

# Seattle Pacific University: Library Annual Report, 2003/04

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## General

Last year, I began my report with a brief synopsis of the OCLC publication, *Five-Year Information Format Trends*. This year, I wish to draw attention to a stimulating article that addresses the delivery of education in our institutions of higher learning.

The focus in this report is on an important article that appeared in *Change* (July/August 2003). Written by Alan E. Guskin and Mary B. Marcy, the article is entitled “Dealing With the Future Now: Principles for Creating a Vital Campus in a Climate of Restricted Resources.” That long title introduces a call for major structural changes in both organizational systems and educational delivery systems. The authors argue that institutions get into fiscal trouble by trying to maintain traditional systems within the constraints of increasingly limited financial resources. A crucial question they ask is: “[I]f we were creating this college or university today to focus on student learning, what would it look like?” The solution they offer is one less focused on traditional faculty roles and methods than on assessment of student learning competencies. The entire article must be read to grasp the full contours of their ideas.

Why are the ideas in this article of concern to librarians and libraries? First of all, because the educational delivery systems utilized on a campus have a profound effect on library services and operations. Secondly, because Guskin and Marcy address the place of the library in the new learning institution:

“One area that should undergo significant internal restructuring—as well as assignment to a more prominent role in educational delivery—is the library...the academic library is rapidly becoming part of an elaborate network of information provision and an essential portal for students and faculty to access global information resources....A transformed library will constitute both the symbolic and concrete heart of a learning-centered campus.”

This statement seems to echo a fine-sounding but generally ignored maxim from the past—that the library is the heart of the university—but it should not be dismissed too quickly because of that in our new technological environment.

From discussing the place of the library in the university, we move to discussing the concept of the library as place. Does the library as place still hold any relevance in our technically-advanced civilization? Not surprisingly, my answer is: Yes.

1. The library, for some time, will continue to be a place to hold local collections of knowledge artifacts in print and other formats.
2. The library will continue to be a place (a refuge?) for thinking and quiet contemplation in an overactive, noisy world.
3. The library will continue to be a place to converse with the universe of information—a node on the global network of learning resources.

4. The library will continue to be a place to find librarians who can provide maps to, and guidance within, that global network.

Another way to think of the library is as a learning space in the terms described by Parker Palmer in *To Know as We Are Known*, "A learning space has three major characteristics, three essential dimensions: openness, boundaries, and an air of hospitality." These are characteristics that continue to describe a good library,

### **Highlights of the Year**

There were a number of notable events or accomplishments that occurred in the library during 2003-04, a few of which will receive elaboration later in this report:

- A complete re-shifting of the books in the stacks during summer 2003 to accommodate uneven growth in the collections. Becky Paulson played a key role in this effort.
- Various reclassification projects by Liz Gruchala-Gilbert; for example, videos and Z-classed reference bibliographies.
- A visit to the SPU library by four Korean librarians from Central Library of Soongsil University in Seoul on February 2, 2004. They especially wished to observe and learn about the liaison program that the SPU librarians practice. This visit was part of a tour of four university libraries, including the University of Washington, the University of Victoria, and the University of Tokyo.
- A number of meetings with personnel from Seattle University library during the year in order to help them transition to an Innovative Interfaces, Inc. system and prepare for membership in the Orbis Cascade Alliance and Summit Borrowing.
- The completion of the merger (in September 2003) of the Orbis catalog with the Cascade catalog to form the Summit catalog within the Obis Cascade Alliance.
- Development of a library Blueprint for Excellence as part of the campus efforts to describe the future of Seattle Pacific University (see Appendix 1 of this report for a two-page summary of the Blueprint).
- A comprehensive survey of user perceptions of library resources and services in April 2004, using the LibQUAL+ instrument developed by the Association of Research Libraries (ARL) and Texas A&M University. For an Executive Summary of the survey results, see Appendix 2. Full survey results will be available on the library's web site.

### **Personnel**

There were no major changes in personnel in 2003-04. Becky Smith was chosen as Student Employee of the Year.

### **Collections**

Funding for local collection development remains modest. On the next page is the history of the most recent five years of expenditures for learning resources. Costs for microforms are included within the figures for both monographs and periodicals.

