

How Academic Libraries Help Faculty Teach and Students Learn

The Colorado Academic Library Impact Study

February 2006

Don Dickenson

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by
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In order to gain clear perspectives concerning usage and outcomes in Colorado's academic libraries, it was first necessary to identify pertinent issues, to refine the scope of the study, and to develop the survey questionnaires. In addition, a survey administrator from each participating institution took responsibility for promoting the study, delivering the survey questionnaires to faculty and undergraduate students (usually via electronic mailing lists), and encouraging high response rates. The following individuals contributed their time, energy, and ideas to the development and implementation of the Academic Library Impact Study:

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Executive Summary

From March to May 2005, a study concerning academic library usage and outcomes was conducted by the Library Research Service in association with the Colorado Academic Library Consortium. The primary objectives of the study were to gain a greater understanding of how academic libraries help students learn, and to assess how libraries assist instructors in their teaching and research activities. Nine Colorado institutions administered two online questionnaires—one to undergraduate students and another to faculty members who teach undergraduate courses. Overall, 3,222 individuals responded to the student survey, while 395 instructors answered the faculty survey.

Key Findings from the Undergraduate Student Survey

Undergraduates surveyed reported that they spend roughly equal amounts of time **accessing library resources remotely and at the library**. Overall students estimated that:

- 53 percent of their time accessing library information resources was spent at the library, while
- 47 percent of this time was spent utilizing remote library access.

Estimated percentages, however, were highly variable between different institutions.

The **four most important reasons** cited by students for using their college or university library were:

- quiet space for study,
- availability of computers and other electronic resources,
- availability of specific materials, and
- convenient location.

Each of these four reasons was cited by at least 50 percent of student respondents.

The **most utilized library services** among surveyed undergraduates were:

- computer access,
- electronic database/article access,
- traditional printed resources, and
- meeting/study space.

Each of these services was used within the preceding 12 months by at least 70 percent of students responding to the survey.

Undergraduates **learn about using library information resources** in a variety of ways.

- Nearly three-quarters of students reported that they learned primarily from other students and from personal experience.
- Nearly half received instruction from faculty regarding library resources.
- Onsite help from library staff and library instruction integrated into other courses were also common ways that undergraduates learned about using resources, each being cited by more than two of every five students surveyed.

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Most undergraduates reported **success at finding needed resources** at their institution's library.

- Nearly nine of ten students surveyed felt that they were usually able to find the books they need at their institution's library.
- A similar percentage conveyed that needed print periodicals could usually be found at their school's library.
- More than nine of ten undergraduates reported that they could usually access needed electronic resources through their library

More than half (58%) said that they could usually find needed materials at other public, college, or university libraries.

Undergraduates use **library websites** in a variety of ways.

- Four out of five responding undergraduate students use their institution's library website to search the library's home catalog.
- Searching online databases for journal articles was reported by two of every three students.
- Nearly half of those surveyed used their library's site to learn about library hours, locations, and services.

Students were most likely to be **helped by library staff** in two ways:

- Two-thirds of surveyed undergraduates indicated that their library's staff had helped them to find books, journal articles, and Web resources.
- Nearly half reported that staff had provided assistance in the use of online or electronic resources.

Key Findings from the Faculty Survey

Bibliographic instruction and information literacy appeared to be important to surveyed faculty. A majority of surveyed faculty indicated that, at least some of the time, they include bibliographic instruction or information literacy sessions in their undergraduate courses, and more than a quarter said that they did so frequently.

Placing print materials on reserve was a popular practice among faculty respondents. Over half indicated that they have frequently or sometimes utilized traditional (e.g. print) reserve services at their institution's library.

Nearly two of five faculty said that they have frequently or sometimes used **electronic reserve services** through their college or university library. However, over half of faculty respondents indicated that they rarely or never provide **links to electronic databases and other electronic resources** available from their institution's library when preparing course web pages. More than one-third said that they never provide such links.

A great majority of surveyed college and university instructors reported that, at least some of the time, they **recommend print resources** available at their institution's library to their students. For five of the nine participating institutions, print resources were

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recommended either sometimes or frequently by over 90 percent of respondents. More than half of responding faculty indicated that they frequently recommend print resources.

Figures for **recommending electronic resources** were somewhat lower than for print materials, but still impressive. More than four of five faculty respondents said that they direct their students to electronic resources or databases at least some of the time.

More than half of surveyed faculty reported that they **suggest titles** to be purchased for their institution's library frequently or sometimes.

When asked to indicate **how diminishing library resources** had negatively **impacted** their ability to fulfill their **teaching or research** objectives, the cancellation of journals was by far the most frequently mentioned consequence, with more than two of five citing this as a negative impact.

The results of the survey suggest that college and university faculty take **greater advantage of remote library access** than do their undergraduate students. When asked to estimate the proportion of time spent accessing library resources remotely and at the library, faculty respondents reported accessing library resources remotely 71 percent of the time (as compared to 47 percent for surveyed undergraduates).

The survey results suggest that **searching library catalogs** other than their own home catalog is a common practice among faculty.

- More than three-quarters of faculty surveyed indicated that they perform such searches by utilizing links from their library's website.
- More than two of five responding faculty reporting that they did so frequently.

Despite the continuing integration of electronic resources into scholarly pursuits, **print** publications remain the **most frequently utilized type of information resource** among faculty members.

- When asked to designate which library services and resources they had used during the preceding 12 months, the most popular response was print resources, chosen by nearly nine of ten faculty surveyed.
- Cited by more than four out of five respondents, **electronic databases and article index usage** among instructors was very high, as well.
- Employment of **interlibrary loan or the Prospector system** was also popular, with over three of five respondents indicating that they used these means of resource sharing.
- Use of this service, however, varied among faculty by institutions. More than 75 percent of faculty at five institutions, but less than 60 percent of faculty at the remaining four institutions reported using resource sharing services.
- **Access to electronic journals** was also cited by over three of five respondents. Faculty use of e-journals also varied by institution.

Like their students, faculty members most often used their **library's Website to search their library's home catalog**, with more than four out of five choosing this response. The practice of **searching for journal articles using online databases** was the second most popular usage of college/university websites, cited by more than seven out of ten faculty members. More than three of five used their library's site for **searching catalogs**

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of other institutions, while more than half had used their library's site to **request interlibrary loans**.

Surveyed college and university faculty appeared to be satisfied with their **ability to find appropriate information resources at their own libraries** as well as at the libraries of other institutions.

- Nearly two-thirds of responding faculty agreed or strongly agreed with the statement, "I usually find the **books** I need at my institution's library."
- Over half agreed or strongly agreed with the statement, "I usually find the **print periodicals and journals** I need at my institution's library," although there was considerable variation between institutions.

Surveyed faculty generally seemed to be extremely confident about their **ability to access electronic resources** through their libraries.

- More than four out of five respondents felt that they could usually access needed electronic resources through their institution's library.
- In addition, nearly three of four faculty participants expressed confidence at being able to locate resources at other institutions.

Faculty participants were asked to identify ways in which their library had **supported the development of their instructional plans** for the courses they teach.

- More than three out of five instructors indicated that **access to subject databases and indexes** had positively impacted their instructional objectives.
- More than half of surveyed faculty also indicated that their library had supported their instructional plans by:
 - providing access to materials for inclusion in **lectures and reading assignments**,
 - providing access to materials contributing to the **conceptual framework of courses**, and
 - **purchasing pertinent print and electronic materials**.

Participating faculty were asked **how their libraries had supported their teaching objectives**.

- More than three out of five surveyed faculty felt that the library had **assisted students in finding appropriate information** for assignments and projects.
- A majority of these respondents indicated that their library had provided students with access to **specific course materials** (e.g. traditional and electronic reserves).
- Nearly half indicated that their libraries had supported their teaching objectives by **providing students with skills** to refine their research papers, projects, and presentations.
- A similar proportion felt that their instructional goals had been supported by **library instruction**.

When faculty members were asked how they had **utilized library facilities**, two-thirds indicated that the library had provided facilities for them to research independently. Nearly one-third reported utilizing library computer and digital technology facilities.

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Noteworthy Differences between Student and Faculty Findings

Analysis of responses from undergraduates and faculty revealed some interesting differences in library usage patterns and perceptions between these two user groups. For example, while access to electronic databases and article indexes and print resources were very popular with both groups of respondents, **interlibrary loans** were considerably more utilized by faculty (62%) than by undergraduates (23%).

More than three of four responding students reported using their institution's library for **computer access**, making this the most utilized library resource among undergraduates. Less than half of faculty respondents, however, reported that they used library computers.

Seven of ten student respondents reported using **library meeting and study space** during the past year. Less than a quarter of faculty said that they had used meeting and research space in their library during this time.

When accessing library resources remotely via their **library websites**, undergraduates and faculty generally reported utilizing **many of the same services**:

- searching the home catalog,
- searching databases for articles, and
- learning about library hours of operation.

One striking difference in remote library usage between students and faculty, however, was observed concerning **searches of other institutions' catalogs**.

- More than three of five faculty members used their library website to search other library catalogs.
- Less than two of five undergraduates reported using their library websites in this way.

Undergraduates and faculty reported substantial differences in their respective abilities to **find needed books and periodicals at their own institution's library**.

- While nearly nine out of ten students agreed that they usually could find needed books at their library, just under two-thirds of faculty respondents reported that they regularly found needed materials at their institution.
- A similar percentage of undergraduates said that they usually were able to find needed **print periodicals at their library**, while just over half of their instructors felt this way.

There also appears to be a difference in perception between students and faculty concerning the **degree to which students are assisted by library staff with research projects**. When students were asked how the library staff had helped them,

- Two out of three undergraduates said that library personnel had helped them find books, articles, and Web resources, and nearly half indicated that they had received assistance in using online resources.
- However, only one in eight students reported that library staff had helped them define or refine research questions, and one in ten said that they received assistance in choosing or refining a topic for a paper.

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- By contrast, nearly half of surveyed faculty reported that the library had supported their teaching objectives by providing students with skills to refine their research papers, projects, and presentations.

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Introduction and Methodology

Amid profound changes in the information environment and—in the public sector—severe budget cuts, Colorado's college and university libraries continue to modify their services and resources in order to meet the informational needs of students and faculty. Because the needs of academic library users have changed significantly in recent years, there is little current evidence about how students and faculty utilize library resources and how library services benefit those groups.

The study was conceived with two primary objectives: to gain a greater understanding of how academic libraries help students learn, and to assess how libraries assist instructors in their teaching and research activities. Because of these specific project objectives, it was decided that only undergraduate students and faculty who teach undergraduate courses would be surveyed.

While it was not feasible to include all of Colorado's institutions of higher education, a conscious effort was made to include state universities, state colleges, community colleges, and at least one private, non-profit institution. The following nine institutions participated:

- Adams State College
- Colorado School of Mines
- Colorado State University
- Front Range Community College
- Pikes Peak Community College
- University of Colorado at Colorado Springs
- University of Colorado at Denver and Health Sciences Center
- University of Denver
- Western State College

In an effort to develop a clear picture of usage patterns and outcomes among primary user groups of academic libraries, this study was developed and implemented by the Library Research Service in association with the Colorado Academic Library Consortium and with the support of the Colorado State Library.

Two separate online surveys were developed for undergraduate students and faculty, respectively. The undergraduate student survey (see Appendix A) consisted of four questions about library usage, six questions concerning outcomes and twelve background information questions. The faculty survey (see Appendix B) was composed of twelve questions about library usage, seven questions concerning outcomes, and five background information questions.

Survey administrators from each participating institution agreed to send a message (or a series of messages) publicizing the study to appropriate student and faculty e-mail lists. Bookmarks publicizing the study were also designed and delivered to participating institutions for distribution at each school's library. Incentives for participation were included in each announcement. By responding to the survey and completing a separate questionnaire with contact information, all undergraduate and faculty

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participants became eligible to win either an Apple iPod Shuffle or a gift certificate from Amazon.com. Providing a separate form for participation in the prize drawing ensured that survey responses could not be linked to individual participants. Potential participants were informed of the voluntary nature of the study, and were advised that the anonymity of their responses would be maintained.

The survey was first administered in March 2005 and continued through May 2005. The samples for the study were self-selected. Overall, 3,222 students responded to the undergraduate survey, while 395 instructors answered the faculty questionnaire.

Participating institutions included four state universities, two state colleges, two community colleges, and one private university. Responses by survey and by institution are listed below in Table 1.

Table 1: Participation by Institution

Institution	Students	% of Total	Faculty	% of Total
Adams State College	152	5%	20	5%
Colorado School of Mines	256	8%	33	9%
Colorado State University	322	10%	51	14%
University of Denver	350	11%	78	20%
Front Range Community College	120	4%	17	5%
Pikes Peak Community College	437	14%	78	20%
University of Colorado at Colorado Springs	1,353	42%	46	12%
University of Colorado at Denver and Health Sciences Center	108	3%	25	7%
Western State College	124	4%	34	9%

Note: Percentages may total over 100% as some respondents may have indicated that they study or teach at more than one institution.

Undergraduate Student Survey Results

Background Information

Despite changes in the academic landscape geared to the needs of “non-traditional” students and lifelong learners, survey participants were primarily of a “traditional” college age group. Nearly two-thirds (65%) were aged 22 or younger, and nine out of ten (90%) were 35 or younger. The median age of respondents was 21.

Virtually all students surveyed (99%) attended at least some of their classes on-campus, while only seven percent reported having utilized a distance learning program. Four out of every five respondents (80%) lived off-campus.

Almost nine out of ten undergraduate respondents (88%) were full-time students. The same proportion of these students (88%) went to a public high school for at least a portion of their high school/secondary studies, while one of ten (10%) attended private or parochial school during grades 10-12. Three percent reported being home-schooled at some point during those grades, and an additional two percent earned GEDs. Over two-thirds of respondents (69%) received their high school/secondary education in Colorado.

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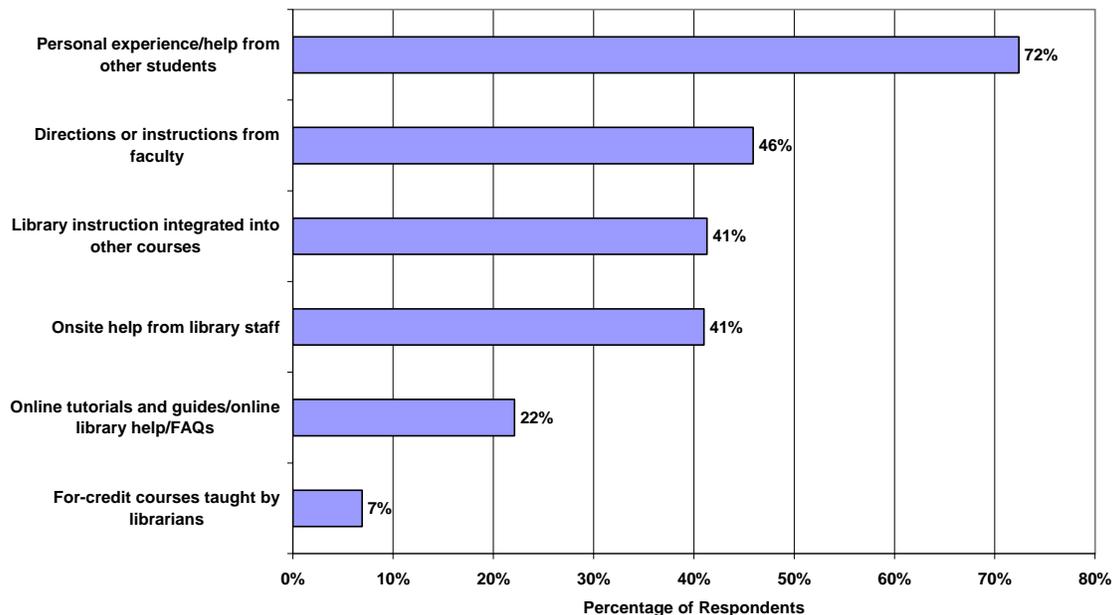
Only one percent of the survey group identified themselves as international students.

Nearly half (48%) of student respondents planned to pursue a bachelor's degree in the long-term. Nearly a third (32%) planned to pursue a master's degree, while 15 percent planned to go on to doctoral study. Five percent planned to pursue an associate's degree. One percent of respondents listed themselves as non-degree students.

Usage: Bibliographic Instruction / Information Literacy

Students were asked how they had learned about using information resources associated with their college or university library. The results suggest that students rely primarily on their own experiences and on those of their fellow students in order to obtain knowledge about library information sources. More than seven of ten (72%) responded that their own personal experiences or help from other students had been a factor (see Chart 1).

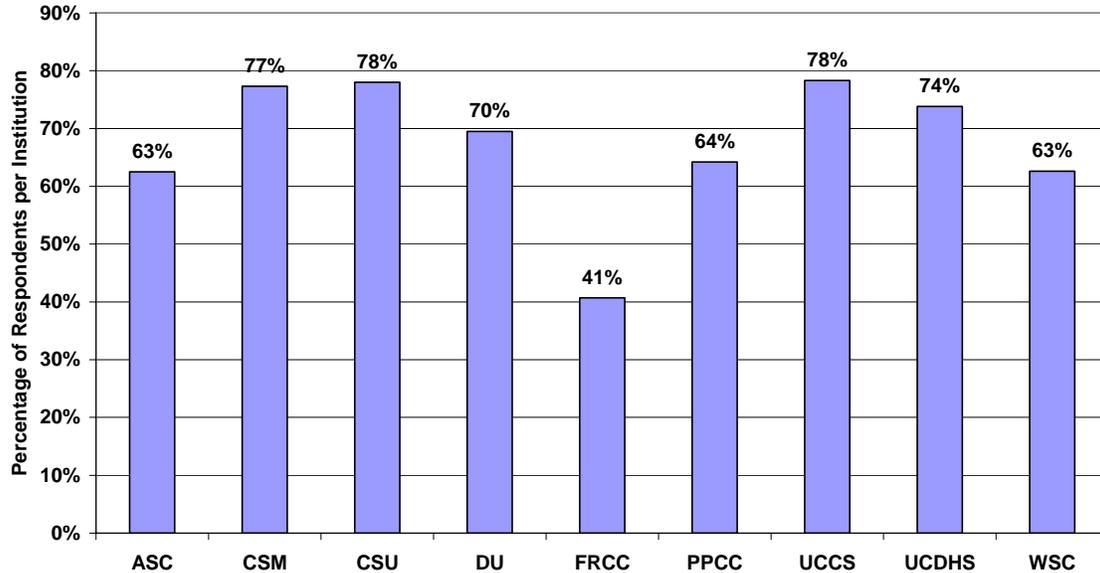
Chart 1:
How have you learned about using information resources associated with your college or university library? (check all that apply)



Students from the public universities—the University of Colorado at Colorado Springs (78%), Colorado State University (78%), Colorado School of Mines (77%), and the University of Colorado at Denver and Health Sciences Center (74%)—were most likely to give this response, while the University of Denver (70%), Pikes Peak Community College (64%) and the two public colleges (Western State College and Adams State College, both at 63 percent) exhibited somewhat lower percentages (see Chart 2). Front Range Community College had the lowest incidence rate of students learning about library information resources on their own or from other students at 41 percent.

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Chart 2 :
How have you learned about using information resources
associated with your college or university library?
Response: Personal experience/help from other students



Faculty members also play an important role in educating students about information resources available at their library. Nearly half of responding undergraduates (46%) indicated that directions or instructions from faculty had helped them learn about information resources. The highest percentage was produced by students of the University of Denver, over half of whom (55%) chose this response. Responses for all other institutions were between 49 and 38 percent (see Chart 3).

The practice of integrating library instruction into courses also has a positive impact. More than two of five respondents (41%) said that they had learned about library resources in this way. Nearly three of every five students (57%) representing the University of Colorado at Denver and Health Sciences Center had received library instruction within their coursework, followed by more than half of students (55%) from Adams State College (see Chart 4).

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Chart 3 :
How have you learned about using information resources
associated with your college or university library?
Response: Directions or instructions from faculty

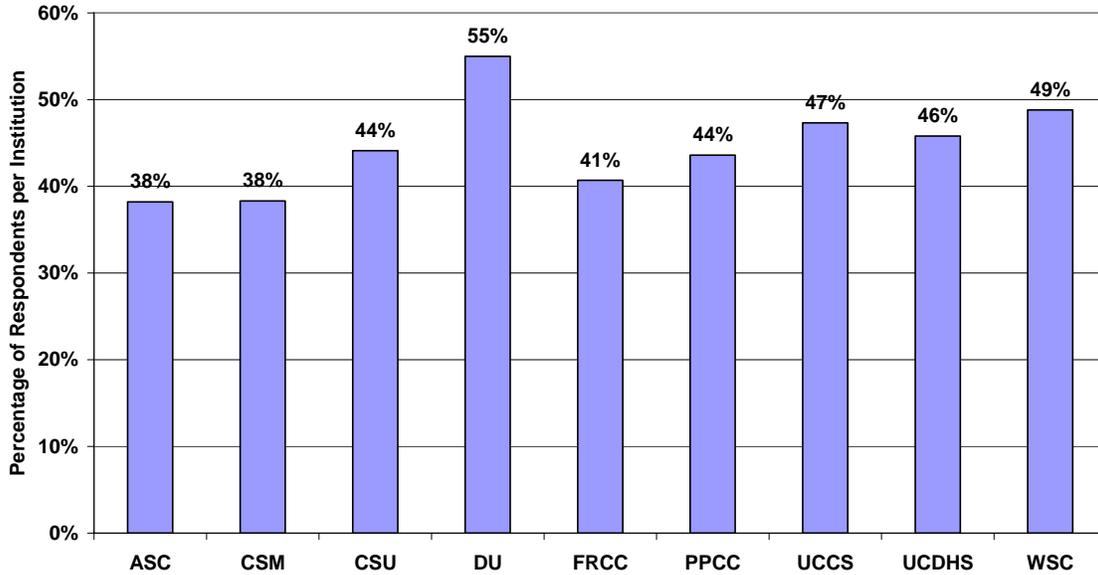
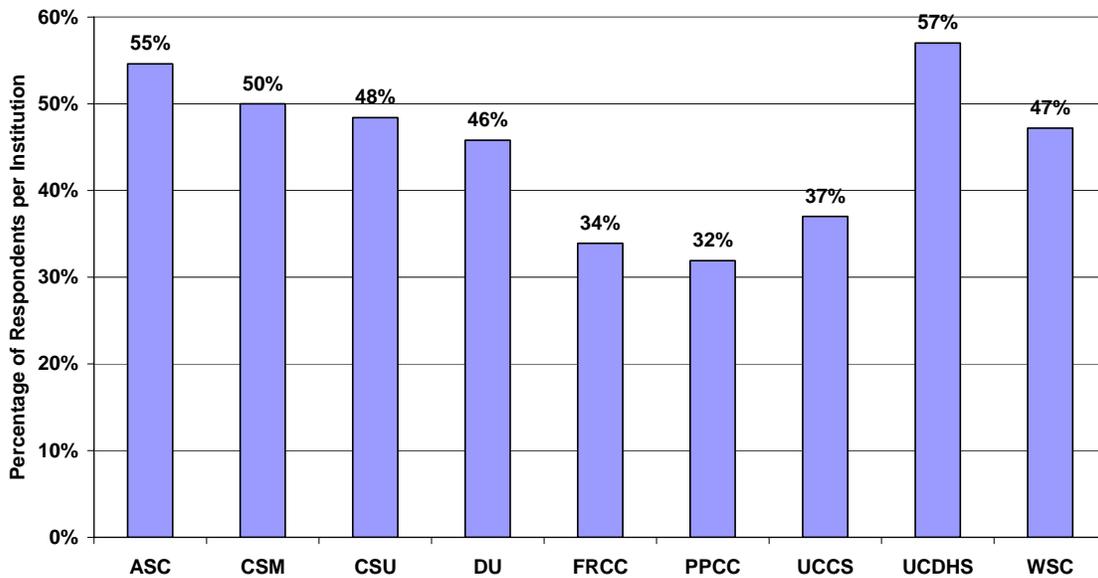


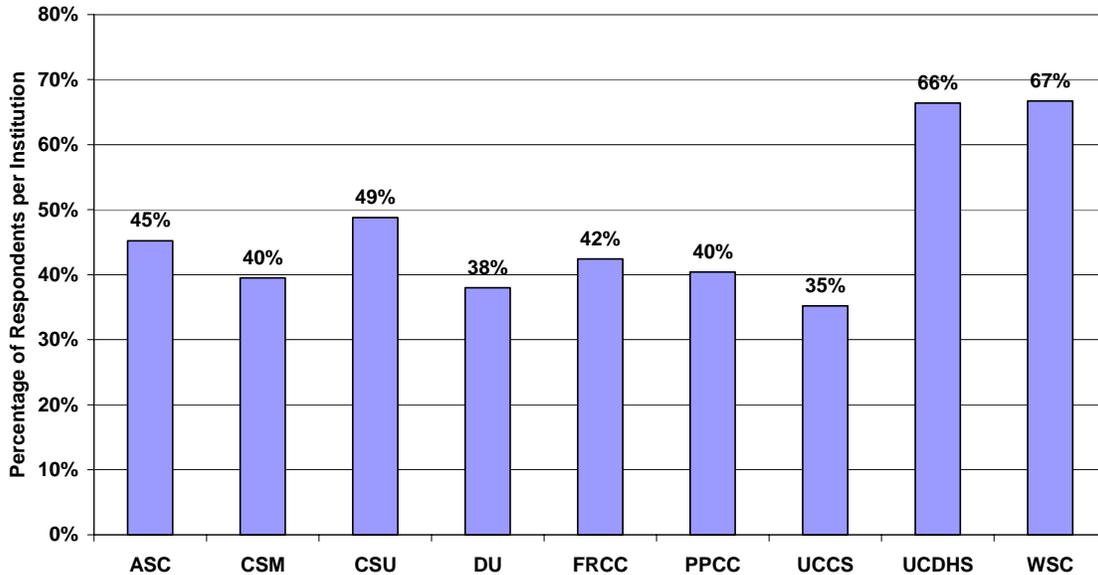
Chart 4:
How have you learned about using information resources
associated with your college or university library?
Response: Library instruction integrated into other courses



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An equal proportion of undergraduate respondents (41%) indicated learning about resources onsite from library staff. Two-thirds of students from Western State College and the University of Colorado at Denver and Health Sciences Center (67% and 66%, respectively) led this response (see Chart 5).

Chart 5:
How have you learned about using information resources associated with your college or university library?
Response: Onsite help from library staff



Online tutorials, guides, help and FAQs were cited by less than one-quarter (22%) of students as sources for learning about information literacy. However, half (50%) of surveyed students from the University of Colorado at Denver and Health Sciences Center reported learning about library resources in these ways—twice the overall response (see Chart 6).

While a relatively small percentage of students reported learning about library information resources by taking a for-credit course from a librarian (7%), students from Adams State College and Front Range Community College (14% each) were twice as likely to have done so (see Chart 7).

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Chart 6:
How have you learned about using information resources associated with your college or university library?
Response: Online tutorials and guides/online library help/FAQs

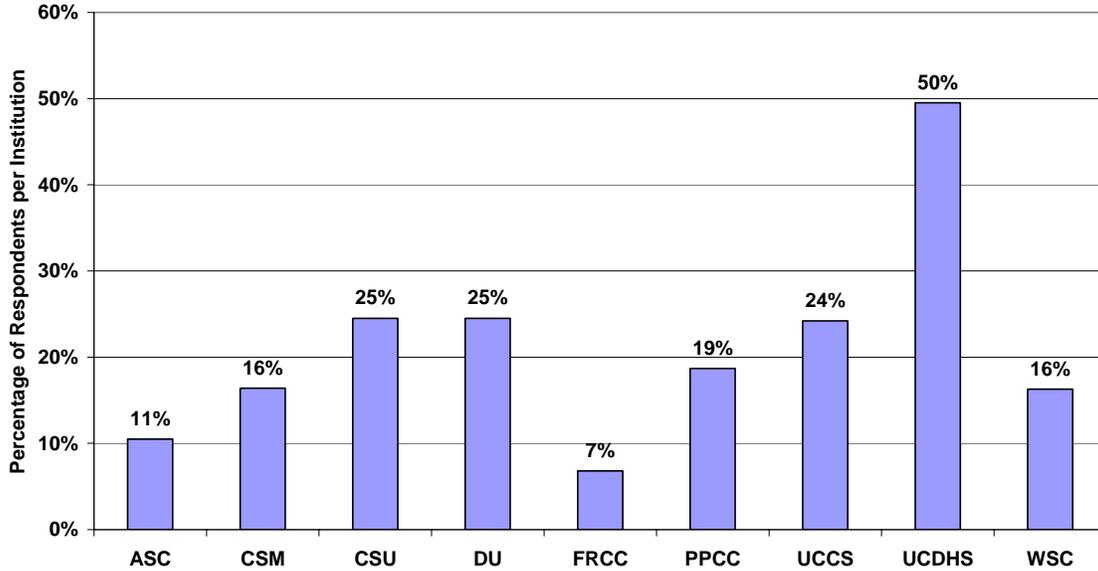
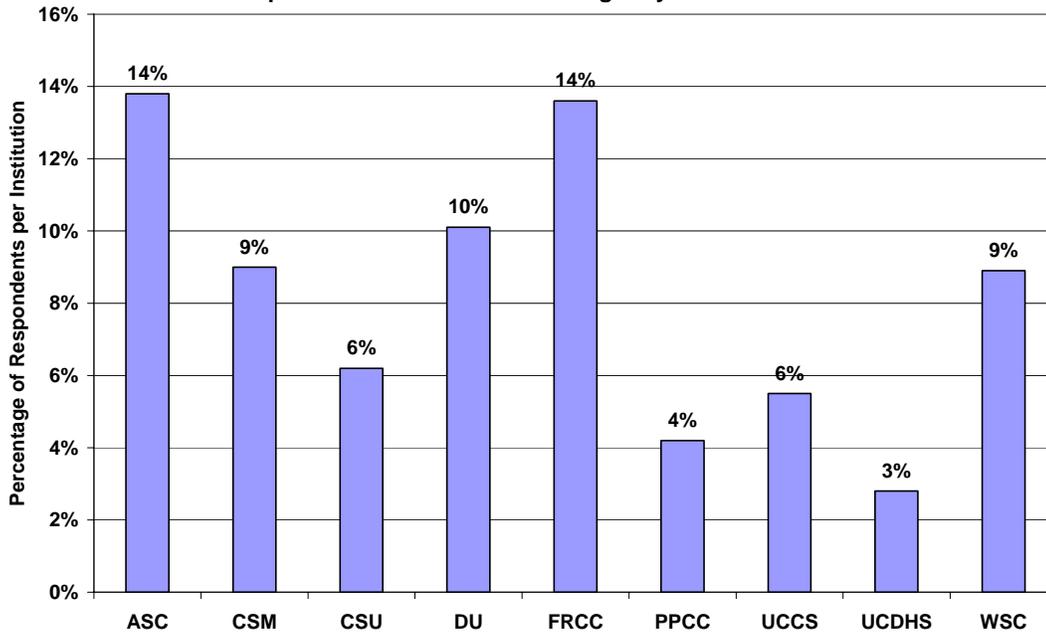


Chart 7:
How have you learned about using information resources associated with your college or university library?
Response: For credit courses taught by librarians.



