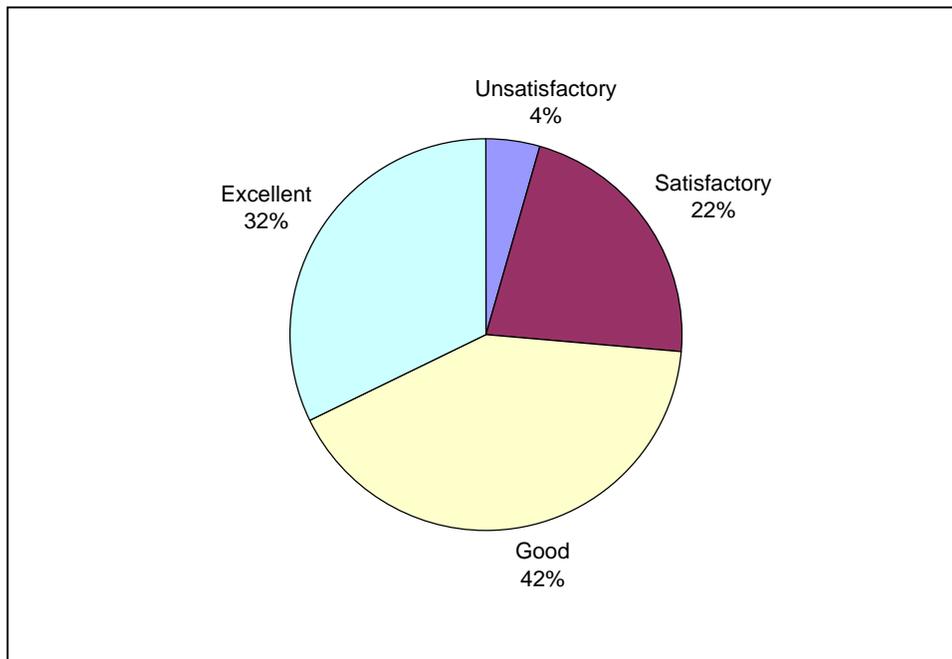
**14) Age**



**15) Gender**



**16) Overall, please rate the value of the AMICO Library.**

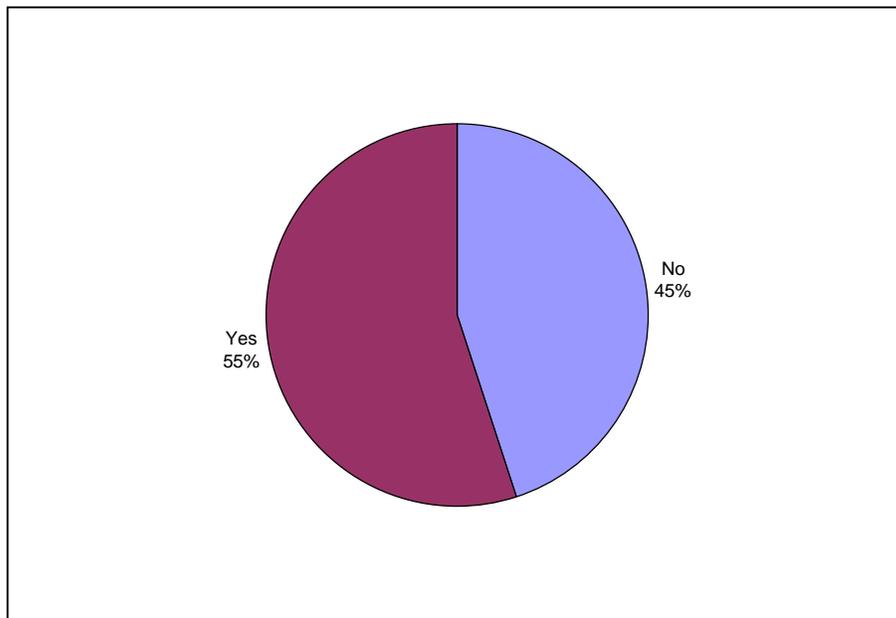


**17) What would improve the AMICO Library and make it more useful to you?**

- more images!
- More images.
- more images
- More twentieth-century art, greater range of artists, perhaps links to more detailed descriptions/analyses of works
- More 20th century photography included within the artwork. The range of photographers is quite sparse and lacking. Eugene Smith, Gary Winogrand, Robert Frank, Man Ray, Ernst Haas, Lee Friedlander, Cindy Sherman, and many others are not even included, and the photographers that are included only have about one image posted.
- clean up glitches in text data.
- "Better search engines
- Larger data base"
- get more images
- More images
- More images and more information about each image
- More Content. Different licensing...
- "That it will respond on more keywords.
- AMICO Library the way it is, is very usefull to me. Every option I want/need is there (so far).
- Thanx"
- A little more detail in the information section of the picture. What period, what it is classified as and so on.
- Improve search strategies.
- "change the ""send"" to ""search"" to be consistant with other resources"
- Including a thesaurus or authority control would make searching more effective.
- If the AMICO system was accessable out side of my school, I would find it a lot more useful.
- List all the names in the same format. For example last name first. Also get rid of the navigation bar of netscape as it is not needed if the amico bar is present.

- if it was accessible outside RIT it would be better
- Additional images, more work by contemporary women
- A quicker search engine...
- More popular culture images, broader range of keywords. Our students did some research on Library of Congress keywords and then went to the Amico. I think it could become supplemented with other data bases. Right now it is still primarily a tool for art historians, even though more and more scholars (historians, comparative lit. people, and others are incorporating images in their research and teaching.
- be able to search with greater specifications such as what a piece may look like.
- more images under specially linked categories
- Access to a lot more, and a greater variety of sources
- As mentioned above, one entry for each artist, a larger selection of images and perhaps more text.
- "If the museum contributors would collaborate together to give research or images on specific artists or fields of study. Perhaps the universities could tell us what their interests are so that we can do a trail effort for 2 year
- period to cater to their needs"
- make searching easier
- Being able to print out full record report (2 pages when the records covers 2 pages)
- see above
- Interpretive material linked to object descriptions
- More content; controlled vocabulary to enable more effective searching.
- more up front search options

