

2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Note: Text for all linked documents below can be increased/decreased for ease of reading by pressing your keyboard's Ctrl key while rotating the mouse wheel.

Through ownership and formal agreements, Angelo State University provides its students and faculty members with access to the information resources and services they need to fulfill their learning, teaching, and research responsibilities. This commitment is reflected in the library's mission and vision statements, as follows:

- **Mission Statement**—The Porter Henderson Library provides access to information in all formats to Angelo State University and surrounding communities. In consultation with the university community, the library builds, organizes, and maintains collections and services while cooperating with other libraries to meet the university's curriculum and research needs. Library staff members teach information literacy skills to all users enabling them to locate, evaluate, and utilize information effectively, thereby preparing them to be successful in their careers and become lifelong learners.
- **Vision Statement**—The Porter Henderson Library at Angelo State University strives to be the heart of learning on campus. The library provides its users with a collaborative environment where students, faculty, and staff can access an extensive collection of quality information resources in a variety of formats, interact with knowledgeable staff, and use the latest available technology. The library aims at being an important recruitment and retention tool for the university by identifying and meeting the changing information needs of the campus community.

LIBRARY FACILITIES

The Porter Henderson Library occupies three floors and more than 80,000 square feet of the library building. The library has 476 seats, and users of the library have access to 36 networked desktop computers. In addition, the Information Technology service point in the Learning Commons, which is located on the first floor of the library, has 52 laptops available for checkout. These devices can connect to the university's network via the robust Wi-Fi environment throughout the three floors of the library. The library's special collections unit, the West Texas Collection, occupies 10,022 square feet on the second

floor of the University Center. This unit has 54 seats, and users of the collection have access to three desktop PCs with capabilities similar to those available for general use in the library. Detailed information about these facilities and services is provided in Comprehensive Standard 3.8.1, Learning/information resources.

LIBRARY RESOURCES, ACCESS, AND SERVICES

The total holdings of ASU's Porter Henderson Library, including those of the West Texas Collection, compare favorably with peer institutions (Comparison with National Stretch Peer Institutions, 2010-Holdings and Comparison with Texas Peer Institutions, 2010-Holdings). As of August 31, 2011, the library's holdings included 507,787 print monographs and other related bound materials as well as 31,552 e-books. Combined print and electronic holdings for serial publications totaled 45,555. Microform holdings between the general collection, special collections, and government documents totaled 976,247. Media materials numbered 19,507. The cartographic collection numbered 5,390. The West Texas Collection has 6,329 linear feet of manuscript collections and archival materials available for researchers. ASU users have access to 164 online databases and 248 computer files containing data, text, and other information resources in digital format. In addition to these resources, the library is a partial US Government Documents Depository. Through the library's website and the library tab in RamPort (the university's online gateway service), users can discover available services, connect to online resources, access state and federal government websites, and learn how to use library services and resources through online tutorials. (For additional data on library holdings, see Item Count by Library of Congress Classification and Location, FY 2011.)

The most popular resources available for library users are the online databases and other e-resources, including the bundled journal packages available from EBSCO, JSTOR, Project Muse, Science Direct, Cambridge, Westlaw, and Lexis/Nexis. By the end of the 2012 spring semester, the library plans to implement the EBSCO Discovery Service. This unified discovery tool will greatly assist users by allowing them to search all of the library's available databases and the online catalog from a single search box. In fiscal year 2011, users performed more than 627,000 searches and retrieved more than 2,200,000 items. Section retrievals within e-books exceeded the total number of print items circulated in the fiscal year 2011 period. Through the campus proxy server, distance learning students and students living away from campus are able to easily connect to RamPort to access all of the library's electronic information resources.

Interlibrary Loan

To provide ASU users with access to books, articles, and other materials not available in the library or online, the library offers an interlibrary loan (ILL) service using the Voyager-ExLibris ILL software module. To facilitate access to information and resources, the service makes use of the following resources, software, and services: Ariel, LVIS, Docline, WorldCat Resource Sharing, TexShare Courier service (overnight delivery service in Texas), and the BScan software with the Bookeye 4 scanner. For the last five years, the library's ILL service has been a significant net lender of materials. In fiscal year 2011, for every item borrowed, the library lent almost six items to other libraries, indicating that the extensive resources available at the library meet the majority of needs for ASU users.

