

LIBRARY STATISTICS AND HIGHLIGHTS, FY2018-19

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Part One: Statistical/Descriptive Summary

Collection

The collection continues to grow, but it is important to distinguish between permanent and temporary collection. A resource is permanent if we own a physical copy (e.g., a book) or have legally guaranteed rights to perpetual online access (e.g. an e-book). An online resource is temporary if we subscribe to access for a year.

At the end of FY2018-19, the permanent physical collection consisted of 274K print volumes plus 38K microforms & AV items. The permanent online collection consisted of 63K e-books and 17K e-journals (titles, not volume equivalents).

Table 1: Permanent collection (combined campuses)				
Resource Type	7/1/2018	Added in FY	DFEC¹ in FY	7/1/2019
Print volumes (books and journals)	269,932	5,647	-1,307	274,272
Microforms, AV, other physical pieces	38,332	50	47	38,429
SUBTOTAL physical resources	308,264	5,697	-1,260	312,701
E-books ²	58,374	5,241	0	63,615
E-journals (titles)	9,231	6,346	1,109	16,686
SUBTOTAL online resources	67,605	11,587	1,109	80,301
TOTAL permanent collection	375,869	17,284	-151	393,002

We added 17K items to the permanent collection in FY2018-19, including 4K+ ebooks from Muse and thousands of AAA e-periodicals. (The AAA collection covers 17th and 18th and 19th centuries. It will be used very little, but it cost very little.) Many of the print volumes were branch campus duplicates (i.e., books added to branch collections duplicated content in the Dallas campus collection). We discarded over 1K books. Shelves are very tight in the Turpin building, and we will need to discard more than 1K every year.

¹ DFEC means discarded(-) or found(+) or error corrected(+ or -). Since 2007 we have entirely eliminated some AV formats (e.g. slides) and are working to eliminate others (reel to reel tapes, audio cassettes, VHS). We have weeded microforms, books and journals a little; much more needs to be done.

² Counts of ebooks and ejournals owned are based on WMS Knowledge Base collections that contain an unknown number of duplicates (same title appears in more than one collection).

Table 2 (below) tabulates most but not all online resources for which we have temporary access rights. Two parts in the table need special explanation. First, we subscribe to a database of over one million dissertations. It covers the entire range of humanities and social sciences, including much that does not support our curriculum. Second, we subscribe to a large package of databases selected by the TexShare consortium. It includes much that does not support our curriculum.

Table 2: Temporary collection		
Resource Type	7/1/2018	7/1/2019
E-books ³ DTS selected	182,436	199,007
E-dissertations ⁴ DTS selected	1,074,951	1,121,874
E-journals ⁵ DTS selected	4,112	4,210
SUBTOTAL DTS selected	1,261,499	1,325,091
E-books TexShare selected	151,297	171,304
E-journals TexShare selected	25,595	27,571
E-media TexShare selected	13,996,713	15,822,224
SUBTOTAL TexShare selected ⁶	14,173,605	16,021,099
TOTAL temporary collection	15,435,104	17,346,190

Use of Collection

In spite of free content available via the internet, students are still using library resources. Collection use totaled 120,340 in FY2018-19. Given a student Fall 2018 FTE of 1187.1, this averages 101.4 uses per FTE student. So each FTE student used about 100 items during the year. See Table 3 for historical context.

	Table 3: Total Use of Collection							
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total use ⁷	110,652	113,222	105,705	98,112	98,177	115,887	116,850	120,340
DTS Fall FTE	1,146.5	1,137.7	1,178.6	1,148.9	1,123.4	1,215.2	1,221.4	1,187.1
Use/FTE	96.5	99.5	89.7	85.4	87.4	95.4	95.7	101.4

³ EBSCO ebook Academic Collection and Religion Collection according to WMS KB count.

