

User Perceptions of Library Services: Results from the LibQUAL+™ Survey Boise State University, 2008

EXECUTIVE SUMMARY

Results from the wide-ranging LIBQUAL+™ survey administered at Boise State University in Spring 2008 reveal general satisfaction with library services. Faculty value information sources most highly, and consider current information resources to be less than adequate, although much improved from the previous survey in 2006. They rate customer service as more than adequate, and are generally not as interested in the library physical space. Online access tools are also seen as somewhat inadequate. Nonetheless, they see improvement in each of the 27 categories since 2006. Their qualitative comments also express the need for more information resources, better access tools, and in some specific areas, better customer service.

Undergraduates value modern equipment and service, and score the library highly on both measures. Undergraduate ratings in general are slightly up from 2006. They rate nothing as less than adequate, but see online access tools to have the most room for improvement. In qualitative comments, they state the desire for more and better equipment, better quiet study space, and less rude service.

Graduates value access tools and information resources most highly, and consider both to be in need of improvement. They rate customer service and library physical space factors highly.

In comparing LibQUAL+™ responses to those of various peer institutions, Boise State University ranks 3rd out of 15 among undergraduates, 2nd out of 14 among faculty, and 1st out 14 amongst graduates. Our service and library as place measures are ranked extremely well in comparisons; our information resources are less highly ranked, and allow the few others to score higher than us overall.

Based on both the quantitative and qualitative data from LIBQUAL+™, the library is improving our collections, information resources, and our access tools, and is continuing to strive to improve customer service and library space.

WHAT IS LIBQUAL+™?

LibQUAL+™ is a standardized survey of user experiences with library services. Developed and administered under the auspices of the Association of Research Libraries (ARL), it has been used at over 1000 libraries and provides detailed data on users' perceptions and desires about their library. This survey was administered to library users at Boise State University in 2008 and 2006.

LibQUAL+™ asks respondents to rate 27 factors related to library service, collections, and space. Of these 27 factors, 22 are standardized for use by all participating libraries, and five were developed locally for Boise State University. For each factor, respondents rate, on a scale of 1-9 (9 being the highest):

1. their *minimum* level of acceptable service;
2. their *perceived* level of service, as currently provided;
3. their *desired* level of service.

The results provide clues about how the library measures up against users' priorities, how the library is performing compared to expectations, and where improvements are desired. Using results from the 2006 iteration of the same survey, we can also gain insights into changing perceptions over time. Further, we can learn from responses to LibQUAL+™ surveys as administered by many of our peer institutions.

RESPONSES:

Respondents to the 2008 survey at Boise State University included 313 undergraduates (2.7% of the population), 53 graduates (3.4%), and 107 faculty (7.5%). While these response rates are low, they are in line with those of other libraries using LibQUAL+™. For example, most of our peer libraries with similar populations had between 150 and 450 undergraduate respondents, with a few less than 100 and a few more than 1000. Based on comments by respondents, the complexity of the survey instrument may discourage participation. Standard deviations were reported for each factor and varied from 1.2 to 2.2.

WHAT LIBRARY SERVICES ARE MOST IMPORTANT?

To interpret what is most important to the Boise State University community, we looked at which factors received the highest *minimum* acceptable and highest *desired* ratings, as summarized in Appendix Table 1. Results were returned for the university as a whole, as well as by constituent group. However, since the needs of faculty, undergraduates, and graduate students are quite divergent, it is more useful to look at these stakeholder groups separately.

Faculty focused on information access and control. Their top priorities are: remote access to materials; journal collections; a useful library Web site; electronic information sources; and good access tools. Most customer-service factors ranked as somewhat less important, while factors relating to the physical space were least important. For faculty, there was generally a close alignment between the items with the highest *minimum* ratings and those with the highest *desired* ratings.

Graduates demonstrate characteristics of both faculty and undergraduates: their top *minimum* priorities are related to access and information (web site, tools to access, etc.); dependable and knowledgeable service is also important. Their top *desired* priorities are generally similar to their *minimum* priorities, but with more focus on information over service.