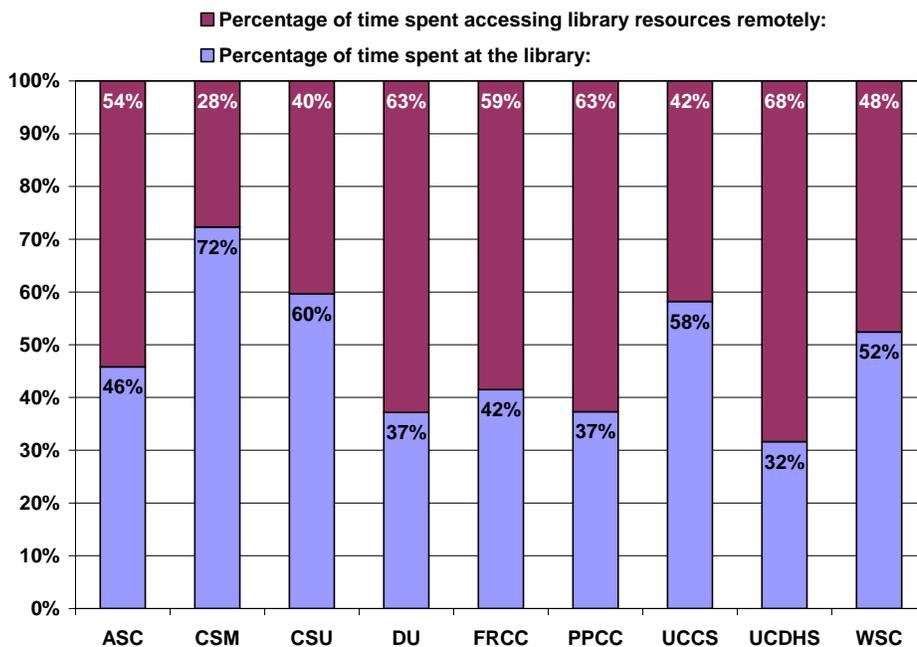
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Usage: Onsite and Remote Library Access

Students were asked to estimate the percentages of their time spent utilizing library resources onsite and remotely. Although students reported opting for onsite usage (53%) slightly more often than online access (47%), the difference was not dramatic.

The institution exhibiting the highest level of traditional onsite usage was Colorado School of Mines, where students estimated that nearly three-quarters (72%) of their library use time was spent onsite (see Chart 8). Other schools with higher than average percentages of onsite usage were Colorado State University (60%) and the University of Colorado at Colorado Springs (58%). The highest estimated level of remote usage came from the University of Colorado at Denver and Health Sciences Center at 68 percent, followed by the University of Denver and Pikes Peak Community College, both at 63 percent.

Chart 8: Of the time spent using your college or university library's resources: (total must equal 100%)



While the aggregate results indicate that traditional onsite library usage is still more common among college students than online usage, the large proportion of survey respondents from the University of Colorado at Colorado Springs – representing more than two of five undergraduate participants – may have skewed the results in favor of onsite usage.

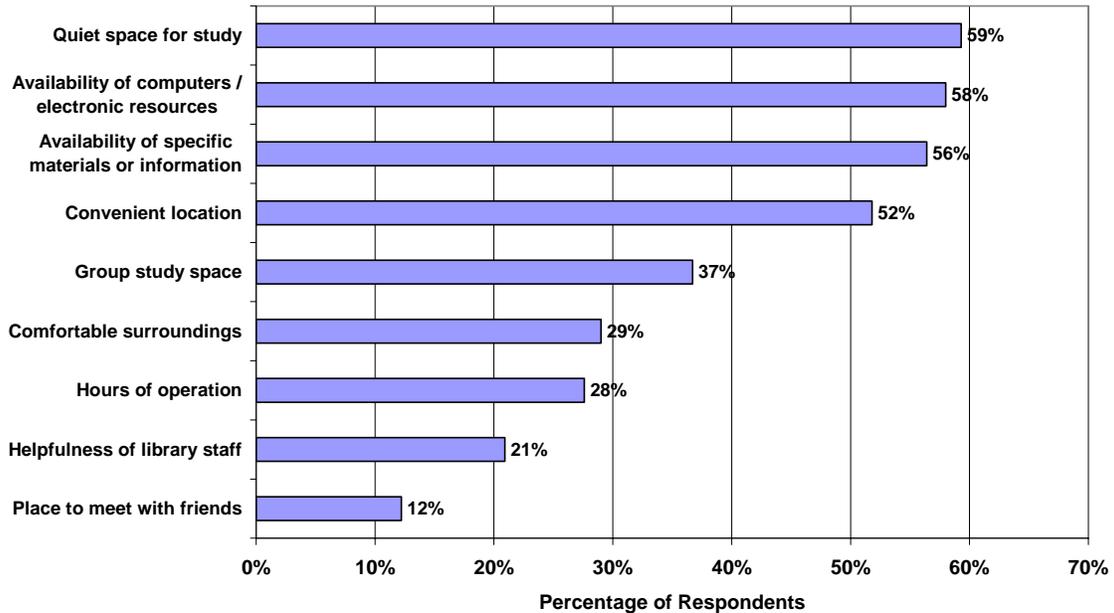
Usage: Reasons for Library Usage

Students were asked to identify the three most important reasons why they use their college or university library. Four reasons were cited by more than half of those surveyed: quiet space for study (59%), availability of computers/electronic resources

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(58%), availability of specific materials or information (56%), and convenient location (51%) (see Chart 9).

Chart 9:
What are the three most important reasons why you use your college/university library? (please select three)



The library as a quiet place for study was consistently cited as an important reason for library usage. This reason was given by nearly three out of five undergraduate respondents (59%) – and by over half of such students from eight of the nine participating schools (see Chart 10). While students representing the University of Colorado at Denver and Health Sciences Center were much less likely to give this response, over a third of them (37%) chose this option, making it the fourth most popular reason for library use by undergraduates at that institution.

The availability of computers and other electronic resources was also highly valued by many undergraduate respondents. Students representing the University of Colorado at Colorado Springs (71%) and Colorado State University (61%) were more likely to choose this reason for using their libraries than their peers overall (58%) (see Chart 11). It should be noted, however, that, at a majority of the participating institutions, less than half of undergraduate respondents identified availability of computers and other e-resources as a reason for library usage. This raises the possibility that the relatively high numbers of student participants from UCCS and CSU – which taken together would account for more than half of all undergraduate respondents – may have boosted the apparent value placed upon these resources by all such students.

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Chart 10:
What are the three most important reasons
why you use your college/university library?
Response: Quiet space for study

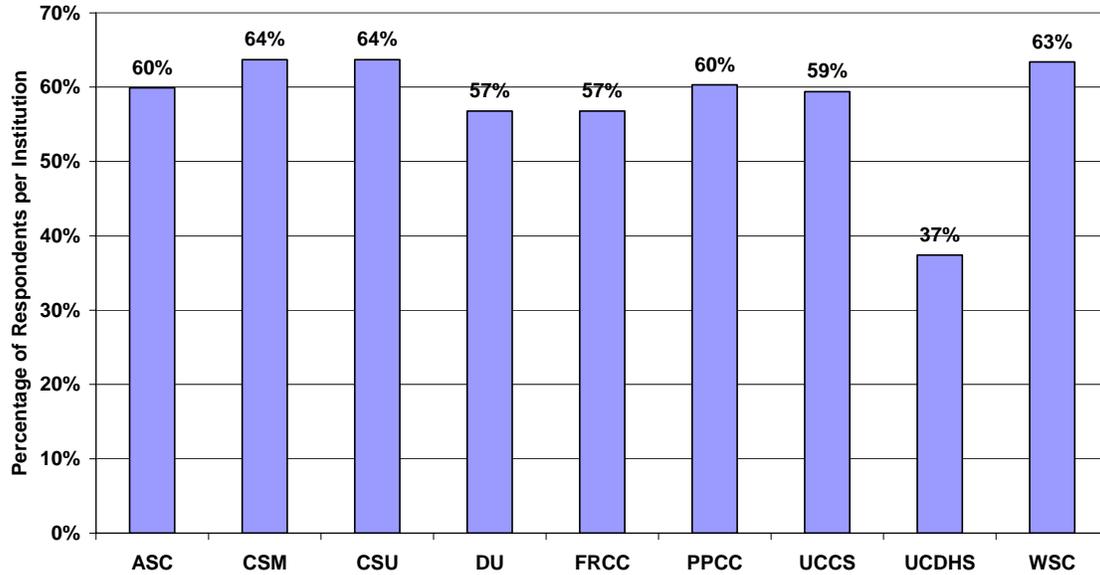
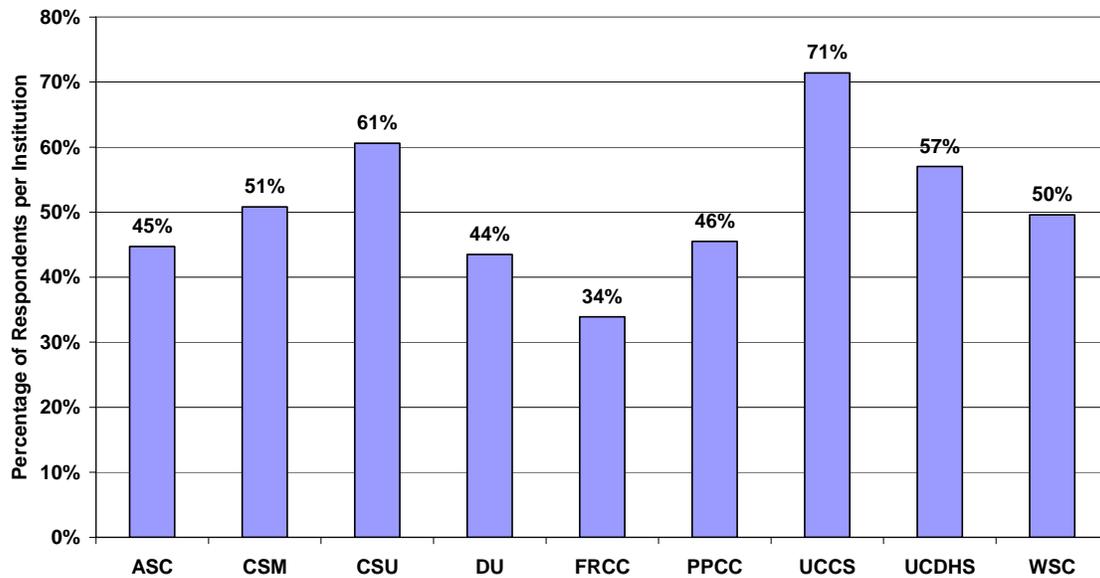


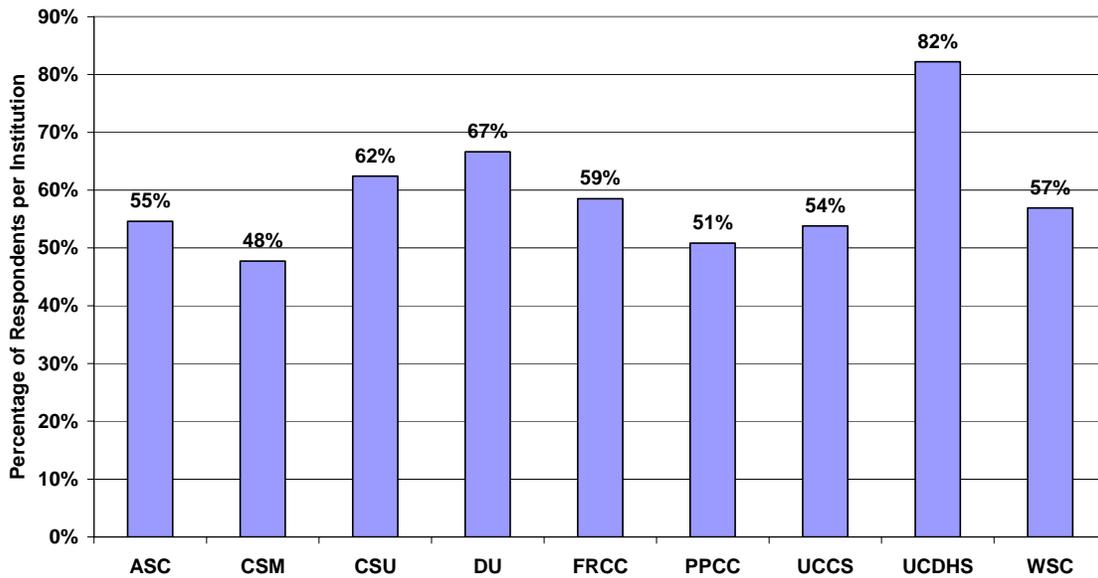
Chart 11:
What are the three most important reasons
why you use your college/university library?
Response: Availability of computers/electronic resources



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The availability of specific materials was another consistently popular reason for using an academic library, cited by well over half (56%) of surveyed undergraduates and by at least 48 percent of those surveyed from each institution (see Chart 12). The students at the University of Colorado at Denver and Health Sciences Center were most likely to attribute their library use to availability of specific materials, with more than four of every five students (82%) choosing this reason.

Chart 12:
What are the three most important reasons why you use your college/university library?
Response: Availability of specific materials or information



The library's convenient location was considered an important factor by over half (52%) of all undergraduate participants, and at least two of five students at each institution (chart 12). Nearly three-quarters (73%) of those surveyed from Front Range Community College cited this reason for using their library, by far the highest figure from any participating institution.

Group study space was chosen as being important by more than a third (37%) of surveyed undergraduates, with students from the University of Colorado at Colorado Springs and Colorado School of Mines, each exceeding the survey average for this selection with 42 percent (see Table 2). Comfortable surroundings were cited by three of ten respondents (29%) overall, but by nearly two in five (38%) from Pikes Peak Community College. More than one in four students (29%) thought that the library's hours of operation were a contributing factor to their library usage. Colorado State University's responding undergraduates exceeded all student respondents at 42 percent. The helpfulness of library staff was felt to be important by more than one in five respondents (21%) overall. Nearly two-thirds (65%) of students surveyed from Western State College, however, cited this factor. Their response to this factor is more than 20 percentage points higher than any other participating institution. Meeting with friends at the library was mentioned by fewer than one in eight (12%) of undergraduates surveyed.

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This reason for visiting the library was most popular with Colorado State University's students, 16 percent of whom chose it,

Chart 13:
What are the three most important reasons why you use your college/university library?

Response: Convenient location

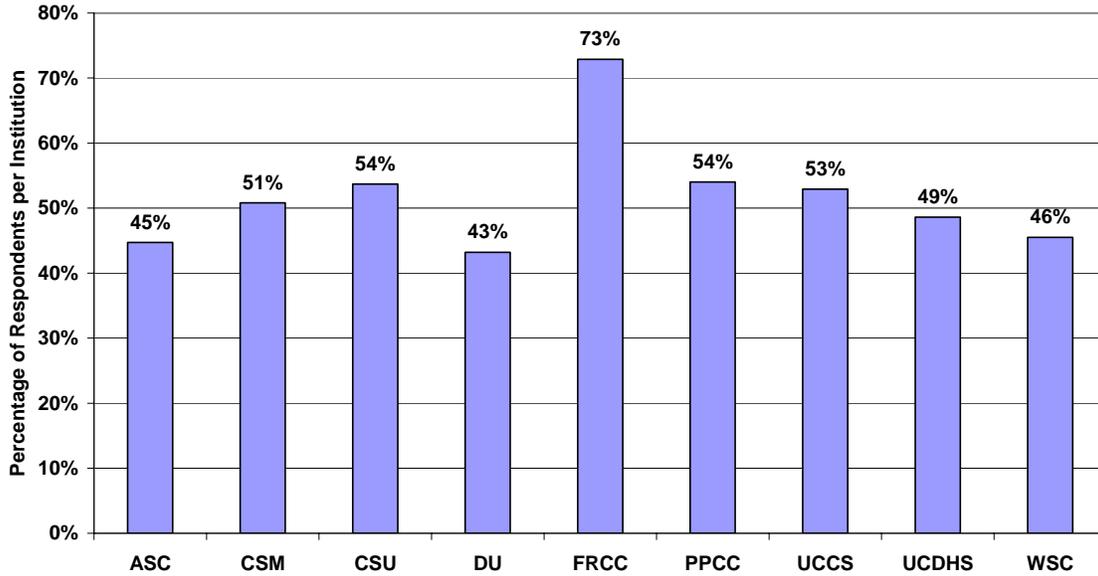


Table 2: What are the three most important reasons why you use your college/university library? (please select three)

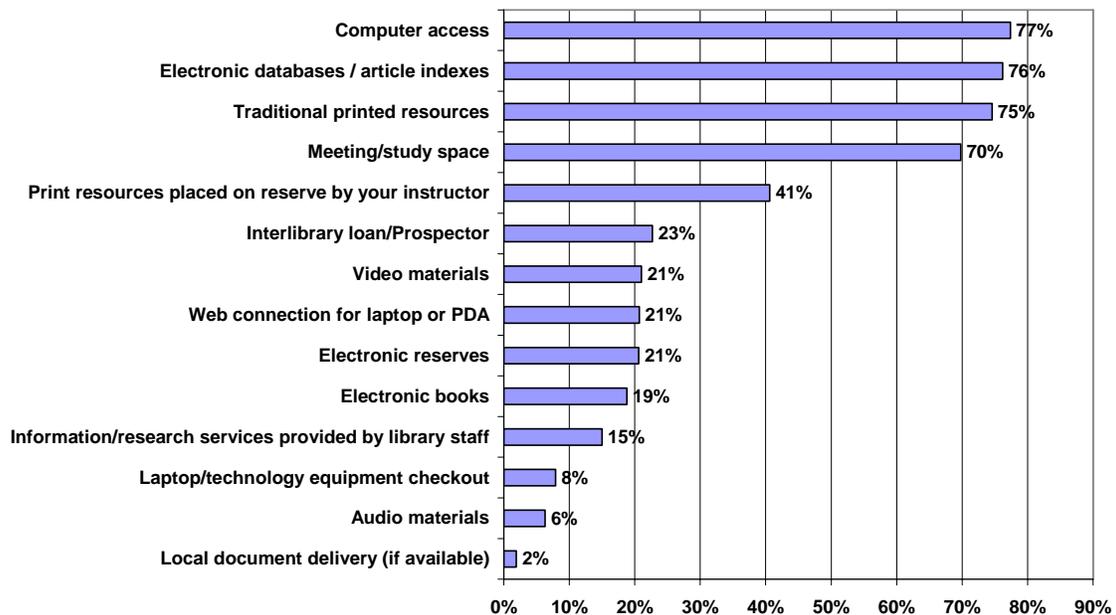
Response	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Convenient location	45%	51%	54%	43%	73%	54%	53%	49%	46%	52%
Hours of operation	24%	32%	42%	32%	23%	22%	26%	13%	21%	28%
Availability of specific materials or information	55%	48%	62%	67%	59%	51%	54%	82%	57%	56%
Helpfulness of library staff	34%	10%	20%	17%	43%	32%	12%	35%	65%	21%
Availability of computers/electronic resources	45%	51%	61%	44%	34%	46%	71%	57%	50%	58%
Quiet space for study	60%	64%	64%	57%	57%	60%	59%	37%	63%	59%
Group study space	36%	42%	39%	37%	20%	24%	42%	30%	30%	37%
Comfortable surroundings	28%	26%	32%	12%	36%	38%	32%	10%	29%	29%
Place to meet with friends	11%	14%	16%	6%	12%	9%	14%	10%	11%	12%

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Usage: Library Services

When questioned about the library services they had used during the previous 12 months, four services were listed by at least seven of ten respondents: computer access (77%), electronic databases and article indexes (76%), traditional printed resources (75%), and meeting and study space (70%) (see Chart 14).

Chart 14:
Which of the following library services have you used during the past 12 months? (check all that apply)



Students reported using computer access more frequently than any other library service. Institutions whose undergraduates chose this service most often were the University of Colorado at Colorado Springs (87%), Colorado State University (82%) and Western State College (81%), while only three of five students (60%) from the University of Denver did so (see Chart 15). The relatively low figure for DU students is likely a result of the university's laptop initiative policy, which requires all undergraduate students to have laptop computers.

While over three-quarters (76%) of students accessed electronic databases and article indexes via their college or university libraries, students from three institutions exhibited levels of usage that approached 90 percent: Colorado State University (87%), the University of Denver (87%) and Western State College (87%). Nearly as high a proportion from the University of Colorado at Denver and Health Sciences Center (85%) reported using this service (see Chart 16). Students least likely to report using such e-resources came from Front Range Community College (58%) and Colorado School of Mines (60%).

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Chart 15:
Which of the following library services have you used during the past 12 months?
Response: Computer access

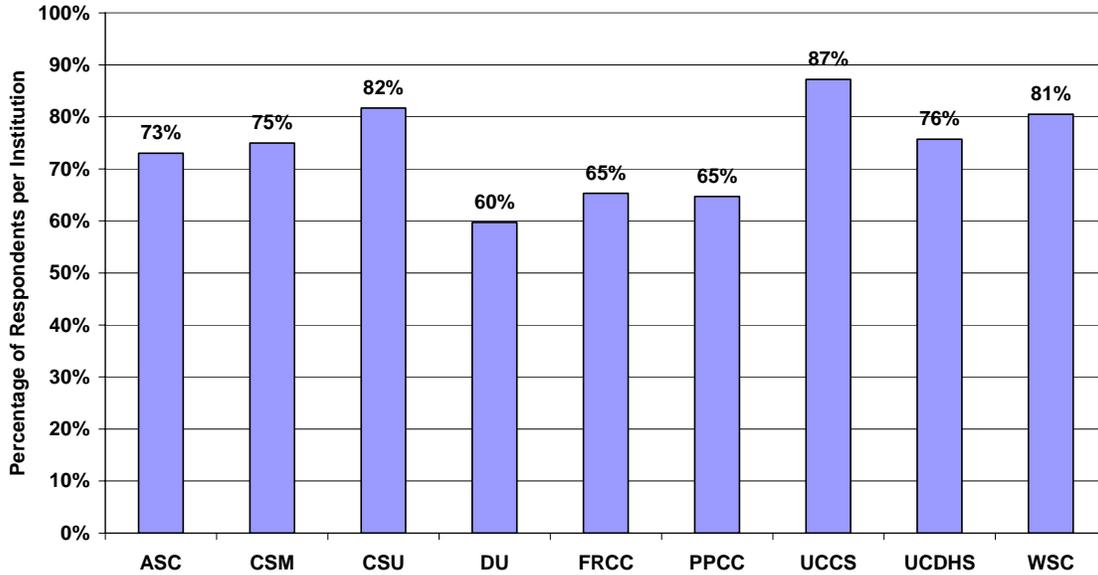
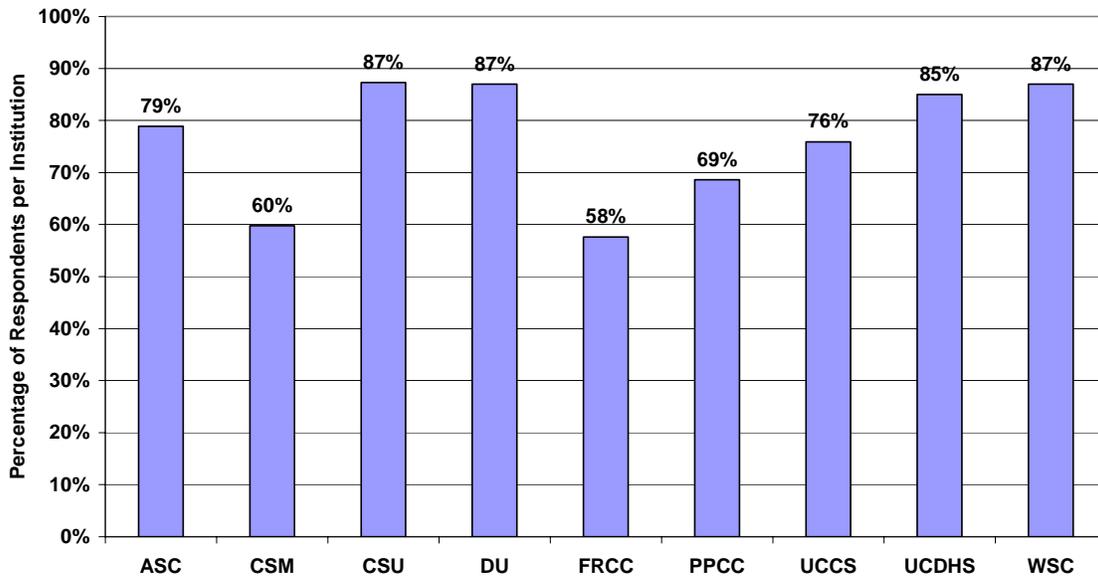


Chart 16:
Which of the following library services have you used during the past 12 months?
Response: Electronic databases/article indexes

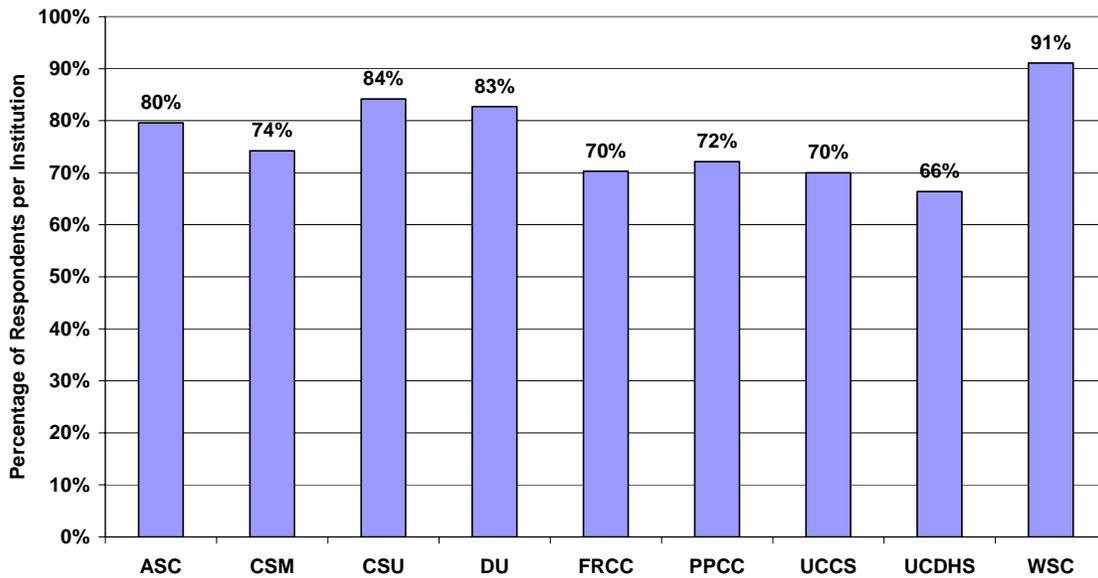


Despite the proliferation of electronic resources, print resources are still being widely utilized by college and university students. Three out of four undergraduates (75%)

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reported using print materials within the past year. More than nine of ten (91%) of those surveyed from Western State College reported using traditional print resources at their library – the highest percentage among participating institutions (see Chart 17). The reliance on electronic resources of students from the University of Colorado at Denver and Health Sciences Center was reflected by their relatively low response (66%) for print resources.

Chart 17:
Which of the following library services have you used during the past 12 months?
Response: Traditional printed resources

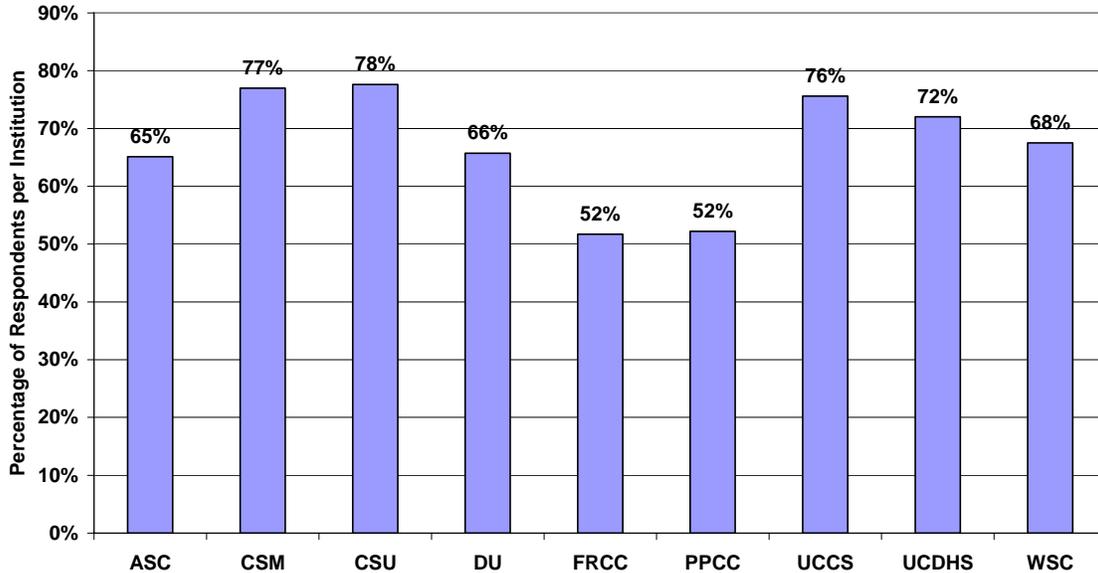


Library meeting and study spaces were also highly utilized by students. More than 75 percent of responding undergraduates from three of the four participating state universities – Colorado State University (78%), Colorado School of Mines (77%), and the University of Colorado at Colorado Springs (76%)—reported having utilized meeting or study space at their library. Slightly fewer students (72%) from the fourth state university—the University of Colorado at Denver and Health Sciences Center reported using such spaces (see Chart 18). Library meeting and study spaces were least utilized by students at the two community colleges—Front Range Community College and Pikes Peak Community College (52% each).

More than two of five (44%) responding undergraduates indicated that they had accessed electronic journals through their library during the past 12 months (see Table 3). Students from the University of Colorado at Denver and Health Sciences Center registered the highest usage level, with nearly four of five (79%) employing this type of digital resource. Over three of five (61%) responding students from Colorado State University reported using this service, also well above the overall survey average.

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Chart 18:
Which of the following library services have you used
during the past 12 months?
Response: Meeting/study space



Over 40 percent (41%) of undergraduate respondents reported accessing print materials placed on reserve by their instructors. While students at the University of Colorado at Denver and Health Sciences Center rely heavily on electronic resources, they rely even more on print reserves (64%). The same proportion of students (64%) from Western State College reported using print reserves.

More than one in five students (23%) requested items through interlibrary loan or the Prospector system. Over two in five students at Colorado State University (44%) and Western State College (41%) made such requests, while only seven percent of those attending classes at Front Range Community College reported using this service.

One in five responding undergraduates (21%) reported using each of three services: access to video materials, access to a laptop or PDA Web connection, and access to electronic reserves.

Two in five students from Western State College (40%) and over a third from Pikes Peak Community College (35%) reported accessing video materials at their libraries.

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Almost half (46%) of students from the University of Denver--which has a laptop requirement for its undergraduate students—reported using a library connection for PDA or laptop, followed by Colorado State University students at 41 percent. These figures were more than twice the overall survey average and over twenty percentage points higher than all other institutions. Among their peers at participating institutions, students from Adams State College (3%) were the least likely to connect personal electronic devices to the Web at their library.

Table 3: What are the three most important reasons why you use your college/university library? (please select three)

Response	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Traditional printed resources	80%	74%	84%	83%	70%	72%	70%	66%	91%	75%
Electronic databases/article indexes	79%	60%	87%	87%	58%	69%	76%	85%	87%	76%
Electronic books	12%	13%	31%	30%	10%	19%	17%	8%	13%	19%
Electronic journals	33%	28%	61%	49%	22%	30%	48%	79%	44%	44%
Video materials	13%	10%	7%	23%	31%	35%	20%	19%	40%	21%
Audio materials	3%	2%	7%	7%	15%	10%	5%	3%	19%	6%
Print resources placed on reserve by your instructor	32%	47%	42%	39%	12%	17%	47%	64%	64%	41%
Electronic reserves	9%	9%	60%	52%	7%	11%	12%	12%	13%	21%
Interlibrary loan/Prospector	30%	21%	44%	30%	7%	9%	20%	12%	41%	23%
Local document delivery (if available)	3%	1%	3%	3%	4%	2%	1%	1%	2%	2%
Information/research services provided by library staff	23%	10%	21%	16%	19%	19%	11%	17%	23%	15%
Computer access	73%	75%	82%	60%	65%	65%	87%	76%	81%	77%
Web connection for laptop or PDA	3%	20%	41%	46%	14%	7%	18%	11%	15%	21%
Laptop/technology equipment checkout	1%	4%	54%	8%	3%	2%	2%	2%	1%	8%
Meeting/study space	65%	77%	78%	66%	52%	52%	76%	72%	68%	70%

While approximately one in five students (21%) reported accessing materials placed on electronic reserve in their library, usage rates varied greatly by institution, and – in all likelihood – were highly dependent on the availability of this service. It was chosen by more than 50 percent of responding undergraduates only at Colorado State University and the University of Denver (60% and 52%, respectively). These two institutions also produced usage levels for electronic books (e-books) that were well above the survey average of 19 percent, with approximately three of ten students from CSU (31%) and DU (30%) indicating that they had used this service during the past year.