**18) *Can AMICO organizers contact you by e-mail for further information?***

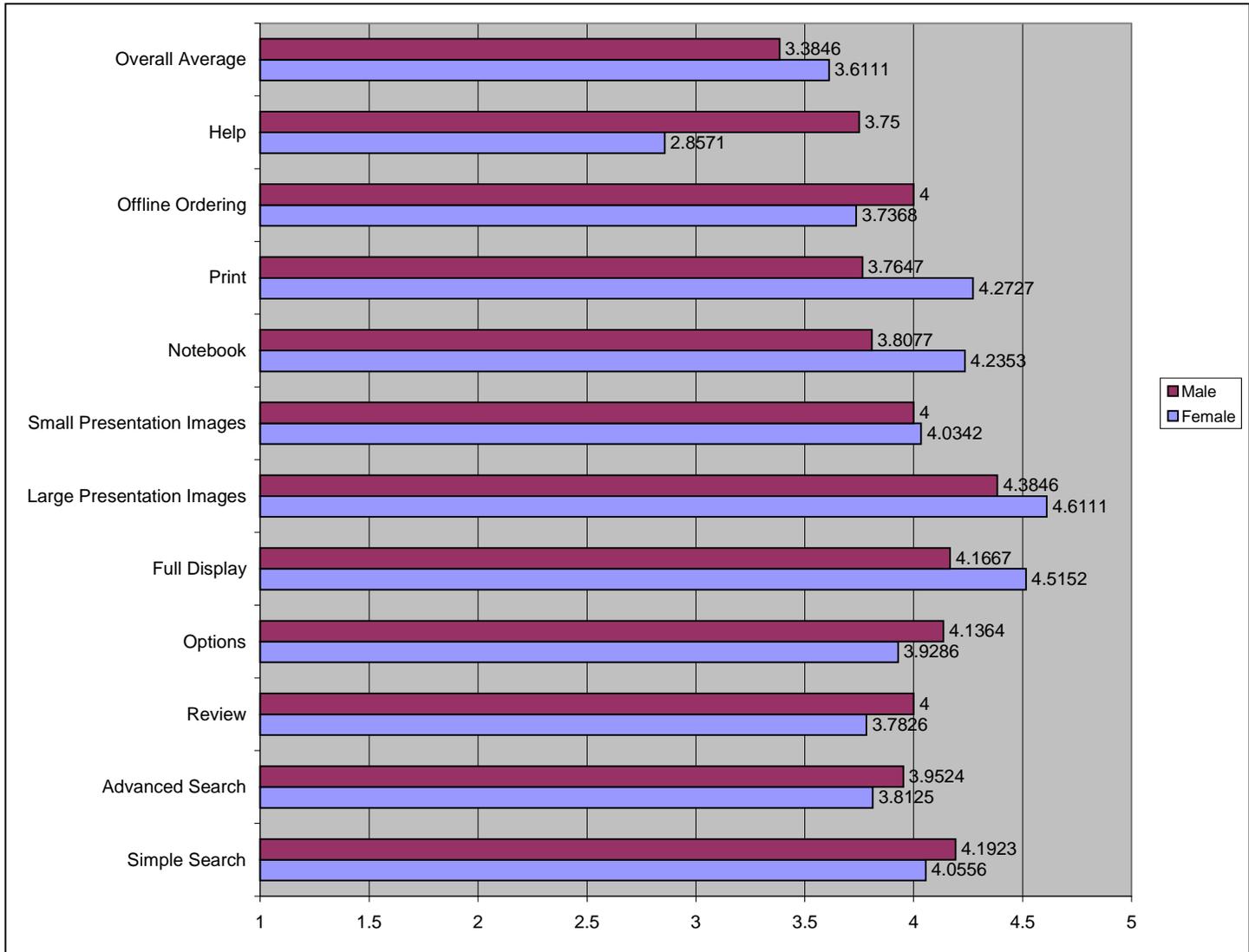


The following respondents can be contacted for further information:

