**Information Seeking Assignment**

**Historical Consumer Price Index Data, 1974 Through 2016**

**1. An APA-formatted data citation (including URL)**

USDA Food Price Outlook, Consumer Price Index. (2017, August 25). Retrieved September 08, 2017, from https://www.ers.usda.gov/data-products/food-price-outlook/food-price-outlook/#Consumer%20Price%20Index

**2. Details of the license or terms of use (include a link if needed)**

The website provides data as suggested by the Freedom of Information Act. According to the Freedom of Information Act, an individual can access Federal files, documentations, and any other information on the website. Here is the link for the web page for this information: https://www.ers.usda.gov/contact-us/freedom-of-information-act/ Date accessed: September 08, 2017.

**3. About one paragraph describing why these data are interesting**

The historical consumer price index data set is a xlsx file. The data set consists of fields such as item and annual years of 1974 through 2016. The item field includes many food items; for example, meats, eggs, dairy products, fruits and vegetables, and so on. The annual columns show price change in percentages for each food item.

In my opinion, this data set is interesting since it provides data from 1974 through 2016. It gives an overview of increase and decrease of food prices for 42 consecutive years. However, it seems like it is not detailed enough in terms of food items. For example, under the food item category fruits and vegetables are categorized as fresh fruits and fresh vegetables. It could be more interesting if the data included some of the commonly known fruits and vegetables. Therefore, an individual who is interested in further data might need to find more comprehensive data set. In sum, it is a great data set to enlighten an individual how commonly eaten food items’ prices changed over the years.

**4. Potential data users and decision-makers for this data**

Food is one of the basic needs in human life. Individuals who eat, sell, and make decision about food would be a potential data user of this data set. These include, food suppliers, consumers, farmers, and policy makers. In addition to the above potential data users, Department of Agriculture, investors, import and export decision makers also might be among the potential data users of this data set.

**5. Three questions this data might help to answer**

1- In what year did the largest percentage drop in egg prices happen?

This question can be answered by finding the lowest value on the “Eggs” row.

2- In 1987 which of the meats under the meat category has the most percentage increase?

The answer can be found in the 1987 column.

3- Which food item had the most percentage increase in 2001?

Again, the answer can be found by finding the largest value in the 2001 column.

**All Earthquakes - Past 30 Days Data**

**1. An APA-formatted data citation (including URL)**

All Earth Quakes - Past 30 Days. (2017, September 10). Retrieved September 10, 2017, from https://earthquake.usgs.gov/earthquakes/feed/v1.0/csv.php

**2. Details of the license or terms of use (include a link if needed)**

The website provides data as suggested by the Freedom of Information Act. According to the Freedom of Information Act, an individual can access Federal files, documentations, and any other information on the website. Here is the link for the website for this information: https://www2.usgs.gov/foia/ Date accessed: September 10, 2017.

**3. About one paragraph describing why these data are interesting**

All Earth Quakes - Past 30 Days data set is a csv file. This data set includes fields such as time, latitude, longitude, depth, place, and status. The data logs every earthquake that happened in the world from August 11 – September 10. The time field includes dates, hours, and minutes. Each event (earthquake) is assigned a unique identifier which is represented in the id field.

In my opinion, this data set is interesting since it is related with natural disasters. Natural disasters are happening every day around the world, and one of them is earthquakes. I found this data set impressive because I can relate it with an earthquake experience that I had in Istanbul, Turkey back in 1999. The magnitude was 7.4. Another reason why this data set is interesting because I found that the fields of this data set are very detailed in terms of location. This might provide more information to the potential data users.

**4. Potential data users and decision-makers for this data**

This data set might be useful for geologists, government agencies that oversee housing and urban development. Earthquakes are destructive events. Consequently, potential users and decision makers for this data also might be house and office insurance companies, building companies, and crises management agencies.

**5. Three questions this data might help to answer; note additional sources needed if**

**applicable**

1- How many earthquakes between the magnitudes of 2.0 and 3.0 (inclusive) did happen on September 9th, 2017?

This question would be answered by finding the September 9th and “mag” columns.

2- Where did the earthquake with the largest magnitude happen between August 11, 2017 and September 10, 2017? (In terms of latitude and longitude).

The answer can be found by finding the largest value in the “mag” column and looking up the corresponding latitude and longitude on the same row.

3- How many times the earthquakes of magnitude 4.1 happened between August 11, 2017 and September 10, 2017?

The answer can be found by finding the 4.1 values in the “mag” column.

**FAFSA by Postsecondary School Data by School**

**2015-16 Application Cycle - Quarter 3 (07/01/15 - 09/30/15)**

**1. An APA-formatted data citation (including URL)**

FAFSA® Data by Postsecondary School and State of Legal Residence. (2017, July 30). Retrieved September 11, 2017, from https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-school-state

**2. Details of the license or terms of use (include a link if needed)**

The license indicates that anyone “…can copy, modify, distribute and perform the work, even for commercial purposes, all without asking permission.” Here is the link for the web page for this information: https://creativecommons.org/publicdomain/zero/1.0/ Date accessed: September 11, 2017.

**3. About one paragraph describing why these data are interesting**

FAFSA by Postsecondary School Data by School 2015-16 Application Cycle - Quarter 3 (07/01/15 - 09/30/15) is a xlsx file. This data set has fields as follows: schools, state, zipcode, school type, and so on.

Many students do not own enough money to pay their education upfront. So, they need some alternative sources to finance their education. Federal Student Aid, which provides loans, federal grants, and funds to students who need help paying for their college tuition, is an office of the U.S. Department of Education (https://studentaid.ed.gov/sa/about). Every year, millions of students are applying to FAFSA. In my opinion, this data set is interesting because I was not aware that individuals from countries other than US would apply to FAFSA. Furthermore, it would be interesting to find out which of the states has the most applicants out of 50 US states.

**4. Potential data users and decision-makers for this data**

In my opinion, potential data users for this data set would include parents who are interested in applying to FAFSA for their children, and prospective FAFSA applicants (students). Furthermore, policy makers on local, state, and federal levels. Decision-makers for this data would include the Department of Education and administrators of educational institutions such as colleges, and universities.

**5. Three questions this data might help to answer; note additional sources needed if**

**applicable**

1- Students from which state submitted most applications in Q3 of the 2015-2016 Application Cycle?

This question would be answered by summing the application numbers for each state, and picking the state with the highest number.

2- What is the percentage of applications by students from Universities in Maryland as compared to all applicants in Q3 of the 2015-2016 Application Cycle?

This question would be answered by summing the application numbers from Maryland, and dividing it by the overall total number of applications.

3- What are the percentages of applicants from 50 US states, from US territories, and from countries other than US in Q3 of the 2015-2016 Application Cycle?

This question would be answered by summing the application numbers from 50 US states, and dividing it by the overall total number of applications. Then, summing the application numbers from US territories, and dividing it by the overall total number of applications. Finally, summing the application numbers from countries other than US, and dividing it by the overall total number of applications.

**Word Count: 1390**