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Information or research services at academic libraries were utilized by 15 percent of students. Each of the two participating state colleges—Adams State College and Western State College—produced the highest response rate at 23 percent.

Checking out laptops or other technology-related equipment—while not available at all participating libraries – was chosen by eight percent of undergraduates surveyed. By far the largest proportion of students taking advantage of this service-- more than half (54%)—came from Colorado State University . Also not available at all participating institutions, local document delivery services were only mentioned by two percent of all undergraduate respondents, with students from Front Range Community College most likely to report using such services at four percent.

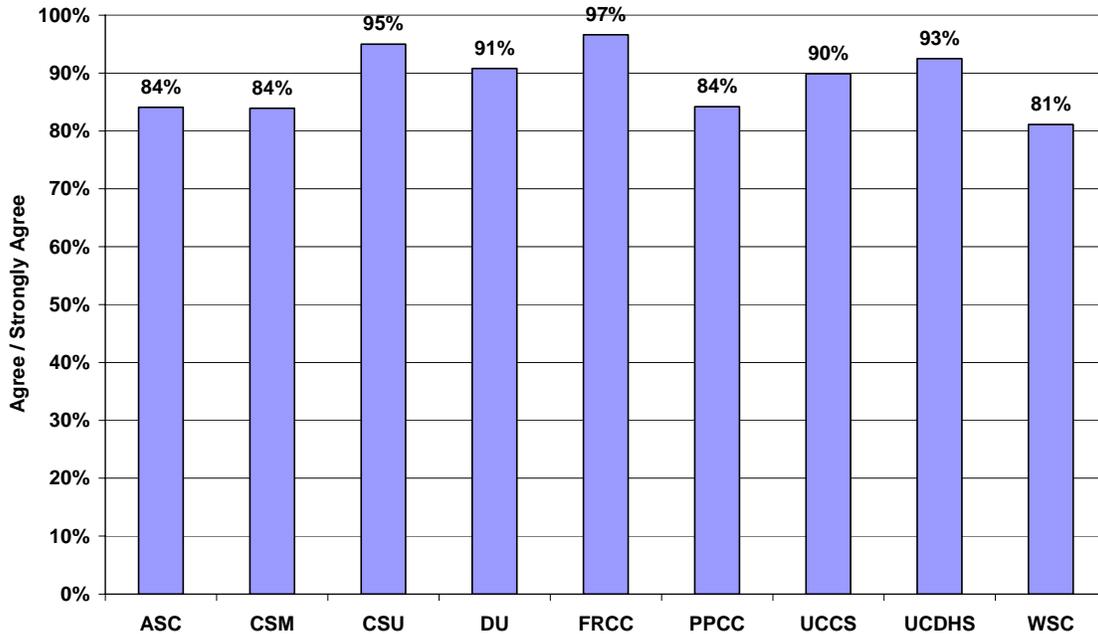
While only six percent of responding undergraduates reported using audio materials during the previous year, these materials were markedly more popular with students from Western State University (19%) and Front Range Community College (15%) who were more than twice as likely to report using them as all participating students.

Outcomes: Resource Access and Availability

Students were asked to answer a series of questions about their ability to access resources through their own institutions' libraries, as well as the availability of materials from other college and university libraries. Nearly nine of ten students (89%) agreed or strongly agreed with the statement, "I usually find the books I need at my institution's library." This consensus was shared among participants from all participating institutions, with at least four of five students from each school either agreeing or strongly agreeing with the statement (see Chart 19). The highest response in this regard came from students at Front Range Community College (97%) and Colorado State University (95%).

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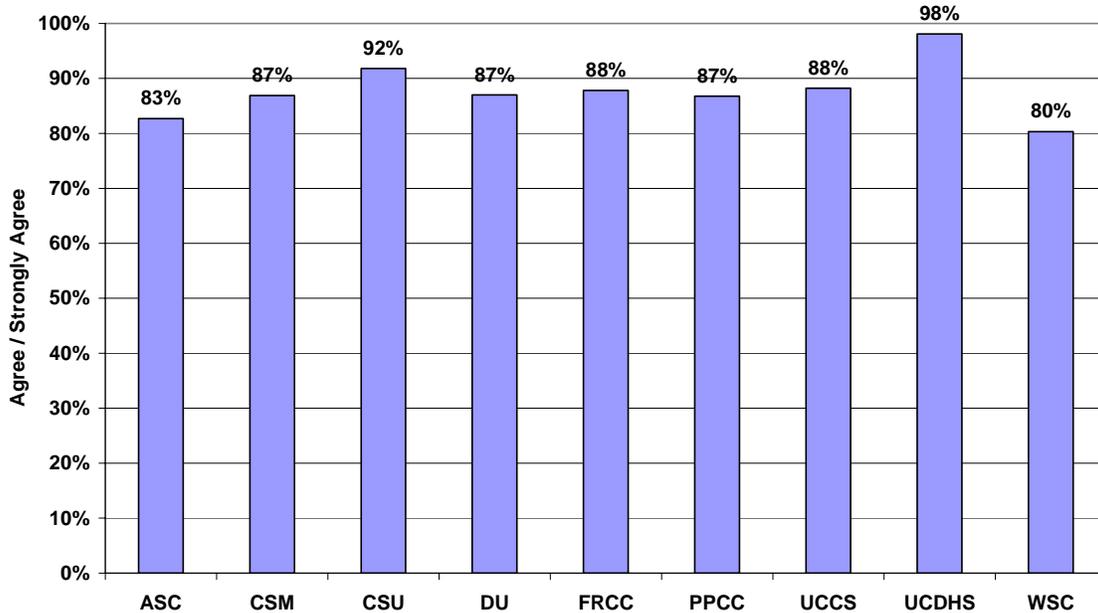
Chart 19:
"I usually find the books I need at my college/university library."



Regarding the availability of print periodicals, again, nearly nine of ten students (88%) agreed that they usually found this type of resource at their college or university library. As with the question concerning books, at least four of five students from each participating institution either agreed or strongly agreed that they were usually successful in finding needed periodical resources (see Chart 20). The University of Colorado at Denver and Health Sciences Center led the way in this regard with a near unanimous response of 98 percent.

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Chart 20:
"I usually find the print periodicals I need
at my college/university library."



More than nine of ten undergraduate respondents (93%) agreed or strongly agreed with the statement, "I can usually access the electronic resources I need through my institution's library." In addition, students from all nine participating institutions produced agreement rates of at least 90 percent, with Western State College students reporting a near unanimous 98 percent rate of agreement (see Chart 21).

Nearly three of five student participants (58%) agreed or strongly agreed that they can usually find needed materials at other public, college, or university libraries. Students from the two participating community colleges were the most likely of those surveyed to successfully find resources at institutions other than their own. Three of every four responding undergraduates (74%) from Pikes Peak Community College and nearly as high a proportion (71%) from Front Range Community College indicated such success (see Chart 22). Conversely, less than two in five students from the University of Colorado at Denver and Health Sciences Center indicated that they usually find information resources at other colleges or universities, which is not surprising given the specialized nature of the UCDHS collection.

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Chart 21:
"I can usually find the electronic resources I need
through my college/university library."

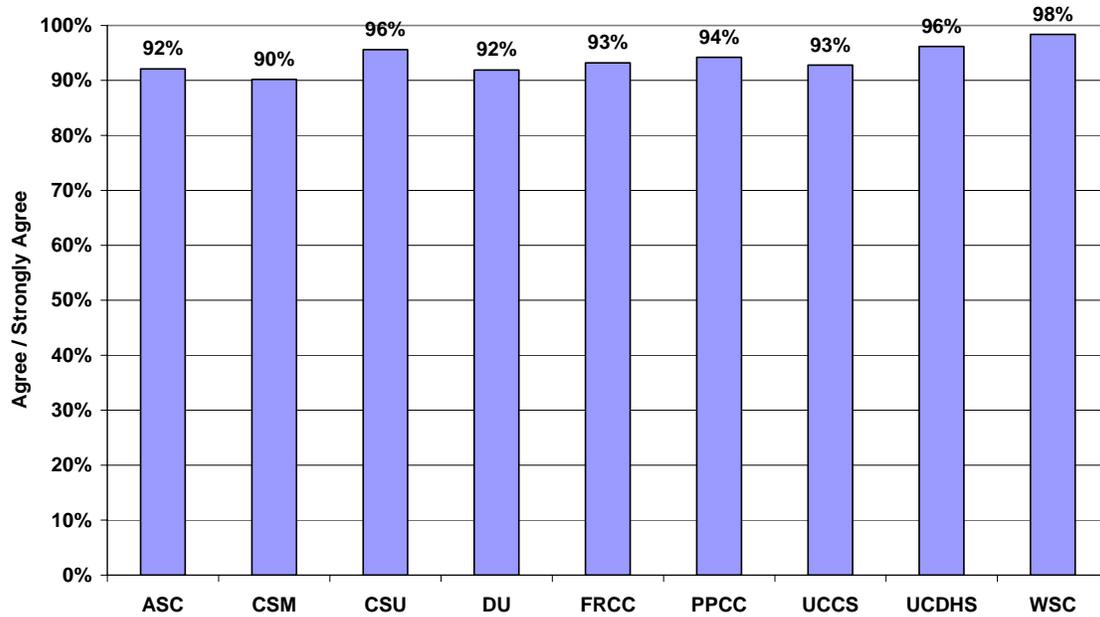
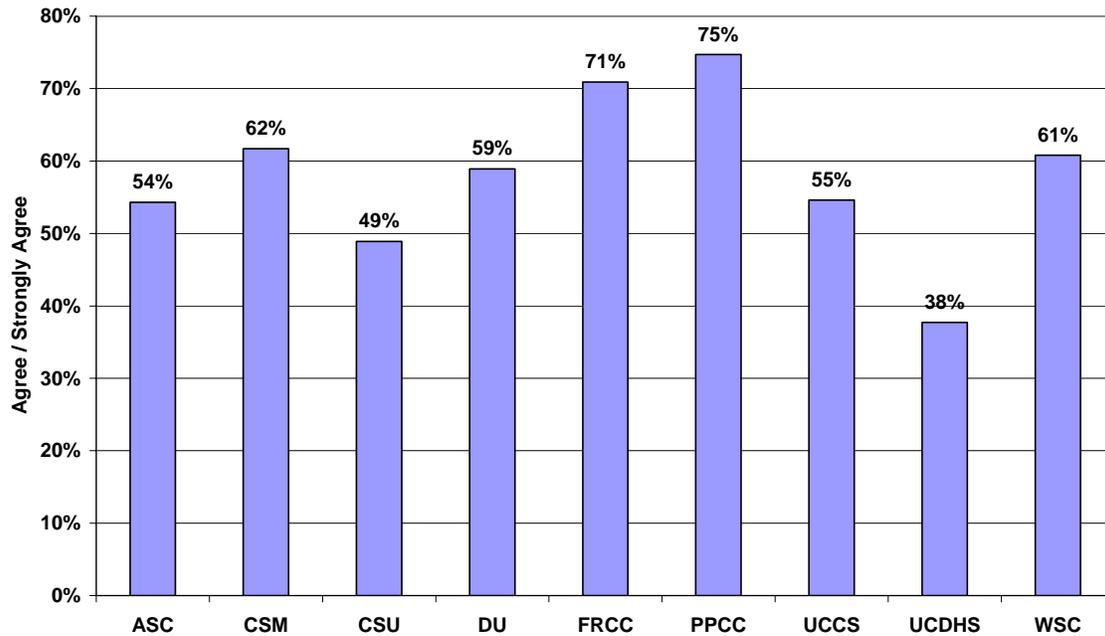


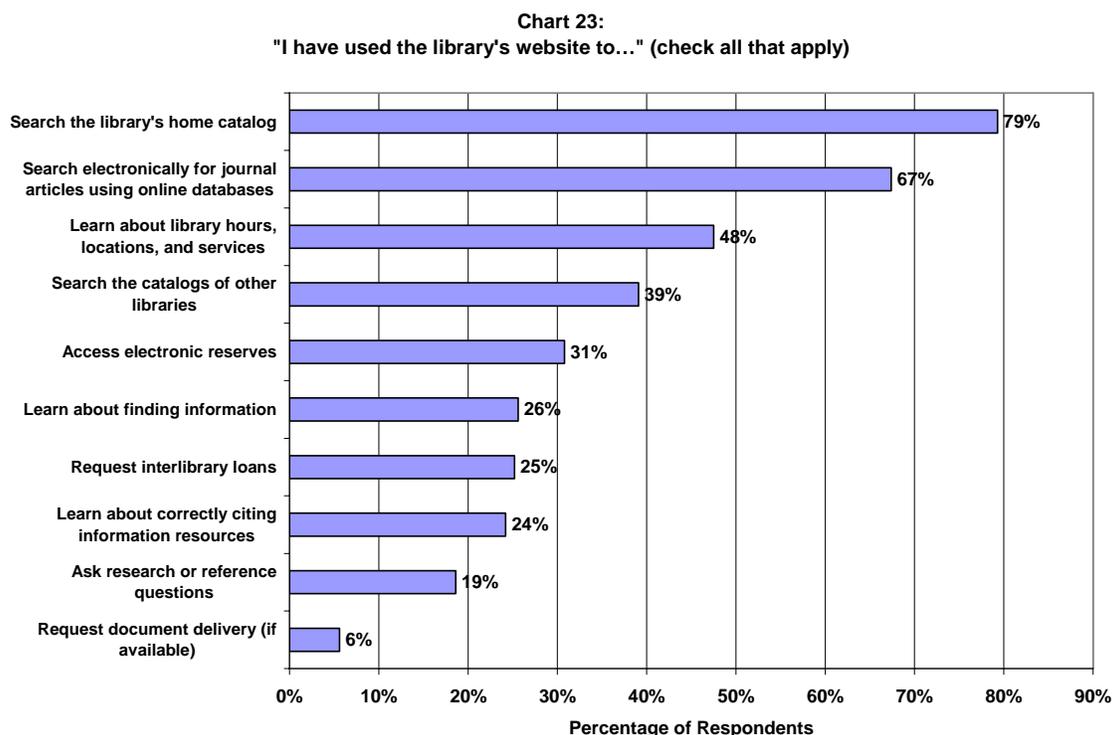
Chart 22:
"I can usually find the materials I need
at other public, college, or university libraries."



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Outcomes: Library Website

Students were also asked to specify if they had used any of ten different information services via the library's website. Not surprisingly, the most popular form of usage was searching the library's home catalog, with nearly four out of five (79%) of those surveyed indicating that they had used the site in this way (see Chart 23).



Searching their library's home catalog was a very popular use of library websites with undergraduate students from all participating institutions, ranging from over two-thirds (68%) from Pikes Peak Community College to more than nine out of ten (91%) from Western State College (see Chart 24).

Students also frequently used their library's websites to search electronically for journal articles using online databases. Two-thirds of respondents (67%) said that they had utilized this online service. Institutional percentages for this option were somewhat more variable than for searching the library home catalog (see Chart 25). Nearly nine of ten students (89%) surveyed from the University of Colorado at Denver and Health Sciences Center said they had used these online resources, while less than half responding from Colorado School of Mines (45%) and Front Range Community College (48%) reported searching for journal articles in this way.

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Chart 24:
"I have used the library's website to..."
Response: Search the library's home catalog

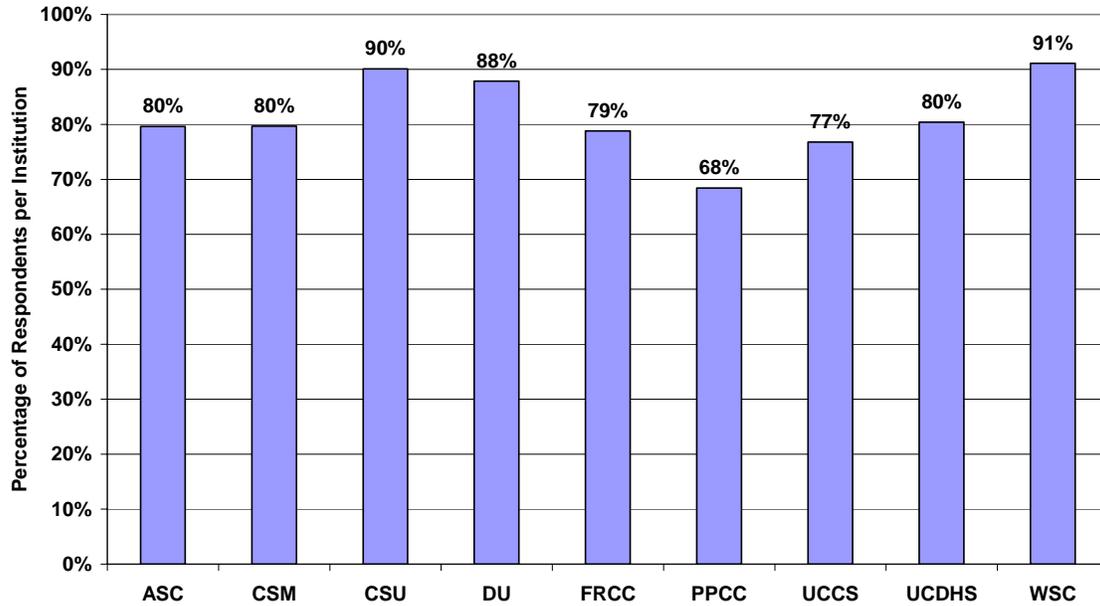
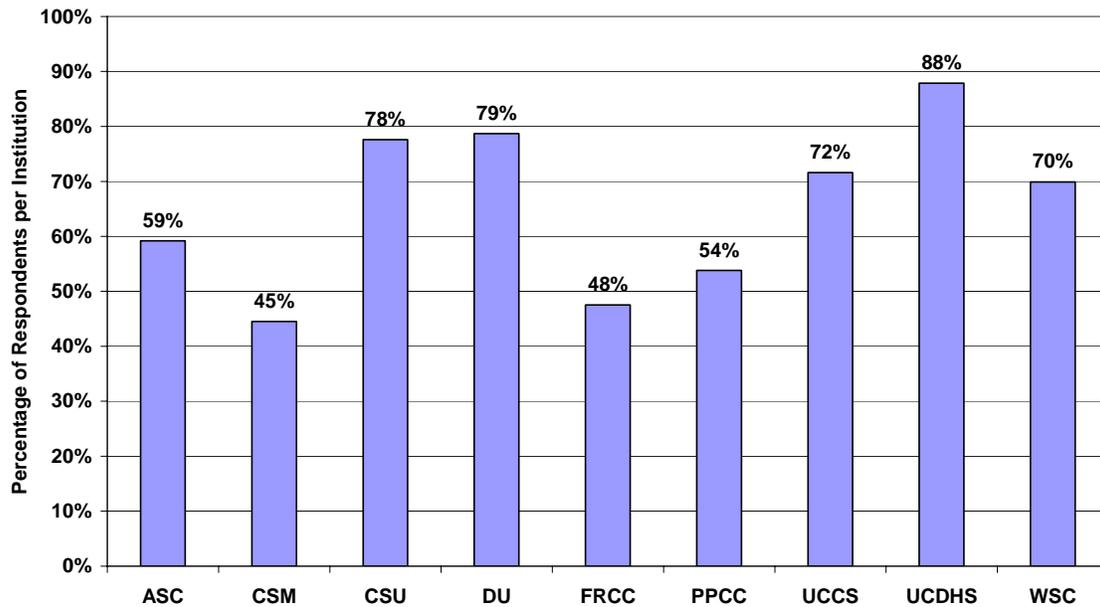


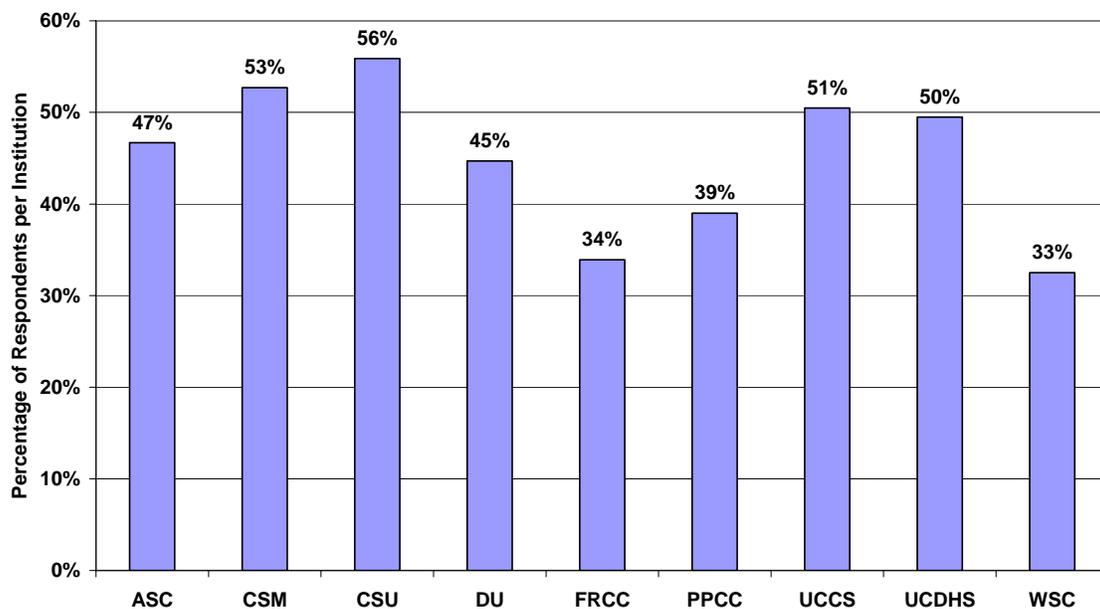
Chart 25:
"I have used the library's website to..."
Response: Search electronically for journal articles using online databases



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Learning about library hours, locations, and services was the third most popular online service, cited by nearly half (48%) of the surveyed undergraduates. At least half of the students from Colorado State University (56%), Colorado School of Mines (53%), the University of Colorado at Colorado Springs (51%), and the University of Colorado at Denver and Health Sciences Center (50%) indicated having obtained this information through their library's website (see Chart 26). A considerably smaller percentage of students from Western State College (33%) and Front Range Community College (34%) obtained information about the library in this way.

Chart 26:
"I have used the library's website to..."
Response: Learn about library hours, locations, and services



Two of five responding undergraduates (39%) reported searching the catalogs of other libraries for information resources. Over half (53%) of students surveyed from Western State College reported having used this option, followed by Colorado State University students at 49 percent (see Table 4).

Nearly a third of all responding students (31%) used their library's website to access electronic course reserves. At both Colorado State University and the University of Denver, however, nearly two-thirds (66%) of students reported using this online service.

Slightly more than one quarter (26%) of those surveyed learned about finding information through their library's website. Just under half (47%) of surveyed Front Range Community College students—almost double the overall percentage--reported this website use.

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One of every four responding students (25%) indicated that they had used their library's website to make interlibrary loan requests. More than half (53%) of those responding from Colorado State University had used this service.

Table 4: "I have used the library's website to..." (check all that apply)

Response	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Search the library's home catalog	80%	80%	90%	88%	79%	68%	77%	80%	91%	79%
Search the catalogs of other libraries	32%	40%	49%	41%	39%	41%	36%	28%	53%	39%
Request interlibrary loans	32%	19%	53%	27%	6%	13%	23%	13%	46%	25%
Request document delivery (if available)	7%	3%	14%	5%	8%	5%	5%	3%	6%	6%
Search electronically for journal articles using online databases	59%	45%	78%	79%	48%	54%	72%	88%	70%	67%
Access electronic reserves	18%	17%	66%	66%	14%	22%	23%	30%	18%	31%
Ask research or reference questions	23%	13%	12%	15%	27%	26%	17%	30%	28%	19%
Learn about finding information	24%	17%	23%	17%	47%	29%	27%	30%	32%	26%
Learn about correctly citing information resources	26%	17%	20%	13%	27%	25%	27%	19%	52%	24%
Learn about library hours, locations, and services	47%	53%	56%	45%	34%	39%	51%	50%	33%	48%

Nearly one-quarter (24%) of participating undergraduates have used their library website to learn about correctly citing information resources. Western State College had the highest response in this regard with more than half (52%) of survey participants obtaining this information from their library's site.

Roughly one in five (19%) of students surveyed had asked research or reference questions via their library's website. This option was most commonly utilized by University of Colorado at Denver and Health Sciences Center students, 30 percent of whom report using this service. Reference questions were asked via a library website by more than a quarter of students at Western State College (28%), Front Range Community College (27%), and Pikes Peak Community College (26%).

Web-initiated document delivery – a service not universally available among participating institutions – was cited by only six percent of students surveyed. Colorado State

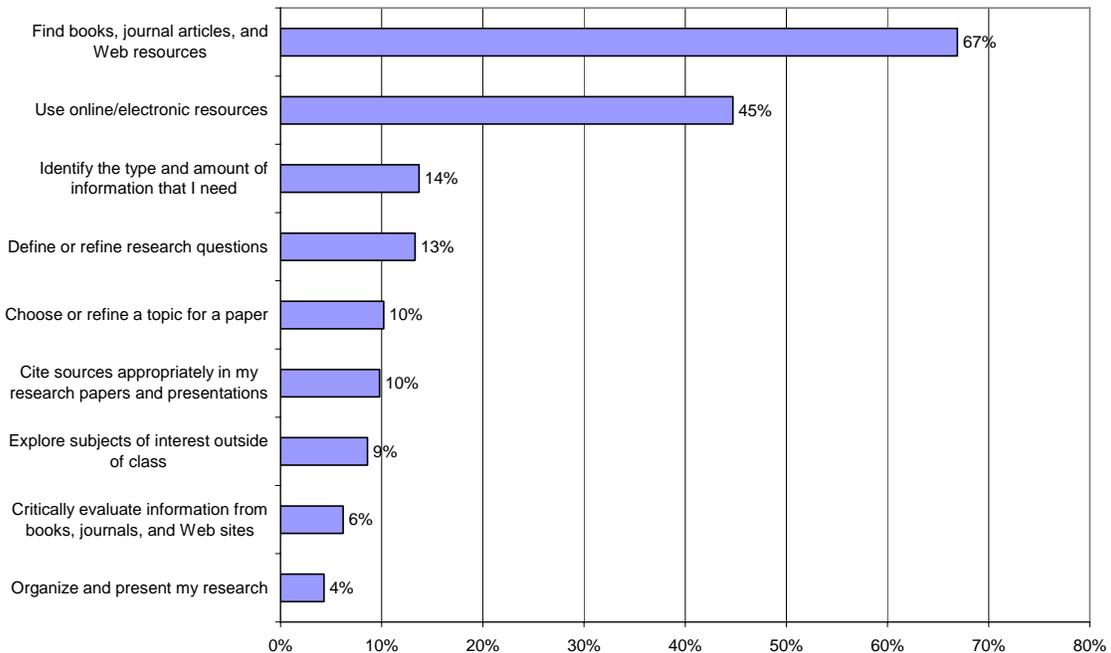
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University's response rate of 14 percent was by far the highest from any institution and was more than double the overall percentage for undergraduates.

Outcomes: Assistance from Library Staff

Students participating in this study were asked to identify ways in which they had been assisted by staff members at their college or university libraries. The most popular answer by far was that library staff assist students by helping them to find books, journal articles, and Web resources. Two out of three students (67%) indicated that they had been helped in this way (see Chart 27). No other kind of staff assistance was selected by a majority of responding undergraduates. While there was some degree of variation between institutions for this response, at least half of those surveyed from each participating school reported staff assistance in finding print and electronic resources (see Chart 28). The highest responses came from the two participating state colleges, Adams State College (88%) and Western State College (87%).

Chart 27:
"The library staff has helped me to..." (check all that apply)



Assistance with online or electronic resources was the second most common way that students were helped by library staff, cited by well over two out of five (45%) of those surveyed. Responses for seven of the nine participating institutions were between 36 and 48 percent for this service (see Chart 29). Two schools, however, produced substantially higher figures. Seven of ten students (70%) attending the University of Colorado at Denver and Health Sciences Center reported having been assisted by library staff with electronic information sources, while nearly three of five (57%) attending Western State College were helped in this way.

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Chart 28:
"The library staff has helped me to..."
Response: Find books, journal articles, and Web resources

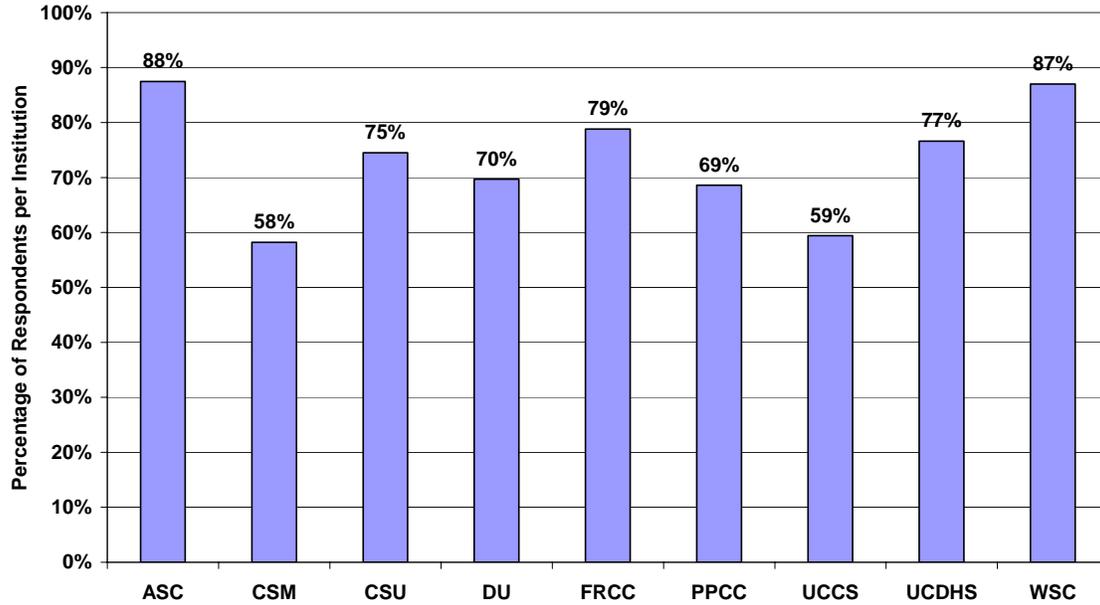
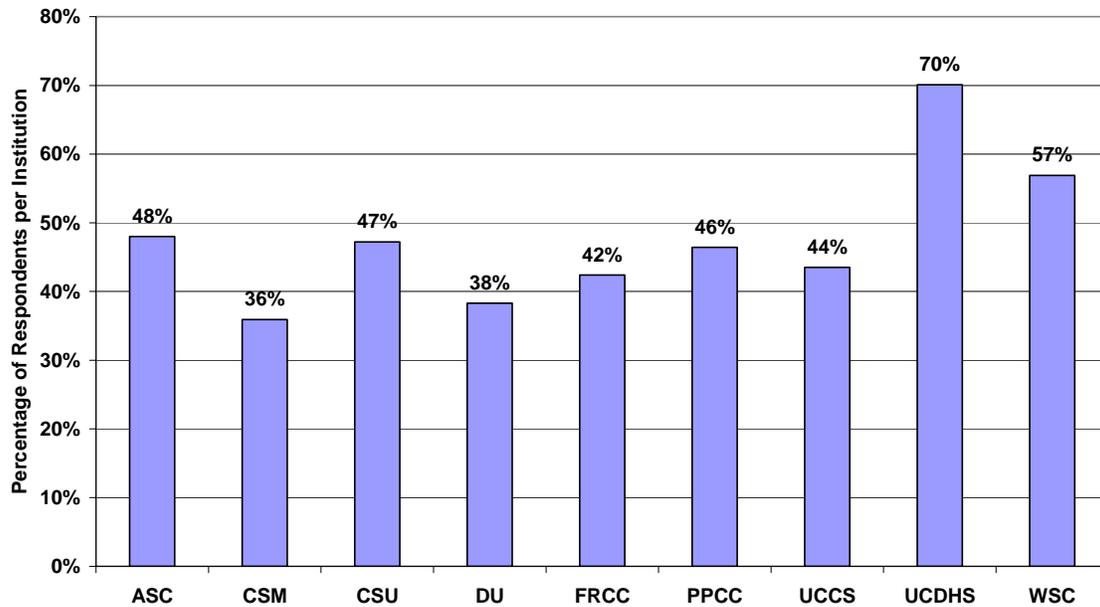


Chart 29:
"The library staff has helped me to..."
Response: Use online/electronic resources



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While none of the seven remaining response options were mentioned by more than 14 percent of survey participants, two institutions exhibited large responses for specific types of assistance provided by library staff (see Table 5). Compared to all undergraduate respondents, Front Range Community College students were twice as likely to report receiving library staff assistance in defining or refining research questions, choosing or refining a topic for a paper, exploring subjects of interest outside of class, and organizing and presenting research. Western State College students were more than twice as likely as all responding undergraduates to receive assistance in identifying the type and amount of information needed, defining or refining research questions, choosing or refining a topic for a paper, citing sources appropriately in research papers and presentations, exploring subjects of interest outside of class, and critically evaluating information from books, journals, and websites.

