

## DTS LIBRARIES, FY2016-17: STATISTICS AND HIGHLIGHTS

By Marvin Hunn

### Collection

We added 8,945 items to the permanent collection in FY2016-17. On 7/1/17 the permanent physical collection consisted of 264K print volumes plus 39K microforms & AV items. The permanent online collection consisted of 62K e-books and 9K e-journals (titles, not volume equivalents).

<b>Table 1: Permanent collection (Dallas, Houston, Washington DC, online).</b> Permanent means we own a physical copy or have legal rights to perpetual online access.				
Resource Type	7/1/2016	Added in FY	DFEC <sup>1</sup> in FY	7/1/2017
Print volumes (books and journals)	259,062	4,324	730	<b>264,116</b>
Microforms, AV, other physical pieces	39,310	67	-16	<b>39,361</b>
<b>Subtotal physical resources</b>	298,372	4,391	714	<b>303,477</b>
E-books <sup>2</sup>	49,338	2,949	10,380	<b>62,667</b>
E-journals (titles)	7,305	1,605	-35	<b>8,875</b>
<b>Subtotal permanent online resources</b>	56,643	4,554	10,345	<b>71,542</b>
<b>Total</b>	355,015	8,945	11,059	<b>375,019</b>

Table 2 (below) tabulates only a **small fraction** of online resources for which we have temporary access rights. Why only a small fraction? We have access to a package of resources selected by TexShare to support public libraries, K-12 schools, and colleges. The package includes many resources that do not fit our needs. TexShare claims **billions** of items in the package.<sup>3</sup> We don't want to use that misleading number, so Table 2 includes only resources that provide meaningful support for our curriculum. This year we counted a million online dissertations we did not count in the past. These dissertations cover the entire range of humanities and social sciences. We decided to include this resource because the number of downloads indicates students are finding it useful. Our count of temporary resources is still very, very conservative.

<sup>1</sup> DFEC means discarded(-) or found(+) or error corrected(+ or -).

<sup>2</sup> 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). This is the last of the adjustments needed due to migration from Sirsi Symphony to OCLC WMS in 2015.

<sup>3</sup> TexShare gets this very large number by counting genealogy records and other resources that do not support our curriculum. See <https://www.tsl.texas.gov/texshare/databasecountfy2017.html>

<b>Table 2: Temporary collection.</b> Temporary means we subscribe to online access for a period of time, usually one year.				
Resource Type	7/1/2016	Added in FY	DFEC in FY	7/1/2017
E-books DTS selected <sup>4</sup>	153,701	?	?	<b>166,236</b>
HSS dissertations <sup>5</sup>	ca 1,000,000	?	?	<b>1,020,160</b>
Some ebooks TexShare selected <sup>6</sup>	0	?	?	<b>104,578</b>
E-journals DTS selected <sup>7</sup>	2,158	?	?	<b>2,189</b>
Some e-journals TexShare selected <sup>8</sup>	82,937	?	?	<b>86,571</b>
<b>Total</b>	<b>1,238,796</b>	<b>?</b>	<b>?</b>	<b>1,379,734</b>

So the grand total of table one (permanent) plus table two (temporary) is **1,754,753**. That sounds like a lot, and it is. But our Chinese and Spanish holdings are still weak.

### Use of Collection

Total use of the collection (circulation of physical collection plus downloads of online resources) was 115,887 in FY2016-17. Given a student Fall 2016 FTE of 1215.2, this averages 95.4 uses per FTE student. So each student used about 100 items.

<b>Table 3: Total Use of Collection</b>							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total use	106,114	110,652	113,222	105,705	98,112	98,177	115,887
DTS Fall FTE	1,201.0	1,146.5	1,137.7	1,178.6	1,148.9	1,123.4	1,215.2
Use/FTE	88.4	96.5	99.5	89.7	85.4	87.4	95.4

For the past 7 years, total use has fluctuated between 85 and 100 uses per FTE student per year. This is just the natural ebb and flow, and there is no clear trend. See below chart "Use/FTE/Year."

For decades we have been expecting a decline in use of library resources because students have ready access to non-library resources through the open internet and their personal Logos collections. Library staff have repeatedly analyzed works cited by students in their theses; these studies show students are using academic/scholarly items available in/through the library. Staff have not analyzed sources used in routine course papers.