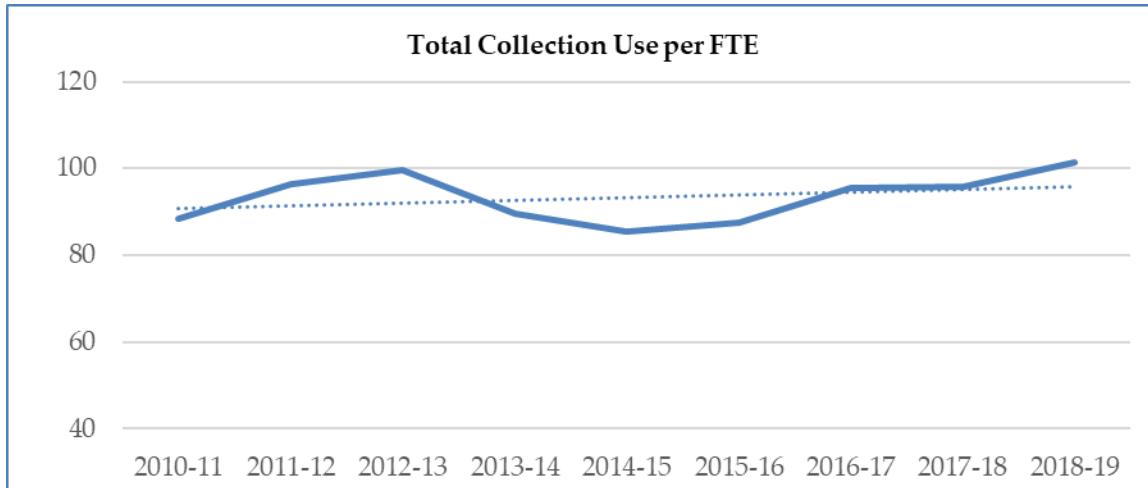
⁴ Based on search for “the” limited to full-text in ProQuest Dissertation database.

⁵ ATLAS, ProQuest Religion, BAR, Airiti according to KB count.

⁶ For TexShare see <https://www.tsl.texas.gov/texshare/databasecounty2019.html>. The TexShare numbers conform to IPEDS reporting standards.

⁷ We don't measure ALL use of the collection. For example, we don't have a practical way to gather statistics on use of print books that are used in the building but are not checked out.

For the past 8 years, total use has fluctuated between 85 and 100 uses per FTE student per year. This is just the natural ebb and flow, and the overall pattern suggests stability. See below chart.



For decades we have been expecting a decline in use of library resources because students have convenient access to free non-library resources through Google and other search engines. Why are they still using library resources? Library staff have repeatedly analyzed works cited by students in their theses or other capstone assignments; these studies show students are mostly using academic/scholarly items available in/through the library. Some of these resources exist only in print and are not available on the internet. Some resources exist in electronic format and are on the internet and are indexed by Google, but are sequestered behind paywalls. So students continue to use the library collection.

Of course, use of physical resources continues to decline as use of online resources increases. See below.

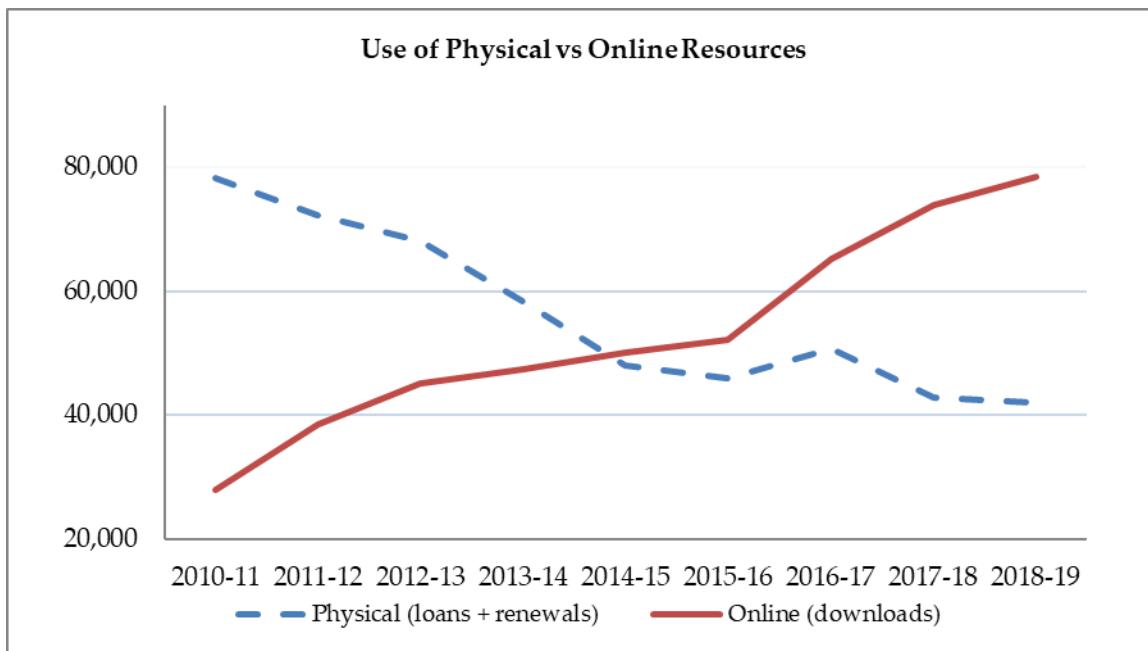


	Table 4: Use of Physical and Online Resources Compared							
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Physical	72,119	68,029	58,280	48,072	45,997	50,719	42,924	42,002
Online	38,533	45,293	47,425	50,040	52,180	65,168	73,926	78,338

Many factors contribute to the long term increase in use of online resources and decrease in use of physical resources.