Response	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Choose or refine a topic for a paper	20%	9%	9%	10%	30%	13%	6%	9%	28%	10%
Define or refine research questions	19%	9%	17%	13%	34%	17%	8%	10%	33%	13%
Identify the type and amount of information that I need	20%	12%	16%	11%	22%	18%	10%	8%	36%	14%
Find books, journal articles, and Web resources	88%	58%	75%	70%	79%	69%	59%	77%	87%	67%
Critically evaluate information from books, journals, and Web sites	11%	4%	6%	3%	11%	8%	5%	5%	17%	6%
Organize and present my research	8%	4%	4%	3%	13%	7%	3%	4%	7%	4%
Cite sources appropriately in my research papers and presentations	16%	8%	10%	8%	13%	13%	7%	7%	31%	10%
Explore subjects of interest outside of class	15%	7%	8%	4%	19%	14%	6%	5%	24%	9%
Use online/electronic resources	48%	36%	47%	38%	42%	46%	44%	70%	57%	45%

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Faculty Survey Results

Background Information

As noted earlier, the study's faculty component produced 395 respondents. The two institutions with the highest numbers of faculty respondents were Pikes Peak Community College and the University of Denver. Both of these institutions produced 78 respondents, each representing one-fifth (20%) of the total number of faculty participants. Two other institutions produced participation percentages in double figures. Fifty-one faculty members from Colorado State University – 14 percent of the overall total – responded to the survey, and 46 faculty members from the University of Colorado at Colorado Springs – 12 percent of the overall total – participated.

Background characteristics of respondents to the faculty survey included:

- The median for years of teaching experience for faculty surveyed was 11 years. One out of four (25%) had been teaching for five years or less, while another quarter had at least 19 years of experience at the college or university level.
- More than seven out of ten faculty respondents (71%) reported full-time status at their institutions.
- The majority of responding faculty came from three areas: the humanities (22%), the social sciences (22%), and the physical and bio-medical sciences (18%).

Usage: Bibliographic Instruction / Information Literacy

Bibliographic instruction and information literacy appeared to be important to surveyed faculty. When asked about the inclusion of bibliographic instruction or information literacy sessions as a part of the undergraduate courses that they teach, a majority (54%) indicated they provide this type of instruction to students at least some of the time (see Chart 30). Over a quarter (27%) said that they often included such sessions in their courses, while the same proportion responded that they sometimes utilize this opportunity. Less than a quarter (23%) of instructors said that they rarely include bibliographic instruction in their courses, while a similar proportion (24%) indicated that they never utilize this option.

Pikes Peak Community College returned the highest percentage of faculty respondents who frequently utilize bibliographic instruction or information literacy sessions with 39 percent, followed by the University of Colorado, Colorado Springs with 32 percent (see Chart 31). Almost half of the respondents from Western State College (49%) indicated that they sometimes include this type of instruction. This figure, coupled with the school's 21 percent response for the frequent use of bibliographic instruction, indicated that seven of ten (70%) of WSC's faculty respondents utilize this type of instruction at least some of the time, the highest such percentage of any participating institution. Conversely, more than half of the respondents who teach at the Colorado School of Mines (57%) and the University of Denver (55%) reported rarely or never integrating bibliographic instruction into their undergraduate courses.

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Chart 30:
"I include bibliographic instruction and/or information literacy sessions at my institution's library as a part of courses that I teach..."

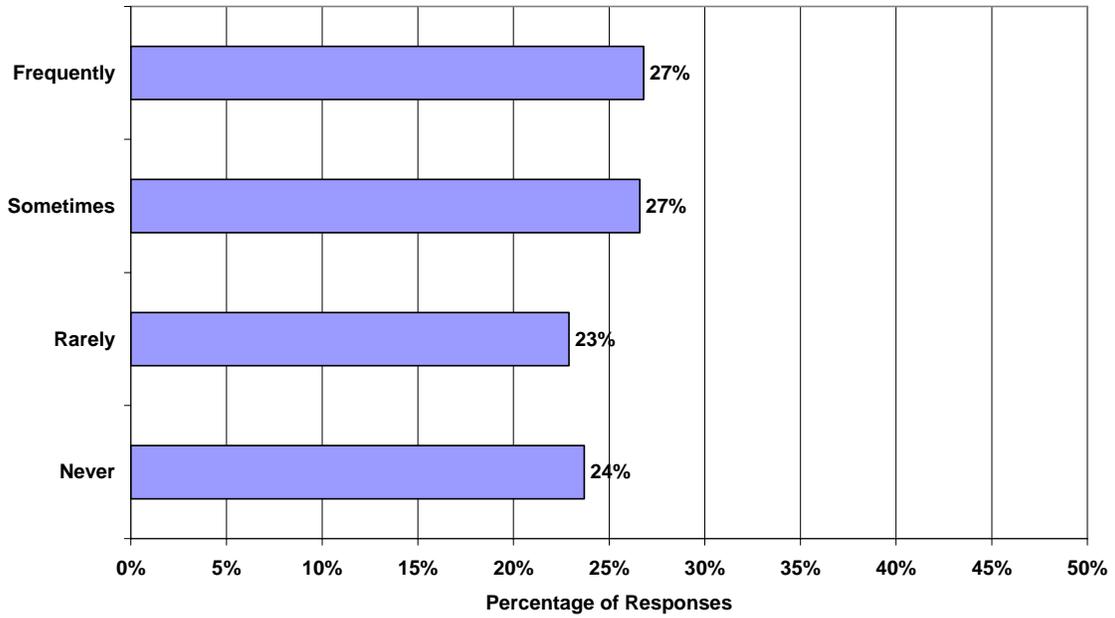
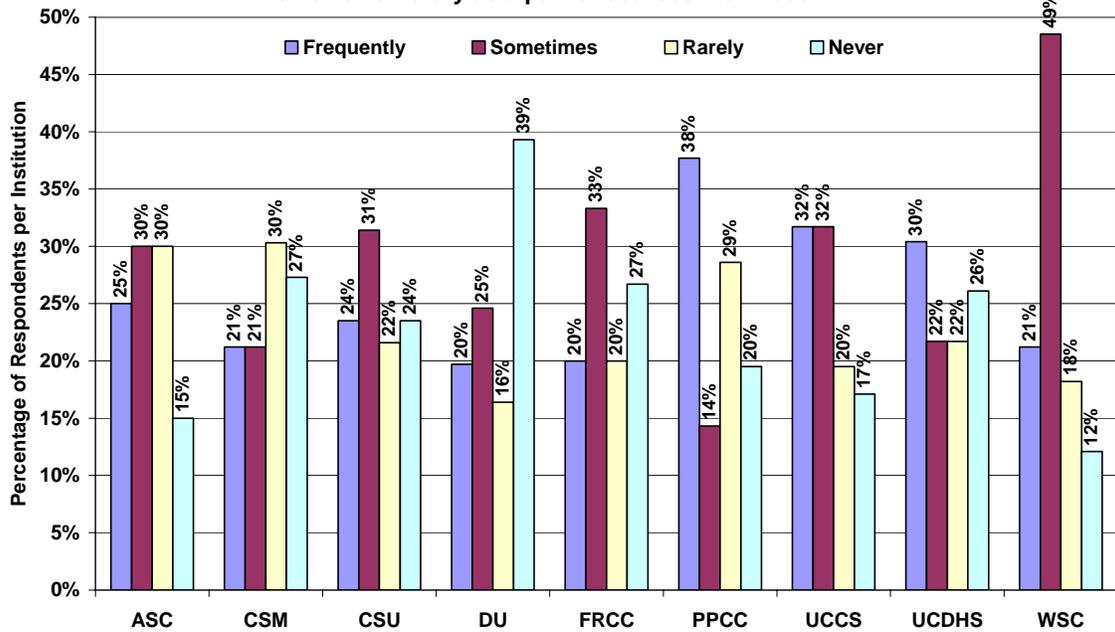


Chart 31:
"I include bibliographic instruction and/or information literacy sessions at my institution's library as a part of courses that I teach..."

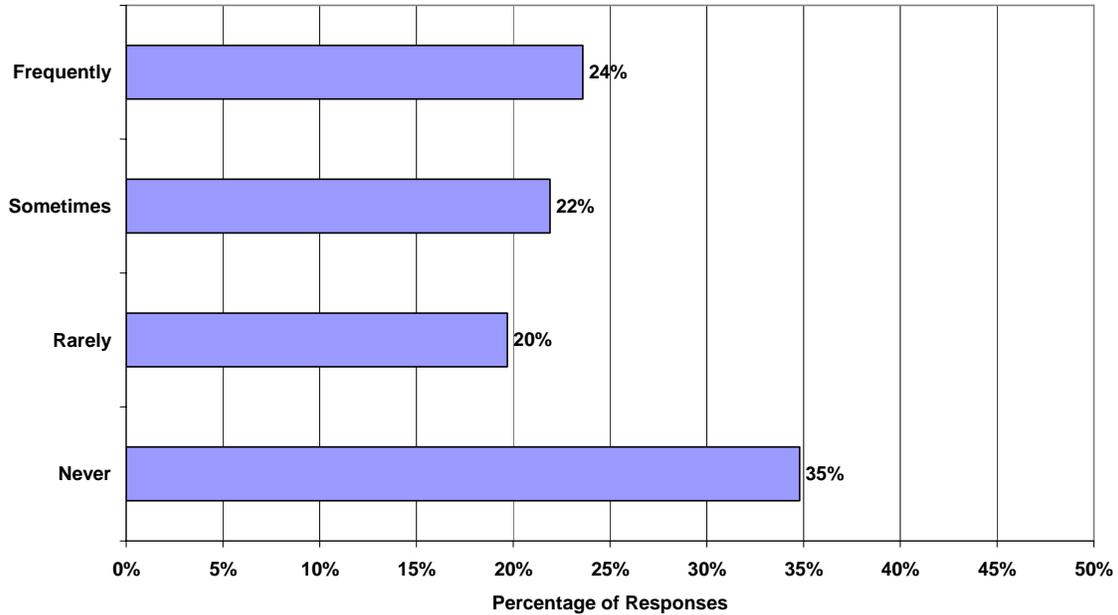


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Usage: Links to Electronic Resources

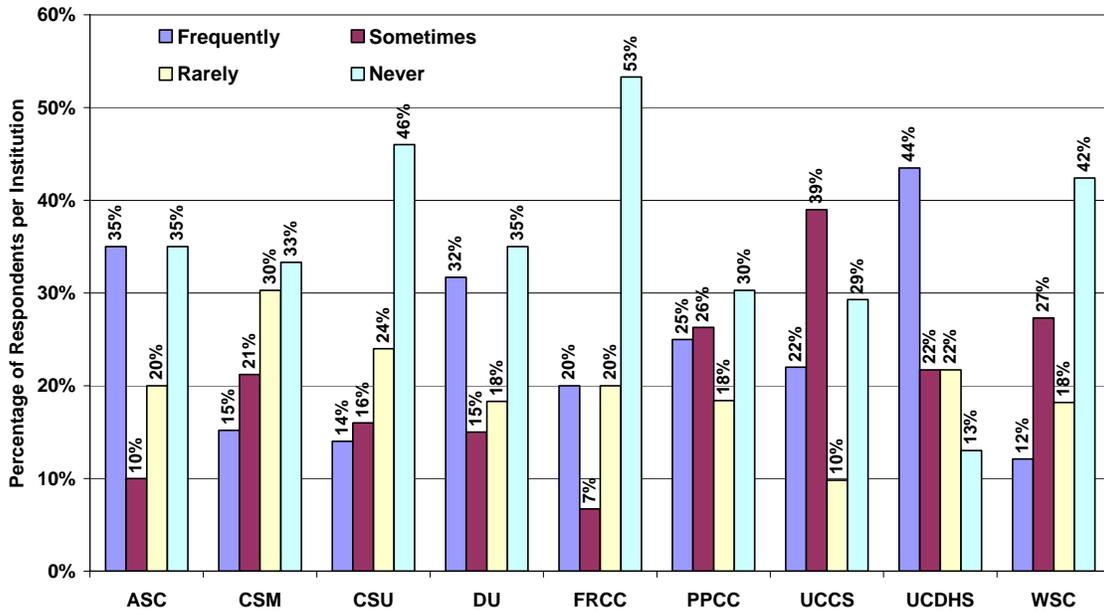
Almost half of faculty respondents (46%) reported that they frequently or sometimes provide links to electronic databases and other electronic resources available from their institution's library when preparing course webpages. Over half (55%), however, indicated that they rarely or never link e-resources to their course webpages (see Chart 32).

Chart 32:
"When preparing a course webpage, I provide links to electronic databases and other electronic resources available from my institution's library..."



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Chart 33:
"When preparing a course webpage, I provide links to electronic databases and other electronic resources available from my institution's library..."



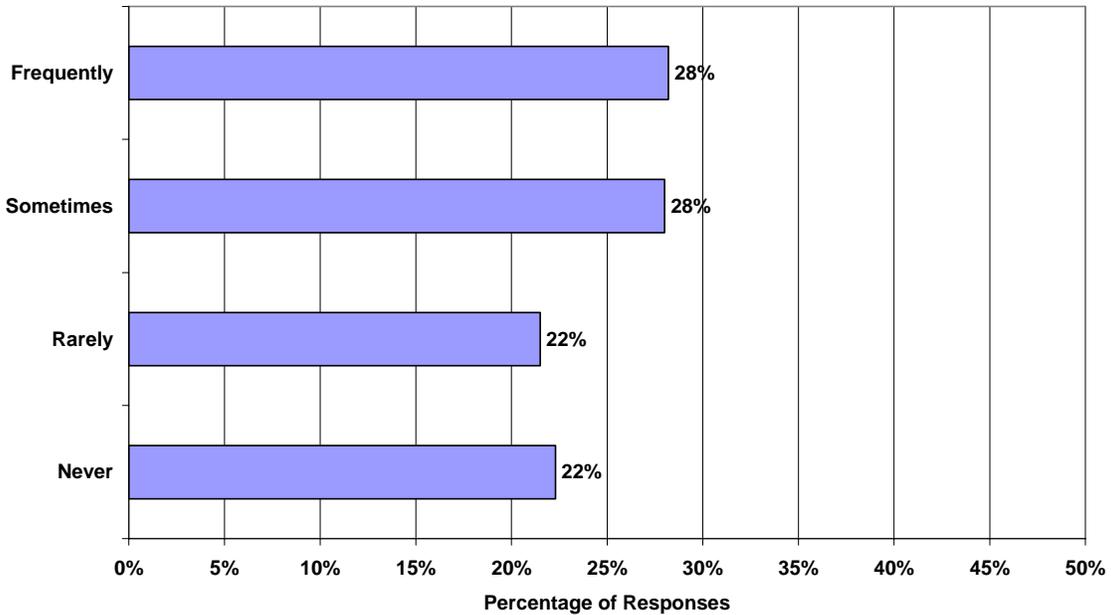
Faculty from the University of Colorado at Denver and Health Sciences Center reported linking to e-resources most often, with nearly two-thirds (66%) doing so sometimes or frequently. Three of five faculty (61%) of the University of Colorado, Colorado Springs do so with similar frequency (see Chart 33). Approximately seven of ten faculty at Front Range Community College (73%) and Colorado State University (70%) indicated that they rarely or never follow this practice when preparing course webpages.

Usage: Reserve Services

Placing print materials on reserve is a popular practice among faculty respondents. Over half (56%) indicated that they frequently (28%) or sometimes (28%) utilize traditional (e.g. print) reserve services at their institution's library (see Chart 34). Over three-quarters (78%) of the faculty responding from Western State College said that they frequently (50%) or sometimes (28%) put print materials on reserve at their library, the highest percentage of any participating institution (see Chart 35). More than half (58%) of the faculty respondents from Pikes Peak Community College indicated that they rarely (27%) or never (31%) utilize print reserve services at their library.

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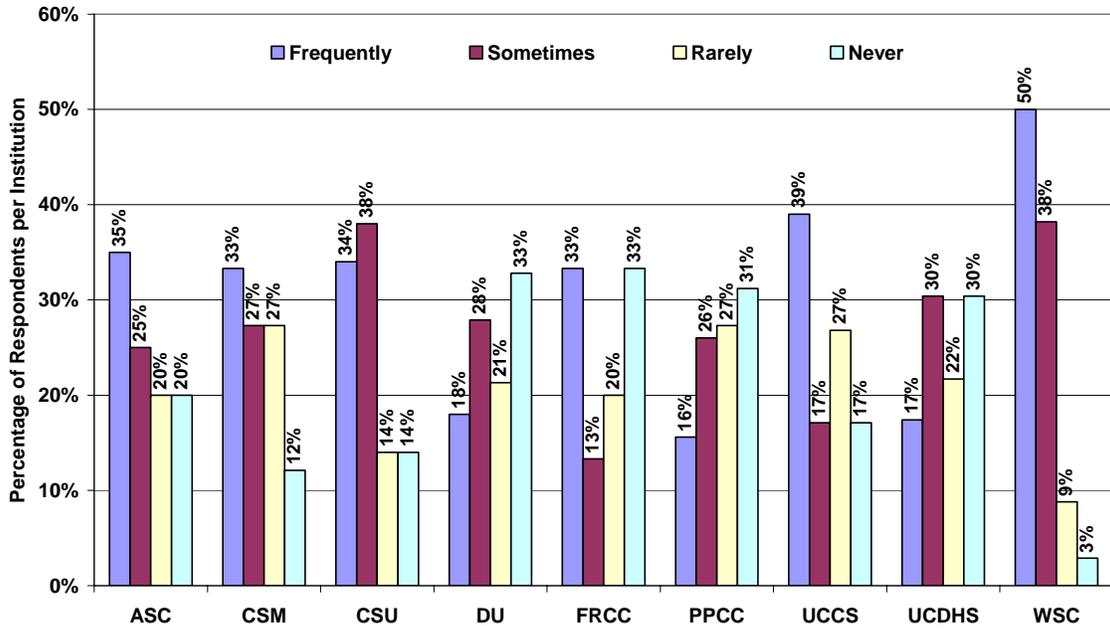
Chart 34:
"For courses that I teach, I utilize traditional (e.g. print)
reserve services at my institution's library..."



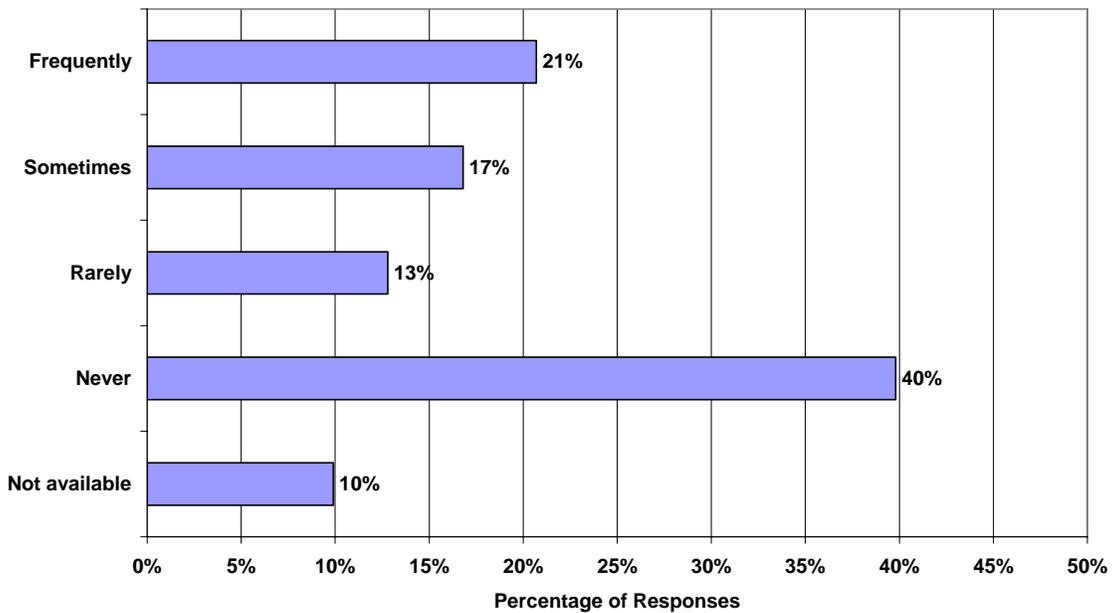
Nearly two of five faculty (38%) said that they frequently (21%) or sometimes (17%) take advantage of electronic reserve services through their college or university library (see Chart 36). The institutions whose faculty reported the most frequent use of electronic reserves were Colorado State University and the University of Denver (see Chart 37). Approximately a quarter of responding CSU (28%) and DU (25%) faculty use this service frequently, while 22 percent of CSU faculty and 20 percent of DU faculty said that they sometimes utilize e-reserves.

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Chart 35:
"For courses that I teach, I utilize traditional (e.g. print) reserve services at my institution's library..."

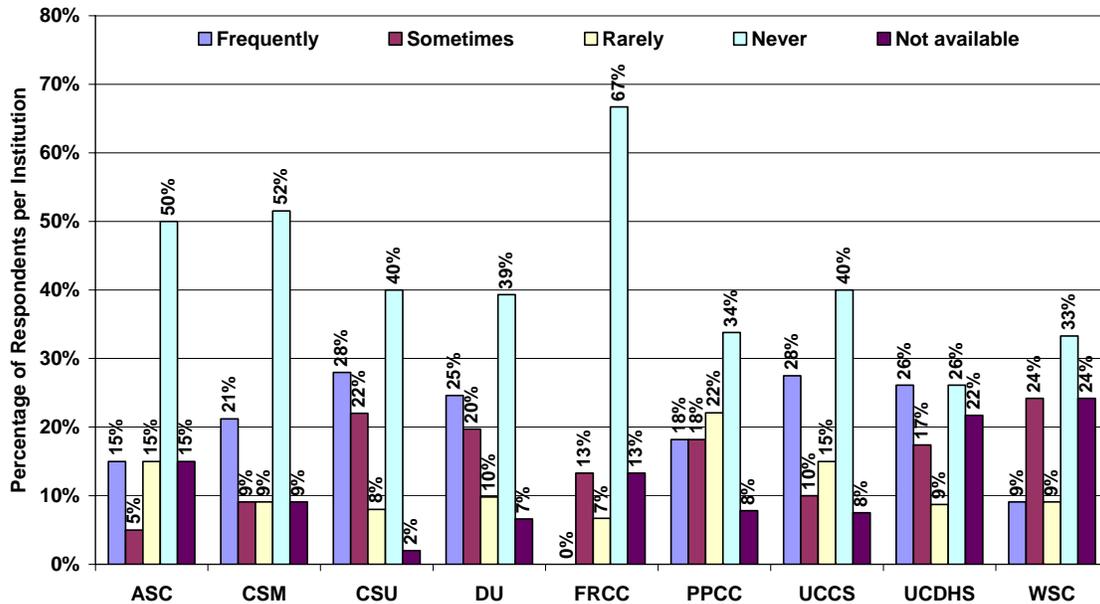


Question 36:
"For courses that I teach, I utilize electronic reserve services at my institution's library..."



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Chart 37:
"For courses that I teach, I utilize electronic reserve services at my institution's library..."



Usage: Recommending Print and Electronic Resources

A great majority (85%) of surveyed college and university faculty reported that they recommend traditional print resources available at their institution's library to their students at least some of the time. More than half (54%) indicate frequently recommending these resources to their students, and an additional 31 percent direct students to print materials in the library at least some of the time (see Chart 38). For five of the nine participating institutions, print resources were reportedly recommended either sometimes or frequently by over 90 percent of faculty respondents (see Chart 39). Adams State College faculty reported recommending print resources most often (95% sometimes or frequently), while faculty at the University of Colorado at Denver and Health Sciences Center reported doing so least often (71% combined).

Figures for recommending electronic resources were somewhat lower than for print materials, but still impressive. Eighty-two percent of faculty respondents said that they direct their students to electronic resources or databases either frequently (55%) or sometimes (27%) (see Chart 40). Nearly three-quarters (73%) of faculty respondents from the Colorado School of Mines reported that they frequently recommend electronic library resources to their students, while 95 percent of the respondents from Adams State College indicated that they recommend these information sources frequently (55%) or sometimes (40%). Only 60 percent of instructors from Front Range Community College reported directing their students to electronic library resources frequently (27%) or sometimes (33%) (see Chart 41).

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Chart 38:
"For courses that I teach, I recommend the use of print resources at my institution's library..."

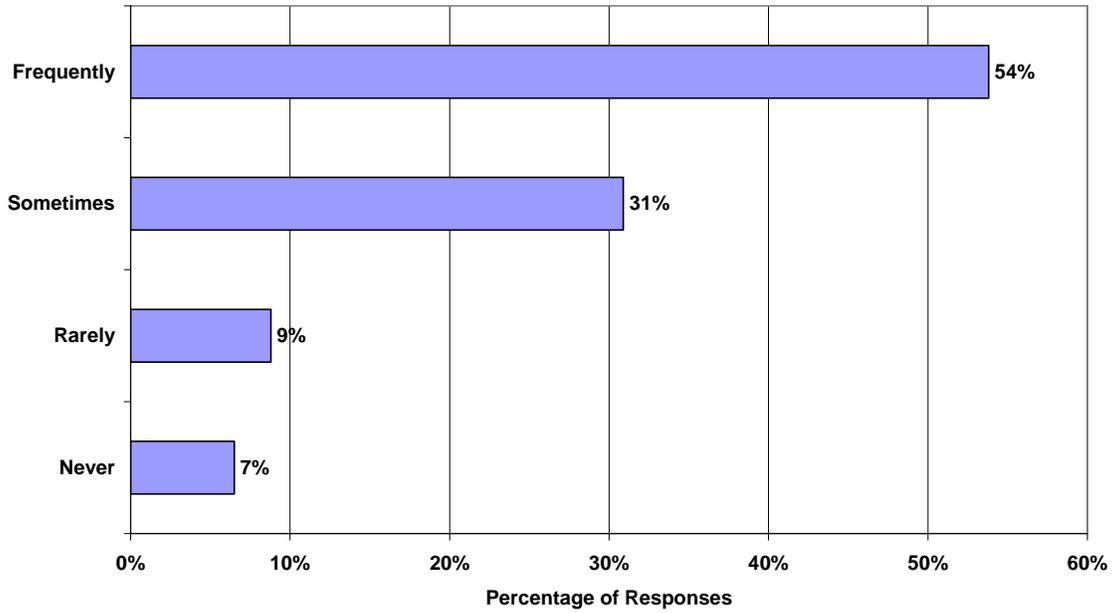
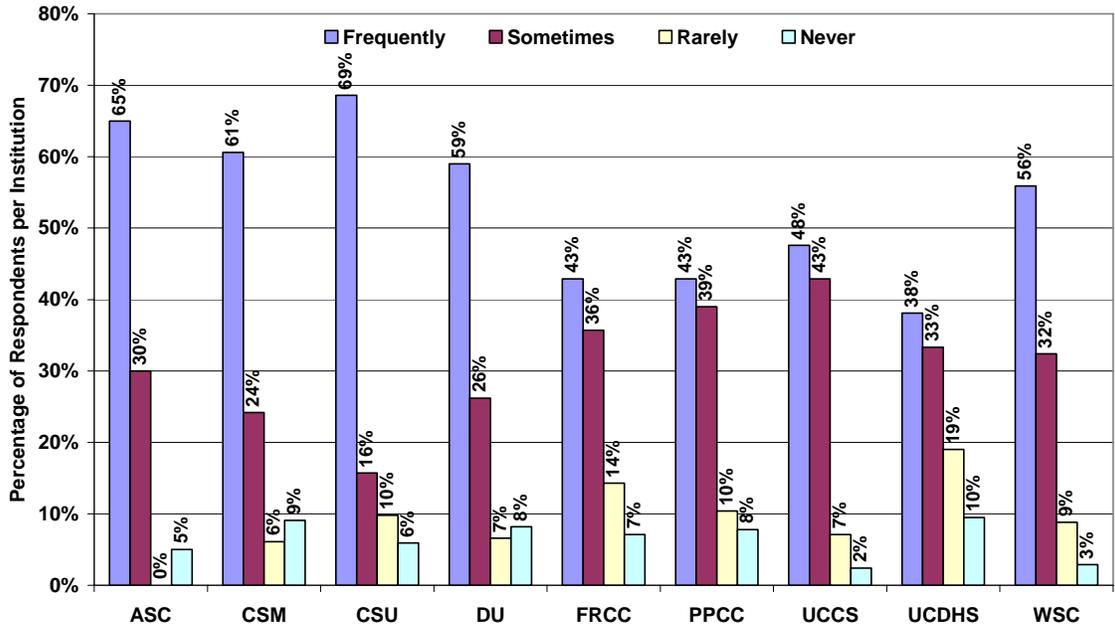


Chart 39:
For courses that I teach, I recommend the use of print resources at my institution's library..."



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Chart 40:
"For courses that I teach, I recommend the use of electronic resources/databases at my institution's library..."