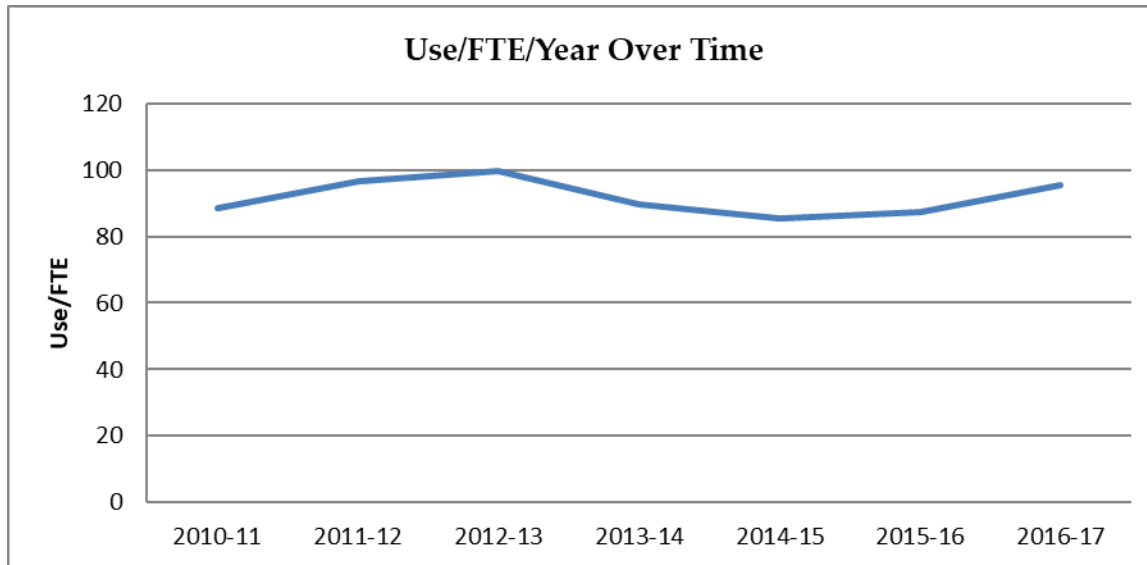
<sup>4</sup> EBSCO ebook Academic Collection and Religion Collection according to WMS KB count.

<sup>5</sup> Based on search for "the" limited to full-text in ProQuest Dissertation database. 7/1/16 estimated.

<sup>6</sup> ProQuest ebooks available through TexShare.

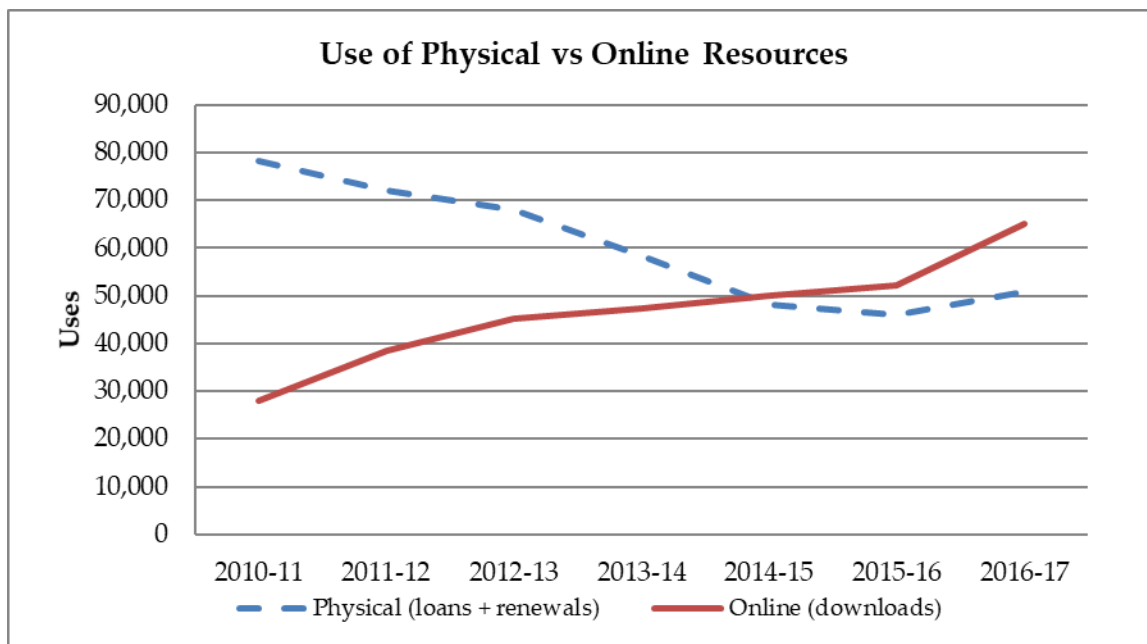
<sup>7</sup> ATLAS, ProQuest Religion, TF non-core title portion of HSS package.

