

DTS LIBRARIES, FY2019-20

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Part One: Statistical/Descriptive Summary

Collection

We added 25K items to the permanent collection in FY2019-20, including resources for the Washington DC campus that we purchased in 2018-19 but cataloged in 2019-20. This was a great leap forward. However, the books are in storage awaiting space on the new campus. We acquired our first 110 Chinese e-books this year. We discarded 2K print volumes; about half were periodicals for which we now have permanent online access. We also discarded nearly 700 microfiche that are available online.

Table 1: Permanent¹ collection (combined campuses)				
Resource Type	7/1/2019	Added in FY	DFEC² in FY	7/1/2020
Print volumes (books and journals)	274,272	22,753	-2,318	294,745
Microforms, AV, other physical pieces	38,429	53	-669	37,775
SUBTOTAL physical resources	312,701	22,806	-2,987	332,520
E-books ³	63,615	1,627	8	65,250
E-journals (titles)	16,686	154	113	16,953
SUBTOTAL online resources	80,301	1,781	121	82,203
TOTAL permanent collection	393,002	24,587	-2,866	414,723

Table 2 (below) tabulates many 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.

¹ We distinguish between permanent and temporary access to resources. A resource is considered 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). A resource is considered temporary if we subscribe to access for a year.

² DFEC means discarded(-) or found(+) or error corrected(+ or -). Since 2007 we have entirely eliminated some AV formats (e.g. slides) and have nearly eliminated others (reel to reel tapes, audio cassettes, VHS). We wish to weed microforms.

³ 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).

Resource Type	7/1/2018	7/1/2019	7/1/2020
E-books ⁵ DTS selected	182,436	199,007	212,602
E-dissertations ⁶ DTS selected	1,074,951	1,121,874	1,178,382
E-journals ⁷ DTS selected	4,112	4,210	4,335
SUBTOTAL DTS selected	1,261,499	1,325,091	1,395,319
E-books TexShare selected	151,297	171,304	217,251
E-journals TexShare selected	25,595	27,571	27,751
E-media TexShare selected	13,996,713	15,822,224	16,681,964
SUBTOTAL TexShare selected ⁸	14,173,605	16,021,099	16,926,966
TOTAL temporary collection	15,435,104	17,346,190	18,322,285

There is yet a third category we have not attempted to count: open access resources. The past several years we have linked to millions of open access resources. These are mostly non-theological. They include millions of old (pre 1925) books hosted by HathiTrust and Internet Archive. They also include a great many modern open access e-journals and e-books. We do not tabulate these resources, but they are available through WorldCat Discovery, and students are using some of them.

Use of Collection

Known collection use totaled 128,129 in FY2019-20, and use per FTE was 108. See Table 3 for historical context. Real collection use is greater than known collection use. We are unable to count some use. We tabulate more online vendors every year, so comparisons year to year may mislead. The numbers do prove students are using resources extensively.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total use ⁹	110,652	113,222	105,705	98,112	98,177	115,887	116,850	120,340	128,129
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	1,186.2
Use/FTE	96.5	99.5	89.7	85.4	87.4	95.4	95.7	101.4	108

⁴ We distinguish between permanent and temporary access to resources. A resource is considered temporary if we subscribe to access for a year.

⁵ EBSCO ebook Academic Collection and Religion Collection according to WMS KB count.

⁶ Based on search for "the" limited to full-text in ProQuest Dissertation database.

⁷ ATLAS, ProQuest Religion, BAS/BAR, Airiti according to KB count.

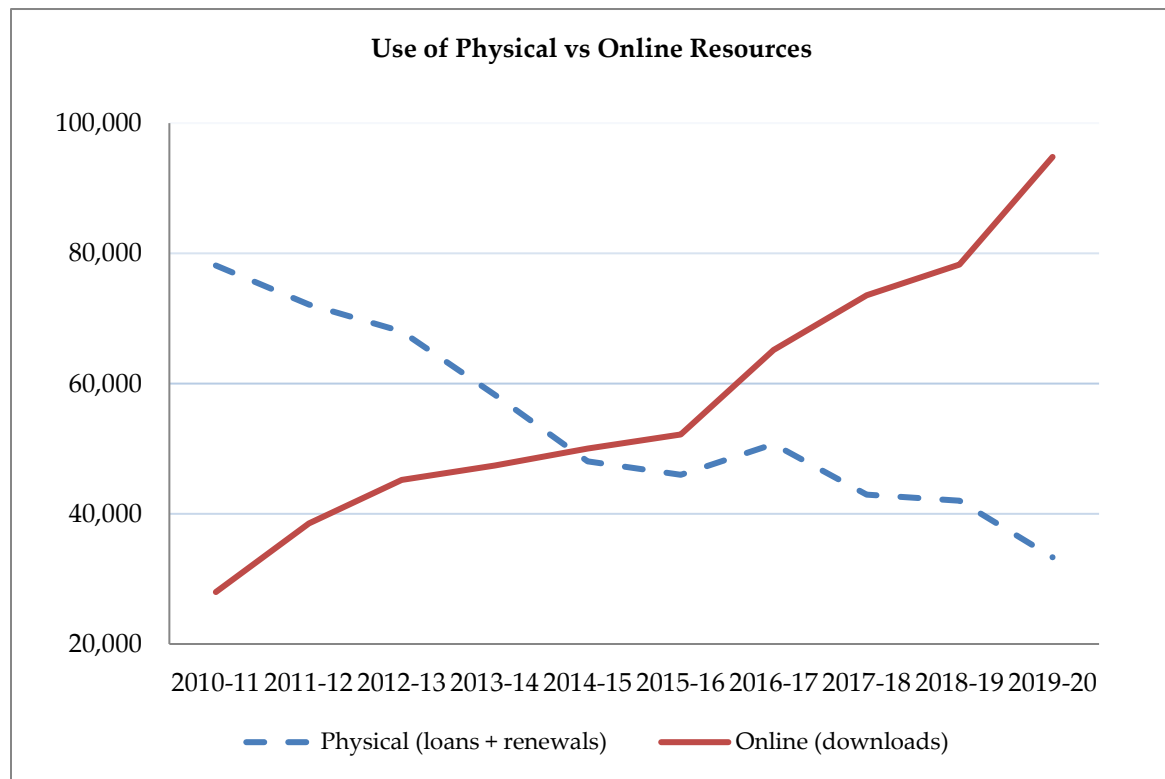
⁸ For TexShare see <https://www.tsl.texas.gov/texshare/databasecountfy2020.html>. The TexShare numbers conform to IPEDS reporting standards. WMS KB count is lower than count TexShare website reports.