<u>Format</u>	<u>1999/00</u>	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04*</u>
Monographs	\$274,230	\$110,704	\$194,525	\$149,061	\$200,386
Periodicals	202,042	209,141	206,534	223,649	210,819
Electronic resources	91,362	54,321	93,939	93,345	82,300
	=====	=====	=====	=====	=====
TOTAL	\$567,634	\$374,166	\$494,998	\$466,055	\$493,505

\* It should be noted that in 2003/04 these figures include the SPFC special account as well as the operating budget. All prior years include only the operating budget figures.

At the end of FY2004, the library held 163,959 cataloged titles and 191,807 volumes. The number of subscriptions to paper journals has slipped to 1,230. This is a decrease of almost 100 titles in the past few years. If the number of electronic journals available in full text—through subscriptions to various databases—is considered, however, then the number of journals currently available to students and faculty of SPU has risen dramatically in the past few years, approaching almost 10,000 titles (8,611 of which are in electronic format).

### **Electronic Resources**

Electronic resources “held” by the Seattle Pacific University library—in the form of e-journals, e-books, databases)—continue to expand in number. Easier to search and more convenient to access from almost anywhere, learning resources in electronic form are increasingly valuable to students and faculty. Use statistics demonstrate this phenomenon. In 2003-04, SPU library users conducted 257,445 searches for information in electronic databases purchased by the library—a substantial increase of 39% from the previous year. The Top Ten most heavily used databases were:

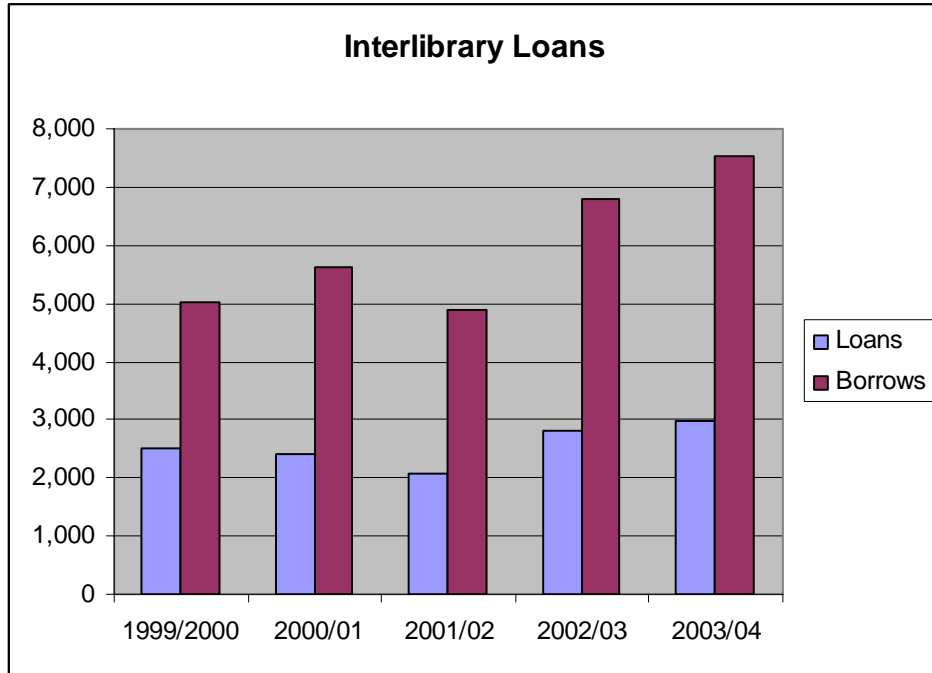
Academic Search Premier	75,441
PsycINFO	40,255
ProQuest (all subsets)*	22,726
ERIC	15,025
PsycArticles	11,696
CINAHL	11,629
MEDLINE	8,950
ABI Inform	8,576
ATLA (Religion)	7,978
WorldCat (OCLC)	6,801

\* Includes cumulated searches in the following databases: Research Library, New York Times, and Washington State Newsstand.