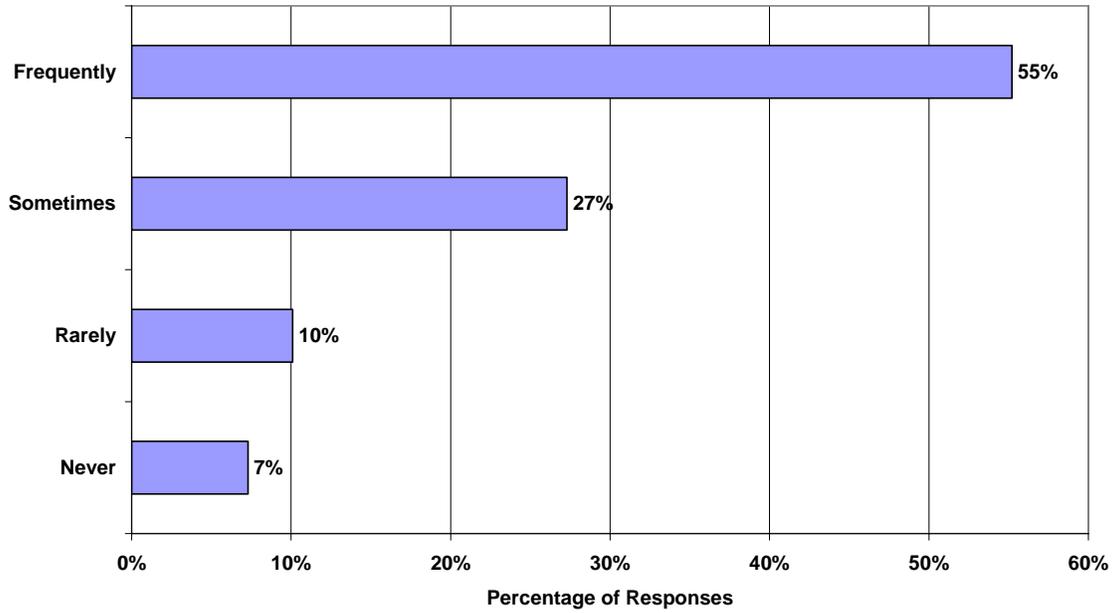
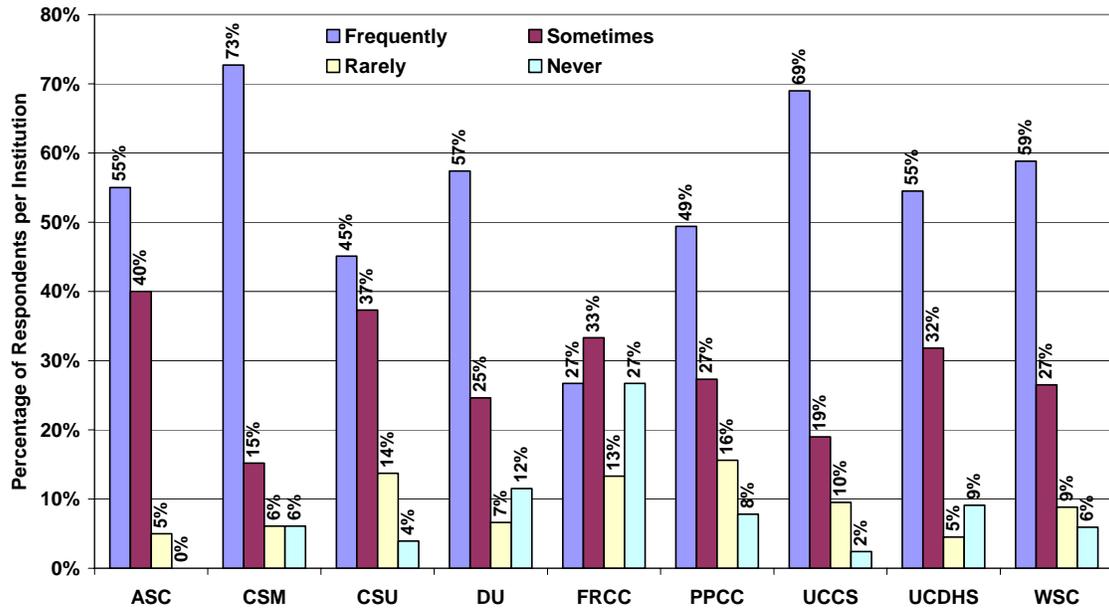


Chart 41:
"For courses that I teach, I recommend the use of electronic resources/databases at my institution's library..."



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Usage: Suggesting Titles for Purchase

More than half (57%) of surveyed faculty reported that they suggest titles to be purchased for their institution's library frequently (21%) or sometimes (36%) (see Chart 42).

Chart 42:
"I suggest titles to be purchased for my institution's library..."

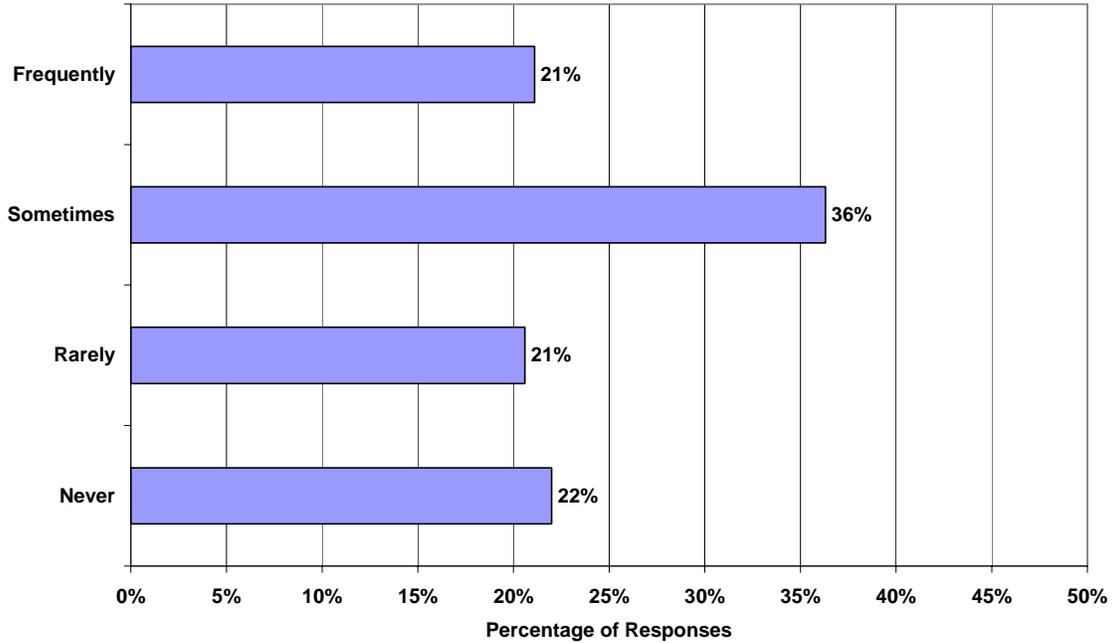
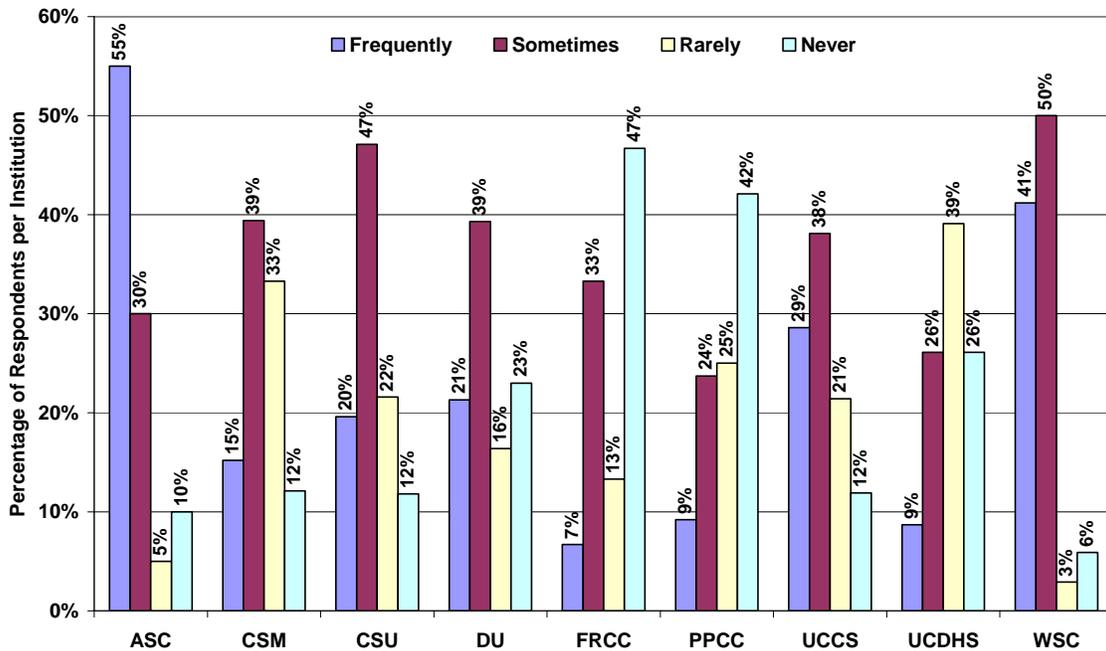


Chart 43:
"I suggest titles to be purchased for institution's library..."



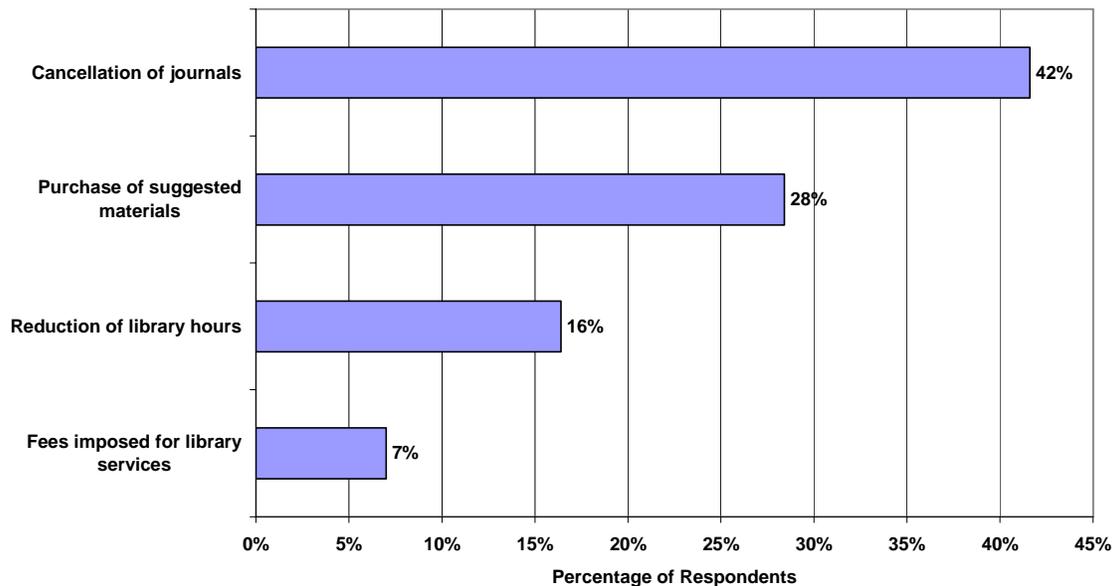
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Faculty at the two state colleges were more likely than their peers at other institutions to suggest titles for the library (see Chart 43). More than half (55%) of survey respondents from Adams State College indicated that they frequently suggest titles for purchase by the library, and an additional 30 percent of ASC faculty said that they sometimes make such suggestions. Nine of ten (91%) surveyed faculty members at Western State College reported having frequently (41%) or sometimes (50%) suggested titles for purchase. Pikes Peaks Community College had the lowest combined response—33 percent—for these two categories.

Impacts of Diminishing Resources

Faculty members from eight of the nine participating institution were asked to convey how diminishing library resources had negatively impacted their ability to fulfill their teaching or research objectives (Note: Faculty members from the University of Denver—whose library has not experienced budget cuts—were instructed to skip this question). The cancellation of journals was by far the most frequently mentioned consequence among those surveyed, with more than two of five faculty (42%) citing this as a negative impact (see Chart 44).

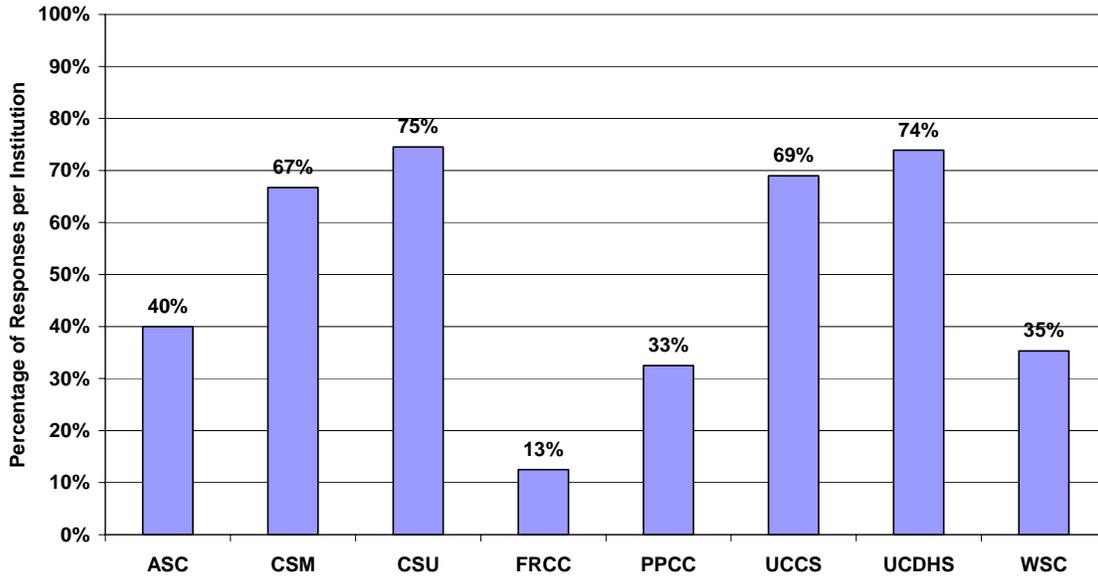
Chart 44:
"Diminishing library resources in the following areas have negatively impacted my ability to fulfill my teaching or research objectives:"
(check all that apply)



The faculty members who most consistently identified journal cancellation as a negative impact were from Colorado State University (75%), the University of Colorado at Denver and Health Sciences Center (74%), the University of Colorado at Colorado Springs (69%), and Colorado School of Mines (68%) (see Chart 45). Somewhat smaller percentages were reported from Adams State College (40%), Western State College (35%), and Pikes Peak Community College (33%). Only 13 percent of faculty respondents from Front Range Community College cited journal cancellations as having impacted them negatively.

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Chart 45:
"Diminishing library resources in the following areas have negatively impacted my ability to fulfill my teaching or research objectives..."
Response: Cancellation of journals



More than a quarter of faculty respondents (28%) indicated that the library's reduced ability to purchase suggested materials had impacted their work negatively. The highest percentage for this response was reported by faculty members at Western State College (47%), while the lowest percentage was delivered by Front Range Community College faculty (13%) (see Table 46).

Table 6: "Diminishing library resources in the following areas have negatively impacted my ability to fulfill my teaching or research objectives:" (check all that apply)

Diminished resources	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Purchase of suggested materials	40%	24%	43%	0%	13%	34%	41%	30%	47%	28%
Cancellation of journals	40%	67%	75%	3%	13%	33%	69%	74%	35%	42%
Fees imposed for library services	10%	21%	10%	0%	13%	3%	7%	22%	0%	7%
Reduction of library hours	10%	9%	22%	0%	13%	22%	26%	26%	27%	16%

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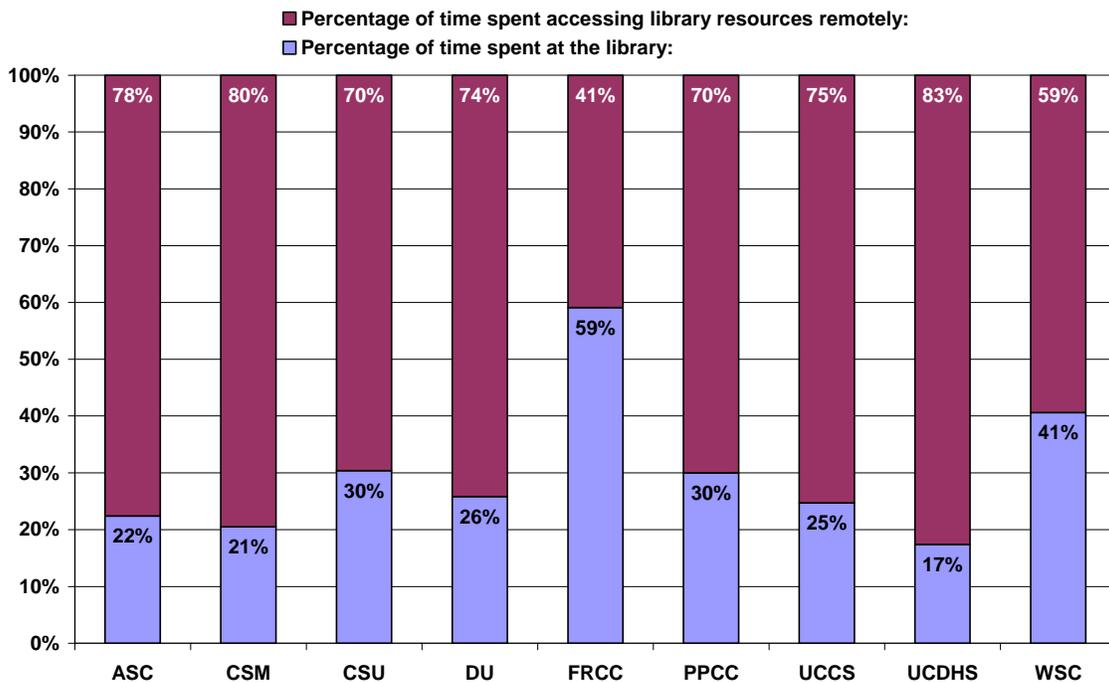
More than one in six surveyed faculty (16%) cited reductions in library hours of operation as a negative impact of diminishing library resources. Over a quarter of those responding from Western State College (27%), the University of Colorado at Colorado Springs (26%) and the University of Colorado at Denver and Health Sciences Center (26%) expressed this concern.

The imposing of fees for library services is not a negative consequence of budget cuts of general concern. Only seven percent of faculty identified such fees as a negative impact on their work. However, more than one in five respondents from the University of Colorado at Denver and Health Sciences Center (22%) and Colorado School of Mines (21%) cited this as a negative impact.

Usage: Onsite and Remote Library Access

The results of the survey suggest that college and university faculty take greater advantage of remote library access than do their students. Like their undergraduate students, faculty members were asked to estimate the proportion of time spent accessing library resources remotely and at the library. On average, faculty respondents reported accessing library resources remotely 71 percent of the time, as compared to 47 percent for surveyed undergraduates. Looking at the responses by institution, faculty from the University of Colorado at Denver and Health Sciences Center had the highest average for remote library access at 83 percent, followed by the Colorado School of Mines (80%), and Adams State College (78%) (see Chart 46). The highest averages for onsite usage by faculty were from Front Range Community College (59%) and Western State College (41%).

Chart 46: "Of the time I spend utilizing my college or university library's resources:" (total must equal 100%)

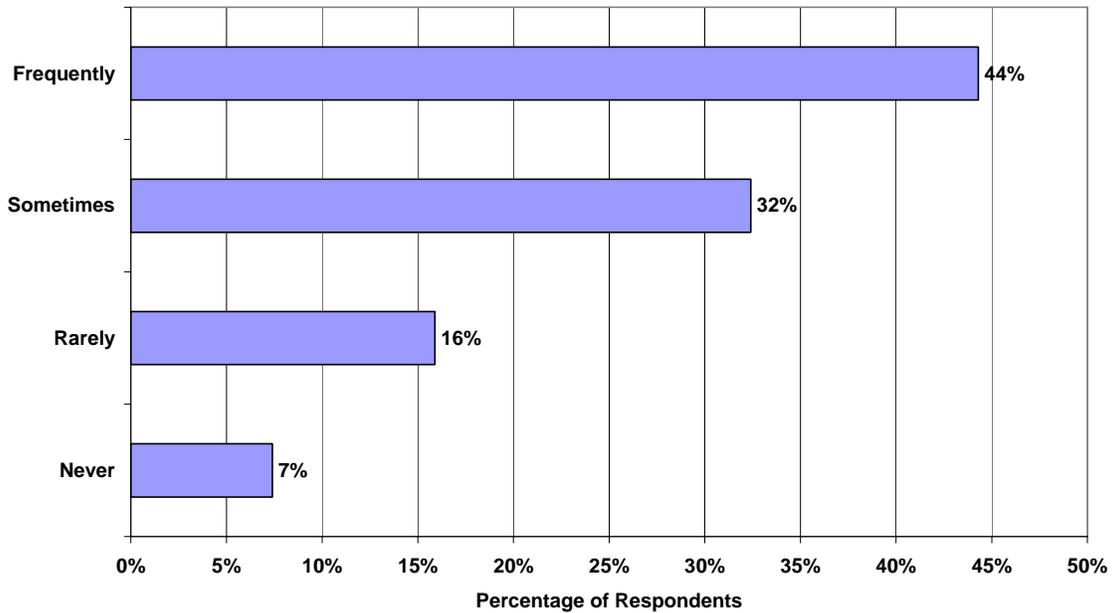


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Usage: Access to Other Library Catalogs

It is a widespread practice among faculty members to search library catalogs other than their own home catalog. More than three-quarters (76%) of surveyed faculty indicated that they perform such searches by utilizing links from their library's website, with 44% of respondents reporting that they do so frequently (see Chart 47).

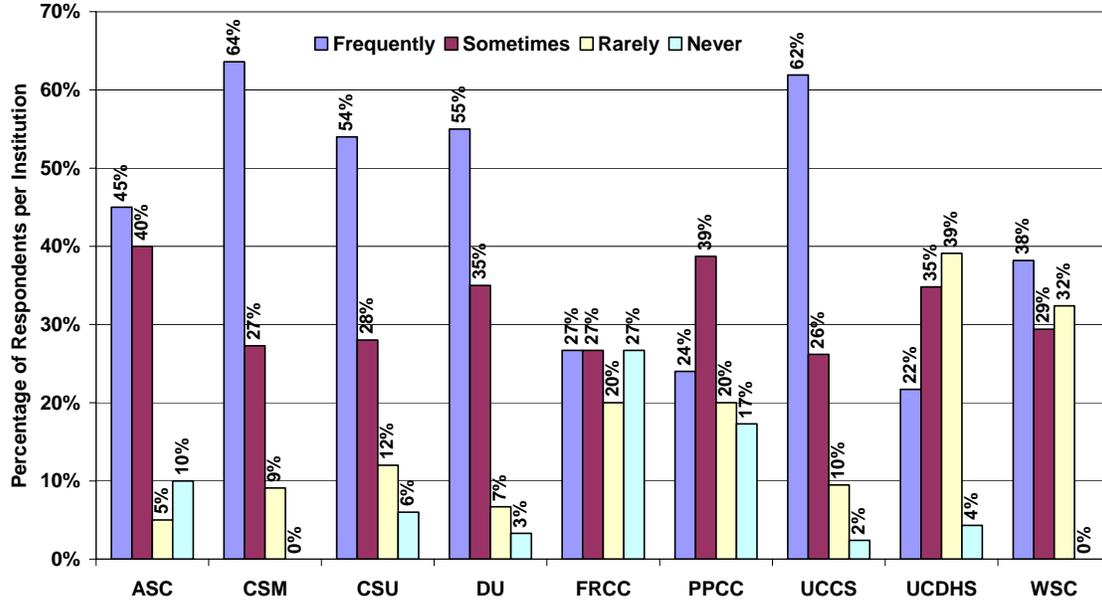
Chart 47:
"I search other library catalogs by using links provided by my college or university library's website..."



More than 90 percent of responding faculty search other catalogs through library web links frequently or sometimes at three institutions: Adams State College (95%), Colorado School of Mines (91%) and the University of Denver (90%) (see Chart 48). More than three out of five respondents from Mines (64%) and the University of Colorado at Colorado Springs (62%) reported that they search other library catalogs frequently. The lowest combined (frequently and sometimes) percentage for searching other catalogs via the Web was 54 percent for Front Range Community College.

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Chart 48:
"I search other library catalogs by using links provided by my college or university library's website..."

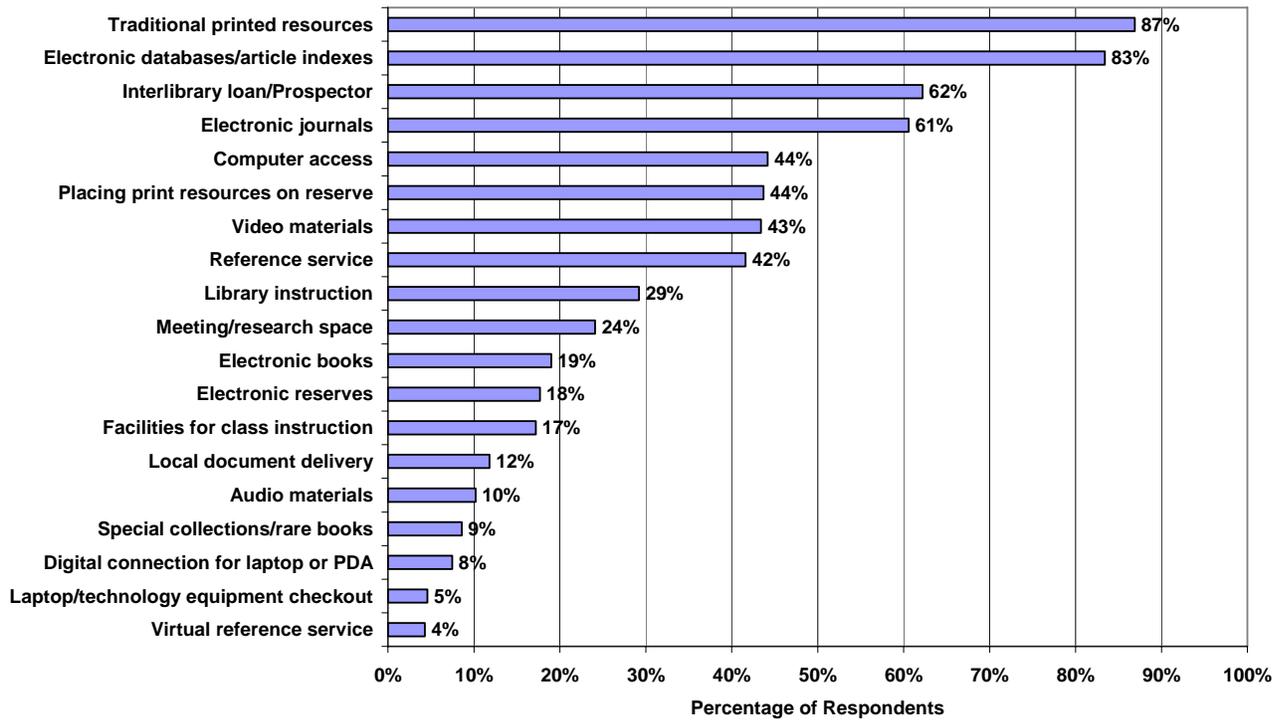


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Usage: Utilization of Services and Resources

Despite the continuing integration of electronic resources into scholarly pursuits, print publications remain the most frequently utilized type of information resource among faculty members. When asked to designate which library services and resources they had used during the preceding 12 months, the most popular response was traditional print resources, chosen by nearly nine of ten (87%) faculty surveyed (see Chart 49).

Chart 49:
"I have utilized the following library services/resources during the past 12 months:"
(check all that apply)



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Usage of print resources was high for all participating institutions, ranging from a unanimous (100%) consensus from the University of Colorado at Colorado Springs to 74 percent from the University of Denver (see Chart 50).

Chart 50:
"I have utilized the following library services/resources
during the past 12 months..."
Response: Traditional printed resources

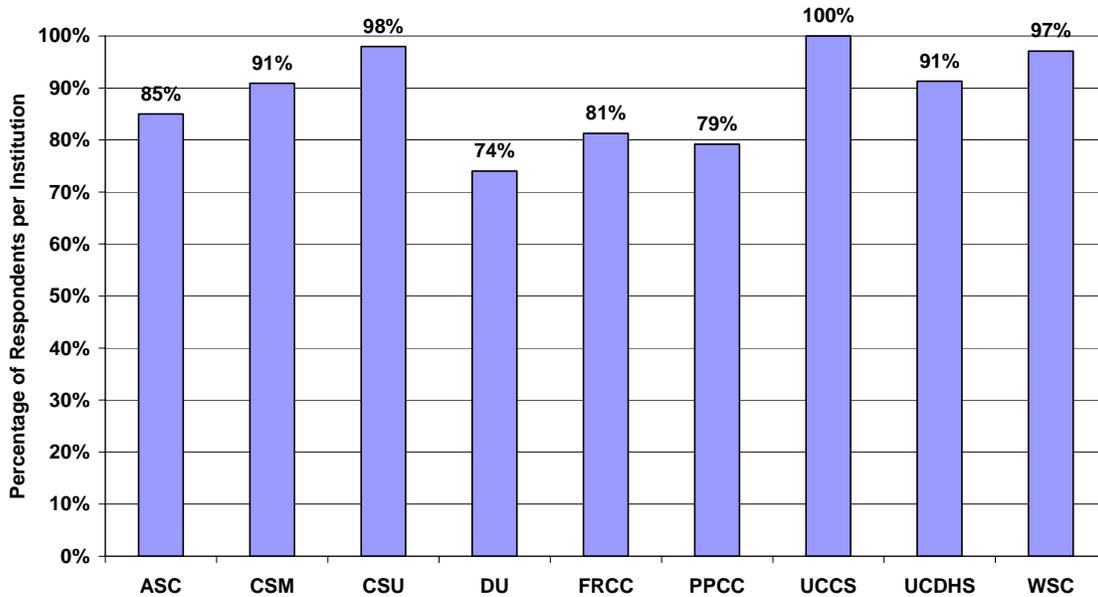
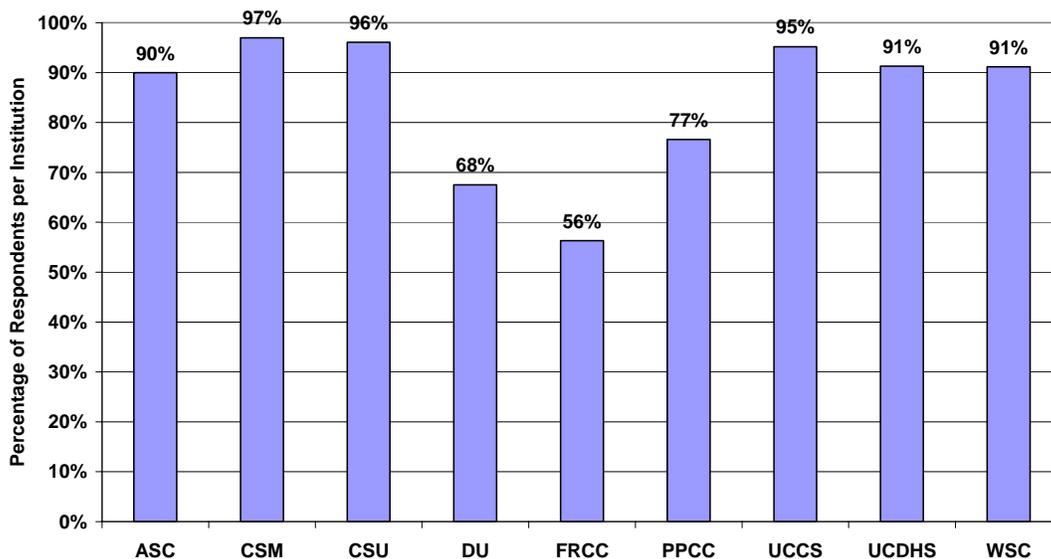


Chart 51:
"I have utilized the following library services/resources
during the past 12 months..."
Response: Electronic databases/article indexes

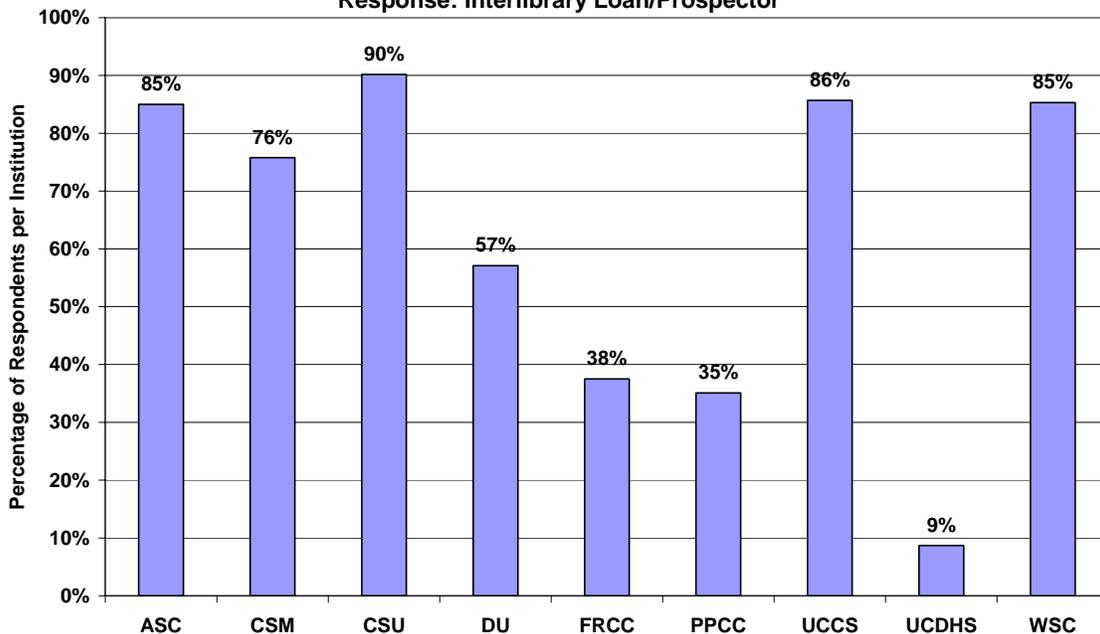


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Four out of five responding faculty (82%) utilize electronic databases and article indexes. More than nine out of ten faculty at six of the nine participating institutions -- and more than half of faculty responding from all institutions -- use such e-resources (see Chart 51).