<sup>8</sup> Just the small portion of TexShare e-journals we track in WMS KB count.



Use of physical resources is declining, and use of online resources is increasing. We are unable to tabulate use of a small portion of our online collection, but known use of online resources exceeds use of physical resources (circulation). See below Table 4 and chart “Use of Physical vs Online Resources.”

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Circulation	78,136	72,119	68,029	58,280	48,072	45,997	50,719
Downloads	27,978	38,533	45,293	47,425	50,040	52,180	65,168



Steady decline in circulation of the physical collection began in 2007-08. However, physical loans are still very significant. Periodic counts of books left on tables at closing time indicate significant in-house use of

books (which is not reflected in circulation stats). At this time, students are still dependent on the physical collection.

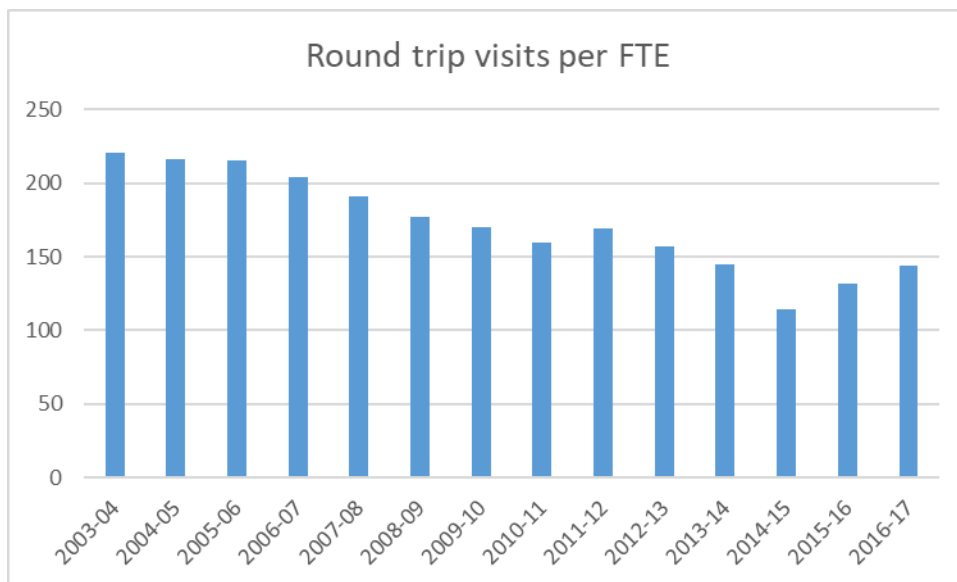
Many factors contribute to the long term increase in use of online resources and decrease in use of physical resources.

- increase in online enrollment (very large increase in HC but modest increase in FTE)
- increase in the size of our online collection
- growing convenience of using online resources (e.g., links in WorldCat Discovery)
- decrease in Dallas campus FTE, especially the ThM program. Students in Dallas are much more likely to use print resources than non-Dallas students.

### Use of Facilities

Students come to the building to study, research, write papers, and create AV presentations. They do this as individuals and in groups. Only the Dallas campus library collects statistics on facility use. Foot traffic is an important indicator of library use. In FY2016-17, the photocell recorded 101,159 round trip visits to the Dallas library. That is equivalent to 348 visits per day open. In addition, 459,084 pages were scanned, printed, or photocopied, and the media center recorded 6,276 sign-ins. That is a substantial level of use of facilities. Distance programs (online and extension campus programs) have not eliminated use of the Dallas library building, and personal laptops have not eliminated use of the media center. We still need a library building open long hours and furnished with a wide range of resources and services.