ASU users may also obtain a TexShare Borrowing Card from the Circulation Desk (or by mail for distance learning students). TexShare is a statewide cooperative program designed to improve library services to all Texans. The TexShare Library Card Program allows registered users of participating TexShare institutions to have direct personal access to library materials that are not available at the home institution. Many Texas public and academic libraries participate in the card program. For ASU students and faculty to participate, they simply must be currently enrolled in or employed by the university.

Collection Development

The library's collection development team consists of the Executive Director, Head of Technical Services, Head of Reference, and the Acquisitions Librarian. This team works with each of the academic departments on campus to select materials for the various collections. The same group also works with relevant faculty members on collection maintenance issues. Their work is governed by the library's Collection Development Policy.

The library's materials budget is composed primarily of allocations from the state's Higher Education Assistance Fund (HEAF), as approved by the university's administration, and revenue from library fees. In fiscal year 2011, the HEAF allocation was \$692,350. This allocation was then distributed to each academic department using a formula, as outlined in the Collection Development Policy and as approved by the University Library Committee. The library uses revenues from the library fee to fund the purchase of almost all of the online databases and aggregate journal packages, reference materials, additional media items, and print and e-books to round out the collections and in general subject areas that cross disciplinary lines. The total library fee portion of the materials budget in fiscal year 2011 was \$606,338. The Collection Development Team oversees the use of the library fee revenues with approval from the University Library Committee and the Student Senate. (Please also see comments under "Growth in Collections" below concerning use of the Excellence Fund.) In fiscal year 2011, the total library materials budget was almost \$1,280,000.

The library participates in several consortia to increase access to informational resources. The primary example is TexShare, which is a statewide consortium of university, college, and public libraries. The group jointly funds purchases of online databases and aggregate journal packages. The library also participates in the Greater Western Library Alliance for purchase of an aggregate set of Wiley titles. For access to Sage publications, the library participates in a consortium made up primarily of the schools within the Texas State University System. In fiscal year 2012, the member libraries within the Texas Tech University System will explore more opportunities to cooperate in joint purchasing of electronic journal collections, allowing access by all students and faculty members within the system. The first such purchase occurred in fiscal year 2011 with the ScienceDirect service from Elsevier. A copy of the Eighth Amendment to the Elsevier Subscription Agreement is attached as an example; copies of all other consortium agreements are available onsite.

Library Access and User Privileges

All students, faculty, and staff have borrowing privileges and access to the online resources of the library, as outlined in the library's policies and procedures manual (PPM). See PPM#3, Library's Primary Clientele and Facilities Use and PPM#4, Circulation. All of the library's policies are accessible from the library policies web page.

When classes are in session for the fall and spring semesters, full library services are available 109 hours per week, as follows:

- Monday–Thursday, 7:30 a.m.–2:00 a.m.
- Friday, 7:30 a.m.–9:00 p.m.
- Saturday, 9:00 a.m.–6:00 p.m.
- Sunday, 1:00 p.m.–2:00 a.m.

The Research Assistance Desk, or reference desk, is open 69 hours per week, and librarians are on call at all other hours the library is open to assist the circulation staff with reference requests. The Learning Commons is open for 137 hours per week—it is open continuously from Sunday at 1:00 p.m. to Friday at 9:00 p.m. and on Saturdays from 9:00 a.m. to 6:00 p.m. The West Texas Collection is open weekdays from 10:00 a.m. to 5:00 p.m. and stays open late on Thursdays until 8:00 p.m. Hours of operation for the library, the Learning Commons, and the West Texas Collection are posted on the library's website (Library Hours of Operation web page).

Information concerning access to library resources and services for distance learning students is available on the Library Resources for Distance Education Students web page. In addition to the TexShare Borrower's Card program, ILL service, and telephone/email reference services, the library participates in a 24-hour reference service through AskAcademic. This is an online, text-based, reference-service consortium available to all students and faculty of the university. The service provides access to librarians from participating academic institutions to assist students and faculty with their research needs.

Services that Enhance the Use of the Library and Its Collections

The Learning Commons (described above under Library Facilities) provides the collaborative learning environment that helps students succeed. The laptop checkout program is immensely popular. In both October and November 2011, there were more than 5,700 checkouts of the laptops. The Learning Commons also includes the Presentation Practice Room, a group study room that students can reserve to develop, practice, and record their presentations for immediate play-back and improvement.

The Circulation Desk provides an e-reserve service. This service gives any ASU faculty member the option of placing articles, personal resources, and chapters from books and reference materials on reserve in electronic format, rather than in paper format, in accordance with copyright law.