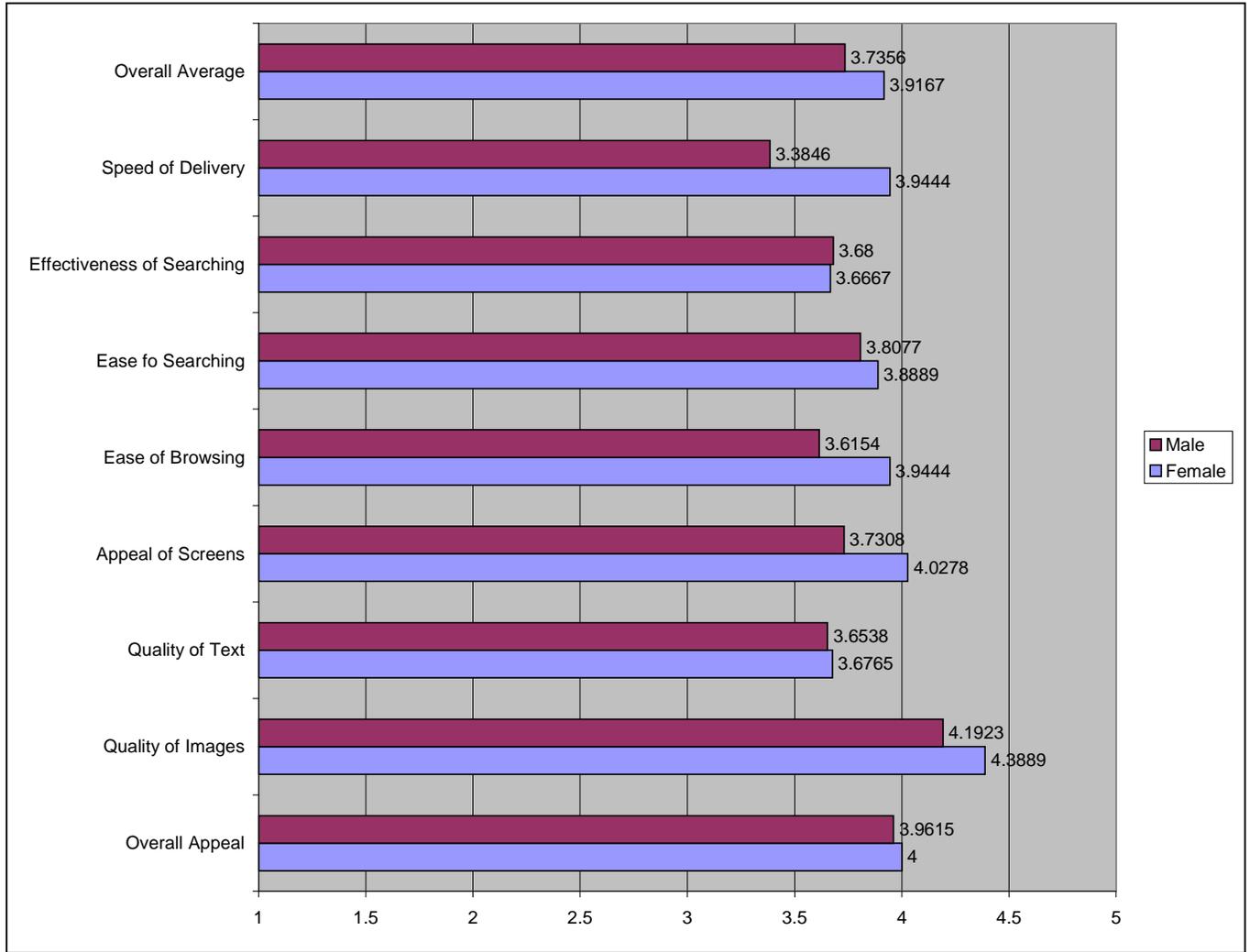
| <b>Occupation</b>      | <b>Name</b>             | <b>Email address</b>              |
|------------------------|-------------------------|-----------------------------------|
| Undergraduate          | Christine Moore         | Snorkle357@aol.com                |
| Undergraduate          | Katie Hanna             | keh9085@rit.edu                   |
| Undergraduate          | Louise W.N. de Blecourt | Bakkerap@wxs.nl                   |
| Undergraduate          | Stephanie Hoare         | sgH5436@rit.edu                   |
| Undergraduate          | Chad Buske              | Frignstud68@yahoo.com             |
| Undergraduate          | Josh Mitsis             | JCM0454@rit.edu                   |
| Undergraduate          | khalid                  | kmr0842@rit.edu                   |
| Undergraduate          | colleen althoff         | bigbean68@aol.com                 |
| Undergraduate          | Jessica Atkins          | jma6517@rit.edu                   |
| Graduate student       | M. L. Haber             | haber@virtu.sar.usf.edu           |
| Graduate student       | Gina Karaba             | gdk4407@rit.edu                   |
| Graduate student       | gotlib joelle           | joellegb@juno.com                 |
| Graduate student       | mark grimm              | meg3011@rit.edu                   |
| College/Univ. faculty  | Giles R. Hoyt           | hoyt@iupui.edu                    |
| College/Univ. faculty  | Norman Hawker           | norman.hawker@wmich.edu           |
| College/Univ. faculty  | Mary Schmidt            | mschmidt@cmu.edu                  |
| College/Univ. faculty  | Miranda Marvin          | mmarvin@wellesley.edu             |
| College/Univ. faculty  | Colleen Skidmore        | Colleen.Skidmore@ualberta.ca      |
| College/Univ. faculty  | Zerbe Sodervick         | zjsfaa@rit.edu                    |
| College/Univ. faculty  | Dan Larkin              | larkman@frontiernet.net           |
| College/Univ. faculty  | Linda A. Hightower      | lahfaa@rit.edu                    |
| Library/Visual curator | Joanne Martinez         | martinez@bird.library.arizona.edu |
| Library/Visual curator | Mara L. Hermano         | hermano@frick.org                 |
| Library/Visual curator | Margaret B. Bartlett    | mbbwml@rit.edu                    |
| Library/Visual curator | Sheila Smokey           | scswml@rit.edu                    |
| Museum staff           | Peter Walsh             | pwalsh@att.net                    |
| Museum staff           | william thornton        | wthornton@getty.edu               |
| Museum staff           | Lauren Panzo            | lauren_panzo@whitney.org          |
| Museum staff           | Vivian Gill             | gill@frick.org                    |
| Museum staff           | Julie Zeftel            | jzeftel@interport.net             |
| Museum staff           | Anita Duquette          | anita_duquette@whitney.org        |
| Museum staff           | Julie Franklin          | julie@sjmusart.org                |
| Museum staff           | jane B. Neet            | jneet@artic.edu                   |
| Museum staff           | Abaigeal Duda           | amduda@netzero.net                |
| Other professionals    | Lisa D. Fletcher-White  | LDFletc@IBM.Net                   |
| Other professionals    | Kirk Alexander          | kirk@princeton.edu                |
| Other professionals    | Jessica Calderwood      | jac69@gateway.net                 |
| Other professionals    | Lynne Fretz             | lkfwml@rit.edu                    |
| Other                  | Nils K. Hammer          | nh0g@andrew.cmu.edu               |
| Not provided           | Shana Hildebrand        | shildebrand@wellesley.edu         |
| Not provided           | Ed Guerrette            | erg6886@rit.edu                   |
| Not provided           | Christina Mackowiak     | cmm0009@rit.edu                   |

# Crosstabulations

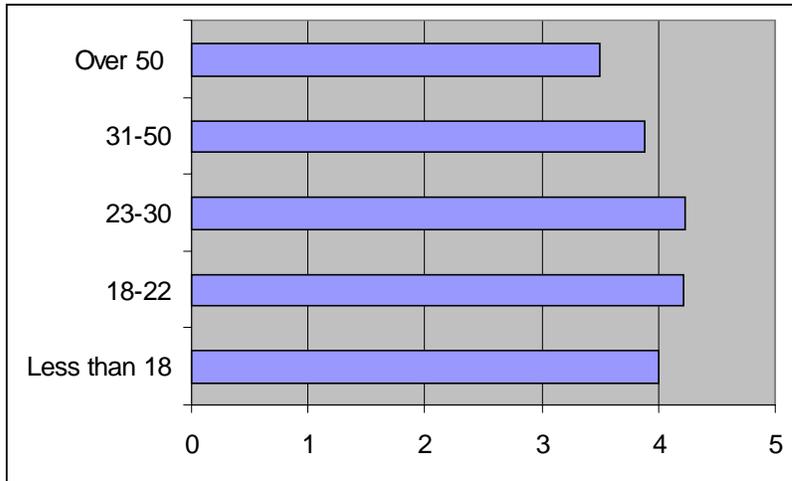
## Question Four (Usefulness of functions) by Gender