Undergraduates, in contrast, show little overlap between their highest *minimum* and highest *desired* items. At minimum, they want modern equipment, possibly indicative of library's role as a central computing facility on campus. They also want courteous, willing, and knowledgeable library staff. Their desires, on the other hand, are weighted towards information access and equipment, especially the ability to locate information on their own.

Nationwide, LibQUAL+™ responses are nearly identical to those of Boise State University in terms of priorities. A study of LibQUAL+™ responses from some 38,000 North American faculty yielded the same top five items and the same bottom three items, with variations in the exact order. The same study included over 136,000 undergraduate responses, of which the top four items matched those of Boise

State undergraduates. The fifth priority nationally was journal collections, while at Boise State it was “making information easily accessible for independent use.”¹

Comparing the 2008 Boise State survey to the 2006 survey, faculty placed increased importance on remote access, as well as on confidence-inspiring and willing customer service. The items that fell the most in importance for faculty are printed materials and *courteous* service. While the library’s physical space was already the faculty’s lowest priority in 2006, its importance fell further in 2008.

Undergraduate desires have changed very little from 2006 to 2008, except that for them, too, items related to group physical space have fallen in importance. Graduates also changed relatively little, although service factors were judged slightly less important, and space factors were judged slightly more important.

WHAT LIBRARY SERVICES DO WE DO BEST?

To analyze our perceived strengths and weaknesses, we looked at the *perceived* current levels for each factor, with highest and lowest rankings summarized in Appendix Table 2.

For **faculty**, the top-rated factors for current levels are all related to customer service, while the lowest-rated factors relate to group spaces and multimedia. Interestingly, neither the highest nor lowest-rated factors are among those seen as *most important* to faculty. For example, faculty rate the collections as very important, and the group spaces as much less so (see Appendix Table 1). Despite their relatively low *perceived* rankings, then, the group spaces are actually considered very adequate by faculty.

Graduates also agree on the same customer service factors, and also give a high rating to “comfortable and inviting location.” As is true of faculty and undergraduates, the items they score the lowest tend to be less important to them. One of these is, interestingly, “employees who instill confidence in users,” which is scored low on both *perceived* and *minimum* scales and is thus one of the three things graduates nonetheless consider most adequate.

Undergraduates agree with faculty on four out of five of the top-rated categories (all customer service), with modern equipment also being highly rated. Their lowest rankings go to individual attention, the multimedia collection, and ease of using the library’s online article indexes. For undergraduates, there is a high correlation between what they see as important and what they rate that we do best. (Note that while undergraduates rate most service factors very highly, they give a low rating to individual attention. But, as noted in Appendix Table 1, they consider individual attention their single least important of the 27 factors, so undergraduates consider individual service very adequate).

WHAT DO WE NEED TO WORK ON?

This section is based on the biggest gaps in ‘adequacy,’ interpreted as the difference between *minimum* and *perceived* current levels, summarized in Appendix Table 3. These gaps closely mirror the biggest gaps in ‘superiority,’ or the difference between *desired* and *perceived* current levels. Information-related factors had the poorest showing in all three groups.

Faculty members remain the most dissatisfied with journal collections, despite this category showing far and away the biggest improvement since the 2006 survey (see Appendix Table 4). This dissatisfaction is a trend nationwide, seemingly regardless of how many more journals are added.² Overall, faculty

identified four items for which our service was below even their minimum standards: journal collections, electronic information, ease of use of online indexes, and easy-to-use access tools. Faculty considered 'library as place' items as the farthest above minimum standards, with service factors also rated as very adequate.

Faculty results show some variation across the broad disciplinary areas of sciences, humanities, and social sciences. Despite small samples, results are generally in step with current conventional wisdom; with sciences faculty being more inclined to value journal collections and be more satisfied with print collections compared to humanities and social sciences faculty, but with all groups clearly desiring more information. The Library will conduct more detailed analysis of discipline-specific responses at all levels.