However library facility use at DTS has declined significantly during the past fifteen years and only recently (apparently) bottomed out. See below chart "Round trip visits per FTE."<sup>9</sup>



Many factors might contribute to the long term decline in foot traffic.

<sup>9</sup> Note this is calculated based on **Dallas campus** FTE, not total DTS FTE. Only Dallas campus students are likely to use the Dallas campus building.

- decline in Dallas campus FTE
- online resources often eliminate need to visit building for books
- more students commute and do not stay on campus after class
- library building is less attractive and less comfortable than it was 10 years ago; renovation of Mitchell dining area and Walvoord lounge area may have attracted students away from the library

We are not alone. Many academic libraries discover students use online resources for information, use the coffee shop for group work, and don't visit the library building. Many libraries have responded by renovating portions of the building to serve as a "learning commons."<sup>10</sup> Often this results in a significant increase in foot traffic to the library building, and increase in use of services and resources. We need to investigate this option. However, the planned Student Services building may include some features often associated with a learning commons. So we will need to assess needs after construction of that building.

## Changes and Challenges

Many years ago we had only one campus; all courses were taught in English; nearly all students were in the same degree program; most of the library collection consisted of print volumes; and library staff helped students face-to-face. Now we have three campuses and a large online program; courses are taught in English, Chinese, and Spanish; there are many degree programs with specialized needs; much of the collection is online; and library staff must help students located all over the world.

This expansion and diversification has created wonderful new opportunities but also significant challenges.

### Collection development

Because of large online enrollment, we are aggressively expanding the online collection. However, many theological works, both old and new, are not available for purchase in a multi-user online format. So we must continue to purchase print resources.

Because of the proliferation of campuses and languages, we are buying multiple copies of the same thing. In the case of a very high-demand book available only in print, we need to purchase five copies: three English copies for three campuses, plus Chinese and Spanish translations (if available). More money spent on duplicates means less money available to purchase specialized works with unique content.

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<sup>10</sup> A learning commons provides services, facilities and resources for learning and research, usually with an emphasis on collaborative learning and technology. It might include collaborative study space (e.g., group study/ rooms, equipped with monitors, white boards; open pods for group work); personal study space (e.g., open quiet individual study spaces; reserved or restricted quiet personal carrels/offices); library research assistance; books; writing assistance; tutoring; computer and software support; computer labs; media suites (sound studio; video recording studio); sermon practice rooms; printing, scanning, photocopying; equipment that can be rented (laptops computers; sound systems; cameras; etc.) A learning commons is not a recreation area (ping pong, café, music and TV). It is a learning area.

Because of Chinese and Spanish programs, we are collecting in those languages. But there is a dearth of theological material in Chinese and Spanish compared to English. Online materials are especially hard to find.

### **Communication**

Communication is more difficult and more technology dependent. Library research documentation and assignments must be produced in three languages. Some portions of the website should be in three languages (but are not). Website content needs to be expanded (but also pruned and updated). We may need to add functionality similar to basic LibGuides products.

We need to change website technology so staff with little or even no knowledge of html/css will be able to add and edit content. In 2016-17 we experimented briefly with WordPress. 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 deal with limitations in WordPress (e.g., the old editor provides poor support for toggling between code editing and wysiwyg content creation, and this editor is being replaced; it is hard for non-technical staff to create and use 'include' files).

### **Funding**

We have tried to find creative ways to fund changes. For example, July 2013 we combined Dallas campus serials and acquisitions positions into one position. So we voluntarily eliminated one full time position. In exchange, we received additional funding for online resources. The Houston library budget was regularized that same year. (Previously it had irregular funding only).

Another example involves staffing the Houston library. The small enrollment in Houston did not generate sufficient work to justify full time professional staffing. In 2014 we transferred a full-time library employee (Jeff Webster) from Dallas to Houston. He splits time between Houston issues and the total DTS library system (working on collection development for all campuses). So we worked around the funding problem. But it is unlikely we can transfer someone to staff Washington DC.