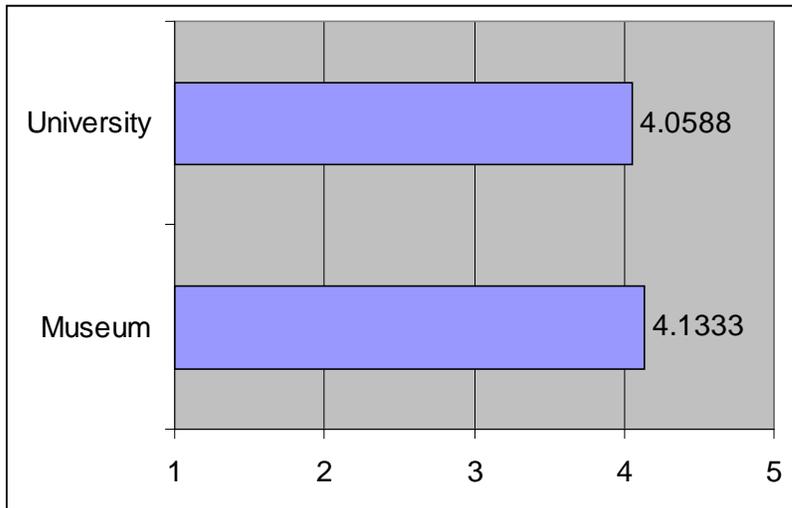
**Question Five (Appeal of various aspects) by Gender**



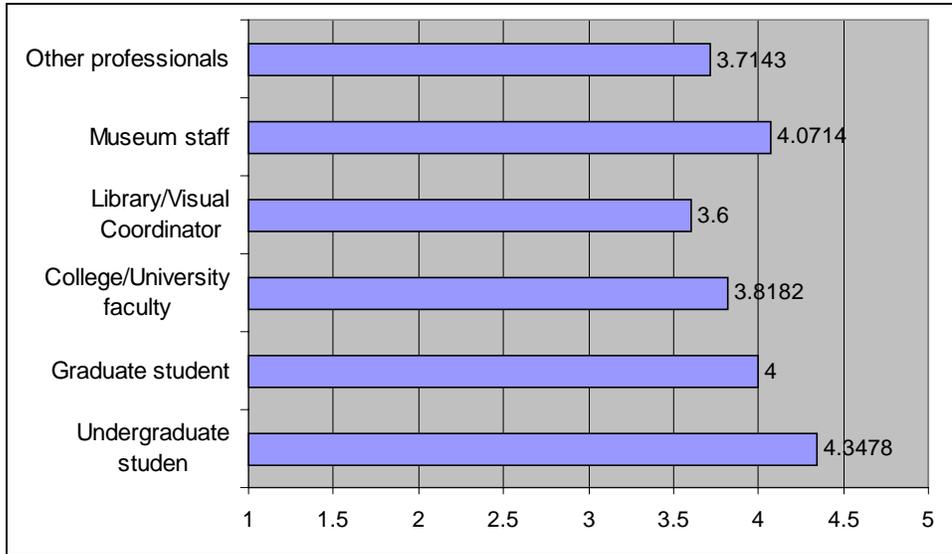
**Question 16 (Overall value of library) by Age**



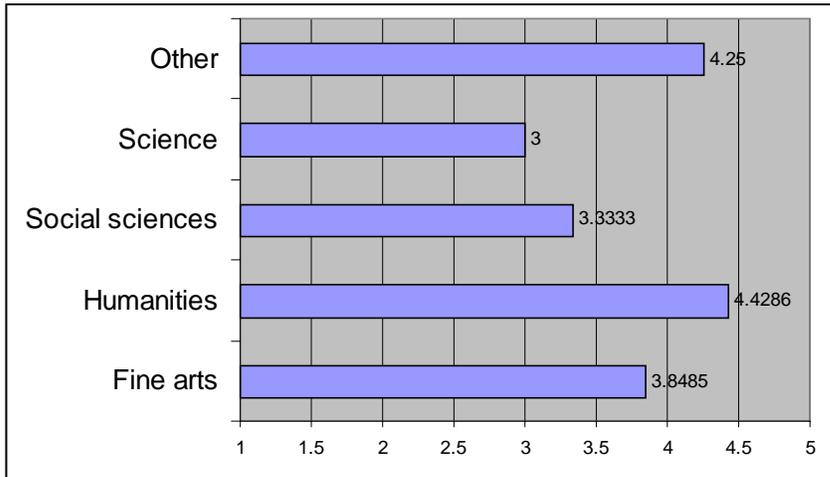
**Question 16 (Overall value of library) by Affiliation**



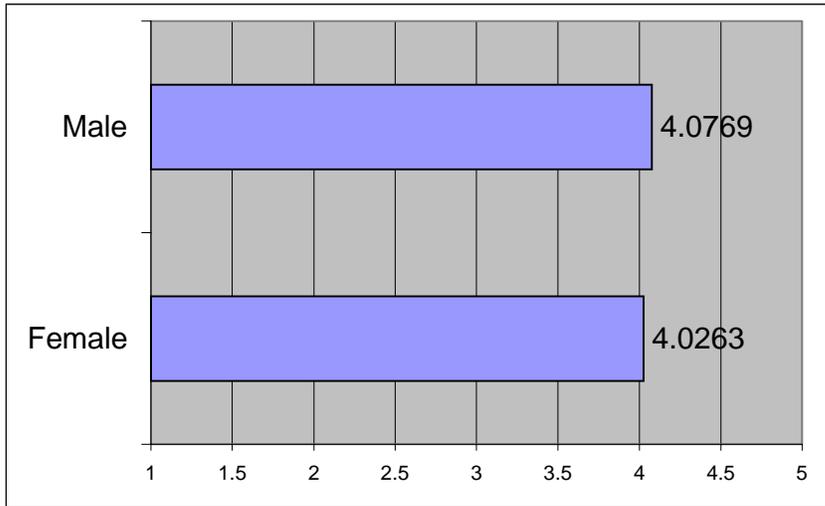
**Question 16 (Overall value of library) by Occupation**