Undergraduates do not identify any item as being below minimum standards, but the items they rank least above minimum resemble those of faculty: ease of using online indexes, easy-to-use access tools, and journal collections.

Graduates responded similarly, desiring improvement in access tools, journal collections, and the library Web site.

WHAT'S IMPROVED SINCE 2006?

This section looks at gains in adequacy from the 2006 survey to the 2008 survey, based on *current perceived* levels for each factor, summarized in Appendix Table 4.

Faculty ratings show a dramatic improvement in journal collections since 2006, the biggest jump of all 27 categories. However, journal collections still rate the lowest of all 27 factors, so are still considered in need of further improvement. Faculty noted significant gains in numerous other categories related to collections and service, along with small improvements in the physical space. In fact, from 2006 to 2008, faculty recorded higher scores in 26 out of 27 categories.

Graduate responses, perhaps because of the relatively small sample size, also showed some change, scoring improvement in 'library as place' items and even in multimedia collections (the latter of which was ranked as slightly in decline by faculty).

Undergraduate responses from 2006 to 2008 showed much less change, with most factors scoring similarly. Exceptions are moderate improvements in the Web site and printed collections, and moderate decreases in ratings of available quiet space and space that inspires study and learning.

Note that faculty responses have a longitudinal aspect, with many of the same faculty members likely answering both the 2006 and 2008 surveys. Students, in contrast, are more likely to be looking at everything with fresh eyes. This may help explain why faculty noted much more change than students did. It also reminds us that students desire excellence during their tenure; whether or not we've improved things from the past means less to them.

HOW DO WE COMPARE?

Nine of our peer libraries (as identified by the Board of Education, by our President and Provost, or by the Library) have completed LIBQUAL+™ surveys over the last three years and made their data available

on a confidential basis. Three of these peers repeated LibQUAL+™ surveys during this period, for a total of 14-15 survey instances, including our own (one library did not include faculty or graduate students in their 2008 survey). An important caveat in comparing LibQUAL+™ results is that we are comparing user *perceptions* rather than objective criteria.

FACULTY PEER SUMMARY:

Boise State's 2006 LIBQUAL+™ instance had the most faculty responses of all peer surveys, while the 2008 response totals ranked 7th out of 14. This pattern is typical; libraries often experience lower faculty response rates in subsequent surveys.

In overall adequacy, Boise State's 2008 faculty scores were a close second behind Institution A, based on current perceptions (see Appendix Figure 1). Our 2008 results were actually the highest rated for service and 'library as place' (the latter by a wide margin), but Library A scored much better on information, enough to propel it to the highest overall score.

In information control, which includes collections and access tools, Boise State's 2008 results ranked 4th out of 14. In fact, the three schools above us were the only peers whose faculty rated their information controls as even meeting *minimum* levels, reflective of nationwide findings of faculty's nearly insatiable appetite for information.² Boise State did improve markedly from the 2006 survey, which ranked 10th out of 14.

In the service categories, not only was the 2008 Boise State survey ranked highest, it showed a marked improvement from 2006 as well, when it ranked 7th out of 14.

Of the two other schools with repeated faculty surveys, Institution B made almost no progress from 2006 to 2008 and remains below faculty's minimum standards in overall performance. Institution C actually saw a decline of several tenths from 2006 to 2007, sliding below minimum overall standards.

GRADUATE PEER SUMMARY

Boise State's 2008 instance had the lowest number of respondents (53) of all peers. As such, it may mean slightly less that Boise State's 2008 survey had the highest ratings from graduate students among all peers. It was first in service, 'library as place,' and overall, but was only 5th in information. Graduates scored the library lower in information in 2008 than in 2006, in opposition to faculty perception. Also interesting is that Boise State far outscored all peers in 'library as place' among graduate students: the 2008 and 2006 instances ranked first and second.

UNDERGRADUATE PEER SUMMARY:

In the 2008 survey, Boise State ranked 3rd out of 15 among undergraduates, both overall and in the subcategories of service, information control, and 'library as place' (Appendix Figure 2). Boise State saw moderate gains in undergraduate scores for service and information from 2006 to 2008, while scores for 'library as place' were almost unchanged. The other two peers who administered the survey in both 2006 and 2008 saw drops in their scores.