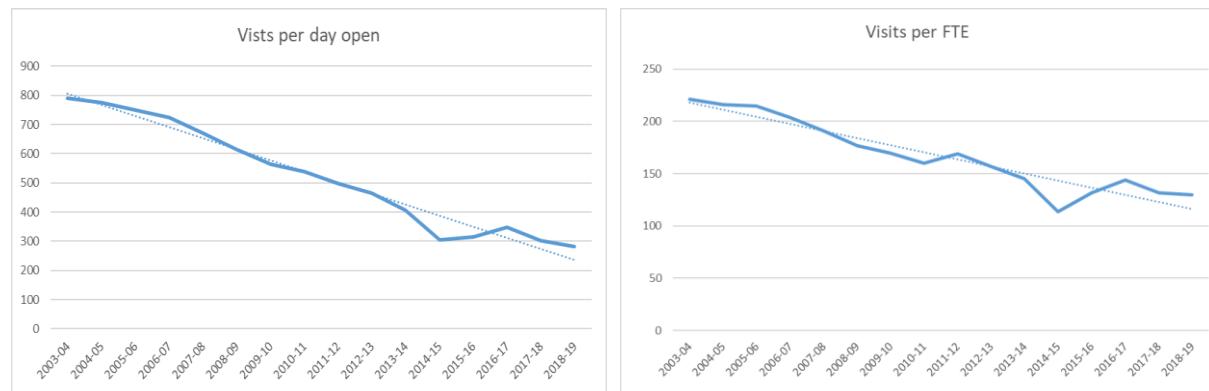
- increase in online enrollment
- increase in the size of online collection
- greater visibility of online resources (e.g., links in WorldCat Discovery beginning late 2015)
- decrease in Dallas campus FTE, especially the ThM program. (Students in Dallas are much more likely to use print resources than non-Dallas students. On an FTE basis, ThM students use library resources twice as much as other master's students.)
- student culture

However, physical loans are still significant. At this time, students are still dependent on the physical collection.

Use of Facilities

Only the Dallas campus library collects statistics on facility use. Foot traffic is the most general indicator of facility use. In FY2018-19, the Turpin front door photocell recorded 80,807 round trip visits to the library. That is equivalent to 282 round trip visits per day open. In addition, 496,450 pages were scanned, printed, or photocopied, and the media center recorded 4,516 sign-ins. We still need a library building open long hours and furnished with a wide range of resources and services.

However library foot traffic has declined 64% since 2003-04 (i.e., declined from 791 visits per day to 282).



One obvious reason for reduced foot traffic is that Dallas campus FTE enrollment has declined. However, that does not fully explain the decline. Even if we calculate visits *per Dallas campus FTE* we still see a decline; visits per FTE have declined 44% since 2003-04 (i.e., declined from 231 to 130). A second contributor to decline is that online resources often eliminate the need to visit the building. A fourth contributor is that Turpin and Mosher buildings are aging. HVAC systems need to be replaced. Furniture needs to be replaced. It is not as attractive and inviting as it once was. A fifth possible contributor is that

there has been a campus-wide cultural change. Students leave campus as soon as class is over. As part-time students, they may have only one or two classes per day, so they don't need to stay on campus between classes. So they spend less time in the library or the coffee shop or the book store or the student lounge. Other buildings on campus do not tabulate foot traffic, so we can't test this hypothesis.

Part Two: Challenges and Opportunities

Library Website

The library website is not current. It needs to be pruned and updated. We may switch to WordPress so staff with no knowledge of html/css will be able to add and edit content. However website revision plans have been delayed as we think about how to support multi-lingual portions of the website and as we think about how to find staff time for content creation and website maintenance.

Collection

We continue to prioritize purchase of online resources when available and affordable. However, many theological works, both old and new, are still not available for purchase in a multi-user online format. So we must continue to purchase print resources. However, in 2018-19 we linked WorldCat records to a vast array of open access on line resources. Most of the open access books are old works whose copyright has expired (e.g. HathiTrust public domain items). But we have linked to thousands of modern works also. Next year we hope to report the number of open access items students download through WorldCat Discovery.