The Reference Department of the library is responsible for a variety of functions, including providing information literacy sessions, facilitating access to information resources, providing assistance to library users, and helping identify information resources relevant to the university's curriculum. In addition to these services, the Reference Department includes ILL and the Government Documents Collection. Detailed information about the information literacy and library instruction program is provided in Comprehensive Standard 3.8.2, Instruction of library use.

ADEQUACY OF LIBRARY FACILITIES, RESOURCES, AND SERVICES

To ensure that the library maintains adequate facilities, resources, and services to support the educational, research, and service mission of the institution, the library submits annual goals and objectives to the provost and through the Strategic Planning Online (SPOL) system, which is used to

coordinate institutional effectiveness and strategic planning processes for the campus. Reports available through the SPOL system include compilation reports for the library as a whole and individual reports for each library department. In addition to these reports, the library prepares annual activity reports and comparisons with peer institutions. (See, for example, Library Comparison with National Stretch Peer Institutions, 2010.)

Growth of Library Budget

Enrollment growth, which ensures the financial future of the university, and program growth, especially in areas such as programs of distinction and the new Center for Security Studies, present the library with many challenges. Working closely with the University Library Committee, Student Senate, Faculty Senate, and other key committees on campus, the library stays informed about such changes and quickly adapts to keep resources updated and services relevant to the needs of the ASU community. The library fee (proposed by the Student Senate and approved in a referendum of the student body in spring 2001) rose steadily from \$3 per semester credit hour in fiscal year 2008 to \$8 in fiscal year 2012. Other funding remained steady, despite some minor cuts due to mandated reductions from the state in fiscal year 2011. The increases in the library fee supported by the Student Senate enabled the library to fund the remodeling project during fiscal years 2010 and 2011 and preserved the library's materials budget. The future of the library budgets, including the materials budget, will depend on the university meeting its enrollment growth patterns, as outlined in the Vision 2020 plan. Following is a summary of the library's total annual expenditures and materials budgets for fiscal years 2008 through 2011:

Table 2.9-A. Total expenditures and materials budget for the library, fiscal years 2008–2011

Fiscal year	Total expenditures (\$)	Library's materials budget	
		\$	% of total
2008	2,172,686	1,042,472	48.0
2009	2,202,459	1,032,188	46.9
2010	2,382,518	1,106,924	46.5
2011	2,660,864	1,289,282	48.4

In spending per full-time-equivalent (FTE) student, the ASU library far exceeds the average of a selected group of Texas peer institutions and national stretch peer institutions, as reflected by the fiscal year 2010 data summarized in the following table:

Table 2.9-B. Library spending per FTE student compared to peer institutions, fiscal year 2010

Institution	Fiscal Year 2010
Angelo State University	\$525
Texas peer institutions	\$334
National stretch-peer institutions	\$383

Faculty Opinions

The latest, comprehensive ASU faculty survey was administered during the 2012 spring semester (Faculty Satisfaction Survey and Results, 2012). A graduate student team from marketing used the SERVQUAL

format for gauging satisfaction with the quality of library services. The team obtained a 24 percent response rate (67 out of 276). They felt the information and results from the survey were reliable, but “it is predicted that this is not a completely representative sample. However, the sample should be adequate in determining an answer to our basic research question” (p. 7).

The SERVQUAL instrument used a 7-point Likert scale ranging from strongly disagree (1) to strongly agree (7). Questions were presented in both positive and negative phrases, which strengthens the results. The team found the responses to be reliable and the sample to be valid. On five combined measures (tangibility, reliability, responsiveness, assurance, and empathy) of quality of services offered by the library, the team concluded ASU “faculty members are satisfied with the services of the library as measured by the SERVQUAL scale” (p. 12).

For overall satisfaction with specific services, service points, and hours of operation, the survey team used a 6-point Likert scale ranging from very satisfied (1) to very dissatisfied (5). A response of 6 indicated the faculty member never used that particular service and these responses were not included in the calculation of means. ASU faculty members’ responses ranged on average between very satisfied and satisfied. These findings mirror average satisfaction levels found in previous surveys of ASU faculty members. Table 2.9-C summarizes the levels of satisfaction with specific services and library hours.

