

Section III: Results from the Surveys of Academic, Public and School Media Center Libraries

1. Introduction

Summaries and comparison from the surveys of the three different library types, academic, public and school library media centers are given in the following section. This section provides an overview of the results and features charts comparing the results across the three types of libraries. For a more detailed review of the results by type of library, these results have been compiled into three separate reports and are found in the report Appendix IV. Charts are also included to show the differences in results between the 2-year and 4-year academic institutions Appendix V. The public health institutions are not included in this comparison due to the small size of the respondent pool (6).

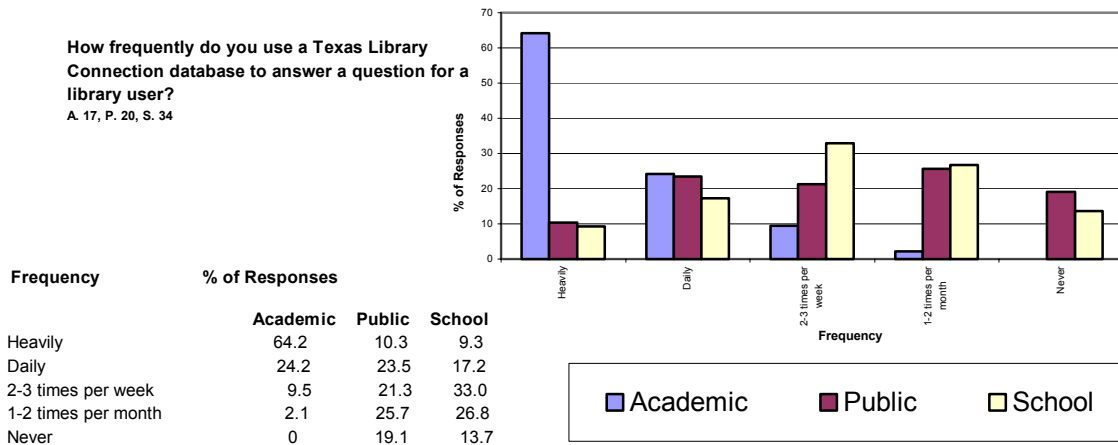
2. Library Services and Databases

Use of TexShare Databases

TexShare databases have become a critical part of library service for all types of libraries. The following chart shows the use of TexShare databases for the different types of libraries. The academic libraries are the heaviest users. Public libraries and schools are more likely to report having never used the databases.

Chart 1

Comparison Of the Frequency Of Use Of TexShare Databases



Size appears to influence the use of the databases with smaller libraries being less likely to use the databases than larger libraries. The data for the public libraries show that 100% of the larger libraries use the TexShare databases heavily or daily, while 51% of the medium sized public libraries and only 12% of the small public libraries report using the databases heavily or daily. This finding is consistent with the results from the recently released *ZLOT Technology Inventory and Assessment* that found that larger public and academic institutions are more likely to adopt new technology than smaller institutions.² (See AC 1 Chart, Appendix V)

² *ZLOT Technology Assessment and Inventory*. Texas Center for Digital Knowledge, 2002, p. 2.

Purpose for Using Online Resources

In academic and school library media centers, online resources are being used to actively support curriculum needs. Academic libraries most frequently work with faculty and use online resources to create instructional materials and to get Internet images. The academic libraries are less likely to use online resources to create web based courses or tutorials for students or for faculty.

School library media centers said they used online resources most frequently to do basic research, to enhance class instruction, to get information from the Internet for lessons, and to promote TLC databases to others outside the library.

Data on public library use of the databases indicate they use the online databases for basic research to answer reference questions, to look up journal, magazine and newspaper materials, to search for information on computer technology, literature, and medical/health information.

Use of Non-TexShare Databases

A majority of the academic libraries (52.7%) use non-TexShare databases heavily, 32.3% say they use them daily, 12.9% say they use them weekly and 1.1% say they use them monthly. A small number 1.1% say they do not use non-TexShare databases. Most commonly used non-TexShare databases were Lexis/Nexis (8.9%), SIRS (6%), Gale (4.5%) and Psych Info (4.5%).

Thirty percent (30%) of the public libraries said they use non-TexShare databases at least daily, 43% say they used them a few times per month, 25% of the libraries never use non-TexShare databases. The most commonly used non-TexShare resources named by the public libraries were search engines: 5.7% said they used Reference USA, 4.4% said Google, 3.7% named Amazon and Ask Jeeves. Government web sites including the Internal Revenue Service web site and US Government web sites were 2.7% of the responses and 3% named Learn a Test. School library media centers were not asked about their use of non-Texas Library Connection databases in the survey. (See AC 2 Chart, Appendix V)

Software Applications Used

All types of libraries utilized similar software applications. Word processing is the most commonly mentioned software, followed by electronic mail and anti-virus software and web browsers.

Academic and public library staffs are most likely to use word processing software, e-mail, anti-virus software, web browsers and spreadsheet software. Least used are computer time controls, print charging control and image editing software.