Use of interlibrary loan or the Prospector system was also popular among surveyed faculty; more than three of five respondents rely on one or both of these means of obtaining resources not available at their own institutions. These resource sharing mechanisms are used by at least three out of four faculty at five institutions: Colorado State University (90%), the University of Colorado at Colorado Springs (86%), Adams State College (85%), Western State College (85%), and Colorado School of Mines (76%) (see Chart 52). The fact that only nine percent of faculty from the University of Colorado at Denver and Health Sciences Center rely on resource sharing, in all likelihood, can be attributed to the specialized nature of this institution's academic mission and its library's unique collection.

Chart 52:
"I have utilized the following library services/resources
during the past 12 months:"
Response: Interlibrary Loan/Prospector



Electronic journals are utilized by over three of five faculty respondents (61%). At least four out of five faculty reported using e-journals at the four participating state universities: the Colorado School of Mines (88%), the University of Colorado at Colorado Springs (86%), Colorado State University (84%), and the University of Colorado at Denver and Health Sciences Center (84%). E-journals are used by approximately half of faculty at the two participating state colleges – Western State College (53%) and Adams State College (45%) – and at the lone participating private institution, the University of Denver (53%). E-journals were least popular with faculty at

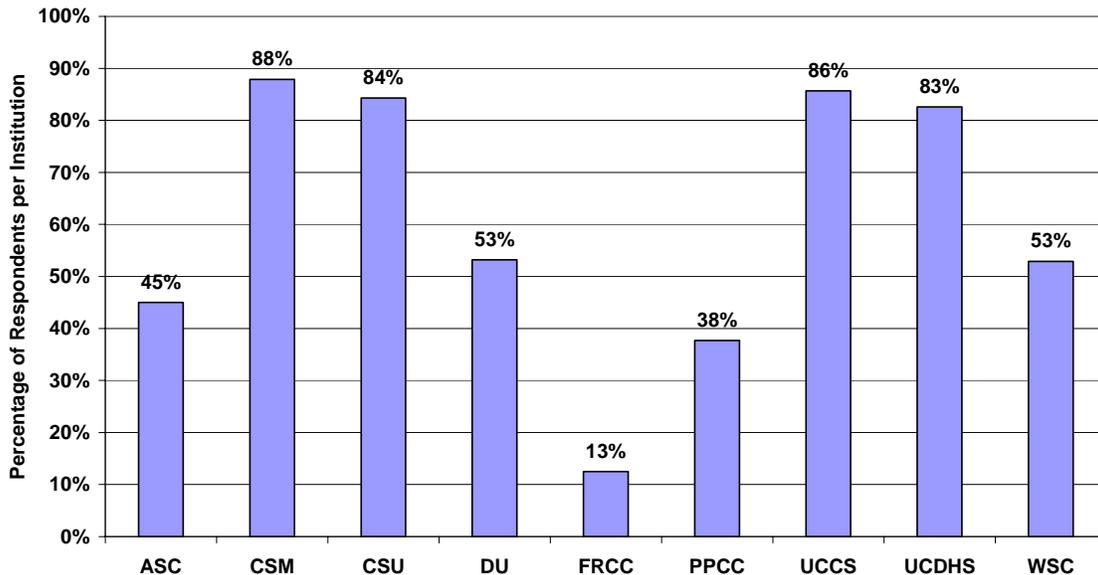
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the two participating community colleges: Pikes Peak Community College (38%) and Front Range Community College (13%) (see Chart 53).

More than two of five (44%) responding faculty indicated using their library for computer access. Two-thirds (67%) of respondents from Pikes Peak Community College utilized library computers, the highest percentage for a participating institution (see Table 7).

More than two of five faculty respondents (44%) reported placing print resources on reserve at their libraries during the past year. Almost all participating Western State College faculty (94%) reported putting print reserves on hold for students in their library during that interval, by far the highest figure for any institution.

Chart 53:
"I have utilized the following library services/resources
during the past 12 months:"
Response: Electronic journals



Forty-three percent of surveyed faculty reported accessing video materials in the past year, with Pikes Peak Community College faculty reporting the highest video usage at 66 percent (see Table 7).

Reference services were utilized during the past year by two of five (41%) faculty respondents. Use of these services was reported most frequently by faculty from the University of Colorado at Colorado Springs (52%) and Colorado State University (51%).

Nearly three of ten (29%) instructors reported taking advantage of library instruction opportunities during the past year. The largest proportions of faculty reporting use of these services were at Front Range Community College (44%) and the University of Colorado at Colorado Springs (43%).

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Approximately one of four (24%) responding faculty indicated using library space for meetings or group research. Half of instructors responding (50%) from Front Range Community College (50%) and almost half (47%) of those from Western State College indicated having utilized meeting/research space at the library.

Electronic books were used by approximately one of five faculty respondents (19%) across all participating institutions. E-books were most popular with faculty at the University of Colorado at Colorado Springs (36%).

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Table 7: “I have utilized the following library services/resources during the past 12 months:” (check all that apply)

Response	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Traditional printed resources	85%	91%	98%	74%	81%	79%	100%	91%	97%	87%
Electronic databases/article indexes	90%	97%	96%	68%	56%	77%	95%	91%	91%	83%
Electronic books	15%	27%	24%	29%	0%	9%	36%	9%	3%	19%
Electronic journals	45%	88%	84%	53%	13%	38%	86%	83%	53%	61%
Special collections/rare books	20%	6%	16%	8%	13%	4%	2%	4%	15%	9%
Video materials	50%	6%	12%	44%	44%	66%	52%	22%	74%	43%
Audio materials	10%	0%	4%	10%	25%	14%	12%	4%	15%	10%
Placing print resources on reserve	40%	30%	61%	33%	38%	22%	57%	44%	94%	44%
Electronic reserves	20%	9%	45%	31%	6%	7%	10%	9%	0%	18%
Interlibrary loan/Prospector	85%	76%	90%	57%	38%	35%	86%	9%	85%	62%
Local document delivery	5%	12%	35%	10%	6%	1%	21%	0%	6%	12%
Computer access	60%	27%	47%	40%	25%	43%	67%	30%	50%	44%
Digital connection for laptop or PDA	5%	6%	8%	14%	0%	3%	7%	17%	3%	8%
Laptop/technology equipment checkout	0%	0%	6%	3%	0%	8%	10%	0%	6%	5%
Meeting/research space	25%	15%	14%	17%	50%	29%	33%	0%	47%	24%
Facilities for class instruction	45%	9%	16%	9%	25%	23%	19%	0%	21%	17%
Library instruction	25%	30%	28%	12%	44%	39%	43%	30%	27%	29%
Reference service	45%	39%	51%	31%	44%	40%	52%	30%	47%	42%
Virtual reference service	15%	3%	4%	5%	0%	4%	2%	4%	3%	4%

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Almost one of five faculty respondents (18%) reported placing course materials on electronic reserve. More than two of five surveyed members of Colorado State University's faculty (45%) utilized this service during the past year (see Table 7).

Roughly one in six respondents (17%) indicated that they utilized library facilities for class instruction during the preceding year. The leading institutional percentage for instructional use of academic library space belonged to Adams State College (45%).

One in ten of faculty surveyed (10%) used audio materials available from their library. Such materials were most popular with faculty at Front Range Community College, where one of every four respondents (25%) reported utilizing audio resources during the past year.

While only nine percent of all faculty respondents reported having utilized their library's special or rare book collections, more than twice this percentage (20%) of faculty teaching at Adams State College reported using these collections.

Eight percent of faculty surveyed had used a digital connection for a laptop or PDA in their library. Use of such connections was most often reported by faculty at the University of Colorado at Denver and Health Sciences Center (17%) and the University of Denver (14%).

Laptop or technology equipment checkout was utilized by five percent of all faculty respondents. The highest response percentage for this service was produced the University of Colorado at Colorado Springs (10%).

Use of virtual reference services did not appear to have caught on among faculty members, as it was cited by only four percent of all respondents. Faculty of Adams State College, however, were almost four times as likely (15%) to use such services.

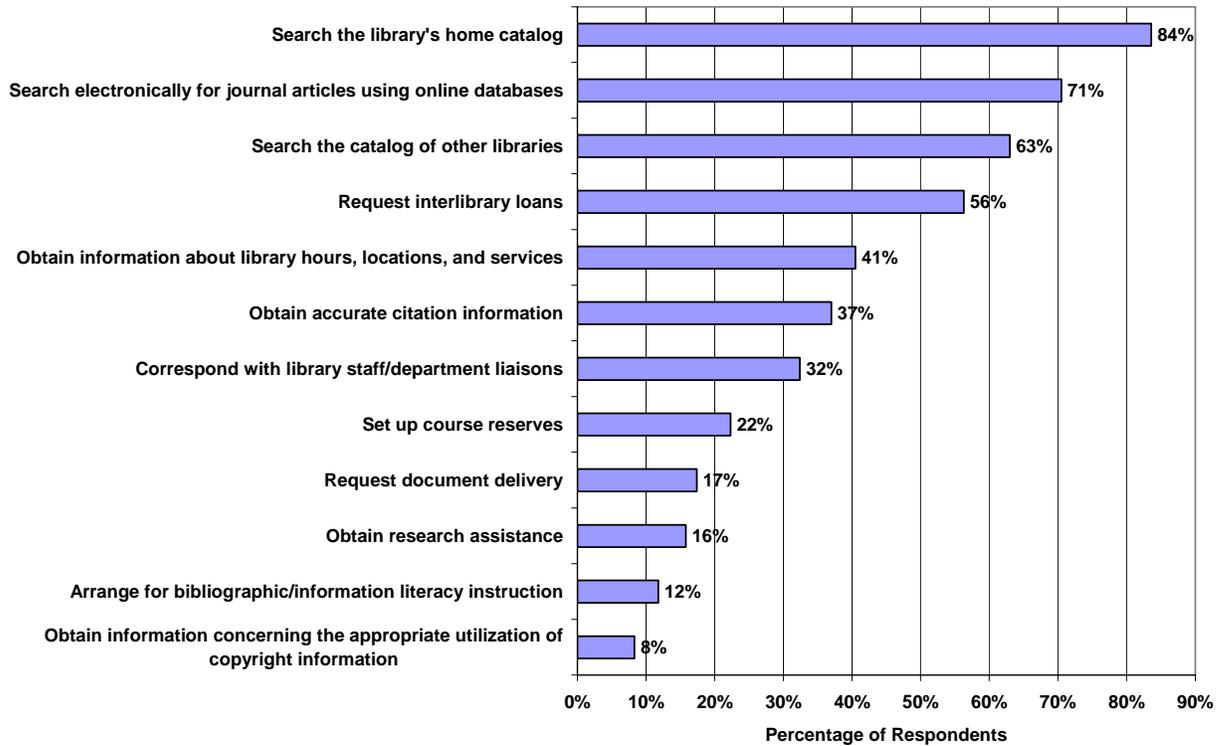
Usage: Library Website

Faculty members were also asked how specifically they used the library's website. Like their students, faculty members most often used the site to search their library's home catalog; more than four out of five (84%) reported this type of website use (see Chart 54). Searching web-based catalogs for one's home library was very frequently reported by faculty at all participating institutions, ranging from well over two-thirds (69%) from Pikes Peak Community College to a unanimous response (100%) from Adams State College (see Chart 55).

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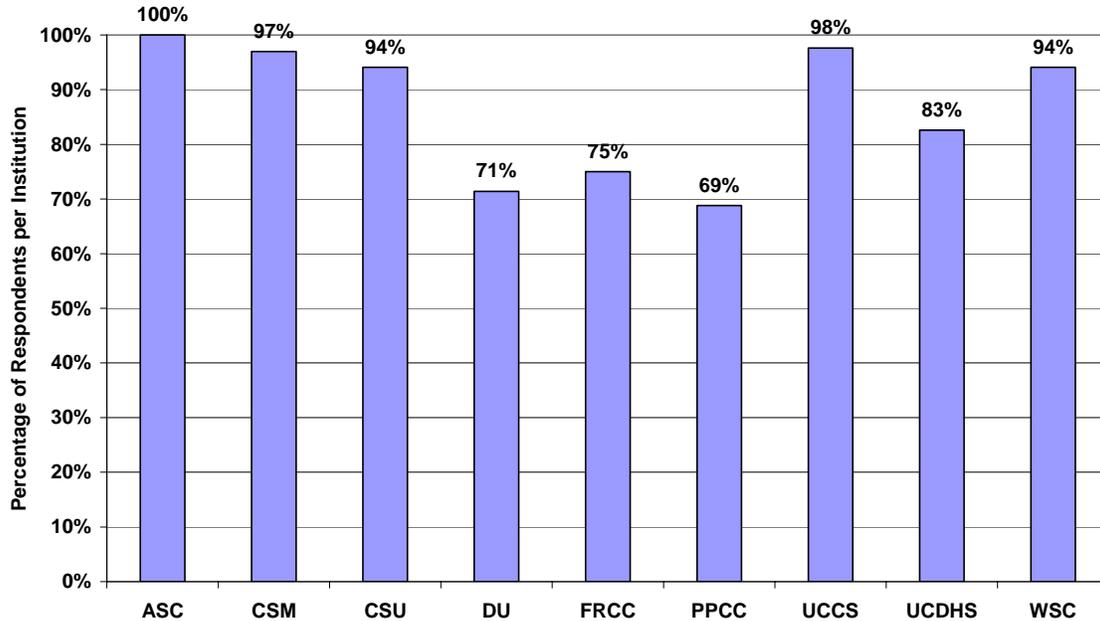
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Chart 54: "I have used the library's website to..." (check all that apply)



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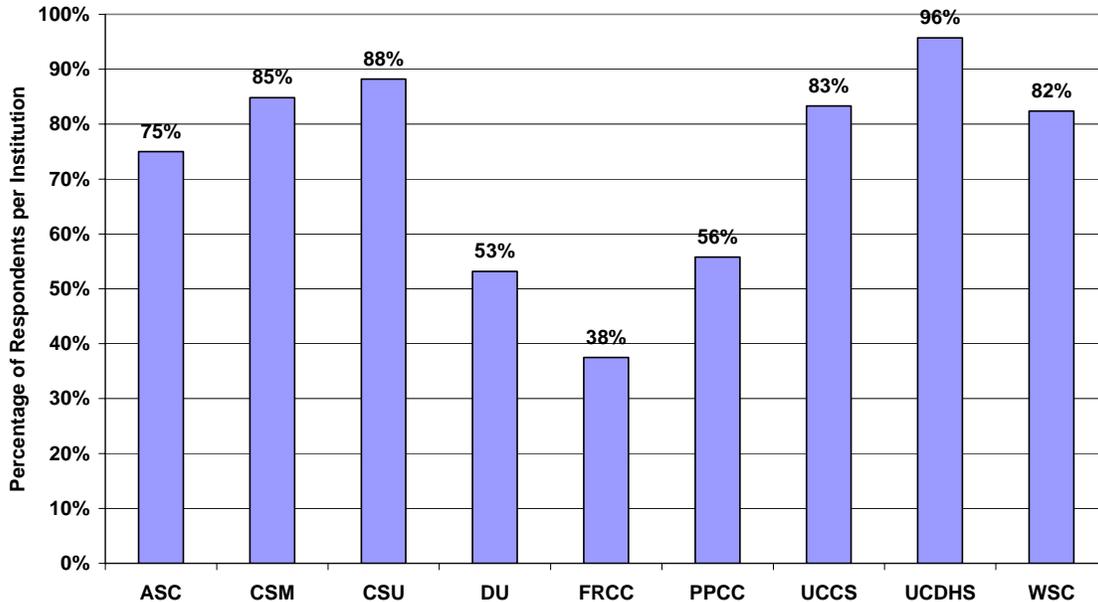
Chart 55:
"I have used the library's website to..."
Response: Search the library's home catalog



The practice of searching for journal articles using online databases was the second most popular usage of college/university websites. Seven out of ten (71%) of faculty surveyed said that they had used their library's site for this purpose. Institutional percentages for this practice were somewhat more varied than for searching the library home catalog (see Chart 56). Virtually all faculty (96%) responding from the University of Colorado at Denver and Health Sciences Center reported this activity. Searching databases for journal articles was also cited by at least three out of four faculty from five institutions: Colorado State University, Colorado School of Mines, the University of Colorado at Colorado Springs, Western State College and Adams State College.

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Chart 56:
"I have used the library's website to..."
Response: Search electronically for journal articles using online databases



Searching catalogs of other institutions was another popular use by faculty members of their library's website. More than three of five responding faculty (63%) cited this library website activity. Searching other library catalogs was most prevalent among faculty at Colorado State University (80%) and the University of Colorado at Colorado Springs (79%) (see Chart 57). Most faculty respondents (56%) also use their library's website to request interlibrary loans. Nine of 10 faculty from Adams State College (90%) and Colorado State University (88%) utilized this service through their library sites (see Chart 58). Faculty from the University of Colorado at Denver and Health Sciences Center were least likely to report searching other library catalogs and making interlibrary loan requests, neither of which is surprising given the specialized nature of its information resources and the needs of its faculty.

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Chart 57:
"I have used the library's website to..."
Response: Search the catalogs of other libraries

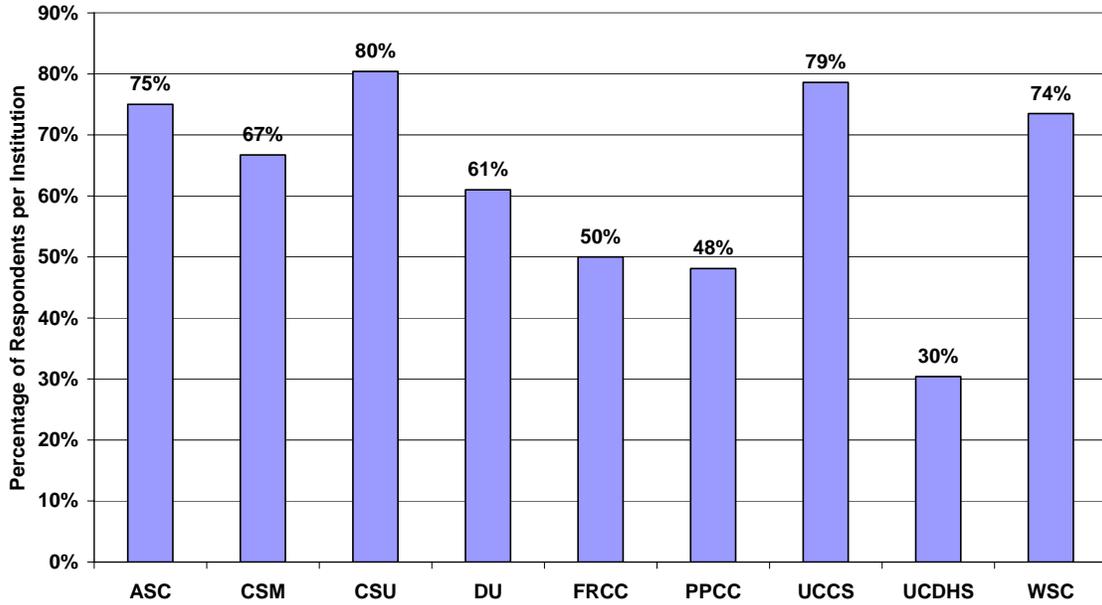
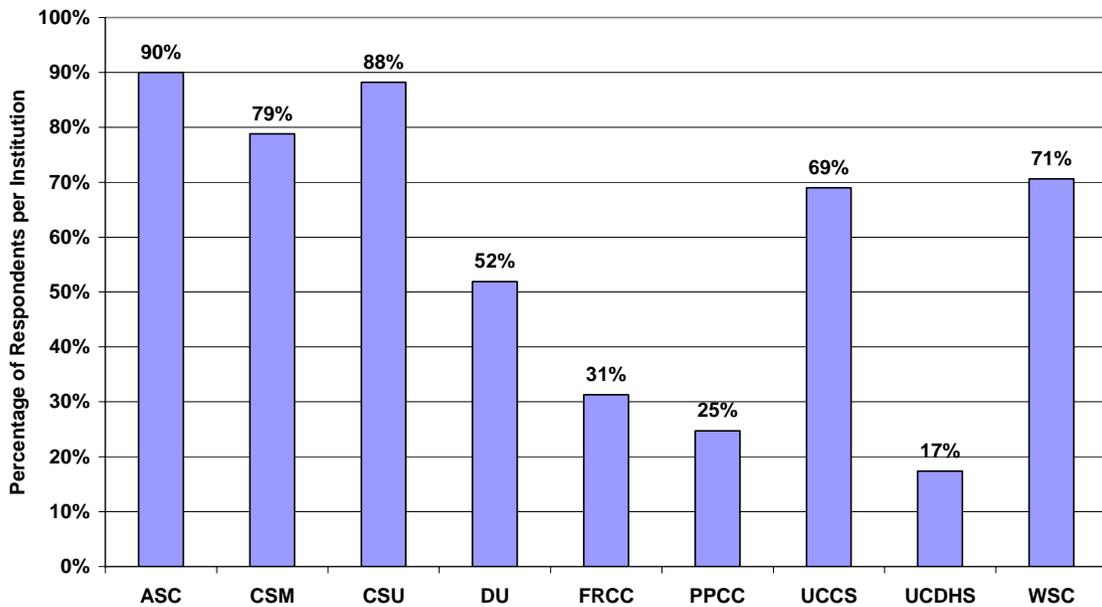


Chart 58:
"I have used the library's website to..."
Response: Request interlibrary loans



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As mentioned above, utilization of college and university library websites for searching home catalog was high (over 69%) for all participating institutions. Further analysis of response figures for the second, third and fourth most popular services utilized by faculty through library websites, however, reveals some interesting patterns. For these three services – searching electronically for journal articles using online databases, searching other library catalogs, and requesting interlibrary loans – faculty at five institutions (ASC, CSM, CSU, UCCS and WSC) reported similarly high usage, while three other institutions (DU, FRCC and PPCC) consistently indicated somewhat lower usage. Faculty at the University of Colorado at Denver and Health Sciences Center reported using these services substantially more often (i.e. searching for journal articles) or less often (i.e. searching other catalogs; requesting interlibrary loans) than their colleagues at other participating institutions. Again, this is not surprising given the specialized nature of this institution's academic mission and collection.

More than two out of five respondents (41%) accessed information about library hours, locations and services from their library's website. At least half of the faculty respondents from Colorado State University (55%) and the University of Colorado at Colorado Springs (50%) utilized their library websites for this purpose (see Table 8).

More than one-third of faculty surveyed (37%) used their library's website to obtain accurate citation information. Faculty from Colorado State University were the most likely to choose this response, with over three of five instructors (61%) taking advantage of this service.

Approximately one-third of faculty respondents (32%) indicated that they had corresponded with library staff or department liaisons through their library website. Half of the surveyed faculty (50%) from Adams State College reported this type of communication, as did a similar proportion from the University of Colorado at Colorado Springs (48%).

Course reserves were set up through library websites by over one in five responding faculty members (22%). Fifty-three percent of Colorado State University faculty reported using this service. This CSU response was by far the highest percentage for a participating institution for this service – more than thirty percentage points higher than that for any other institution. More CSU faculty also placed web-initiated document delivery requests (45%—28 points higher than the overall response of 17%).

Roughly one in six faculty participants (16%) obtained reference assistance through their library's site. Those at the University of Colorado at Colorado Springs (24%) and Pikes Peak Community College (22%) were most likely to report using this service. Faculty at the University of Colorado at Denver and Health Sciences Center were least likely to seek reference assistance via the Web, at four percent.

Library websites were used by approximately one in eight of faculty surveyed (12%) to set up bibliographic or information literacy instruction sessions. Twice this proportion (24%) from the University of Colorado at Colorado Springs, however, reported utilizing this service. Only a small proportion of respondents (8%) indicated that they had used their library's website to obtain information concerning the appropriate utilization of copyright information. A substantially higher than average response rate for this

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service—18 percent—was produced by the faculty of the University of Colorado at Denver and Health Sciences Center.

Table 8: “I have used the library's website to...” (check all that apply)

Response	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Search the library's home catalog	100%	97%	94%	71%	75%	69%	98%	83%	94%	84%
Search the catalog of other libraries	75%	67%	80%	61%	50%	48%	79%	30%	74%	63%
Request interlibrary loans	90%	79%	88%	52%	31%	25%	69%	17%	71%	56%
Request document delivery	0%	21%	45%	17%	6%	5%	26%	13%	9%	17%
Search electronically for journal articles using online databases	75%	85%	88%	53%	38%	56%	83%	96%	82%	71%
Set up course reserves	10%	15%	53%	30%	0%	10%	19%	22%	15%	22%
Obtain research assistance	20%	12%	12%	12%	19%	22%	24%	4%	15%	16%
Arrange for bibliographic/information literacy instruction	0%	9%	12%	8%	13%	20%	24%	4%	3%	12%
Correspond with library staff / department liaisons	50%	27%	39%	27%	13%	25%	48%	26%	41%	32%
Obtain accurate citation information	35%	27%	61%	38%	13%	21%	45%	48%	41%	37%
Obtain information concerning the appropriate utilization of copyright information	0%	0%	8%	10%	0%	9%	10%	17%	12%	8%
Obtain information about library hours, locations, and services	40%	33%	55%	39%	25%	35%	50%	35%	41%	41%

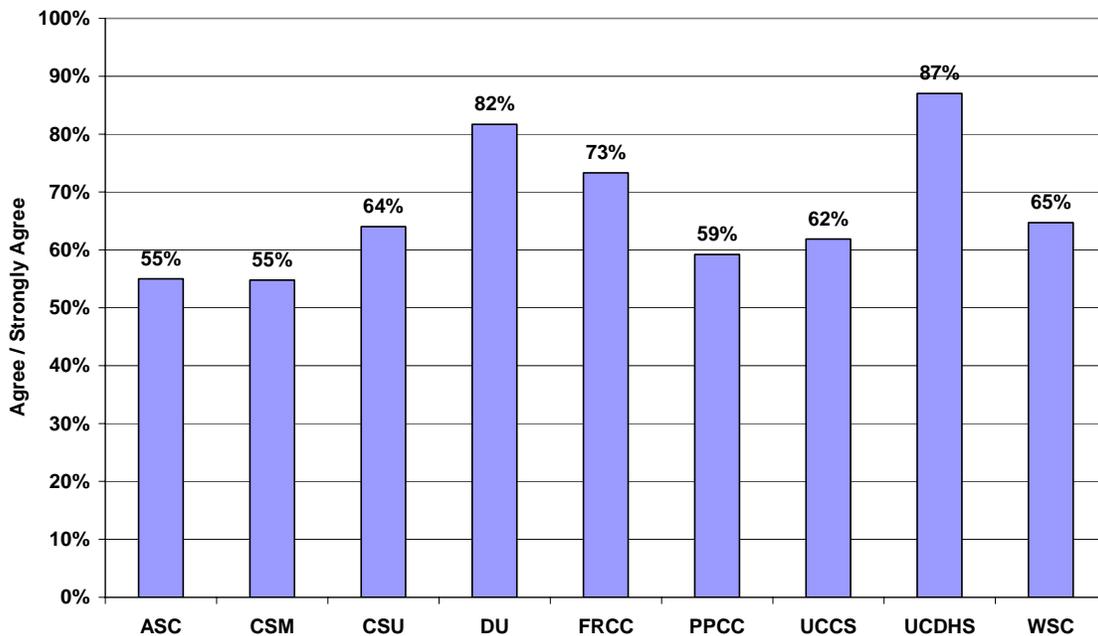
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Outcomes: Resource Access and Availability

Faculty respondents were asked to answer a series of questions concerning the availability of resources through their own institutions' libraries, as well as accessibility and availability of materials from libraries associated with other colleges and universities. Generally speaking, surveyed college and university faculty appeared to be satisfied with their ability to find appropriate information resources at their own libraries as well as the libraries of other institutions.

Nearly two-thirds of faculty surveyed (66%) agreed or strongly agreed with the statement, "I usually find the books I need at my institution's library." Nearly 9 of 10 (87%) faculty respondents from the University of Colorado at Denver and Health Sciences Center – the highest percentage from a participating institution -- either agreed or strongly agreed with the statement (see Chart 59). Similar levels of agreement were expressed by more than four out of five (82%) faculty members from the University of Denver and nearly three of four faculty (73%) from Front Range Community College.

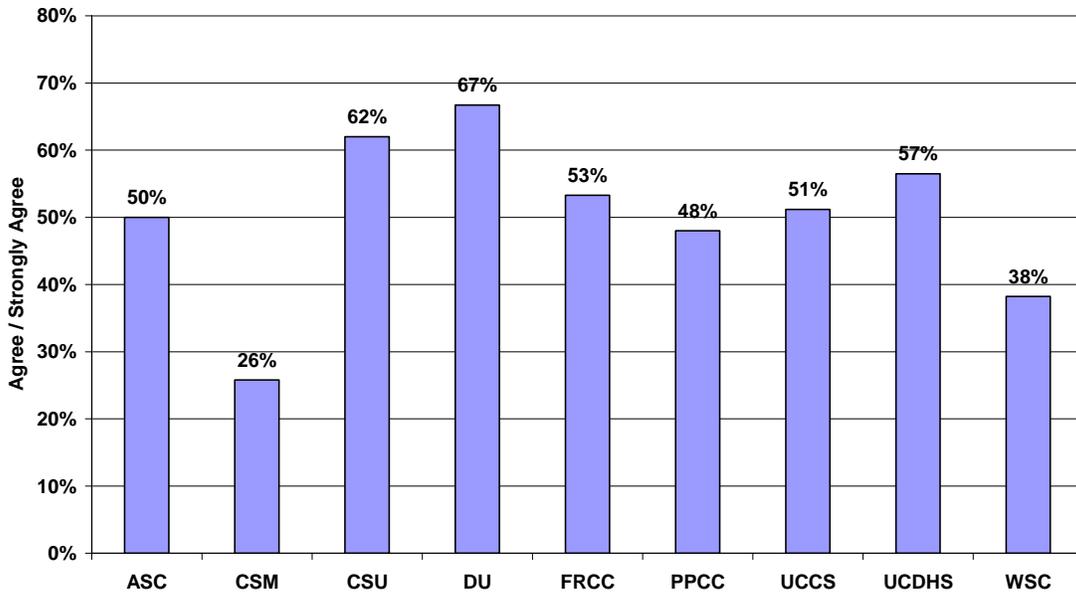
Chart 59:
"I usually find the books I need at my institution's library"



When asked to respond to the statement, "I usually find the print periodicals and journals I need at my institution's library," over half of faculty surveyed (52%) agreed or strongly agreed. Two-thirds (67%) of responding University of Denver faculty and three of five (62%) of participating Colorado State University faculty expressed similar confidence (see Chart 60). Conversely, less than three of ten (26%) faculty respondents from Colorado School of Mines were as confident of finding needed print periodicals and journals at their institution's library.