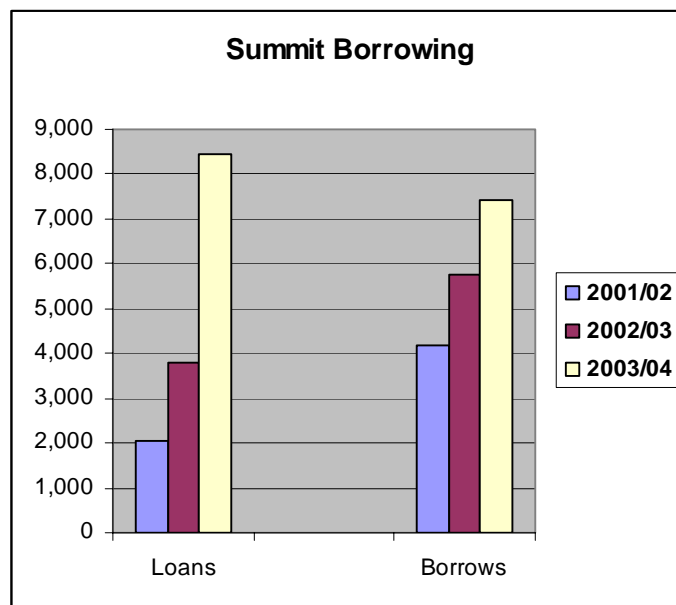
Although in different order, this list is almost identical to last year’s. The new addition to the list is ABI Inform, which replaces Philosopher’s Index. For the complete list of database usage, see Appendix 3.

## Resource Sharing

Library resource sharing, for the purpose of providing students and faculty access to materials not held in the SPU library, consists of two streams: 1) conventional interlibrary loan (ILL) and 2) Summit Borrowing. Interlibrary loan activity—as can be seen in the chart below—continues to increase.



Summit Borrowing is also rising (see the chart below). As mentioned in the year's highlights, the Orbis catalog was merged with the Cascade catalog during the summer of



2003, forming the Summit catalog. In addition to increasing the number of items in the catalog to more than 22 million, the merger also provided SPU students and faculty with on-site circulation services at all Alliance libraries, of which the most significant is the University of Washington. In 2003-04, Summit Borrowing passing through the Access Services Department of the SPU library totaled 15,897 items (7,441 coming in and 8,456 going out). This is an increase of about 66% in Summit activity compared to 2002-03. Truly this is becoming the age of shared resources.

## Library Services

Traditional library statistics taken at several service points give a mixed picture (figures for the past seven years are in the table below). Despite the massive growth in the use of electronic resources—which can be accessed from anywhere—use of the library building continues to increase, thus emphasizing the importance of library as place. The number of reference questions directed toward librarians also increased from last year—as did circulation activity—but In-Library Use of materials continued its generally downward trend.

<u>Year</u>	<u>Building Use</u>	<u>Circulation</u>	<u>In-Library Use</u>	<u>Reference Q</u>
2003/04	314,897	74,830**	33,483	7,786
2002/03	292,548	66,847**	36,684	7,651
2001/02	256,496	60,149**	35,359	8,827
2000/01	246,838	57,698*	37,237	7,344
1999/00	239,429	46,821*	48,511	9,763
1998/99	257,868	50,322	49,774	11,362
1997/98	291,333	65,192	65,547	13,277

\* Includes Reserve items.

\*\* Includes Reserve and Summit items.

## Library Goals for 2004/05

1. Improve library operations by responding appropriately to concerns raised in the April 2004 library survey—responding both through changes in library operations and in reports to the campus community.
2. Continue efforts to establish more predictable and stable funding for library support of new academic programs.
3. Conduct an assessment of the effectiveness of librarians' information literacy initiatives on campus through the use of the Standard Assessment of Information Literacy Skills (SAILS) tool in capstone courses.
4. Develop a comprehensive collection development policy for the library.
5. Implement and assess an e-portfolio system on campus (ITS).
6. Implement a mobile faculty training lab that allows training of faculty in the use of technology to take place at multiple sites (ITS).
7. Continue, and continue to improve, the highly rated services offered by the library to the Seattle Pacific University campus.