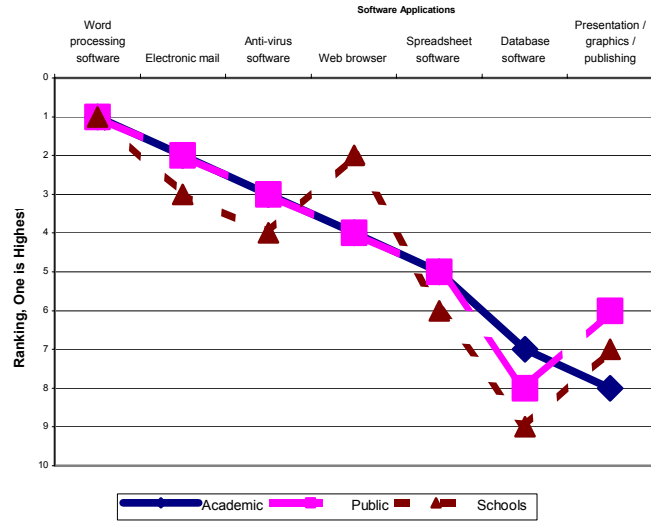
School library media centers said they used web browsers more frequently than academic or public libraries. Use of other applications falls off sharply with comparatively little use of presentation, graphics, and database software.

Chart 2

C 5 Comparison of Most Frequently Used Software Applications

Do your library staff and users regularly use the following:

Software Application	Ranks		
	Academic	Public	Schools
Word processing software	1	1	1
Electronic mail	2	2	3
Anti-virus software	3	3	4
Web browser	4	4	2
Spreadsheet software	5	5	6
Database software	-	-	-
Presentation / graphics / publishing	-	-	-



Equipment Checkout and Access for Users

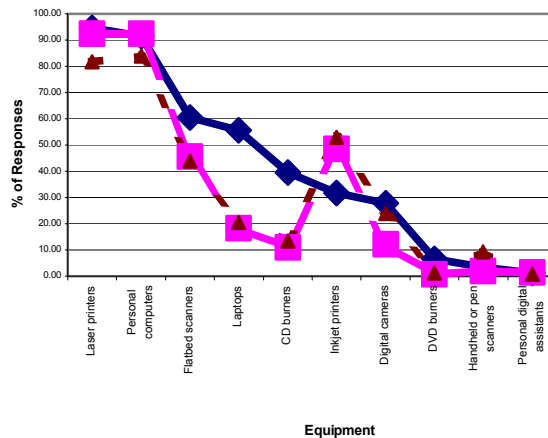
All libraries are most likely to provide laser printers, personal computers and flatbed scanners for users. All libraries are least likely to provide portable or wireless technologies such as personal digital assistants.

Chart 3

C 2 Comparison Of Equipment Provided For Users

Does your library provide the following equipment for Users/Students?

Equipment	% of Responses		
	Academic	Public	Schools
Laser printers	94.70	92.5	81.7
Personal computers	91.40	92.5	84.0
Flatbed scanners	60.40	45.7	43.8
Laptops	55.60	18.3	20.4
CD burners	39.60	10.9	13.5
Inkjet printers	31.80	48.6	52.9
Digital cameras	27.80	12.1	23.9
DVD burners	6.60	0.8	1.2
Handheld or pen scanners	3.40	1.9	9.3
Personal digital assistants	1.10	1.5	0.8



A minority of public libraries provides laptops (18.3%) or Ethernet cards for laptops (13.3%) or digital cameras (12%) to the public and only a few provide e-books (2.6%) PDA's (1.5%) or DVD burners (0.8%).

Twenty percent (20%) of the school library media centers said they loan digital cameras and other equipment, DVD burners (17.5%), handheld scanners (14.3%).

Approximately one half (51%) of the academic libraries provide laptops for checkout, and 61% permit user laptops to be connected to the library's network.

Only 18% of public libraries provide laptops, but 95% of the public libraries say they would permit checkout of laptops, but (92%) would not permit laptops to be connected to the library's LAN.

Eighty-two percent (82%) of the school library media centers do not provide laptops for use in the library, but those that do loan laptops are more likely to loan them to staff and teachers (39%) than to students (20%).

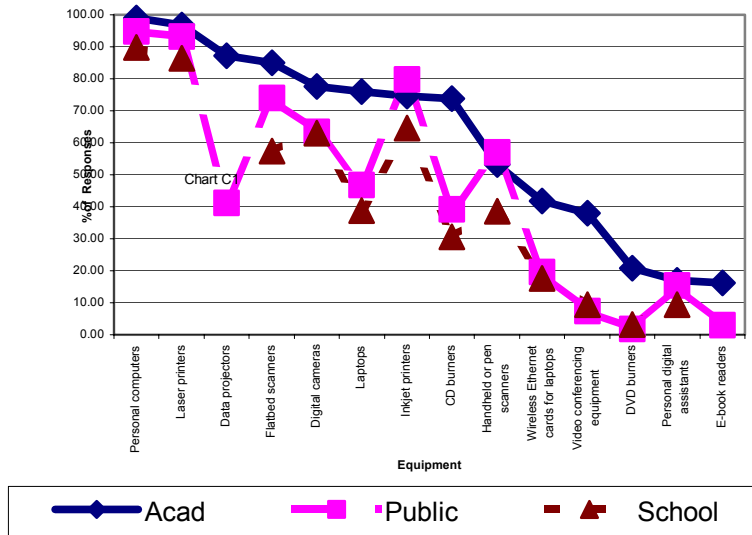
All types of libraries provide a platform of personal computers and laser printers for staff. Equipment less frequently provided includes e-book readers, personal digital assistants (PDA's) and CD burners. Academic libraries are more likely to provide an array of technology equipment for their staff than public or school library media centers. Academic libraries and school library media centers are more likely to supply data projectors than public libraries and most libraries are not yet supplying staff with DVD equipment or personal digital assistants.

Chart 4

C 1 Comparison of Equipment Provided to Staff/Teachers

Does your library provide the following equipment for Staff/Teachers?

