

**Library Collection in Support of
the Curriculum and Specialized Research:
AY 2014-2015 Summary**

This summary is a revision and expansion of the previously named “Citation Analysis Study of Faculty Publications and Ph.D. Dissertations.” The expansion allows for the Library to illustrate clearly in one annual report evidence of how the Library collection supports two spheres of activity at PTS: support of the curriculum (course work) and support of specialized research (faculty publications and Ph.D. dissertations).

Curriculum Support: PTS Course Readings

The Library collection provides excellent support for PTS courses, providing 100% full text access to required readings for every course, each semester (approximately 100 courses each semester), either through hard copy access or via electronic access to readings via the “E-reserves” button in each course’s Blackboard site.

Fall 2014 semester courses – required readings	100% full text access
Spring 2015 semester courses – required readings	100% full text access

Specialized Research: 2014 Faculty Publications and Ph.D. Dissertations

Libraries undertake citation analysis projects for a variety of purposes: to assess student and faculty research patterns or skills, to assess library collection and resource usage, to explore any relationships between publication and use patterns for use analysis and collection evaluation, etc. For the initial year of the Citation Analysis Project, citation analysis was used to provide a snapshot of two things: 1) what types of resources PTS faculty and doctoral students use in their published work; and 2) how many of their resources were available to them via the Library’s collections.

The value of this snapshot for the Library is that it provides a way to keep a pulse on how the collection is being used in practice/publication and how our patrons are using or creating other kinds of resources. Over several years, these patterns can grow in value.

***It is important to note that it should not be the goal of any academic or research library to try to provide 100% of resources for each academic project undertaken at the institution. Indeed, the very nature of academic inquiry means that it is perfectly healthy for faculty members and doctoral students to range far and wide in gathering sources or in undertaking the creation of new original data in their work. The use of a wide variety of sources and source providers is a sign of the strength of patrons’ research skills and creativity—an indicator of strong patron information fluency.*

Faculty Publications – 2014

This year, the library looked at five randomly selected faculty publications—journal articles, chapters, or selections from monographs bibliographies from items published in the calendar year of 2014.

What we discovered:

- The Library supplied on average 83.4% (68.6% in 2013) of book and 76.3% (88.3% in 2013) of journal article (paper or full-text electronic) resources in faculty publications in 2014.
- Overall, faculty used the Library collection for an average of 81.0% of total sources in published works.
- Faculty publications for 2014 again indicate a low amount of diversity in source type beyond books and journals: only two publications cited archival sources and all other resource types were not represented in the sample. As this is the second year that this characteristic has been noted.

	Books	Articles	Total Books and Article Sources
Faculty publication 1	80.6%	60.0%	70.3%
Faculty publication 2	73.3%		73.3%
Faculty publication 3	80.9%	68.8%	74.9%
Faculty publication 4	91.5%	100.0%	95.8%
Faculty publication 5	90.9%		90.9%
Average	83.4%	76.3%	81.0%

It is anticipated that this year’s data will be of use for both planning relating to reference, information literacy, and collection development.

Going forward, it would be ideal to expand the faculty publication sample set, but the task is very time intensive and may not be feasible with current resources.

Ph.D. Student Dissertations – 2014 Graduates

Seven Ph.D. dissertations from 2014 graduates were analyzed (from the 13 total doctoral graduates in 2014, only 8 dissertations are available full-text in ProQuest. The other 5 dissertations exist as citation only in ProQuest. One dissertation had data problems that prevented it from inclusion in the analysis).

What we discovered:

- The Library supplied on average 78.0% (66.8% in 2013) of book and 88.2% (68.5% in 2013) of journal article (paper or full-text electronic) resources in Ph.D. dissertations in 2014.
- Overall, doctoral students used the Library collection for an average of 82.7% (66.2% in 2013) of total sources in books and journals.
- Ph.D. dissertations reflected a modest range of diversity in source type beyond books and journals. Interestingly, this year’s dissertations reflected zero use of microforms, blogs, personal communication/interviews, or original data gathering.

	Books	Articles	Total Books and Article Sources	Total # Citations - All Sources
Dissertation 1	80.0%	90.9%	85.5%	161
Dissertation 2	83.5%	100.0%	91.8%	162
Dissertation 3	38.5%	59.1%	48.8%	137
Dissertation 4	82.4%		82.4%	74
Dissertation 5	84.1%	93.3%	88.7%	128
Dissertation 6	87.2%	87.5%	87.4%	224
Dissertation 7	90.0%	98.4%	94.2%	217
Average	78.0%	88.2%	82.7%	157.6

Types of source:	Number
Unpublished material	16
Published report	10
Dictionary	10
Web page	7
Online newspaper/magazi	5
YouTube	1
Music (song)	1
Movie trailer	1

It is expected that coming years' student dissertation analysis will expand in several ways: 1) explore if ILL services can or should be accounted for in the next collection, for a fuller picture of what resources were ultimately available through the Library's services (if not in our collection); 2) explore if organizing or analyzing dissertations by sub-field/department is helpful or not (history, theology, practical, etc.); and 3) expand the scope beyond the Ph.D. dissertations to include future D.Min. dissertations, as that program is reintroduced.

Overall Summary

The second year of data analysis has reflected some possible trends that the Library may want to continue to monitor:

- Does the relative lack of diversity in resource type used by faculty and doctoral students signify the need for the Library to cultivate expanded research skills in various kinds of sources? Or is the lack of diversity more inherent to the discipline?
- There is almost no evidence of a regular practice of original data generation through surveys, interviews, discussions, or formal studies. Is this anything the Library should be concerned about?