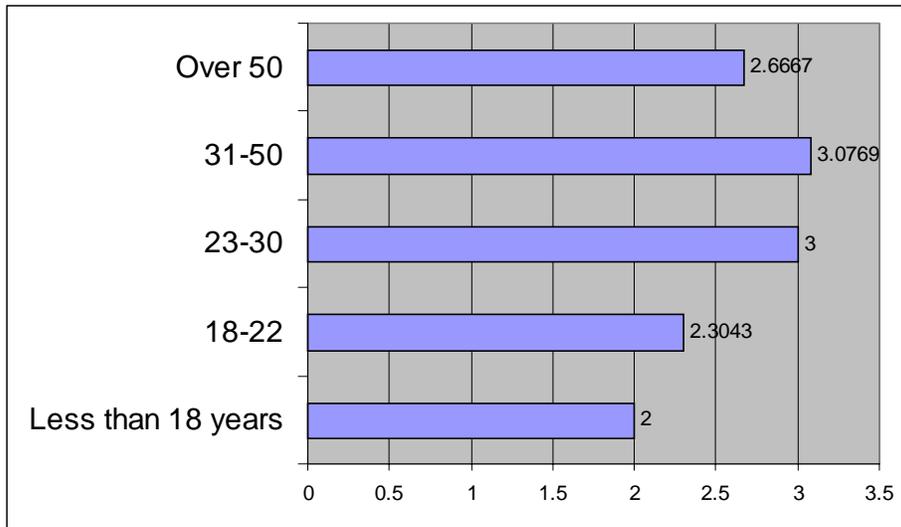
**Question 16 (Overall value of library) by Major**



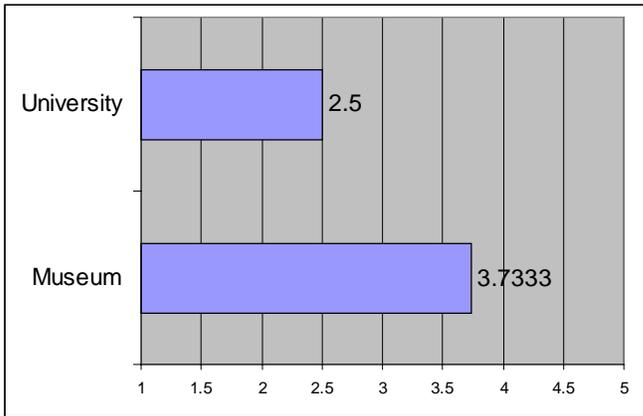
**Question 16 (Overall value of library) by Gender**



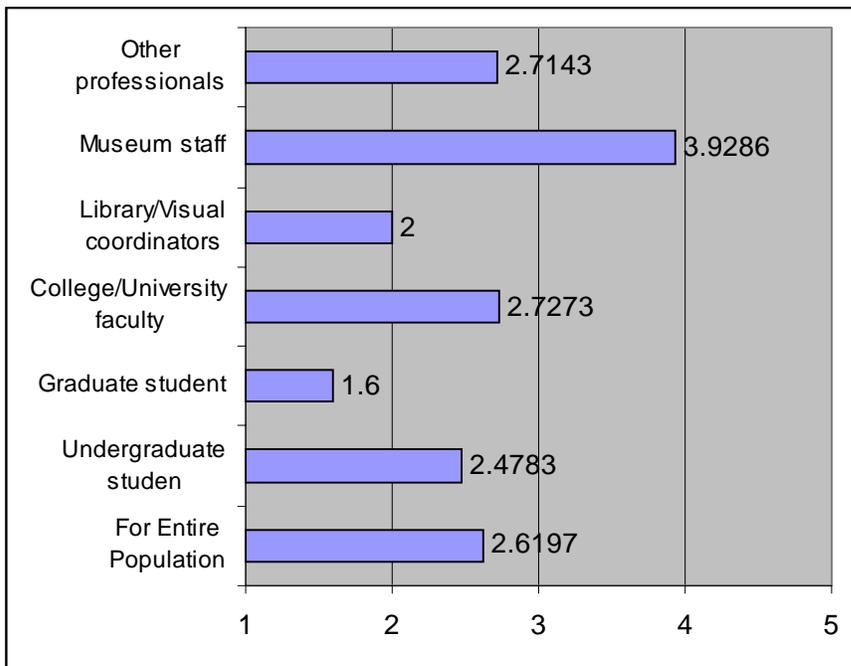
**Question 2 (Number of times visiting) by Age**



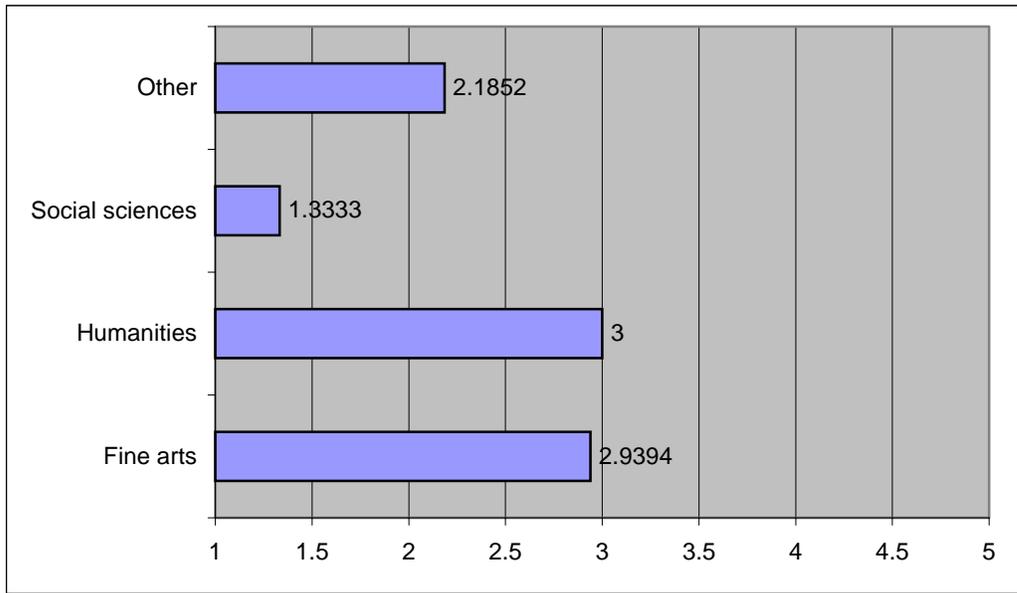
**Question 2 (Number of times visiting) by Affiliation**