Equipment	% of Responses		
	Academic	Public	School
Personal computers	99.00	94.8	89.9
Laser printers	96.90	93.2	86.4
Data projectors	87.20	41.3	
Flatbed scanners	85.10	74.1	57.5
Digital cameras	77.70	63.5	63.0
Laptops	76.00	46.8	38.9
Inkjet printers	74.70	79.8	64.7
CD burners	73.90	39.3	30.7
Handheld or pen scanners	53.20	57.1	38.7
Wireless Ethernet cards for laptops	41.80	19.6	17.7
Video conferencing equipment	38.00	7.5	9.4
DVD burners	20.90	1.9	3.2
Personal digital assistants	17.00	15.4	9.5
E-book readers	16.30	3.0	



3. Access Issues

Remote Access

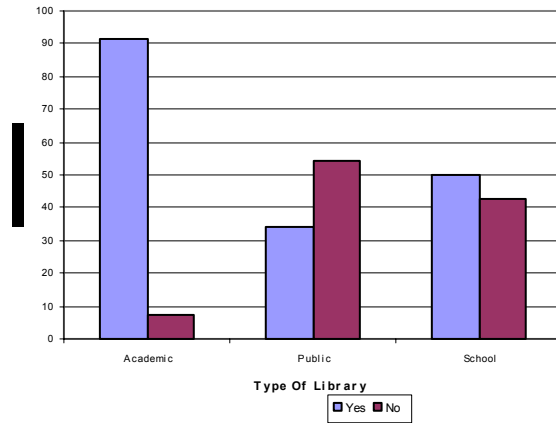
Academic libraries are most likely to provide authentication methods for users to provide access to selected resources, with 91% of the academic libraries using authentication, schools 50% and public libraries 34%.

Chart 5

Comparison Of Libraries That Provide Authentication For Users

Does the library provide authentication (require passwords or logins) for its users for remote access to locally provided databases?
A. 5, P. 6, S. 22

	% Responses		
	Academic	Public	School
Yes	91.4	34.3	50.3
No	7.5	54.0	42.8

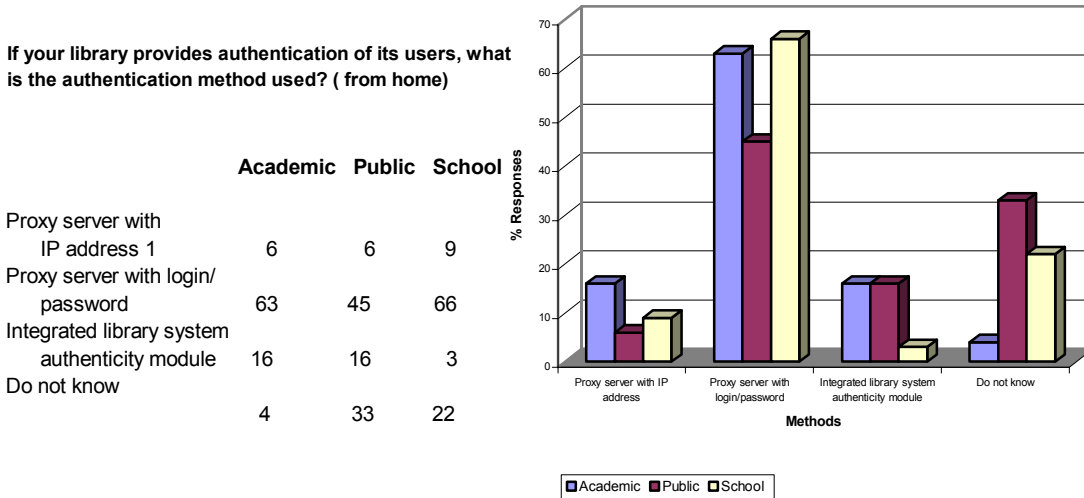


(See Chart AC 6, Appendix V)

Proxy server with login/password is the chosen method of access for all three types of libraries. Two thirds of the academic and school respondents said they use this type of method as do 45% of the public libraries.

Chart 6

C 4 Comparison of Authentication Methods for Remote Access to Databases



(See Chart AC 6, Appendix V)

Academic libraries appear to be better informed about authentication requirements than public libraries. Public libraries were the most uncertain about authentication methods; one third of public libraries (33%) were unsure about the type of authentication they provide as compared to 22% for school library media centers. Twenty-six percent (26%) of academic libraries said they could provide authentication with an additional module to their integrated library system, while 17.5% of public libraries said they could, but many (72.2%) were unsure.

Academic and public libraries were asked if the state library were to provide an authentication method to TexShare databases, would (the library) be more likely to provide remote access for users?

The percent of academic libraries that said yes was 69%; the percent of the public libraries that said yes was 71.3%, and 23.3% were unsure.

Technological Capability

Nearly all academic libraries have their own websites; 97% of the academic libraries said they have a website as compared to 61% of the public libraries and 53% for school libraries. Public libraries were not asked to report on this issue.

Academic libraries felt external technical support was more likely to be adequate (91.6%), while 77% felt their own technical support was adequate and 67% said their campus wide technical support was adequate. Compared with academic ratings on technical support adequacy, the schools felt that the technical support they received from their District was "very adequate" or "adequate" in 77% of the school libraries.

Access for Persons with Physical Disabilities

Libraries are making progress in offering technology access to persons with disabilities. Most academic libraries (92.4%) provide at least one workstation for those with physical disabilities. Eighty-two percent

(82.4%) of public libraries and 80% of school library media centers said they offer workstations for those with physical disabilities.