LIBQUAL+™ COMMENTS

The LIBQUAL+™ survey also includes space for respondents to make qualitative comments. About half of all survey respondents included comments (141 of 313 undergraduates; 27 of 53 graduates; 60 of 107

faculty). Nearly half of all comments in each category were either praise or comments along the lines of “nothing to add,” leaving some 100 comments that included concrete suggestions or complaints.

Undergraduate comments touched on three primary themes: noise in the library, the availability of computers, and the friendliness of staff. Many undergraduates commented on excessive noise and cell phone use in the library, despite their relatively high adequacy scores on “quiet space for individual activities.” One might surmise, then, that when excessive noise is a problem, it is particularly immediate and annoying, and therefore likely to inspire later comment. The second main theme was the desire for more computers. While “modern equipment that lets me easily access needed information” was also rated as adequate, it is the single most important item for undergraduates; to see it stressed again in comments only reaffirms the importance of our computing equipment. The final oft-mentioned theme by undergraduates was rudeness of staff. Like noise, this could be an issue that, when it occurs, is particularly galling. While service factors received a high numeric rating, the two lowest-rated of the eight customer service categories are closely related to the theme of rudeness: “employees who are consistently courteous” and “employees who deal with users in a caring fashion.”

Undergraduates also expressed a desire for more group study spaces, despite ranking group spaces as among the most adequate library services in the quantitative results. Further, there were several comments about the difficulty in using online access tools, corroborated by low adequacy scores for “ease of using library's online article indexes,” “easy-to-use access tools that allow me to find things on my own,” and “making information easily accessible for independent use.” In fact, these were the three least adequate measures in the entire library according to undergraduates.

The small size of the **graduate** sample yielded a correspondingly small number of comments. Still, several graduate students echoed undergraduate frustrations with online access tools, in line with graduates’ ranking of “ease of using library's online article indexes” as our least adequate service. Graduates also commented on the need for more journals and resources, consistent with rating “print and/or electronic journal collections I require for my work” second lowest in adequacy.

Faculty comments were very focused on the need for more journals and resources, which is also clear from their ranking of “print and/or electronic journal collections I require for my work” and “the electronic information resources I need” as our least adequate services. Faculty also mentioned rudeness several times, agreeing with undergraduates’ comments, despite overall high scores for customer service in the quantitative results.

WHAT ARE OUR NEXT STEPS?

Respondents to the LibQUAL+™ survey provided a great deal of information on what is important to them, what we do best, and what we need to improve. In general terms, collections and information access are highly important to all user groups, but are also the areas perceived as least adequate. Respondents generally think we do well on customer service and are satisfied with the physical facility.

The Library has made significant gains in providing electronic databases and journals since 2006, as reflected in faculty results from the 2006 and 2008 surveys. Nevertheless, electronic resources and journal collections are still rated as inadequate by faculty. As noted above, while national data suggest that this may be an insatiable need, improved scores from 2006 to 2008 also suggest that faculty recognize and value the priority we have placed on expanding our journal collections and other

electronic resources. While the budget climate has recently become challenging, we will make it a priority to retain the recent gains we've made and strategically look for ways to expand holdings and access even further.

The online and electronic tools needed to access information are consistently seen as inadequate by many users. This is an area we are already tackling. We are working to improve the Library's website, provide better searching capabilities, overhaul our catalog interface, and provide more powerful and intuitive access tools to both identify and use our many databases. The clear message of deficiency reported by LIBQUAL+™ has made this area a particular priority. It is possible that some of the dissatisfaction with our collections is due to difficulties in finding and using what we already own. Library instruction may also be helpful in addressing this factor.

In some academic fields, the print collection is still highly valued, but rated as inadequate. Since sample sizes shrink quickly when broken down by discipline, we will need to follow up with faculty members and verify these results. With better data, it may be possible to more carefully target purchases of new print materials and meet the needs of faculty and students.