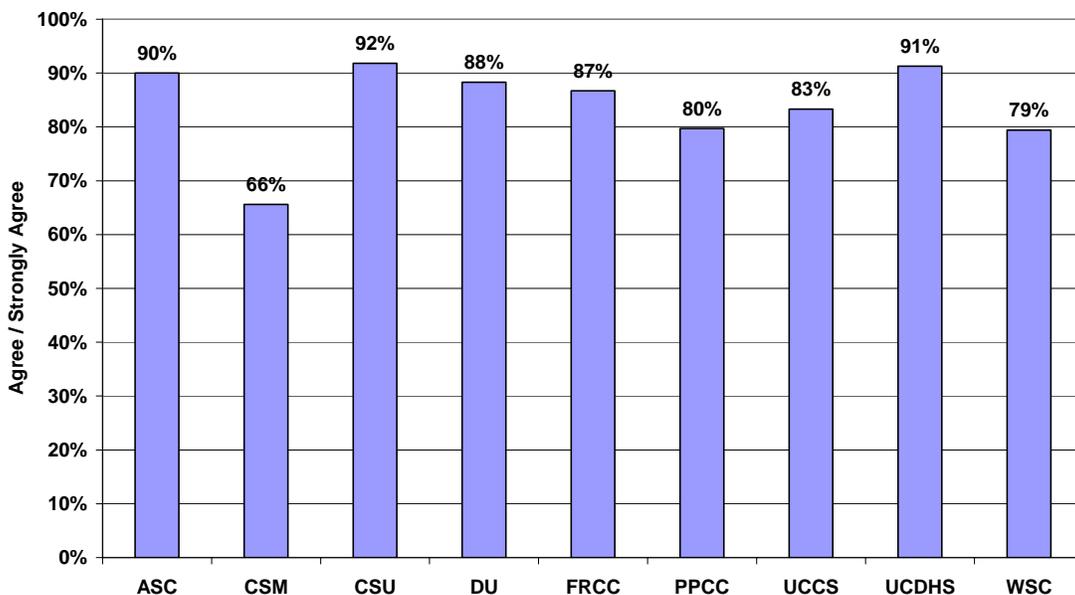
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Chart 60:
"I usually find the print periodicals and journals I need
at my institution's library"



Surveyed faculty generally seemed to be extremely confident about their ability to access electronic resources through their library. More than four out of five respondents (84%) agreed or strongly agreed with the statement, "I can usually access the electronic resources I need through my institution's library." At least four of five faculty respondents (79% or more) from eight of the nine participating institutions expressed similar confidence (see Chart 61). The most agreement on this issue was reported by faculty from Colorado State University at 92 percent, while the least agreement (though, notably, still a majority) was reported by Colorado School of Mines faculty at 66 percent.

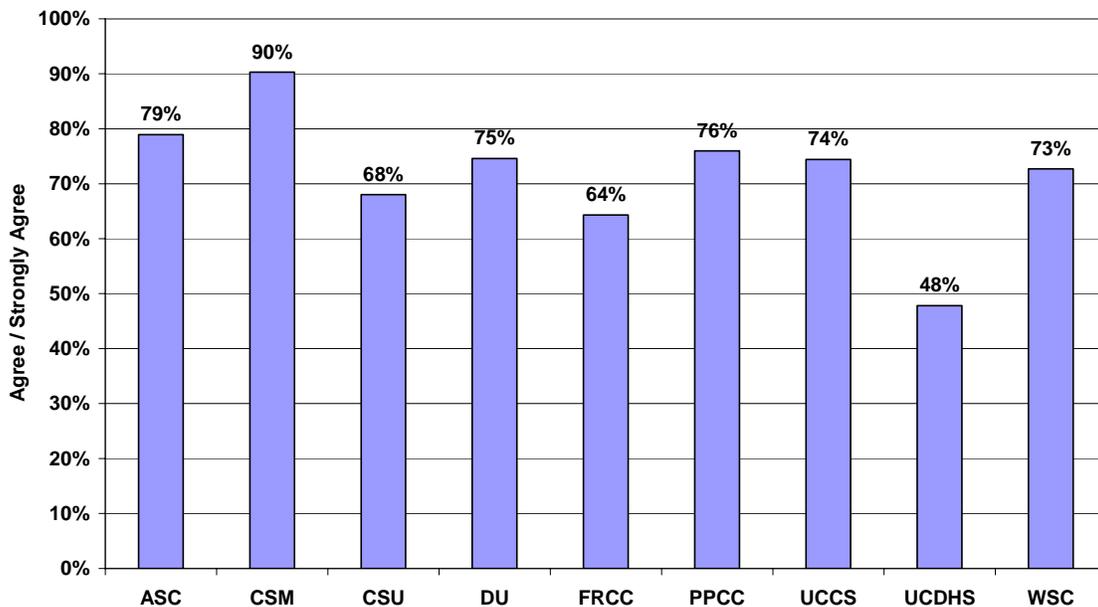
Chart 61:
"I can usually access the electronic resources
I need through my institution's library"



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Most faculty members also expressed confidence at being able to locate resources at other institutions. Nearly three of four faculty participants (73%) agreed or strongly agreed with the statement, “I can usually find the materials I need at other public, college, or university libraries.” By far the highest percentage of faculty expressing such confidence in other collections – 90 percent -- was from Colorado School of Mines (see Chart 62). At 48 percent, faculty responding from the University of Colorado at Denver and Health Sciences Center were least likely to count on the resources of other libraries. For all other participating institutions, substantial majorities (64% to 79%) of faculty agreed or strongly agreed that they are able to locate resources at other libraries.

Chart 62:
"I can usually find the materials I need
at other public, college, or university libraries"



Outcomes: Support for Instructional Plans and Teaching Objectives

Faculty participants were asked to identify ways in which their library had supported the development of their instructional plans for the courses they teach. More than three out of five (61%) indicated that access to subject databases and indexes had positively impacted their instructional objectives (see Chart 63). Seventy percent of faculty responding from three institutions—Adams State College, Western State College and Colorado State University—and over half of those from eight of the nine participating institutions answered similarly (see Chart 64).

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Chart 63:
"The library has supported the development of my instructional plans by..."
(check all that apply)

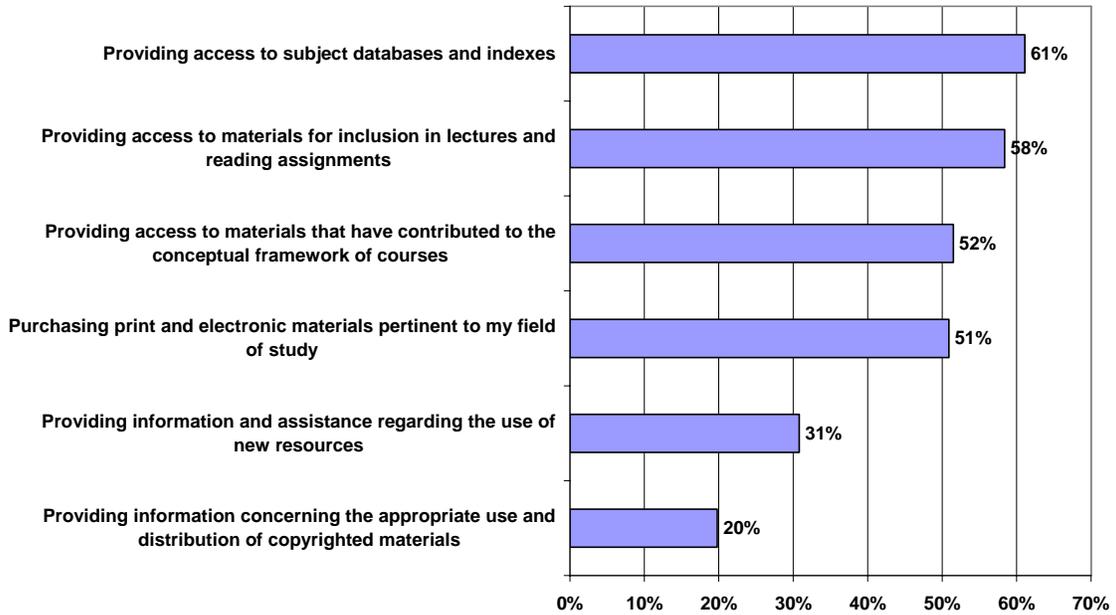
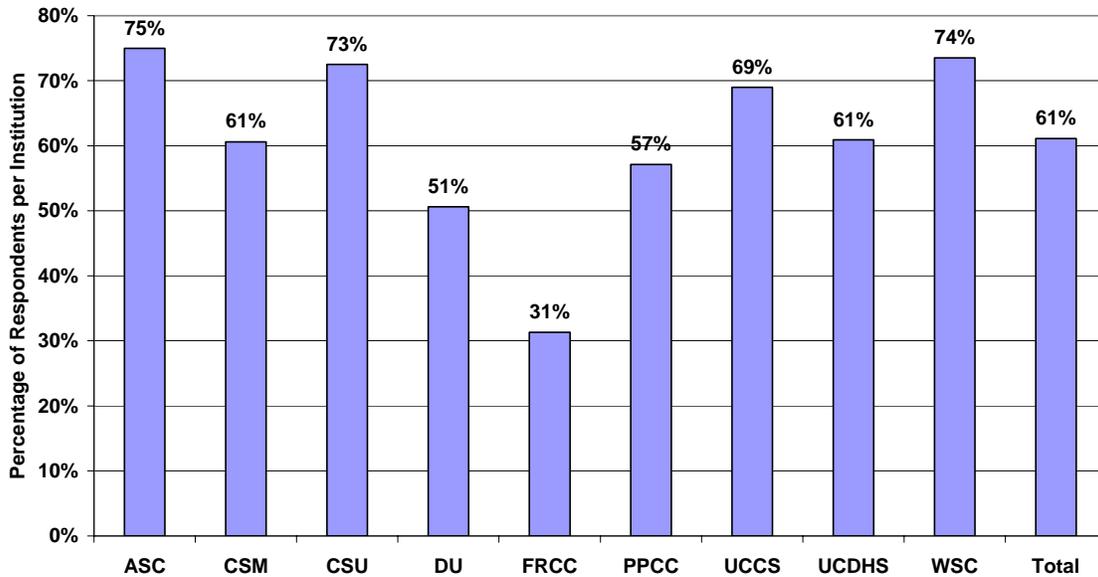


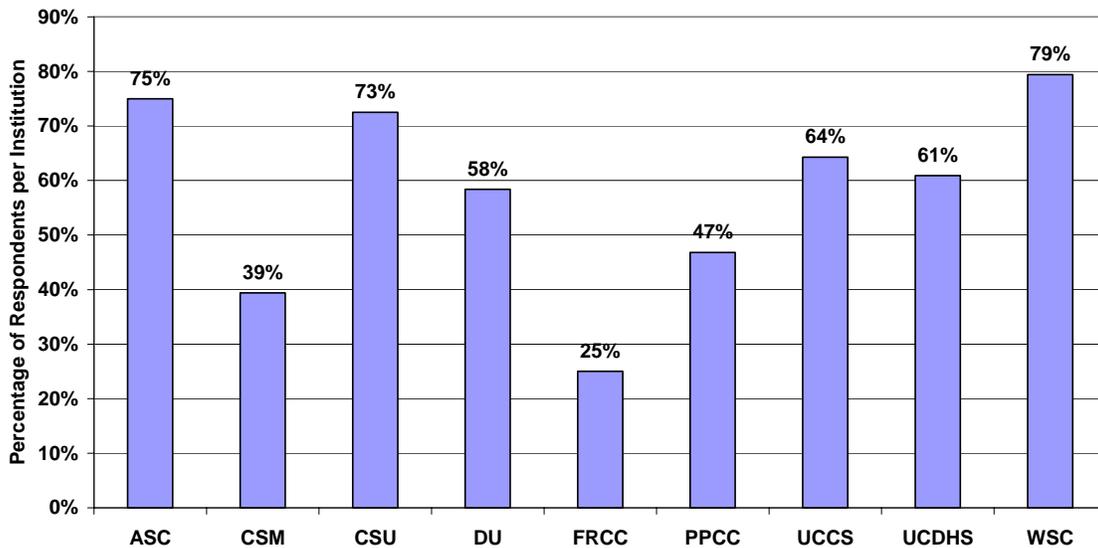
Chart 64:
"The library has supported the development of my instructional plans by..."
Response: Providing access to subject databases and indexes



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Nearly three of five faculty respondents (58%) reported that their instructional plans had been supported by access to materials included in lectures and reading assignments. Again, more than seven of ten respondents from ASC, CSU and WSC identified this contribution to the development of their instructional plans (see Chart 65).

Chart 65:
**"The library has supported the development
of my instructional plans by..."**
**Response: Providing access to materials for inclusion
in lectures and reading assignments**



More than half of faculty surveyed said that access to materials contributing to the conceptual framework of courses (52%) and purchasing print and electronic materials pertinent to their field of study (51%) had supported their instructional plans. Faculty from Colorado State University mentioned the purchase of materials more frequently than other institutions, with nearly three of four respondents (73%) citing this type of library support (see Table 9).

Almost one-third of faculty respondents (31%) reported that their library had supported the development of instructional plans by providing information and assistance regarding the use of new resources. Half the surveyed faculty (50%) from Western State College indicated that they had taken advantage of such assistance from their library.

Providing information concerning the appropriate use and distribution of copyrighted materials in support of instructional plans was credited by one of five faculty respondents (20%). Among the participating institutions, this type of library support for instructional planning was received by the most faculty at Western State College (30%) and the University of Colorado at Denver and Health Sciences Center (26%).

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**Table 9: “The library has supported the development of my instructional plans by...”
(check all that apply)**

Reponse	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Providing access to materials that have contributed to the conceptual framework of courses	55%	33%	59%	55%	38%	40%	64%	61%	59%	52%
Providing access to materials for inclusion in lectures and reading assignments	75%	39%	73%	58%	25%	47%	64%	61%	79%	58%
Purchasing print and electronic materials pertinent to my field of study	60%	46%	73%	51%	25%	39%	62%	30%	59%	51%
Providing access to subject databases and indexes	75%	61%	73%	51%	31%	57%	69%	61%	74%	61%
Providing information concerning the appropriate use and distribution of copyrighted materials	15%	15%	14%	23%	13%	20%	19%	26%	29%	20%
Providing information and assistance regarding the use of new resources	20%	15%	31%	23%	31%	36%	41%	22%	50%	31%

Participating faculty were also asked how their library had supported their teaching objectives (see Chart 66). Three out of every five responding faculty members (61%) felt that the library had assisted students in finding appropriate information for assignments and projects. Among the participating institutions, this type of assistance to students was reported most by faculty from Western State College (77%) and Adams State College (75%) (see Chart 67).

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Chart 66: "The library has supported my teaching objectives by:" (check all that apply)

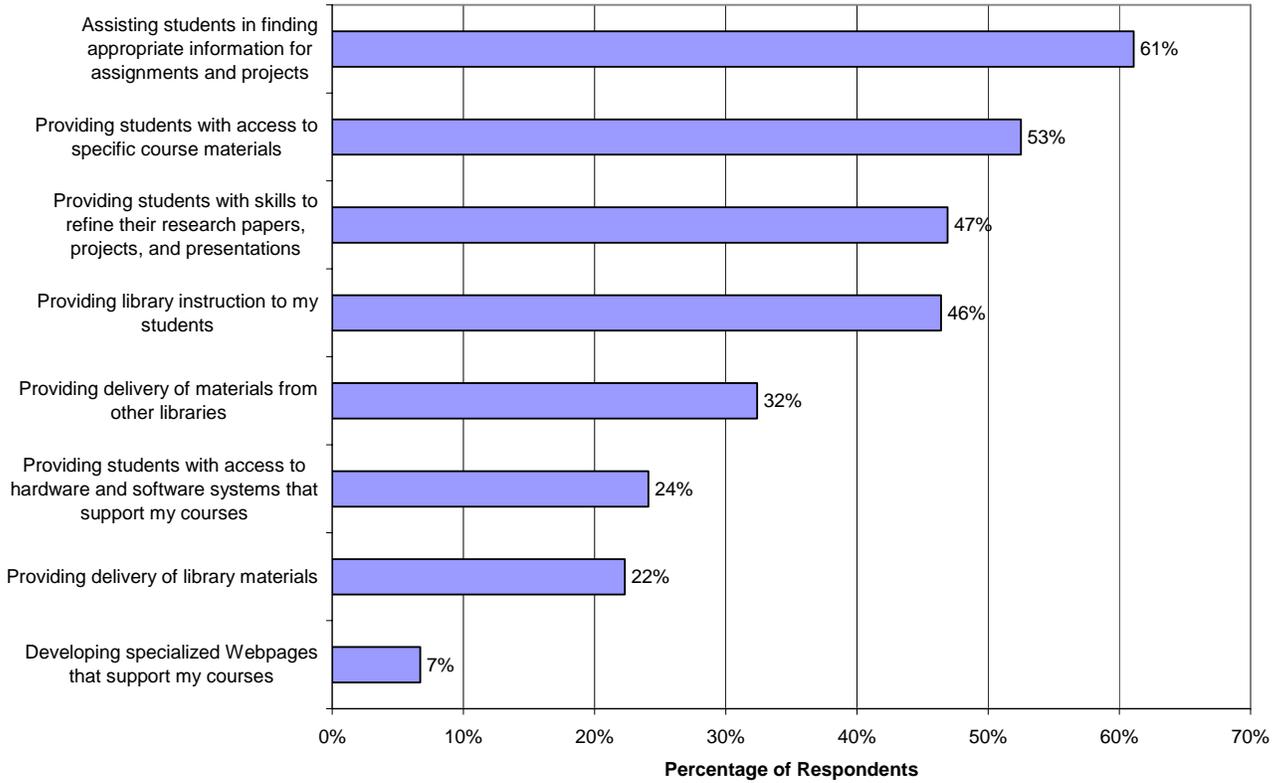
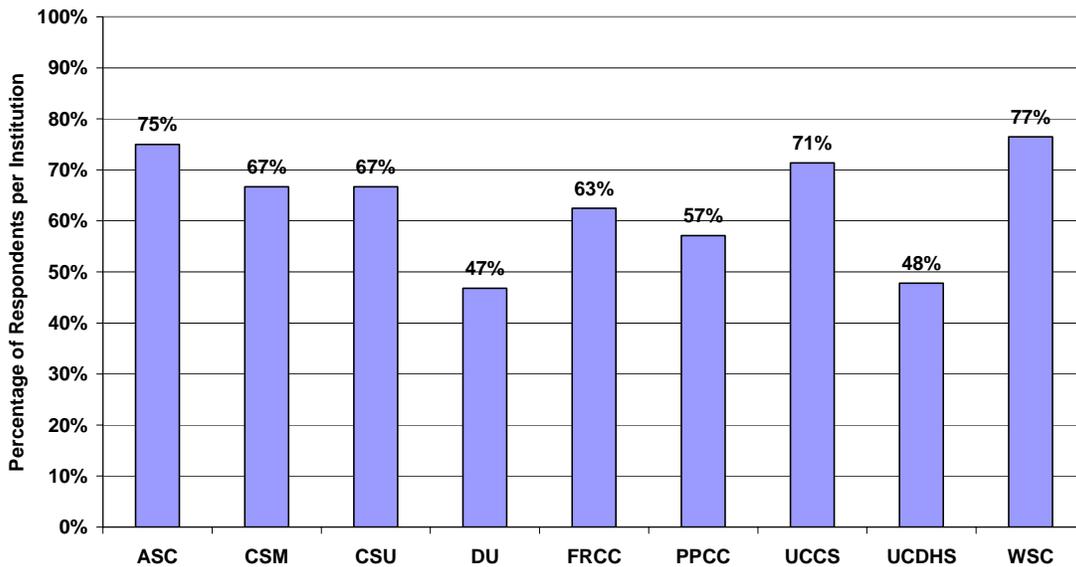


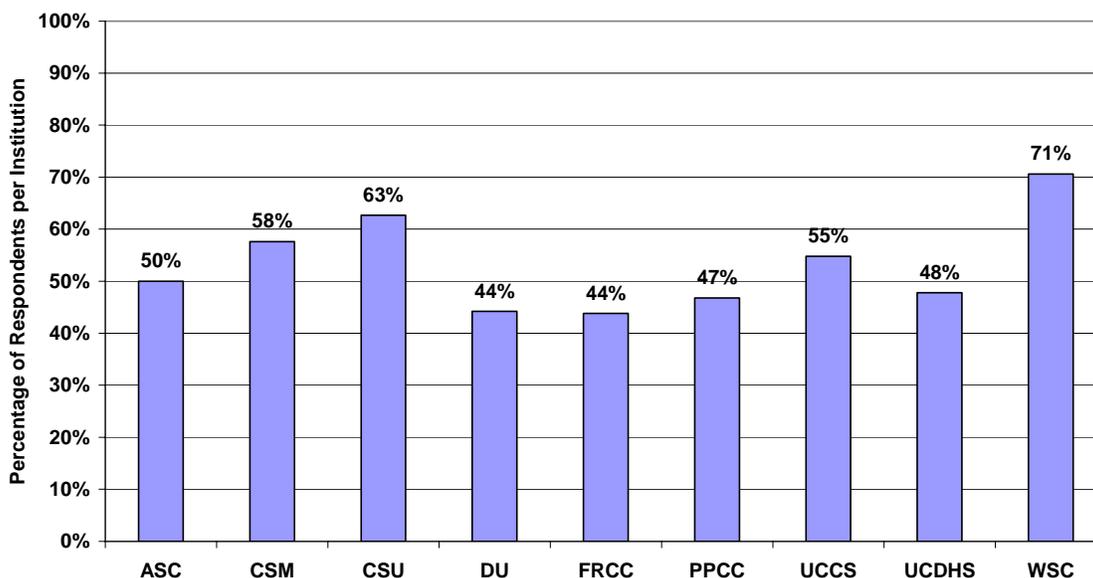
Chart 67:
"The library has supported my teaching objectives by..."
Response: Assisting students in finding appropriate information for assignments and projects



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A majority of surveyed faculty (53%) indicated that their library had provided students with access to specific course materials (e.g. traditional and electronic reserves). Seven of ten faculty (71%) at Western State College reported this instructional support service to students (see Chart 68).

Chart 68:
"The library has supported my teaching objectives by..."
Response: Providing students with access to specific course materials
(e.g. traditional and electronic reserves)



Nearly half of surveyed faculty (47%) said that their library supported their teaching objectives by providing students with skills to refine their research papers, projects, and presentations. More than three of four responding faculty (77%) from Western State College cited this type of library support, followed by two-thirds of their colleagues (65%) at Adams State College (see Table 10).

Almost half of participants (46%) also felt that their instructional goals had been supported by library instruction. Three out of five faculty (62%) at Western State College indicated receiving this type of instructional support.

The delivery of materials from other libraries was utilized by just under one-third (32%) of faculty respondents. Over half (56%) of instructors from Western State College utilize this service in support of their instructional goals. The delivery of materials from the home library was mentioned by more than one in five (22%) of faculty surveyed. Faculty from Adams State College (45%) cited this service most frequently.

Nearly one-quarter (24%) of instructors indicated that their library had supported their objectives by providing students with access to hardware and software systems that support their courses. This type of instructional support was most frequently reported by faculty at two state universities – the University of Colorado at Colorado Springs (36%) and the University of Colorado at Denver and Health Sciences Center (35%).

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Only seven percent of all faculty respondents reported that their library had supported their teaching objectives by developing specialized Webpages for courses. However, one in five instructors (20%) at Adams State College indicated that they had benefited from this service.

Table 10: “The library has supported my teaching objectives by:” (check all that apply)

Response	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Providing library instruction to my students	45%	39%	49%	35%	50%	53%	50%	35%	62%	46%
Providing students with skills to refine their research papers, projects, and presentations	65%	46%	45%	35%	31%	44%	50%	48%	77%	47%
Developing specialized Webpages that support my courses	20%	9%	10%	7%	0%	3%	0%	4%	15%	7%
Assisting students in finding appropriate information for assignments and projects	75%	67%	67%	47%	63%	57%	71%	48%	77%	61%
Providing students with access to specific course materials (e.g. traditional and electronic reserves)	50%	58%	63%	44%	44%	47%	55%	48%	71%	53%
Providing students with access to hardware and software systems that support my courses	20%	12%	24%	20%	25%	30%	36%	35%	15%	24%
Providing delivery of library materials	45%	12%	37%	12%	6%	21%	31%	13%	27%	22%
Providing delivery of materials from other libraries	40%	24%	47%	22%	19%	27%	43%	13%	56%	32%

Outcomes: Library Facilities

When faculty were asked how they had utilized library facilities, two-thirds (67%) indicated that the library had provided facilities for them to research independently (see

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Chart 69). The highest responses for this type of usage came from faculty at Colorado State University (88%) and Western State College (82%) (see Chart 70).

Chart 69:
"The library has provided facilities for me to..."
(check all that apply)

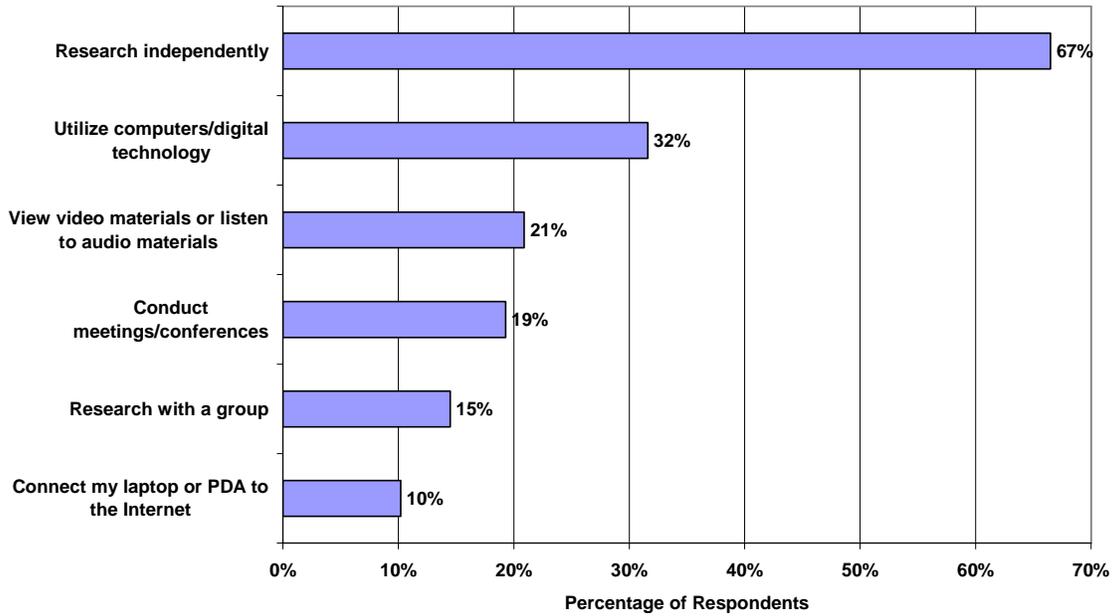
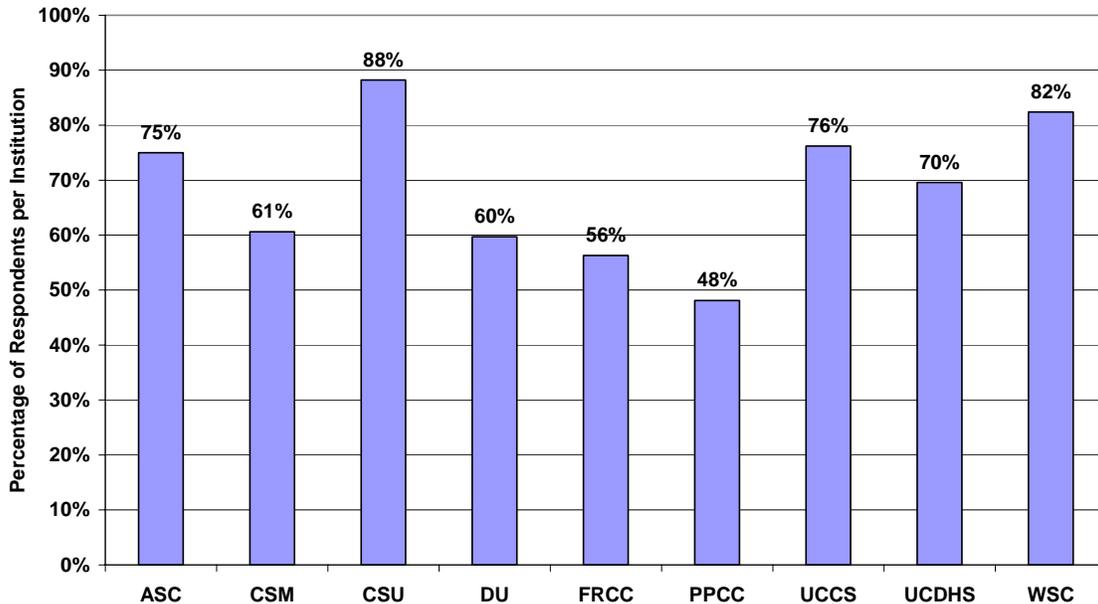


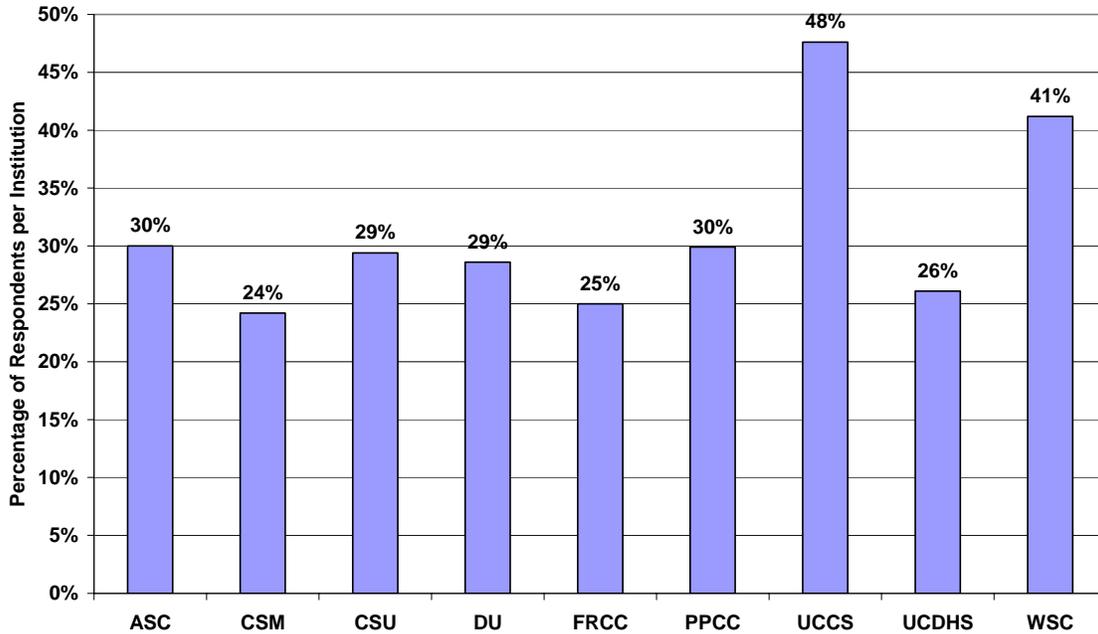
Chart 70:
"The library has provided facilities for me to..."
Response: Research independently



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Just under one-third (32%) of respondents reported utilizing library computer and digital technology facilities. Faculty were most likely to be using such facilities at the University of Colorado at Colorado Springs (48%) and Western State College (41%) (see Chart 71).