Access for Non-English Speaking Users

Few libraries provide instructions or information for their online resources or websites in any other language than English. Six percent (6%) of academic libraries said they provide Spanish instructions for online resources. Twelve percent (12%) of the public libraries said they offer Spanish language instructions. Few libraries provide any access in other languages, and less than 5% of the academic libraries provide online instructions in languages other than English or Spanish. School libraries were not asked to report on this issue.

Access to Special Collections

Some progress is being made to digitize and make available online special collections held by libraries. More academic libraries have unique special collection materials on local history or special subjects that have been digitized.

Twenty-five percent (25%) of the academic libraries responded about the percent of their special collections that have been digitized and made available on the web.

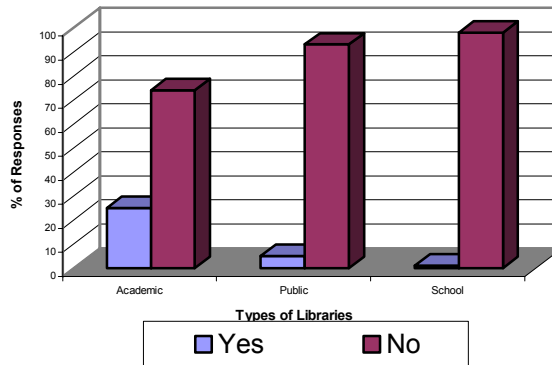
Only 4.8% of public libraries said they had special collections materials on the web.

One percent (1%) of school library media centers said they had collections that have been digitized.

Chart 7

C 7 Comparison of Libraries That Have Special Collection Materials That Have Been Digitized and Made Available on the Web

Q21 – Does your library have unique special collection materials (for example; archives, photographic images, letters, manuscripts) that have been digitized and made available over the web?



	% of Responses		
	Academic	Public	School
Yes	25	5	1
No	74	93	98

Libraries have not yet begun to create finding aids for digital materials, which suggest that users are not able to access many of the resources held by Texas libraries.

More academic libraries have finding aids on their websites to assist users than do public libraries or schools. Thirty nine percent (39%) of the academic libraries said they have finding aids while only 8.3 percent of the public libraries said they do and 3 percent of the school library media centers.

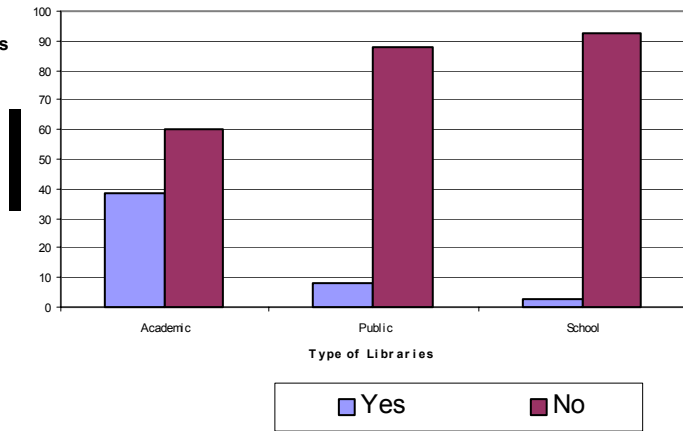
Chart 8

Comparison of Libraries That Have Finding Aids on Their Websites To Assist With Special Collections

Q23 -- Does your library have finding aids on your library's website to assist users of your special collections materials?
 A. 23, P. 28, S. 32

% of Responses

	Academic	Public	School
Yes	38.5	8.3	2.9
No	60.4	87.7	92.4



4. Training Issues

Current and Future Training Needs

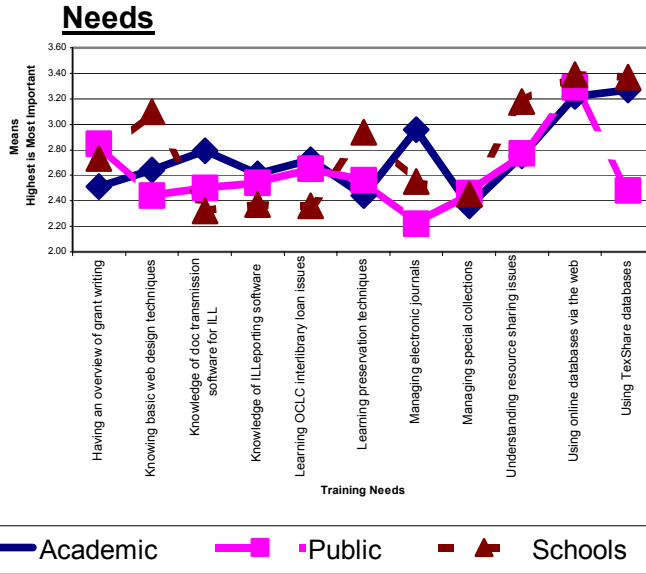
The most important current staff training needs for all libraries are being able to use the TexShare databases and using online databases. Training issue importance varied by type of library. Schools gave more importance to web design techniques, and public and academic libraries felt training for interlibrary loan activities were more important than school library media centers. (See Chart AC 17, Appendix V)

Chart 9

C 16 Comparison of the Importance of Current Training Needs

How important are the following current training needs for your staff?