Table 2.9-C. Faculty satisfaction with library resources and services, 2012

Service/resource	Faculty rating (1=very satisfied; 5=very dissatisfied)
Databases	1.97
Library Instruction	2.00
Research Assistance Desk (reference)	1.79
Circulation services	1.76
Online Catalog (RamCat)	1.96
Hours:	
Monday–Thursday	1.23
Friday	1.31
Saturday	1.73
Sunday	1.75

Since the Learning Commons opened the previous spring semester, it was important to capture faculty reactions to the new features and amenities to compare with student opinions recounted below. The survey team used a 5-point Likert scale ranging from dislike (1) to like (5). ASU faculty members rated features in the Learning Commons with an average score of 4.13, ranging from a low score of 3.65 for the dry-erase columns to a high of 4.48 for the IT Help Desk. These results compared very favorably with student opinions captured in the spring of 2011.

Student Opinions

Like the faculty, ASU students have a favorable impression of library services and resources. In 2008 and 2011, the library employed a research team from one of the graduate marketing classes to conduct extensive user satisfaction surveys with students on campus using methods and questions from the

SERVQUAL service quality framework. The 2011 survey used a 5-point Likert scale where (1) was very dissatisfied and (5) was very satisfied. Results indicated overall satisfaction with the library's resources and services, as indicated in the Student Satisfaction Survey and Results, 2011 and summarized in the following table:

Table 2.9-D. Student satisfaction with library resources and services, 2011

Service/resource	Student rating (1=very dissatisfied; 5=very satisfied)
Databases	3.93
Reference services	4.00
Circulation services	3.97
Hours weekdays	4.44
Hours weekends	3.73
Library instruction	3.79

Since the Learning Commons opened in January 2011, it was important for the survey to capture baseline opinions of the new features and amenities. Using the same 5-point Likert scale, the students rated features in the Learning Commons with an average score of 4.3, ranging from a low of 4.0 for furniture to a high of 4.6 for the study booths. Another gauge of satisfaction with the Learning Commons has been usage. Through May 2012, the library has seen record usage since the Learning Commons opened in January 2011. With three months remaining in fiscal year 2012, the library has already surpassed the previous record yearly usage total by over 53 percent (total usage in FY 2009 = 198,247; as of May 2012, FY 12 total usage = 303,656).

Growth in Collections

The philosophy of collection building for the ASU library stems from the idea that the library is not a "library of record." Simply put, this means the library does not attempt to permanently retain every edition and item acquired. In many subject fields, such as medicine and the sciences, the library routinely weeds out older editions and out-of-date materials. This has been particularly true for print reference materials, with a special emphasis on legal materials. With subscriptions to both Westlaw and Lexis/Nexis, little need exists for print legal materials. In the area of media materials, the library has been phasing out older media formats. This is especially true for film strips, reel-to-reel films, tape recordings, and slide collections. In fiscal year 2012, the library plans an extensive weeding of films and documentaries in VHS format. In all cases, the library works with input from faculty members before any extensive weeding takes place. As a result of this philosophy, the collection counts for the library often show relatively small incremental growth, as indicated in the following table:

Table 2.9-E. Growth of three major components of the library collections, fiscal years 2008–2011

Fiscal year	Volume count	Serials access online (print)	Media
2008	496,511	33,585 (1,427)	18,054
2009	497,614	34,632 (1,416)	18,900
2010	503,293	41,097 (1,316)	20,288

2011	507,787	45,555 (1,079)	19,507
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To ensure the collections stay up-to-date, the library works with the University Library Committee and each academic department to review the collections and make decisions regarding collection development. The Excellence Fund, which is generated from unspent allocations from each academic department's share of the library's materials budget, is used to purchase resources to help bring collections up to date. A subcommittee from the University Library Committee oversees the use of this fund based on recommendations from the library's Collection Development Team, and purchases made with the fund are announced to the university community via email (see, for example, Library Executive Director's Excellence Fund email July 5, 2011). Each year, as part of the institutional effectiveness program in the library, a subject area associated with one or more ASU graduate programs is selected for collection review. During the review, out-of-date materials are weeded and purchases are made to bring the collection up to date and ensure access to current and highly recommended materials. Examples from the library's goals and objectives report show how this process works (Library Goals and Objectives Annual Report, Fiscal Year 2012). The Excellence Fund has also been used to acquire materials for new programs that do not have startup funds for library materials.

The currency of the collection is a reflection of attempting to keep print and e-book resources up to date (see table below). This is especially true for the programs of distinction (agriculture, nursing, and teacher education), those seeking professional accreditation, and new programs in such areas as social work and security studies. (For more information on program development, see "Additional Measures of Adequacy of Facilities, Resources, and Services" later in this narrative.)