⁹ 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 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. Many of these resources exist only in print and are not available on the internet. Many other 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.

Use of physical resources continues to decline as use of online resources increases. See below.

Table 4: Use of Physical and Online Resources Compared								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Physical	68,029	58,280	48,072	45,997	50,719	42,924	42,002	33,318
Online	45,293	47,425	50,040	52,180	65,168	73,926	78,338	94,811



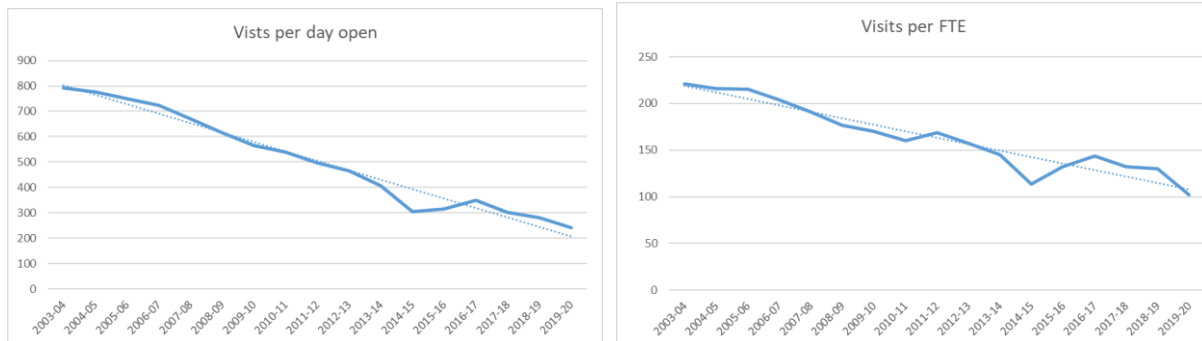
FY2019-20 numbers are unusual for many reasons. The COVID epidemic closed the library March to May and reduced physical circulation. Some vendors provided temporary free use of e-resources during the initial phase of the epidemic (e.g., JSTOR ebooks and some ProQuest ebooks). Vendors switched to the COUNTER 5 standard. Muse numbers are inflated by counting each chapter as a download. This was the first year we were able to collect statistics from Airiti and Mohr, and the first year we counted clicks on open access resources in Discovery (3,714).

So focus on the overall long term pattern: increase in use of online resources and decrease in use of physical resources. Many factors contribute to this transition from physical to online 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 and preferences

Use of Facilities

Only the Dallas campus library collects statistics on facility use. The Turpin front door photocell recorded 60,608 round trip visits. In addition, 377,773 pages were scanned, printed, or photocopied, and the media center recorded 2,340 sign-ins. Facility use declined in FY2019-20 partly because of the COVID epidemic. Pay more attention to the long term trend. Library foot traffic has declined 69% since 2003-04 (i.e., declined from 791 visits per day open to 241).



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 54% since 2003-04 (i.e., declined from 221 to 102). A second reason for decline is that online resources often eliminate the need to visit the building. A third reason is that Turpin and Mosher buildings are aging. HVAC systems need to be replaced. Furniture needs to be replaced. The library is not as attractive and inviting as it once was. A fourth possible reason 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.

Distance Students

It is notoriously difficult to provide good library services for distance students, especially online students who rarely if ever visit a campus.¹⁰ We are considering the following steps to improve services.

- Expand use of video conferencing for *ad hoc* reference support and training
- Maintain more web pages for distance students
- Hire a branch services librarian to improve services at branch campuses
- Assess whether something like LibGuides would be used

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). Database searching tutorials for C&S programs should be adapted, not just translation from English (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).

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

The basic research methods course RS5101 is being replaced with a few required non-credit assignments that all master's students must complete before registering for their second semester. These assignments cover not just research and writing, but personal finance, time management and other practical issues. The new approach provides less information literacy instruction than RS5101 provided, but the new approach will reach 100% of all master's students.

¹⁰ We provide reference service by phone, email, and video conferencing. 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.

Washington DC Campus

Relocation to Burke has been delayed. We are seeking to hire a part-time employee for the library and we should be able to circulate books in 2021.

Houston Campus

Houston book stacks are full.

Dallas Campus

Dallas book stacks are full. We need compact storage.

Library buildings and furnishings are aging. It is time to consider renovation options, including the "learning commons" model.