Training Needs	Academic	Public	Schools
Having an overview of grant writing	2.51	2.85	2.73
Knowing basic web design techniques	2.64	2.44	3.10
Knowledge of doc transmission software for ILL	2.79	2.50	2.32
Knowledge of ILLreporting software	2.61	2.54	2.37
Learning OCLC interlibrary loan issues	2.72	2.65	2.36
Learning preservation techniques	2.44	2.56	2.94
Managing electronic journals	2.96	2.22	2.55
Managing special collections	2.36	2.46	2.45
Understanding resource sharing issues	2.75	2.77	3.18
Using online databases via the web	3.22	3.29	3.39
Using TexShare			



All types of libraries rated future training needs in a similar manner. In addition, most of the important future needs for all types of libraries were similar to the current training needs. Libraries felt that training to use the TexShare databases, searching the Internet, and using the library's online catalog are important needs. Of lesser importance are digitizing images, and managing the library's network.

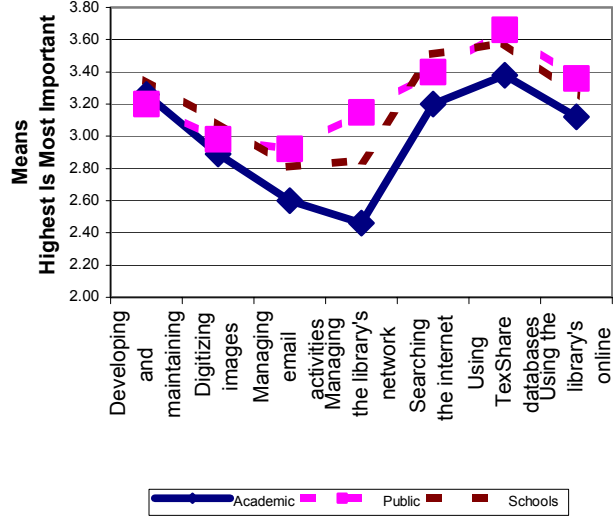
Public libraries rated their current training needs higher than academic libraries and also rated them higher than the school library media centers.

Chart 10

C 18 Comparison of Future Training Needs

How important are the following future training needs for your library staff during 2003-2005?

Training Needs	Means		
	Academic	Public	Schools
Developing and maintaining the library's web site	3.26	3.20	3.35
Digitizing images	2.89	2.98	3.09
Managing email activities	2.60	2.92	2.81
Managing the library's network	2.46	3.15	2.85
Searching the internet	3.20	3.40	3.51
Using TexShare databases	3.38	3.66	3.58
Using the library's online catalog	3.12	3.36	3.25



(See Chart AC 9, Appendix V)

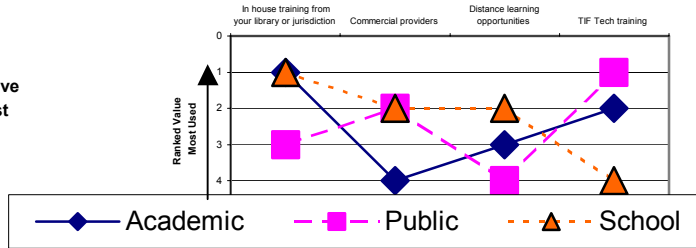
Training Providers

How staff receives training differs by type of library. Staff in academic and school library media centers were most likely to attend training offered by in-house trainers or by commercial vendors. Public libraries were most likely to attend TIFBTECH Training or commercial training. This finding may suggest that training costs may be more likely to be included in overhead or indirect costs for academic and school libraries and that public libraries are more likely to include training as a budgeted expense.

Chart 11

Comparison of Training Sources

Which of the following types of training have you personally attended or used in the past 12 months?



Training Source Rankings

	Academic	Public	School
In house training from your library or jurisdiction	1	3	1
Commercial providers	4	2	2
Distance learning opportunities	3	4	3
TIF Tech training	2	1	4

Training Quality

Academic and public libraries were asked to evaluate whether they felt the training they received from the different providers was adequate. One hundred percent (100%) of the academic libraries answering this question indicated that they felt distance education was adequate, 95% rated in-house training adequate, 93% rated AMIGOS training adequate and 91% rated commercially provided training as adequate. Fewer academic libraries felt TIFTech training was adequate with 62% indicating they felt this training was adequate.³

Public library respondents felt that online training was adequate according to 100% of the responses, followed by Texas State Library training in 95% of the cases. Distance education was rated as adequate by 91%; commercial providers were rated adequate by 89%, in house by 86% and TIFTech by 80%. AMIGOS was rated adequate by 76% of the public library respondents.

Amount of Training

The amount of training staff received shows variations among the types of libraries. Percentages for staff receiving one to five days of training are as follows:

The amount of training staff receive shows that almost 50% of the staff in all three types of libraries received at least one day of training. Academic libraries received reported the most amount of training, public libraries the least. Academic library respondents indicated in 53% of the cases that they had received between one and five days of training, 52.6% of school library media center staff and 48.5% said they had received between one and five days of training.

A significant number of library respondents reported no training days for staff. School library media centers reported in 40.9% of the cases that they received no training, 36% of public libraries and 23% said they had received no training days.

³ Academic libraries were not asked to rate the adequacy of online self-paced and Texas state Library Training.

Access to Distance Learning Capabilities

Academic libraries and school library media centers have more access to distance learning capabilities than do public libraries. This result may be related to the efforts that have been made to create standardized platforms for the delivery of distance education in higher education and for schools.

Academic libraries provide more distance learning capability than public libraries. Only 26% of the public libraries said they have distance learning via the Internet. Four percent (4%) said they had videoconference capability and 3% said they had teleconference capability.

For school library media centers, 29% have T-Star access, 36% have Internet access, 29% have videoconference capability and 15% have teleconference capability.

Academic libraries are more active in creating distance education programs. Academic libraries indicated one quarter of the libraries are creating distance education programs while 75.8% said they are not. Only 3% of public libraries are creating their own programs.