## Appendix 1

### SPU LIBRARY: BLUEPRINT FOR EXCELLENCE

#### A SUMMARY (October 2004)

To operate a successful library in the future will demand innovation and adaptation. Demands for traditional materials will not evaporate, yet increasing demand and use of technology and electronic resources will occur, requiring more in the way of learning resources as well as the deployment of library staff who respond well to changing circumstances and needs. These conditions provide the background to the library's Blueprint for Excellence.

#### Mission of the Library

*The library staff will seek to encourage growth in knowledge, discernment, and Christian character by facilitating access to, and promoting dialogue with, information resources. Instructional Technology Services (ITS) specializes in supporting the educational technology needs of faculty by providing them with professional development opportunities and software solutions that help them integrate appropriate uses of technology into their instruction.*

#### Outcomes Assessment

The success with which the library implements its mission will be revealed through assessment processes. The core of the Blueprint for Excellence is a description of what the library must accomplish in order to embody excellence.

- 1. A major mark of library excellence is the ability to provide students and faculty with the information needed for their learning and teaching.**
  - a. Goal 1—Students will be highly successful (in terms of availability, access, and convenience) in obtaining the learning resources they need.
  - b. Assessment tools: 1) LibQUAL+ survey for user perceptions, and 2) librarian reports of acceptable level of collections and funding to support academic programs.
- 2. An indicator of excellence in a *Christian* university is access to materials that support the development of Christian minds.**
  - a. Goal 2—Students/faculty will be highly successful in obtaining materials devoted to the relationship between the Christian faith and learning/teaching.
  - b. Assessment tools: 1) Local survey (similar to LibQUAL+) for user perceptions, and 2) librarians report acceptable level of collections to support faith and learning initiatives
- 3. In an excellent university, graduates will be prepared for lifelong learning.**
  - a. Goal 3—Students will graduate with exemplary information literacy skills (including research skills, critical thinking skills, and information integrity).

- b. Assessment tools: 1) SAILS survey, 2) testing, and 3) evaluation of student products.
- 4. **In an excellent university, teaching/learning will be marked by the utilization of effective methods and technologies.**
  - a. Goal 4—Students will experience appropriate uses of technology in their learning activities.
  - b. Assessment tool: Flashlight online assessment system.
- 5. **An excellent library will be marked by service that models Christian attitudes and behavior.**
  - a. Goal 5—Students will observe Christian character and professional competence in their interactions with library personnel.
  - b. Assessment tool: LibQUAL+ survey for user perceptions.

## Personnel

The library staff currently numbers twenty-two. Of these, six have faculty status; there are also four other librarians who are considered professionals. The strength of the library's service to the campus is its ability to meet the needs of the university's academic programs, especially through liaison relationships with those programs. As the number of academic programs increases—and the number of doctoral programs grows—a need is developing for additional liaison personnel in order to maintain current exemplary levels of service. A further pressure point is the request by students for more library service hours.

## Priorities

Two major methods of determining priorities apply to the SPU library. The first is the accumulated wisdom of library staff; the second is the assessed opinion of library users. The latter have spoken loudly and clearly that **the #1 priority of the SPU library is to provide increased access to learning resources—both paper and electronic—that are in the library and remotely accessible.** The second priority is the ability of the library bring learning resources to students and faculty through the use of appropriate tools and convenient methods. Stated in another way, **the #2 priority of the library is to be able to provide library users with the tools and conditions they need to successfully and conveniently access the information they need.** The third priority can be described as maintenance of excellence. **The #3 priority is to provide a sufficient number of staff to enable the library to continue to offer exemplary service to students and faculty of Seattle Pacific University.**

## Resources

The resource needs identified so far by the above priorities are: 1) at least **\$250,000** per annum for additional learning resources, 2) **\$50,000** for various electronic access tools, and 3) at least **\$60,000** for an additional librarian, and if the desire of library users for more library hours is to be satisfied, another **\$40,000** for paraprofessional personnel.

## Appendix 2

### Library Survey: Executive Summary

All Seattle Pacific University students and faculty were invited to participate in the LibQUAL+ survey in April 2004. The response rate was about one-third of the population. The number of surveys submitted was 1,208, but a number were rejected as invalid responses for various reasons. Thus, only 1,165 responses are included in the summary statistics for students and faculty.