Table 2.9-F. Percentage of the collection with copyright and/or publication dates of 2005–2011 by Library of Congress call number, as of August 31, 2011

LC call no.	No. of titles with copyright and/or publication date of 2005–2011	Total no. of titles	%
A	125	746	16.8
B	780	17,474	4.5
C	630	2,662	22.6
D	2,449	17,416	14.1
E	2,549	15,805	16.1
F	788	14,937	5.3
G	2,973	10,183	29.2
H	5,204	39,260	13.3
J	476	7,774	6.2
K	337	4,118	8.2
L	3,092	11,854	26.1
M	260	8,019	3.2
N	215	8,480	2.5
P	4,433	83,513	5.3
Q	1,604	26,753	6.0
R	1,263	9,517	13.3
S	523	2,746	19.0

T	521	9,168	5.7
U	187	2,418	7.7
V	40	429	9.3
Z	93	2,209	4.2
Totals	28,515	295,481	9.7

Planning and Input

The University Library Committee has representation from each of the colleges, an undergraduate student, and a graduate student. The committee has review and approval functions for the library's budget, policies, and general operations. The group meets formally twice a year and conducts all other business by email. Representative examples of the committees meetings are attached (ULC minutes April 26, 2011; ULC minutes January 17, 2012).

As indicated above (see "Growth of Library Budget"), the library works closely with the Student Senate. The executive director of the library meets at least once a year with the Student Senate to present updates on new services and programs. He also sends the senate a report each September on how the library used the revenues from the library fee in the previous academic year (Library Activity Levels for FY 2011). Also in September, the executive director presents to the Student Senate a proposed budget for use of the library fee revenues in the current year (Library Fee Expenditures FY 2011).

A librarian serves on each of the college curriculum committees, which ensures the library stays informed about evolving resource needs to support new programs and proposed new course offerings. The executive director serves on the University Curriculum Committee, Academic Affairs Council, and the Distance Education Council. Library professional staff members serve on most other university committees. (For information about the number and qualifications of the library's professional staff, please see Comprehensive Standard 3.8.3, Qualified staff.)

Additional Measures of Adequacy of Facilities, Resources, and Services

In addition to the information provided above on the adequacy of the facilities, resources, and services, other measures and viewpoints demonstrate the quality of library services and resources available to the ASU community. Over the last five to six years, the university's administration has encouraged academic programs to seek professional accreditation to assure students, parents, employers, and oversight groups that ASU provides students with a high quality educational experience. The university is now listed as a "Best College" by *Princeton Review*. The social work, business, nursing, athletic training, and physical therapy programs all received accreditation from their respective professional societies. In each instance, the library holdings and services met and/or exceeded the required standards. Currently, the programs in teacher education and social work are seeking accreditation from the National Council for Accreditation of Teacher Education and the Council on Social Work Education, respectively. Again, both agencies found the library resources and services more than adequate to meet the accreditation standards.

Since 2006, academic departments have developed new program offerings in several areas, including professional education (elementary level), agricultural education, geology, superintendent certification, doctorate in physical therapy, ecology and evolutionary biology, and food-animal science and marketing. As part of the approval process from the Texas Higher Education Coordinating Board (THECB), all of these

proposed new programs required proof of adequate library support. In each case, the library was able to show adequacy of its holdings to support the new program offerings.

The single largest new initiative on the campus is the development of the Center for Security Studies. The center's purpose is to produce "cross-culturally competent students" to support the American national security objectives. The center educates military and civilian students using advanced teaching technologies to deliver cutting-edge, culturally based education through an online program. A consultant's report assessing the university's readiness for this major online program found the library "set up to work with online students. [The library's] website is extremely well laid out for all students and certainly ready for the student who will not be on campus. Resources for online students [are] robust and follow best practice.... There [are]... links to tutorials, e-reserves, RamPort, RamCat, the HelpDesk, and other important services" (Road Map Report, 2010, available onsite). The THECB and the SACS substantive change process found the library's support more than adequate for the numerous new degree programs of the center.

CONCLUSION

In summary, the Porter Henderson Library and West Texas Collection provide high quality services and resources to the students, faculty, and staff of the university. The library uses a variety of methods to ensure the quality of those services and resources. The library's professional staff actively participates in the planning and governing process of the campus. The success of those efforts and assessment processes is reflected in the 2009 administration of the "Student Opinion Survey" (American College Testing Program). On the 5 point Likert scale where (1) was very dissatisfied and (5) was very satisfied, students rated the library's facilities and services at 4.17. This was before the recent library renovations that included development of the Learning Commons.