Libraries were asked if staff, teachers, faculty and students can take distance education courses offered by another institution. The majority of academic libraries said that students (67.1%), faculty (67.7%) and library staff (78.3%) have access to distance education classes from other institutions.

Sixty percent of the public libraries said that library staff have access to distance education courses from other institutions, 57% said that users have access to distance education classes from other institutions.

In the school library media centers only 19% of the students have access to distance learning courses. Library staff (39%) and teachers (33%) have more access to distance education opportunities from other institutions than students. (See Chart AC 10, Appendix V)

5. TIFB Impact on Academic Libraries

Increase in Student Use

All libraries said they are serving more students than a year ago.

Two thirds of the academic libraries (65.6%) said they were serving more students and estimated the increase from 8% to 35%.

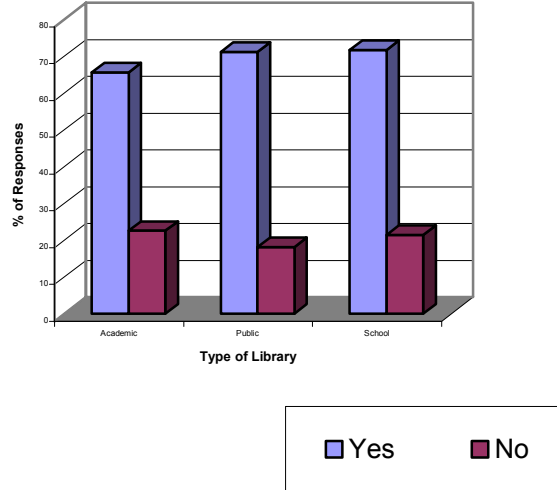
Seventy-two percent (72%) of school library media centers reported an increase.

Seventy-one percent (71%) of public libraries say they are seeing more school students in the library than a year ago.

Chart 12

C 20 Comparison of Increase of Student Use

Do you believe your library is serving more students coming into the library now as compared to one year ago?



% Responses

	Academic	Public	School
Yes	65.6	71.2	71.8
No	22.6	18.2	21.4

Ability to Attract Other Sources of Local Funding

Public libraries have been most successful in attracting other sources of funding as a result of TIFB funding. Thirty-seven percent (37%) of public libraries said they had developed other sources of local funding as a result of TIFB funding.

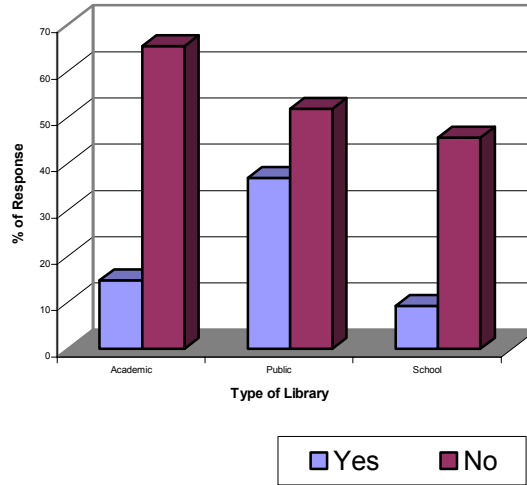
Fifteen percent (15%) of academic libraries said they were able to develop other sources of local funding. Nine percent (9%) of the school library media centers said they were able to leverage additional funds. (See Chart AC 11, Appendix V)

Chart 13

C 21 As a Result of TIF Funding, Have You Developed Other Sources for Funds

As a result of TIF Board technology funding has your library developed other sources of local funds?

	% Responses		
	Academic	Public	School
Yes	14.7	36.9	9.2
No	65.3	51.8	45.6



Grants from Other Sources

Public libraries were also the most successful in obtaining other grants from sources other than TIF. Forty-six percent (46%) of public libraries said they had developed other grants.

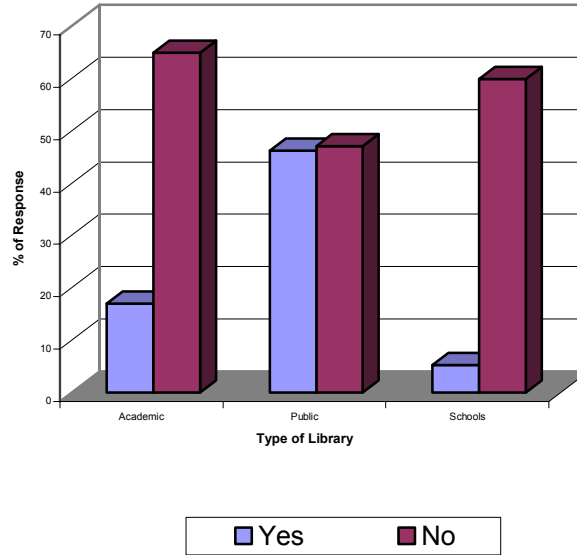
Seventeen percent (17%) of academic libraries said they were able to develop other grants as a result of TIFB funds.

Five percent (5%) of school library media centers said they had been able to obtain other grants from other sources. (See Chart AC 12, Appendix V)

Chart 14

C 22 Libraries Have Developed Grants From Other Sources

As a result of TIF Board technology funding, has your library developed other grants from other sources?



	Academic	Public	Schools
Yes	17.0	46.2	5.3
No	64.9	47.0	59.9

Partnerships with Community Entities

Public libraries were most likely to have developed partnerships with other institutions. Forty-two percent (42%) of public libraries reported partnerships.

Thirty percent (30%) of academic libraries reported they had developed partnerships with other community institutions.