The survey was composed of several parts: 22 standardized items measuring satisfaction levels with library service quality, a comment box, 8 general satisfaction questions, and several demographic questions. It addressed perceptions of three major dimensions of library service quality: **Affect of service**, which measures satisfaction with personal interactions with library personnel, **Library as Place**, which measures satisfaction with the physical environment, and **Information Control**, which measures satisfaction with quantity, quality, and access to learning resources. All items scored three perceptions (minimum, desired, and perceived levels of quality) on a scale of 1 to 9, with 9 being the most favorable.

The survey revealed that two dimensions are considered strengths by students and faculty: **Affect of Service** and **Library as Place**. These dimensions had the smallest gap between desired and perceived levels of service. These ratings speak well of the service given by library staff and the quality of the environment presented.

The greatest area of weakness is in the dimension of **Information Control**. The least satisfied segments of the SPU population with respect to Information Control were graduate students and faculty. Specifically, both graduate students and faculty reported that the library fell short of minimum expectations on two items: 1) provision of print learning resources and 2) provision of print and/or electronic journals. This is a response that must be of concern to both the library and the university as increasing emphasis is being placed on graduate education at Seattle Pacific University.

The 442 comments submitted with the survey communicate similar information to that revealed by the 22 standardized items; the only major addition being the introduction of comments regarding library hours (which were not addressed on the survey). The value of the comments is that they enable the library to respond to specific, yet widespread, concerns in concrete ways. It is impossible to respond to every concern expressed by a survey respondent, especially since the anonymity of the respondent precludes answering personal concerns, but comments will be mentioned in this report when they help communicate views of library service that are widely held by SPU students and faculty.

### Appendix 3

Database:	Searches:
Academic Search Premier	75441
PsycINFO	40255
ProQuest (all subsets)	22726
ERIC	15025
PsycArticles	11696
CINAHL	11629
MEDLINE	8950
ABI Inform	8576
ATLA	7978
WorldCat	6801
Philosopher's Index	5605
JSTOR	4859
MLA International	4125
Health Source: Nur/Acad Ed.	3194
Professional Development Col.	2458
Mental Measurements YB	2004
Basic Biosis	1559
Business Source Elite	1523
Newspaper Source	1245
Health Source: Consumer Ed.	1179
ArticleFirst	1118
Sociological Abstracts	1001
Education Index	988
Primary Search	923
LitFinder	846
LLBA	801
Biology Digest	756
Routledge Encyclopedia of Philosophy	725
Topic Search	653
Dissertation Abs	649
MasterFile Premier	633
Social Service Abstracts	600
MAS Ultra - School Edition	589
Arts and Humanities	554
Clinical Pharmacology	547
Bus&Ind	535
Physical Education Index	532
Art Index	514
BAMP (BusManagement)	473
Middle Search Plus	455
Com. & Mass Media Complete	393
MLA Directory of Periodicals	392
Humanities Index	357
BIP	325

Newspaper Abs	292
American Humanities Index	284
GEOBASE	281
Social Sci Index	275
Military & Government Col.	274
Engineering Village	245
Union Lists	241
Agricola	234
Econlit	219
Regional Business News	189
Wilson Select Plus	166
FactSearch	166
Eco	157
PreCINAHL	141
EBSCO Animals	141
Alt Press Index	136
Contemp Women's Issues	129
ECO A&I	121
F&W New World Encyc.	116
Book Review Digest	110
PAIS International	108
Biology and Agr. Index	99
Library Literature	97
Business Dateline	97
General Science Index	95
Image Collection	83
Alt Press Index Archives	83
Fuente Academica	82
Applied Science Index	66
World Almanac	62
Indxlegalper	61
Readers Guide Abs	59
GPO	52
Consumers Index	47
MDX Health Digest	45
Biography Index	38
PapersFirst	27
Business Organization	25
Internet PC Abs	19
Medic Latina	18
Worldscope	17
Wilson Business	16
SIRS Researcher	13
Proceedings First	8
Media Review Digest	8
Essay General Lit.	8
ClassePeriodica	8

**257,445**