Distance Students

It is notoriously difficult to provide good library services for distance students, especially online students who rarely if ever visit a campus.⁸ We are considering the following steps to improve services.

- Expand use of Zoom for *ad hoc* reference support and training. Maintain more web pages for distance students
- Provide library orientation in Canvas for new distance students if we can find a way to insure students read/view the orientation materials. We know few students will use optional content.
- Be more regular about sending professionals to branches to provide oversight, interview faculty and students, inspect facilities and collection, identify local needs, train part-time staff, cultivate relations with area libraries, etc. We need additional staffing to do this well.

⁸ We provide reference service by phone and email. RS101 is offered online nearly every semester. We continue to build the online collection, and databases are proxied for off-campus access. Many e-resources are available in a single database: WorldCat discovery. Books are mailed from Dallas at no cost, and articles are scanned and emailed for fast delivery. We advertise TexShare cards to TX residents. All students have Logos bible study software and e books. Faculty post articles to Canvas, our online LMS; this has sharply reduced need for course reserves in the library.

Chinese and Spanish Programs

We need to improve support for the Chinese and Spanish (C&S) language students. Some portions of the website should be in C&S (but are not). Library research assignments and documentation for RS101 must be produced for C&S programs; this means significant adaptation, not just translation (because database searching examples that work well in one language may be poor examples for another language, and because C&S students may use databases not covered in English documentation). The library has a staff member fluent in Chinese. We need an employee with Spanish language competence.

There is a dearth of scholarly theological material in C&S compared to English. Online resources are especially hard to identify. Of course some good content does exist. But Spanish language seminaries all over the globe rely on English language resources and on the ATLA Religion database (which uses English subject headings). Chinese seminaries both inside and outside mainland China do the same. We are monitoring improvements in automatic translation by computer software. Perhaps someday software will provide reliable translations of our English books and journals for C&S students.

Information Literacy Beyond RS101

Most students take RS101, but MABC, MACL and MACE students do not. We need to provide documentation and instruction tailored to the needs of these students. However, we need to find a way to insure students read/view the orientation materials. We know few students will use optional content. This is a fundamental curricular issue that merits institutional attention.

Washington DC Campus

DTS is seeking a new location for the Washington DC campus in order to provide more space for classes, staff, and library. This year we purchased about 18K books for the Washington DC campus. They are in storage, awaiting a move to a new location. We hope to catalog them next year. We need regular staffing to circulate books, to connect students with the right professional librarian when needed, to process new books (e.g., attach labels, etc.)

Houston Campus

Houston book stacks are full. Compact storage would double capacity. Funding is lacking. The Houston library has demonstrated that non-professional library staff can provide adequate support in a branch location. In Houston we have a full-time employee who performs duties for library, student advising, chapel, classroom technology support, and more. He offices in the library full time and is always available to help students in the library as needed, but spends probably more than half his time on non-library functions. This is a model we should emulate in Washington DC.

Dallas Campus

Dallas book stacks are full. We strive to weed at least 1,000 volumes/year. We need compact storage. Library buildings and furnishings are aging. It is time to consider renovation options, including the "learning commons" model.

A learning commons provides services, facilities and resources for learning and research, usually with an emphasis on collaborative learning, attractive space, and technology. A learning commons is not a recreation area (ping pong, café, music and TV). It is a learning area. But portions of it resemble social space because it supports collaborative learning. A learning commons is not a library plus media center plus computer lab. But it includes all these functions. A learning commons is typically housed in the library but staffed by personnel from multiple departments. For example, writing center staff and tutors are usually not library staff. A learning center attempts to be an integrated offering with resources and services and staff coordinated in a common area. So one location, one coordinated staff, one service desk, provide nearly everything students need to study.

At DTS, a learning commons might include collaborative study space (e.g., open pods for group work; group study rooms, equipped with computer screen & white boards); personal study space (e.g., open quiet individual study spaces; reserved or restricted quiet personal carrels/offices); library research assistance; books and databases; writing assistance; tutoring; computer and software support; computer labs; media suites (sound studio; video recording studio); sermon practice rooms; printing, scanning, photocopying; AV equipment rental.

The new student life building (which is to be constructed in 2020-21) will have attractive and comfortable space that students may use for collaborative study. This may reduce the need for student space in the library, and limit benefits that might come from a learning commons housed in the library. So we will need to assess student needs after they have used the student life building for a year or two.