We have begun to address undergraduate desires for more and better computing. We have added 22 workstations, instituted a laptop checkout program (with 10+ laptops), and are identifying workstations to upgrade.

We are also examining some of the items that came out in undergraduate comments but were not reflected in the numerical rankings. While we have no immediate plans to expand the official quiet spaces on floors 3 and 4, we have stepped up enforcement of these spaces, and are making hourly rounds to educate users who are making excessive noise in quiet spaces. Further, our separate quiet study room was just unveiled at the time of the survey; perhaps it will have a positive impact.

We continue to stress friendly customer service among all of our front-line personnel, and have conducted targeted training in an effort to improve customer service. We are also making use of the online training software available here at Boise State, and are watching for further opportunities for customer service training.

Finally, we will continue our efforts to establish an environment of continuous assessment and improvement at Albertsons Library. LibQUAL™ is one component of this effort, along with the use of focus groups, training feedback, web usability tests, statistical data, and other evaluative techniques. We are working with assessment experts from the Association of Research Libraries to develop our understanding of current assessment practices in academic libraries. We will continue to focus on user-centered assessment, using the results to guide the planning of our services, facilities, and collections.

¹ Thompson, Bruce; Kyrillidou, Martha; Cook, Colleen. "Library Users' Service Desires: A LIBQUAL+ Study." The Library Quarterly, v. 78 no. 1 (January 2008) p. 1-18.

² Self, Jim. "Bound for Disappointment: Faculty and Journals at Research Institutions. ARL Bimonthly Report. no. 257, April 2008. p.7-11. Available at: <http://www.arl.org/bm~doc/arl-br-257-bound.pdf>

APPENDIX

Table 1: What is most important?

FACULTY (N = 107)			UNDERGRADUATES (N = 313)			GRADUATES (N = 53)		
Item#*	Question	Score**	Item#*	Question	Score**	Item#*	Question	Score**
Most Important								
What defines an adequate library? - Items with highest <i>minimum</i> levels								
IC-1	Making electronic resources accessible from my home or office	7.44	IC-5	Modern equipment that lets me easily access needed information	6.91	IC-2	A library Web site enabling me to locate information on my own	7.28
IC-8	Print and/or electronic journal collections I require for my work	7.39	AS-3	Employees who are consistently courteous	6.87	IC-7	Making information easily accessible for independent use	7.22
IC-2	A library Web site enabling me to locate information on my own	7.35	AS-4	Readiness to respond to users' questions	6.83	IC-6	Easy-to-use access tools that allow me to find things on my own	7.21
IC-4	The electronic information resources I need	7.35	AS-5	Employees who have the knowledge to answer user questions	6.82	AS-9	Dependability in handling users' service problems	7.12
IC-6	Easy-to-use access tools that allow me to find things on my own	7.29	IC-7	Making information easily accessible for independent use	6.82	AS-5	Employees who have the knowledge to answer user questions	7.10
What would it take to have a superior library? - Items with highest <i>desired</i> levels								
IC-1	Making electronic resources accessible from my home or office	8.68	IC-5	Modern equipment that lets me easily access needed information	8.14	IC-2	A library Web site enabling me to locate information on my own	8.57
IC-8	Print and/or electronic journal collections I require for my work	8.63	IC-1	Making electronic resources accessible from my home or office	8.13	IC-1	Making electronic resources accessible from my home or office	8.46
LOC-1	Ease of using library's online article indexes	8.62	IC-2	A library Web site enabling me to locate information on my own	8.07	IC-7	Making information easily accessible for independent use	8.45
IC-2	A library Web site enabling me to locate information on my own	8.61	IC-6	Easy-to-use access tools that allow me to find things on my own	8.05	IC-6	Easy-to-use access tools that allow me to find things on my own	8.35
IC-4	The electronic information resources I need	8.61	IC-7	Making information easily accessible for independent use	8.03	IC-4	The electronic information resources I need	8.34
Least Important - Items with lowest <i>minimum</i> levels								
LP-2	Quiet space for individual activities	5.82	LOC-2	An environment that facilitates group study and problem solving	6.07	LOC-2	An environment that facilitates group study and problem solving	5.93
LOC-2	An environment that facilitates group study and problem solving	5.56	AS-1	Employees who instill confidence in users	5.97	LP-5	Community space for group learning and group study	5.84
LP-5	Community space for group learning and group study	5.27	AS-2	Giving users individual attention	5.82	AS-1	Employees who instill confidence in users	5.69