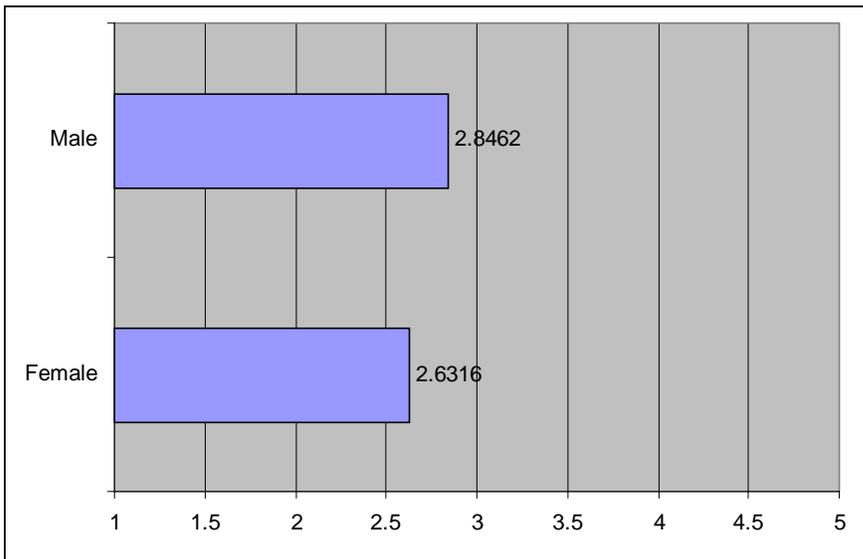
**Question 2 (Number of times visiting) by Occupation**



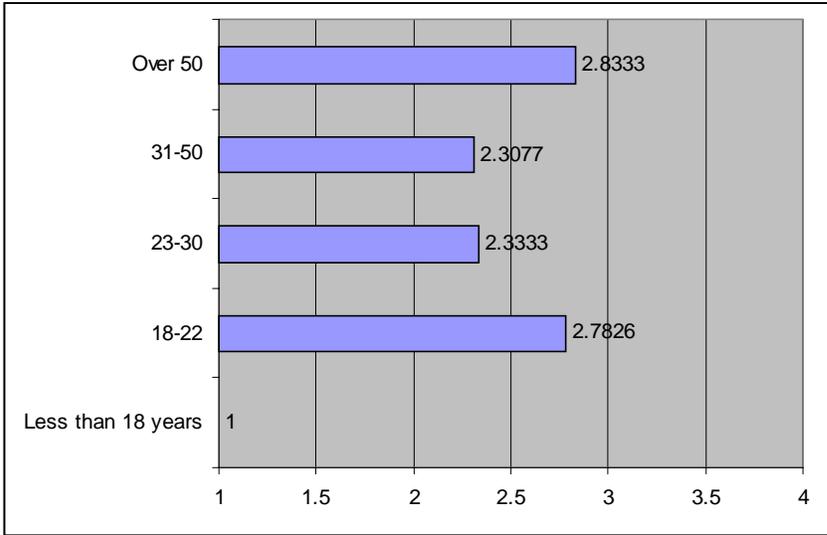
**Question 2 (Number of times visiting) by Major**



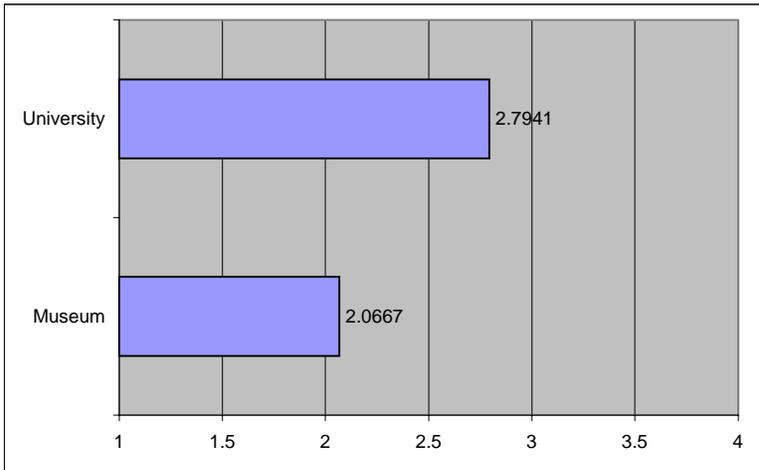
**Question 2 (Number of times visiting) by Gender**



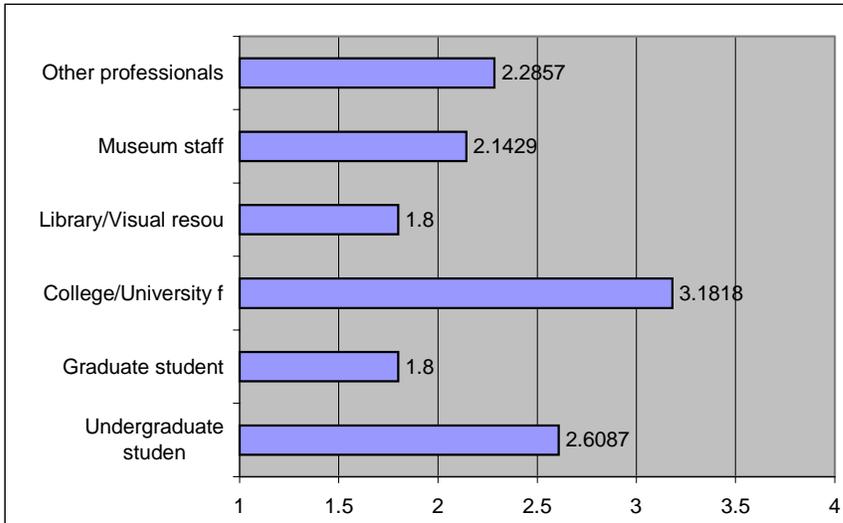
**Question 9 (Prior frequency of image use) by Age**