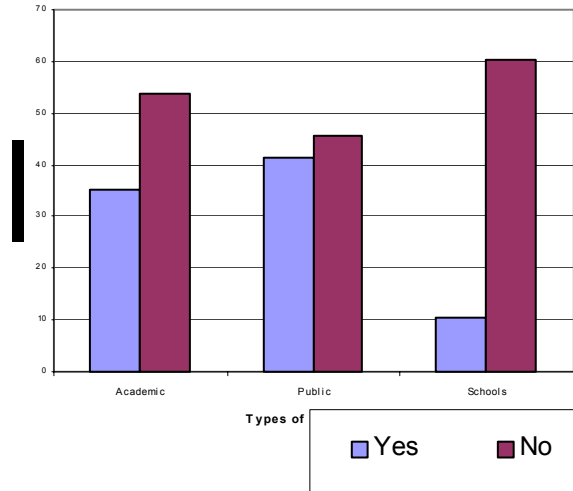
Ten percent (10%) of the school library media centers said they had established partnerships. (See Chart AC 13, Appendix V)

Chart 15

Library Has Developed Partnerships With Other Institutions

Has the receipt of TIF Board technology funds by your library encouraged your library to develop partnerships with other institutions in your community?

	Academic	Public	Schools
Yes	35.1	41.5	10.5
No	53.6	45.6	60.2



7. Partnerships with TIFB-Eligible Entities

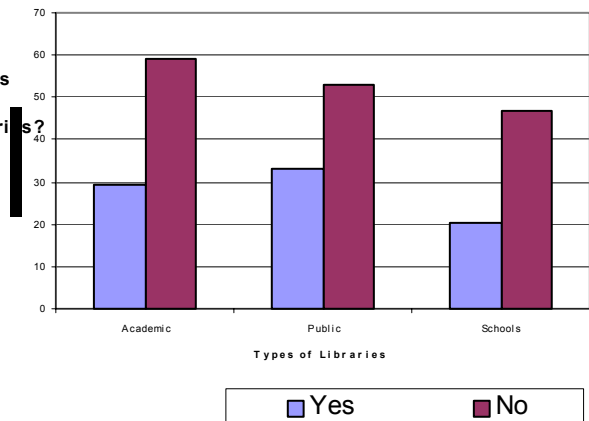
Public libraries developed more partnerships with other TIF-eligible entities than academic or school libraries.

Chart 16

Libraries Developed Partnerships With Other TIF Eligible Libraries

Has the receipt of TIFB technology funds encouraged your library to develop partnerships with other TIF-eligible libraries?

	Academic	Public	Schools
Yes	29.5	33.3	20.2
No	58.9	52.9	46.6



The following is a summary table comparing the impact of TIFB funds on the different library types by receipt of additional grants or local funds and their success in creating partnerships with other agencies. The results show that public libraries have leveraged the TIFB funds in more cases than either academic or school libraries, but that all types of libraries have been successful in leveraging TIFB funds to either attract additional funding or to establish collaborative partnerships with other entities.

Table 5
Summary of Libraries Acquiring Funds or Forming Partnerships
Percent

	Local Funds	Local Grants	Community	TIFB Eligible
Academic	14.7%	17%	29.5%	29.5%
Public	36.9%	46.2%	41.5%	41.5%
School	9.2%	5.3%	10.5%	10.5%

8. Sustainability and Future Needs

When asked about the most important factors to sustain the current levels of computing access in their libraries, the respondents indicated that equipment and the ability to sustain the technical platform were most important followed by enhanced connectivity and access to more online databases.

Consistent with the ratings for future needs for libraries academic libraries were more concerned about access to online databases than the school or public libraries. Public libraries were more concerned about security and viruses.

Schools ranked having access to hardware and software as most important followed by technical training, connectivity and security.

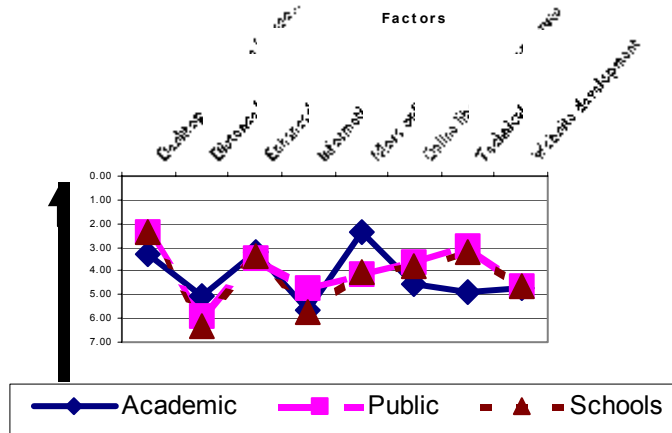
In Chart 17 the highest scores reflect the lowest rank, and conversely lowest scores indicate highest rank.

Chart 17

Comparison Of the Priorities For Maintaining the Current Levels Of Computing Access

In order to maintain your current level of computing access, please prioritize the importance of each of the following:
 A. 53, P. 66, S. 69

Factor	Ranking		
	Academic	Public	Schools
Desktop computers & associated equipment	3.28	2.34	2.36
Distance learning	5.10	5.89	6.31
Enhanced connectivity	3.17	3.48	3.38
Information security	5.69	4.74	5.76
More online databases	2.38	4.13	4.01
Online library catalog issues	4.56	3.59	3.83
Technical			



When asked about the importance of factors to help integrate information technology into the library, the libraries rated most of the factors as important, based on the high means scores assigned to all of the factors.