Chart 71: The library has provided facilities for me to...
Response: Utilize computers/digital technology



More than one in five responding faculty (21%) used library facilities to view video materials or listen to audio materials. Responding faculty from Western State College, however, reported utilizing the library in this way nearly twice as often (41%) as faculty at all participating institutions (see Table 11).

Nearly one in five (19%) surveyed faculty indicated that their libraries had provided facilities for conducting meetings and conferences. More than half (53%) of Western State College faculty members reported using library facilities for this purpose.

Fifteen percent of faculty respondents said that they have used library facilities to research with a group. This use of library facilities by faculty was twice as likely to happen at two of the participating institutions: the University of Colorado at Colorado Springs (33%) and Adams State College (30%).

While only one in ten (10%) surveyed faculty reported using library Internet connections for their laptops or PDAs, substantially higher proportions of faculty from the University of Denver (20%) and Colorado State University (16%) reported utilizing library connections for this purpose.

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Table 11: “The library has provided facilities for me to...” (check all that apply)

Responses	ASC	CSM	CSU	DU	FRCC	PPCC	UCCS	UCDHS	WSC	Total
Research independently	75%	61%	88%	60%	56%	48%	76%	70%	82%	67%
Research with a group	30%	12%	14%	8%	0%	13%	33%	0%	21%	15%
Utilize computers/digital technology	30%	24%	29%	29%	25%	30%	48%	26%	41%	32%
Connect my laptop or PDA to the Internet	0%	0%	16%	20%	6%	4%	12%	13%	9%	10%
View video materials or listen to audio materials	15%	6%	6%	25%	25%	30%	19%	9%	41%	21%
Conduct meetings/conferences	20%	9%	8%	7%	31%	26%	24%	13%	53%	19%

Additional Findings

Analysis of responses from undergraduates and faculty revealed some interesting differences in library usage patterns and perceptions between these two user groups.

More than three of every four students responding to the survey (77%) reported using their institution’s library for computer access, making this the most utilized library resource among undergraduates. Less than half (44%) of faculty respondents, however, reported that they used the library in this way.

While access to electronic databases and article indexes (76% of students, 83% of faculty) and print resources (75% of students, 87% of faculty) were very popular with both groups of respondents, interlibrary loans were considerably more utilized by faculty (62%) than by undergraduates (23%).

Seven of ten student respondents (70%) reported using library meeting and study space in the past year. Less than a quarter of faculty (24%) said they used meeting and research space in their library.

Although electronic databases and article indexes were utilized by similar percentages of undergraduates and faculty, there were some substantial differences within certain institutions between these two groups. While three in five student respondents (60%) from Colorado School of Mines reported using these resources (among the lowest undergraduate responses for this resource), almost all Mines faculty (97%) reported accessing electronic databases and article indexes. Other substantial intra-institutional differences for this resource are evident at the University of Colorado at Colorado

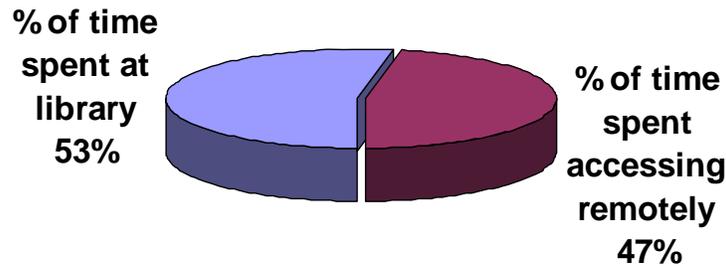
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Springs (76% for students, 95% for faculty) and the University of Denver (87% for students, 68% for faculty).

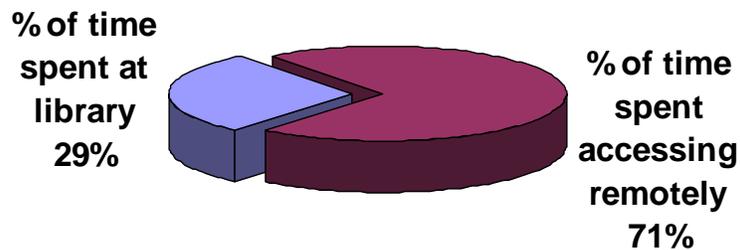
Students and faculty also differed regarding on-site and remote usage patterns. Undergraduates estimated that they spent slightly more time (53%) accessing information resources at the library, rather than remotely. Faculty members, however, estimated that 71 percent of their time utilizing library resources was via remote access (see Chart 71).

Chart 71

Time Distribution of At-Library & Remote Use by Undergraduates



Time Distribution of At-Library & Remote Use by Faculty



The institution with the largest difference between undergraduate and faculty responses was Colorado School of Mines. Mines undergraduate students estimated that, on average, they spend just over a quarter of their time (28%) accessing library resources remotely, while spending nearly three-quarters of this time (72%) at the library. In

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contrast, Mines faculty estimated using library resources remotely 80 percent of the time, while visiting the library only 20 percent of the time. Other institutions exhibiting substantial differences between undergraduate and faculty responses for remote use of library services include the University of Colorado at Colorado Springs (42% of students, 75% of faculty) and Colorado State University (40% of students, 70% of faculty).

When accessing library resources remotely via their library websites, undergraduates and faculty generally utilized the same services. Searching the home catalog, searching databases for articles, and learning about library hours of operation exhibited similar usage percentages among surveyed students and faculty. One striking difference, however, was observed concerning searches of other institutions' catalogs. More than three of five faculty members (63%) used their library website to search other library catalogs. Less than two of five undergraduates (39%) reported using their library websites in this way.

Undergraduate students and faculty also reported substantial differences in their respective abilities to find needed books and periodicals at their own institution's library. While nearly nine of every ten students (89%) agreed that they could usually find needed books at their library, just under two-thirds of faculty respondents (66%) reported doing so (see Chart 72). A similar percentage of undergraduates (88%) felt that they usually were able to find needed print periodicals at their library, while just over half (52%) of surveyed faculty shared this opinion.

Another perceptual gap between undergraduate and faculty responses concerned the degree to which students reported being assisted by library staff with research projects. Nearly half (47%) of surveyed faculty reported the library had supported their teaching objectives by providing students with skills to refine their research papers, projects, and presentations. When students were asked how the library staff had helped them, two out of three (67%) said that library personnel had helped them find books, articles, and Web resources, and nearly half (45%) indicated that they had received assistance in using online or electronic resources. However, only one in eight students (13%) reported that library staff had helped them define or refine research questions, and only one in ten (10%) received assistance in choosing or refining a topic for a paper.

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Conclusion

The following section summarizes the findings and conclusions generated by analyses of survey data from the 2005 Academic Library Impact Study.

Undergraduate Students

How do undergraduate students spend more of their time accessing library resources: remotely or onsite at the library?

Despite the proliferation of information in electronic formats, students still indicate spending more of their time accessing library resources onsite at the library, rather than utilizing remote access. The difference between reported onsite (53%) and remote (47%) usage, however, is not profound. Additionally, while students from four of the nine participating institutions indicated that they spend more time at the library than they do using remote access, students from the remaining five schools reported that they use remote access more often. Given this, it appears that students generally divide their time equally between remote and onsite use.

How important is the availability of electronic library resources to undergraduate students?

A majority of surveyed undergraduates (58%) indicated that the availability of computers and electronic resources was a primary factor in the decision to utilize their institution's library. The availability of quiet space for study (59%), however, was an equally important reason to use the library. In addition, analyses of usage patterns reveal that traditional print resources are still widely utilized by students, and that these more traditional information sources were used by roughly the same percentage of students as were library computers and electronic databases.

How do undergraduates learn about library resources?

While nearly three-quarters (72%) of those surveyed reported learning about library resources from personal experience and from their peers, nearly half (46%) indicated that they had received directions or instruction about library resources from faculty. Library instruction integrated into courses and online help from library staff each were credited as the source of learning about library resources by two of five undergraduates (41%).

Do students usually find the materials they need at their institution's library?

The great majority of responding undergraduates indicated that they were usually able to find needed books (89%), print periodicals (88%), and electronic resources (93%) at their library. Additionally, nearly three of every five (58%) of students surveyed said that they could usually find needed materials at other institutions' libraries.

How do undergraduate students use their library's website?

Not surprisingly, most students use their library's website primarily to access the home catalog (79%) and to search online databases for journal articles (67%). Nearly half of

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those surveyed (48%) used their library's site for information about hours, locations, and services.

In what ways do students feel that they are assisted by library staff?

Two-thirds (67%) of those surveyed indicated that the library staff had helped them to find books, journal articles, and Web resources. Nearly half (45%) reported that staff members had provided assistance in the use of online or electronic resources.

Faculty

Do faculty routinely provide bibliographic instruction and information literacy opportunities for their students?

A majority of surveyed faculty (54%) indicated that they include bibliographic instruction or information literacy sessions as a part of the undergraduate courses that they teach at least some of the time. More than a quarter of those surveyed said that they frequently include such sessions in their courses.

To what degree do faculty utilize print resources and electronic library resources when teaching undergraduate courses?

While traditional print materials are still somewhat more widely utilized by instructors for their undergraduate courses than electronic resources, it is clear that electronic resources are challenging the supremacy of print materials. While 85 percent of responding faculty indicated that they recommend print materials available at their institution's library, 82 percent reported directing their students to electronic resources. Additionally, the difference between the percentage of those who frequently recommended print materials (54%) and electronic resources (55%) was negligible.

Print materials are still more widely utilized by faculty than digital resources. Hard-copy remains the more popular format for materials placed on reserve for students, utilized by well over half (56%) of all surveyed faculty. By comparison, electronic reserves were used by less than two in five faculty members (38%). In addition, more than half (55%) of participating faculty indicated that they rarely or never provide links to electronic databases and other electronic resources available from their institution's library when preparing course webpages. More than one-third (35%) said that they never provide such links.

How have diminishing library resources negatively impacted instructors' teaching and research objectives?

The cancellation of journals was the negative consequence of academic library budget cuts most frequently cited by faculty (42%). More than a quarter (28%) felt that diminishing resources had affected their library's ability to purchase suggested materials. As more than half of those surveyed reported suggesting titles for purchase by their library, this can also be viewed as a substantial impact.

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Which library services and resources are most utilized by faculty?

Despite the widespread integration of electronic resources into scholarly pursuits, traditional print publications continue to be utilized by the great majority of college and university faculty. Nearly nine of ten (87%) faculty surveyed reported using print materials from their school's library during the preceding twelve months. This being the case, it is clear that electronic databases and article indexes have become integral to the scholarly pursuits of college and university faculty. More than four of every five respondents (83%) have used digital resources during the past year. Interlibrary loan is also widely used, with over three of five (62%) faculty respondents indicating that they had used ILL. This service, however, exhibited a relatively diverse range of response percentages. For five of the participating institutions, more than 75 percent of surveyed faculty members reported requesting interlibrary loans. For the remaining four schools, less than 60 percent of those surveyed used this service. In addition, access to electronic journals was cited by over three of every five respondents (61%). Response rates for this type of resource were also highly variable between institutions.

Do college/university instructors spend more time accessing library resources remotely or onsite at the library?

The results of the survey suggest library usage patterns among college and university faculty may be more complex than those associated with their students. While a greater percentage of faculty respondents reported using print resources than electronic resources during the past year (as noted above), the proportion of time they spent utilizing library resources was decidedly tilted toward remote access. On average, faculty respondents estimated that 71 percent of their time accessing library resources was in the form of remote usage.

Analyses of faculty website usage patterns reveal that college and university instructors most commonly use the library's website to search their home catalog (84%). Searching for journal articles using online databases was the second most popular activity (71%), followed by searching catalogs of other institutions (63%), and requesting interlibrary loans (56%). While print materials continue to be popular among faculty, the library's online presence is an integral component in support of effective access to information in both print and electronic formats.

Do faculty usually find the materials they need at their academic libraries?

While approximately two-thirds (66%) of responding faculty agreed or strongly agreed with the statement, "I usually find the books I need at my institution's library," only about half (52%) indicated that they usually find needed print periodicals and journals at their library although there were considerable differences between faculty at participating institutions. Considering that the most commonly cited negative impact of diminishing library resources is the cancellation of journals, it isn't surprising that nearly half of those surveyed expressed a lack of confidence in their ability to find appropriate print periodicals. Generally, surveyed faculty members were more confident about accessing electronic resources through their libraries. More than four out of five (84%) indicated that they are usually successful in this regard.

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How do college and university instructors feel that their library supports their teaching objectives and the development of their instructional plans?

More than three out of every five faculty members (61%) reported that the library had assisted students in finding appropriate information for assignments and projects. A slim majority of those surveyed (53%) also indicated that their library had helped students by providing access to specific course materials (e.g. traditional and electronic reserves). Nearly half (47%) indicated that their library had supported their teaching objectives by providing students with skills to refine their research papers, projects, and presentations, while a similar proportion (46%) felt that their instructional goals had been supported by library instruction.

Access to subject databases and indexes appears to be central to the successful development of instructional plans, as more than three out of five survey participants (61%) cited this resource. In addition, a majority of those surveyed indicated that their library had enhanced their instructional plans by providing access to materials for inclusion in lectures and reading assignments, providing access to materials contributing to the conceptual framework of courses, and purchasing pertinent print and electronic materials.

Which library facilities are most utilized by faculty members?

Cited by two-thirds (67%) of respondents, facilities for conducting independent research are the most popular library facilities among surveyed faculty. One-third (32%) reported utilizing library computer and digital technology facilities, while one in five (21%) said that they have used library facilities to view video materials or listen to audio materials. A similar proportion of instructors (19%) have conducted meetings or conferences at the library.

Comparisons between Undergraduate and Faculty User Groups

How do library usage patterns of undergraduate students and faculty differ?

The results of the survey suggest that college and university faculty take greater advantage of remote library access than do their undergraduate students. When asked to estimate the proportion of time spent accessing library resources remotely and at the library, faculty respondents reported accessing library resources remotely 71 percent of the time – compared to 47 percent for undergraduates.

The relatively even split between time spent accessing library resources remotely and onsite for undergraduates is consistent with other student usage patterns observed in the study. In general, students appear to take advantage of both print publications and electronic resources. More traditional library facilities and services (e.g. quiet areas for study, the availability of specific materials) appear to be as important to students as the access to advanced technologies. The results of the survey suggest that faculty usage patterns may be more complex. While a greater percentage of surveyed faculty said that they use print materials than electronic resources, they also spend a much greater proportion of their time accessing library resources remotely than onsite. This suggests that faculty utilize remote access in support of their research activities – regardless of format – to a much greater degree than undergraduates.

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More than three of every four responding students reported using their institution's library for computer access, making this the most utilized library resource among undergraduates. Less than half of faculty respondents, however, reported that they used the library in this way.

When accessing library resources remotely via their library websites, undergraduates and faculty generally reported utilizing many of the same services. Searching the home catalog, searching databases for articles, and learning about library hours of operation exhibited similar usage percentages among surveyed students and faculty. One striking difference in remote library usage between students and faculty, however, was observed for searches of other institutions' catalogs. More than three of five faculty members (63%) reported using their library website to search other library catalogs, while only two of five undergraduates (39%) reported using their library websites in this way. As to making interlibrary loan requests, the differences between faculty (62%) and undergraduates (23%) was greater still.

While undergraduates and faculty were generally favorable regarding their ability to find needed materials at their library, attitudes exhibited by undergraduates were markedly more positive. While nearly nine of every ten students (89%) agreed that they usually find needed books at their library, only two-thirds (66%) of faculty reported that they regularly find needed materials at their institution. A similar percentage of undergraduates (88%) said that they usually are able to find needed print periodicals at their library, compared to just over half (52%) of surveyed faculty.

There also appears to be a difference in perception between undergraduates and faculty concerning the degree to which students are being assisted with their research projects by library staff. When students were asked how the library staff had helped them, two out of three (67%) said that library personnel had assisted them in finding books, articles, and Web resources. Nearly half (45%) indicated that they had received assistance in using online or electronic resources. However, only one in eight students (13%) reported that library staff had helped them define or refine research questions, and one in ten (10%) said that they received assistance in choosing or refining a topic for a paper. In contrast, nearly half (47%) of surveyed faculty reported that the library had supported their teaching objectives by providing students with skills to refine their research papers, projects, and presentations.

Were there observed differences between institutions or types of institutions?

Some differences between results for different institutions can be explained relatively easily. For example, undergraduate students at the University of Denver were least likely to report utilizing computer access at their library. In all likelihood, the university's laptop initiative – which requires all entering freshmen to have laptop computers – influenced this result. Usage figures for other electronic information resources (e.g. percentage of time spent using remote library access, use of electronic databases and article indexes, use of library website for searching the library's home catalog) were among the highest among participating institutions. This suggests that undergraduates at DU are utilizing their library's electronic resources but – in all likelihood – with their own, rather than the library's, computers.

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Responses from faculty and undergraduate students at the University of Colorado at Denver and Health Sciences Center (UCDHSC) for certain services (e.g. interlibrary loan requests, use of traditional printed resources) were markedly dissimilar to those produced by other participating schools. In all likelihood, these differences can be attributed to that institution's specific mission and specialized collections, which make its library a medical resource for the region.

Distinct variations in usage patterns were also observed relating to onsite versus remote access. Faculty at Colorado School of Mines estimated that (on average) they spend 80 percent of their time utilizing library resources remotely, a percentage second only to the UCDHSC's 83 percent. Conversely, Mines students estimated that 72 percent of their time using library resources is spent onsite at their library. Differences between faculty and student responses for remote usage were also dramatic for Colorado State University (70% vs. 40%, respectively) and the University of Colorado at Colorado Springs (75% vs. 42%, respectively).

In examining responses by institution to numerous questions concerning student and faculty usage of electronic library information resources (e.g. use of electronic databases and article indexes, use of library computers, various uses of the library's website) a prevailing – although not entirely consistent – pattern emerged. For these resources, response rates were often highest among participating universities and state colleges, and somewhat lower for participating community colleges.

Considerations for Additional Research

The 2005 Colorado Academic Library Impact Study was primarily concerned with library resources and services that support learning and teaching in higher education. While the research role of faculty was touched upon in the study, it was examined only to gain a greater understanding of its impact on the educational goals of undergraduates and the ability of faculty who teach undergraduate courses to fulfill their objectives as instructors. Examinations and assessments of behaviors in the service of extensive, sustained scholarship were beyond the scope of this study. It would be appropriate for a future academic library impact study to examine library research behaviors, preferences, and attitudes of students and faculty members associated with the state's graduate programs.

This study provides focuses on how undergraduate students and instructors at nine Colorado colleges and universities currently utilize library information resources, and how library materials and services support learning and teaching activities at those institutions. As current technologies evolve, as new ones emerge, and as the characteristics and requirements of student populations continue to change, it will become increasingly important to revisit many of the issues addressed by this study in order to assess the nature and magnitude of changes within the academic information environment over time. As such, the 2005 Academic Library Impact Study can be viewed as the initial installment in an ongoing examination of behaviors and attitudes relating to Colorado's college and university libraries.

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**Colorado Academic Library Impact Study (ALIS):
Undergraduate Students**

Welcome!

You are invited to participate in a study designed to assess how undergraduate students and their instructors utilize library resources in a college/university environment. Participation in this study should take approximately 10 minutes of your time. Participation will involve responding to 10 questions about library usage, and 12 background information questions.

Participation in the study is strictly voluntary. You may discontinue your participation at any time. The choice to participate or to not participate will in no way affect library services for the respondent. No identifying links between responses and identification information will be retained. Your responses will be held in complete confidence.

By filling out this survey you are giving consent for your responses to be used for tabulation and analysis.

At the end of the survey, you will be given the opportunity to register for a chance to win a \$25 Amazon.com gift certificate or an iPod Shuffle. One student and one faculty gift certificate winner will be randomly selected from each participating institution. The winner of the grand prize, an iPod Shuffle, will be randomly selected from all survey respondents. Only undergraduate students and faculty who teach undergraduate courses are eligible. Verification of eligibility will be required to claim prizes.

**How Academic Libraries Help Faculty Teach and Students Learn
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Usage

**1. How have you learned about using information resources associated with your college or university library?
(check all that apply)**

- For-credit courses taught by librarians
- Library instruction integrated into other (non-library) courses
- Online tutorials and guides / online library help / FAQs
- Onsite help from library staff
- Directions or instructions from faculty
- Personal experience / help from other students
- Other (please specify)

**2. Of the time you spend using your college/university library resources:
(total must equal 100%)**

- % of my time is spent at the library
- % of my time is spent accessing library resources remotely (e.g. via the Internet from elsewhere on campus, from distance education sites, or from home).

3. What are the three most important reasons why you use your college/university library?(please select three)

- Convenient location
- Hours of operation
- Availability of specific materials or information
- Helpfulness of library staff
- Availability of computers/electronic resources
- Quiet space for study
- Group study space
- Comfortable surroundings
- Place to meet with friends
- Other (please specify)

4. Which of the following library services have you used during the past 12 months?(check all that apply)

- Traditional printed resources (e.g. books, reference materials, periodicals)
- Electronic databases/article indexes
- Electronic books (E-Books)
- Electronic journals (E-Journals)
- Video materials (DVD or VHS)
- Audio materials
- Print resources placed on reserve by your instructor
- Electronic reserves
- Interlibrary loan/Prospector
- Local document delivery (if available)
- Information/research services provided by library staff
- Computer access
- Web connection for laptop or PDA
- Laptop/technology equipment checkout (if available)
- Meeting/study space
- Other (please specify)

**How Academic Libraries Help Faculty Teach and Students Learn
The Colorado Academic Library Impact Study**

Outcomes

Please indicate the degree to which you agree or disagree with the following statements:

5. "I usually find the books I need at my college/university library."

Strongly agree Agree Disagree Strongly disagree

6. "I usually find the print periodicals and journals I need at my college/university library."

Strongly agree Agree Disagree Strongly disagree

7. "I can usually access the electronic resources I need (e.g. electronic databases, online indexes, e-journals, and e-books) through my college/university library."

Strongly agree Agree Disagree Strongly disagree

8. "I usually find the materials I need at other public, college, or university libraries."

Strongly agree Agree Disagree Strongly disagree

9. I have used the library's website to...(check all that apply)

- Search the library's home catalog.
- Search the catalogs of other libraries.
- Request interlibrary loans.
- Request document delivery (if available).
- Search electronically for journal articles using online databases.
- Access electronic reserves.
- Ask research or reference questions.
- Learn about finding information.
- Learn about correctly citing information resources.
- Learn about library hours, locations, and services.

Other (please specify)

10. The library staff has helped me to...(check all that apply)

- Choose or refine a topic for a paper.
- Define or refine research questions.
- Identify the type and amount of information that I need.
- Find books, journal articles, and Web resources.
- Critically evaluate information from books, journals, and Web sites.
- Organize and present my research.
- Cite sources appropriately in my research papers and presentations.
- Explore subjects of interest outside of class.
- Use online/electronic resources.
- Other (please specify)

**How Academic Libraries Help Faculty Teach and Students Learn
The Colorado Academic Library Impact Study**

Background Information

11. What school(s) do you currently attend?(check all that apply)

- | | | | | | | | | | |
|---------------------------|--------------------------------|---------------------------------|--|----------------------------|---------------------------------------|-----------------------------|---|--|--------------------------|
| Adams
State
College | Colorado
School
of Mines | Colorado
State
University | Front
Range
Community
College | Otero
Junior
College | Pikes
Peak
Community
College | Western
State
College | University
Of
Colorado
At
Colorado
Springs | University
Of
Colorado
At Denver
And
Health
Sciences
Center | University of
Denver |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Do you attend school...(select one)

- Part-time Full-time

13. Do you live...(select one)

- On campus Off campus

14. Do you attend classes...(check all that apply)

- On Campus Via a distance learning program

15. What is your major field of study?(select one)

- Humanities
- Social Sciences
- Physical Sciences
- Bio-Medical Sciences
- Vocational/Professional
- Business
- Engineering
- Undecided/Undeclared
- Other (please specify

16. What is your current level of study?(select one)

- Undergraduate Student Graduate Student

**17. What level of degree are you pursuing in the long-term?
(select one)**

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Associates | Bachelor | Masters | Doctoral | Non-degree |
| <input type="checkbox"/> |

18. What is your age?

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19. U.S./International Student Status(select one)

U.S. student

International student

20. Please indicate what type of school you attended during grades 10-12 (or equivalent).(check all that apply)

Public high school

Private/parochial school

Home schooling

GED

Other (please specify)

21. Did you attend high school/secondary school in Colorado?

Yes

No

22. Please indicate to what degree you agree or disagree with the following statement: "My experiences with my high school library prepared me for using my college/university library."

Strongly agree

Agree

Disagree

Strongly disagree

23. Comments:

Thank you for participating in the Colorado Academic Library Impact Study.

**How Academic Libraries Help Faculty Teach and Students Learn
The Colorado Academic Library Impact Study**

**Colorado Academic Library Impact Study (ALIS):
Faculty**

Welcome!

You are invited to participate in a study designed to assess how instructors of undergraduate college/university courses and their students utilize their institutions' library resources. Participation in this study should take approximately 10 minutes of your time. Participation will involve responding to 19 questions about library usage, and 5 background information questions.

Participation in the study is strictly voluntary. You may discontinue your participation at any time. The choice to participate or to not participate will in no way affect library services for the respondent. No identifying links between responses and identification information will be retained. Your responses will be held in complete confidence.

By filling out this survey you are giving consent for your responses to be used for tabulation and analysis.

At the end of the survey, you will be given the opportunity to register for a chance to win a \$25 Amazon.com gift certificate or an iPod Shuffle. One student and one faculty gift certificate winner will be randomly selected from each participating institution. The winner of the grand prize, an iPod Shuffle, will be randomly selected from all survey respondents. Only undergraduate students and faculty who teach undergraduate courses are eligible. Verification of eligibility will be required to claim prizes.

**How Academic Libraries Help Faculty Teach and Students Learn
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Usage

**1. I include bibliographic instruction and/or information literacy sessions at my institution's library as a part of courses that I teach...
(select one)**

Frequently

Sometimes

Rarely

Never

**2. When preparing a course Webpage, I provide links to electronic databases and other electronic resources available from my institution's library...
(select one)**

Frequently

Sometimes

Rarely

Never

**3. For courses that I teach, I utilize traditional (e.g. print) reserve services at my institution's library...
(select one)**

Frequently

Sometimes

Rarely

Never

**4. For courses that I teach, I utilize electronic reserve services at my institution's library...
(select one)**

Frequently

Sometimes

Rarely

Never

Not Available

**5. For courses that I teach, I recommend the use of print resources at my institution's library...
(select one)**

Frequently

Sometimes

Rarely

Never

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6. For courses that I teach, I recommend the use of electronic resources/databases at my institution's library...

(select one)

Frequently

Sometimes

Rarely

Never

7. I suggest titles to be purchased for my institution's library...

(select one)

Frequently

Sometimes

Rarely

Never

8. (NOTE: THIS QUESTION DOES NOT APPLY TO DU RESPONDENTS. PLEASE SKIP TO QUESTION 9.)

Diminishing library resources in the following areas have negatively impacted my ability to fulfill my teaching or research objectives:

(check all that apply)

Purchase of suggested materials

Cancellation of journals

Fees imposed for library services

Reduction of library hours

9. Of the time I spend utilizing my college or university library's resources: (total must equal 100%)

% of my time is spent at the library

% of my time is spent accessing library resources remotely (e.g. via the Internet from elsewhere on campus, home, or office).

10. I search other library catalogs (e.g. Prospector, WorldCat, public libraries, other educational institutions) by using links provided by my college or university library's website...

(select one)

Frequently

Sometimes

Rarely

Never

How Academic Libraries Help Faculty Teach and Students Learn The Colorado Academic Library Impact Study

11. I have utilized the following library services/resources during the past 12 months:

(check all that apply)

- Traditional printed resources (e.g. books, reference materials, periodicals)
- Electronic databases/article indexes
- Electronic books (E-Books)
- Electronic journals (E-Journals)
- Special collections/rare books
- Video materials (DVD or VHS)
- Audio materials
- Placing print resources on reserve
- Electronic reserves
- Interlibrary loan/Prospector
- Local document delivery (if available)
- Computer access
- Digital connection for laptop or PDA
- Laptop/technology equipment checkout (if available)
- Meeting/research space
- Facilities for class instruction
- Library instruction
- Reference service
- Virtual reference service (if available)
- Other (please specify)

12. I have used the library's website to...

(check all that apply)

- Search the library's home catalog.
- Search the catalogs of other libraries.
- Request interlibrary loans.
- Request document delivery (if available).
- Search electronically for journal articles using online databases.
- Set up course reserves.
- Obtain research assistance.
- Arrange for bibliographic/information literacy instruction.
- Correspond with library staff/department liaisons.
- Obtain information about library policies and hours of operation.
- Obtain accurate citation information.
- Obtain information concerning the appropriate utilization of copyrighted information.
- Obtain information about library hours, locations, and services.
- Other (please specify)

**How Academic Libraries Help Faculty Teach and Students Learn
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Outcomes

Please indicate the degree to which you agree or disagree with the following statements:

13. "I usually find the books I need at my institution's library."

Strongly agree

Agree

Disagree

Strongly disagree

14. "I usually find the print periodicals and journals I need at my institution's library."

Strongly agree

Agree

Disagree

Strongly disagree

15. "I can usually access the electronic resources I need (e.g. electronic databases, online indexes, e-journals, and e-books) through my institution's library."

Strongly agree

Agree

Disagree

Strongly disagree

16. "I usually find the materials I need at other public, college, or university libraries."

Strongly agree

Agree

Disagree

Strongly disagree

**17. The library has supported the development of my instructional plans by...
(check all that apply)**

Providing access to materials that have contributed to the conceptual framework of courses.

Providing access to materials for inclusion in lectures and reading assignments.

Purchasing print and electronic materials pertinent to my field of study.

Providing access to subject databases and indexes.

Providing information concerning the appropriate use and distribution of copyrighted materials.

Providing information and assistance regarding the use of new resources.

Other (please specify)

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**18. The library has supported my teaching objectives by:
(check all that apply)**

- Providing library instruction to my students (e.g. for-credit courses, instruction integrated into my classes).
- Providing students with skills to refine their research papers, projects, and presentations.
- Developing specialized Webpages that support my courses.
- Assisting students in finding appropriate information for assignments and projects.
- Providing students with access to specific course materials (e.g. traditional and electronic reserves).
- Providing students with access to hardware and software systems that support my courses.
- Providing delivery of library materials (if available).
- Providing delivery of materials from other libraries (if available).
- Other (please specify)

**19. The library has provided facilities for me to...
(check all that apply)**

- Research independently.
- Research with a group.
- Utilize computers/digital technology.
- Connect my laptop or PDA to the Internet.
- View video materials or listen to audio materials.
- Conduct meetings/conferences.
- Other (please specify)