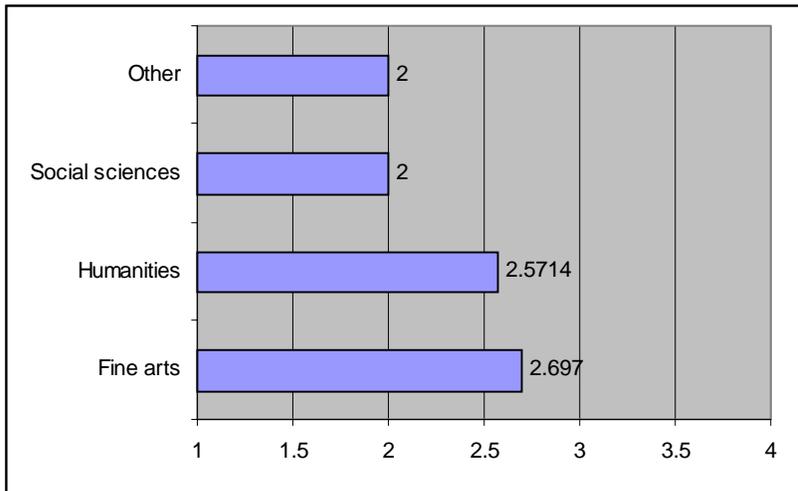
**Question 9 (Prior frequency of image use) by Affiliation**



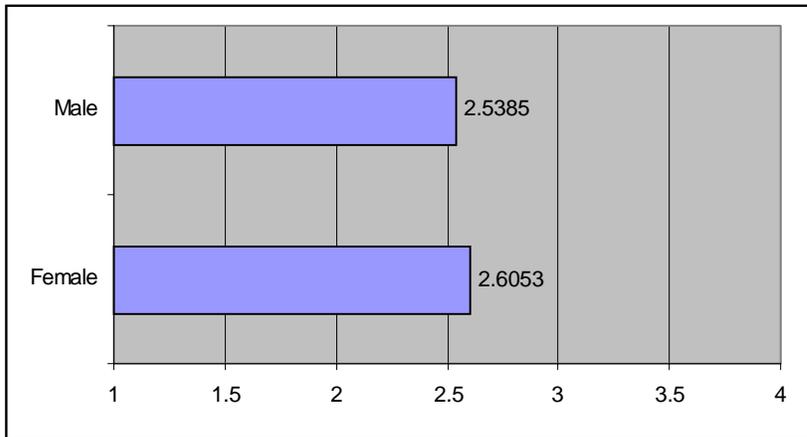
**Question 9 (Prior frequency of image use) by Occupation**



**Question 9 (Prior frequency of image use) by Major**



### Question 9 (Prior frequency of image use) by Gender

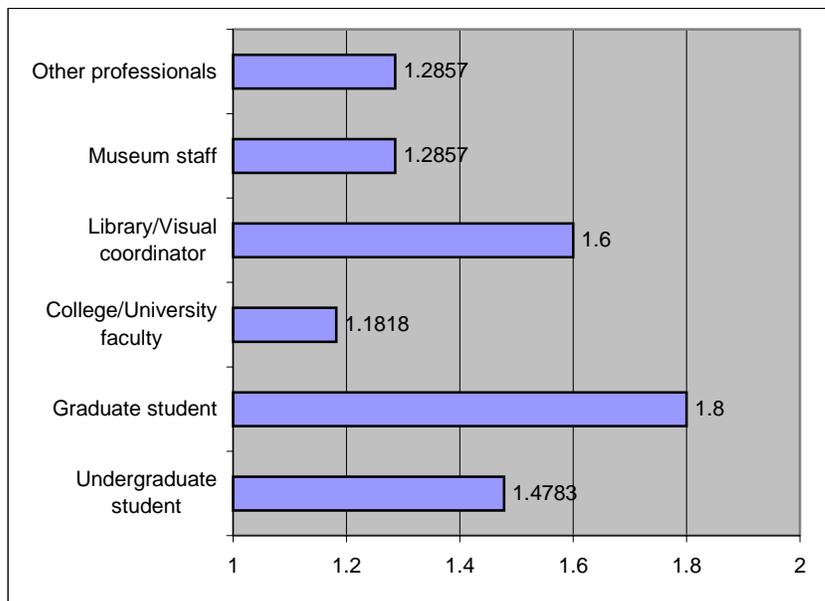


### Question 10 (Records without image preference) by Occupation

1="Even without the picture, it's good to know about the work. Keep these records in."

2="A record without a picture doesn't tell me enough to be able to distinguish the work. Leave this record out until an image is available."

[NOTE: Scores below are averages. A lower score indicates more average agreement with statement #1. A higher score indicates more average agreement with statement #2.]

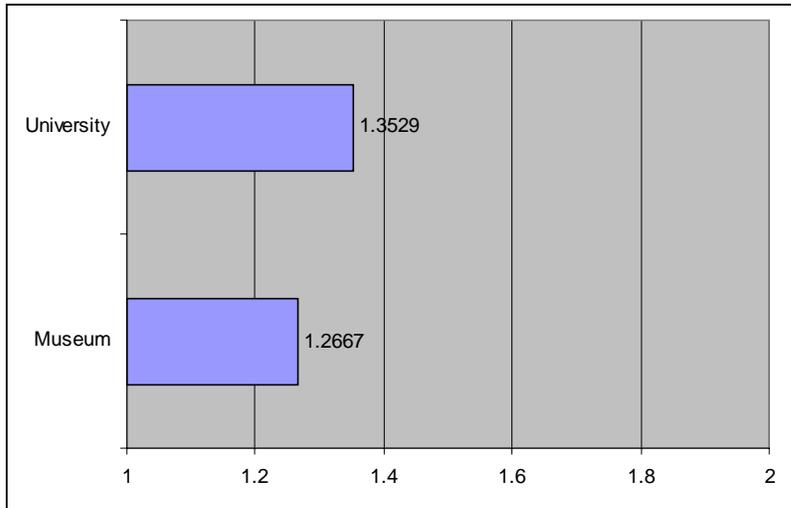


### ***Question 10 (Records without image preference) by Affiliation***

1="Even without the picture, it's good to know about the work. Keep these records in."

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[NOTE: Scores below are averages. A lower score indicates more average agreement with statement #1. A higher score indicates more average agreement with #2.]