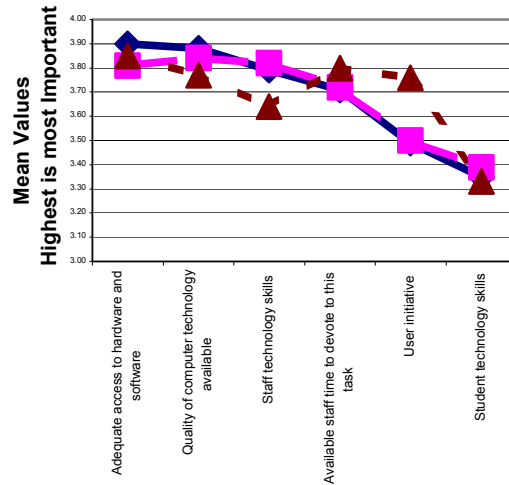
Libraries indicated that the most important factors in integrating technology into the library are having access to hardware and software, the quality of computer technology available, and staff technology skills as the three most important factors. In Chart 18 the highest scores reflect the lowest rank, and conversely lowest scores indicate highest rank.

Chart 18

C 9 Comparison Of Importance Of Factors In Integrating Technology

In your opinion, how important are the following factors in helping to integrate information technology in the library?

Factors	Means Academic	Public	School
Adequate access to hardware and software	3.90	3.81	3.85
Quality of computer technology available	3.88	3.84	3.77
Staff technology skills	3.79	3.82	3.64
Available staff time to devote to this task	3.71	3.72	3.80
User initiative	3.49	3.50	3.76
Student technology skills	3.35	3.39	3.33



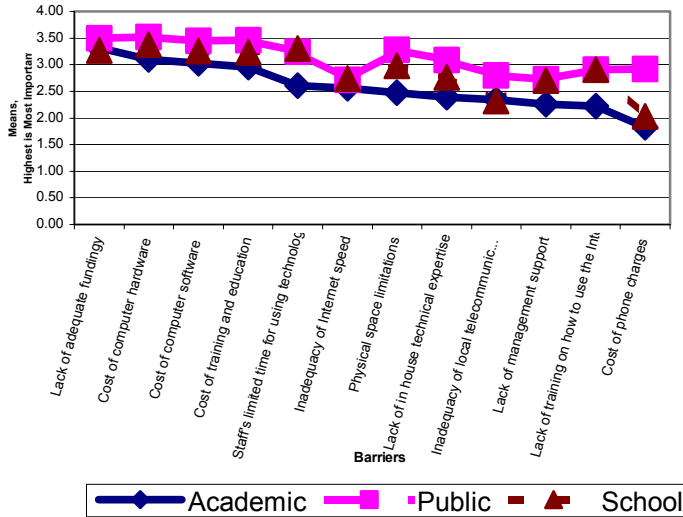
Barriers to Internet use in libraries were lack of adequate funding, costs of technology, cost of training and limited time of staff for using technology.

Chart 19

C 10 Comparison of Importance of Barriers to Use of the Internet in the Library

In your opinion, how important are the following as barriers to the use of your library's Internet services?

Barrier	Means		
	Academic	Public	School
Lack of adequate funding	3.31	3.49	3.27
Cost of computer hardware	3.10	3.52	3.38
Cost of computer software	3.03	3.45	3.25
Cost of training and education	2.96	3.46	3.23
Staff's limited time for using technology	2.61	3.24	3.30
Inadequacy of Internet speed	2.56	2.72	2.74
Physical space limitations	2.48	3.28	2.98
Lack of in house technical expertise	2.39	3.09	2.76
Inadequacy of local telecom access	2.34	2.80	2.32
Lack of management support	2.26	2.73	2.70
Lack of training on how to use Internet	2.22	2.91	2.91
Cost of phone charges	1.82	2.92	2.03



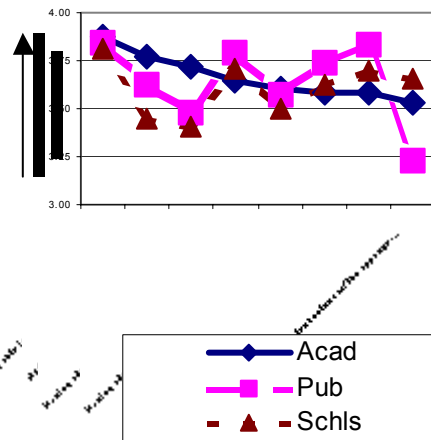
All types of libraries found that keeping up with equipment replacement in the next one to three years will be their most important issue. Libraries differed in their ranking for the other most important issues but agreed that security concerns, and training for users and staff, are important library issues. (See Chart AC 14, Appendix V)

Chart 20

Comparison Of the Most Important Issues In the Next 1 To 3 Years

How important do you believe the following issues will be for your library in the next 1 to 3 years?

Issues	Means		
	Academic	Public	School
Replacing obsolete technology on a regular schedule	3.87	3.84	3.81
Being able to hire staff with technical skills	3.77	3.62	3.45
Adding more online information resources	3.72	3.48	3.41
Having adequate technical support for our library	3.65	3.79	3.71
Having adequate Internet bandwidth for our library	3.60	3.57	3.50
Providing current staff with more access to technical training	3.58	3.74	3.63
Keeping library equipment secure from viruses and other security problems	3.58	3.83	3.70
Integrating the library technology w/ the			



Public and school libraries were more concerned about security issues, and adequate technical support, while academic libraries were more concerned about access to online databases and being able to hire staff with technical skills. (See Chart AC 15, Appendix V)

Chart 21

Comparison Of the Least Important Issues In the Next 1 To 3 Years