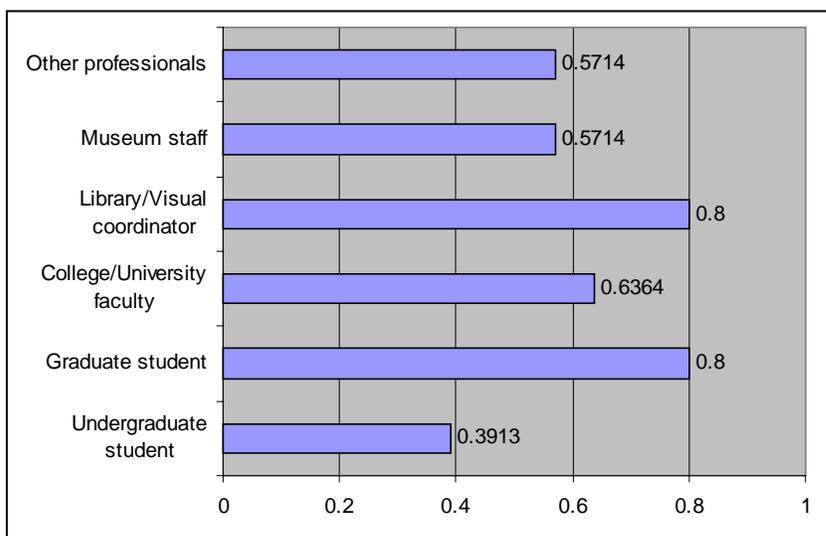


### ***Question 20 (Willingness to be contacted by AMICO) by Affiliation***

0=No

1=Yes

[NOTE: Scores below are averages. A lower score indicates less willingness to be contacted. A higher score indicates more willingness to be contacted.]

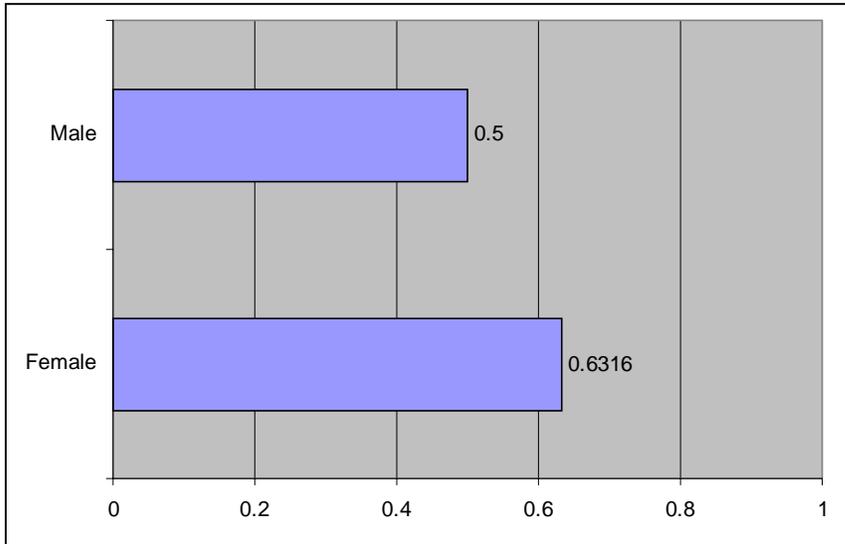


**Question 20 (Willingness to be contacted by AMICO) by Gender**

0=No

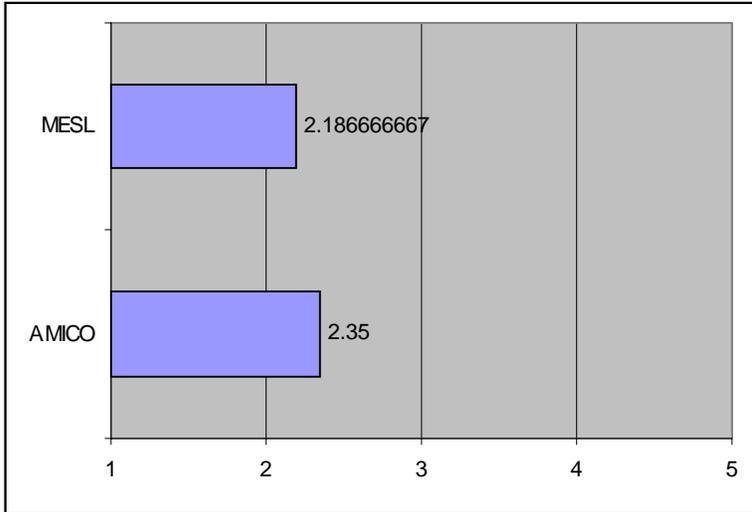
1=Yes

[NOTE: Scores below are averages. A lower score indicates less willingness to be contacted. A higher score indicates more willingness to be contacted.]

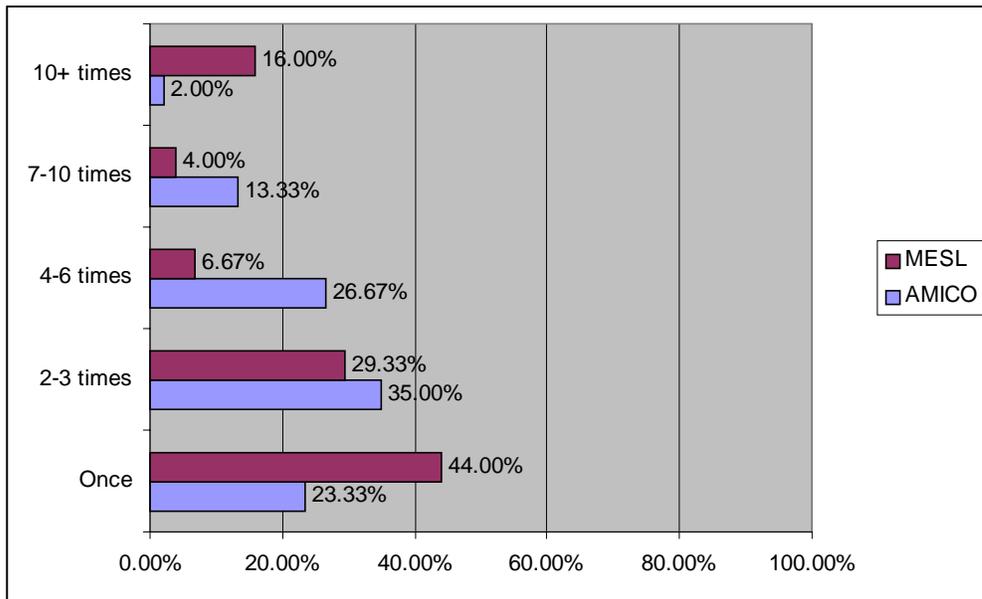


# MESL and AMICO Comparisons

1) *Approximately how many total times have you visited the MESL/AMICO Library?*



**Chart A: Overall average [Both groups mean rating = “2-3 times”].**



**Chart B: Frequencies**

**2) Please rate the following aspects of the MESL/AMICO site.**