* Item numbers: AS = Affect of Service; IC = Information Control; LOC = locally defined question; LP = Library as Place

** Scores are averages, based on a 1-9 scale

Table 2: What are our current strengths?

FACULTY (N = 107)			UNDERGRADUATES (N = 313)			GRADUATES (N = 53)		
Item#*	Question	Score**	Item#*	Question	Score**	Item#*	Question	Score**
Highest current levels - perceived								
AS-3	Employees who are consistently courteous	8.03	AS-5	Employees who have the knowledge to answer user questions	7.49	AS-5	Employees who have the knowledge to answer user questions	7.80
AS-8	Willingness to help users	8.01	AS-4	Readiness to respond to users' questions	7.45	LP-3	A comfortable and inviting location	7.66
AS-4	Readiness to respond to users' questions	7.99	AS-3	Employees who are consistently courteous	7.43	AS-4	Readiness to respond to users' questions	7.58
AS-5	Employees who have the knowledge to answer user questions	7.83	IC-5	Modern equipment that lets me easily access needed information	7.41	AS-8	Willingness to help users	7.57
AS-6	Employees who deal with users in a caring fashion	7.81	AS-8	Willingness to help users	7.35	AS-3	Employees who are consistently courteous	7.54
Lowest current levels - perceived								
LP-5	Community space for group learning and group study	6.49	AS-2	Giving users individual attention	6.72	AS-1	Employees who instill confidence in users	6.75
LOC-2	An environment that facilitates group study and problem solving	6.47	LOC-3	The multimedia (CD / DVD / video / audio) collections I need	6.7	LOC-1	Ease of using library's online article indexes	6.75
LOC-3	The multimedia (CD / DVD / video / audio) collections I need	6.06	LOC-1	Ease of using library's online article indexes	6.57	LOC-2	An environment that facilitates group study and problem solving	6.69

* Item numbers: AS = Affect of Service; IC = Information Control; LOC = locally defined question; LP = Library as Place

** Scores are averages, based on a 1-9 scale

Table 3: What do we need to work on?

FACULTY (N = 107)			UNDERGRADUATES (N = 313)			GRADUATES (N = 53)		
Item#*	Question	Gap**	Item#*	Question	Score**	Item#*	Question	Gap**
Least Adequate - difference between <i>current</i> and <i>minimum</i> levels								
IC-8	Print and/or electronic journal collections I require for my work	-0.51	LOC-1	Ease of using library's online article indexes	0.29	IC-6	Easy-to-use access tools that allow me to find things on my own	-0.27
IC-4	The electronic information resources I need	-0.24	IC-6	Easy-to-use access tools that allow me to find things on my own	0.4	IC-8	Print and/or electronic journal collections I require for my work	-0.21
LOC-1	Ease of using library's online article indexes	-0.11	IC-7	Making information easily accessible for independent use	0.47	IC-2	A library Web site enabling me to locate information on my own	0.00
IC-6	Easy-to-use access tools that allow me to find things on my own	-0.03	IC-8	Print and/or electronic journal collections I require for my work	0.48	IC-4	The electronic information resources I need	0.02
LOC-3	The multimedia (CD / DVD / video / audio) collections I need	0.01	IC-5	Modern equipment that lets me easily access needed information	0.5	LOC-1	Ease of using library's online article indexes	0.02
Most Adequate - difference between <i>current</i> and <i>minimum</i> levels								
LP-2	Quiet space for individual activities	1.29	LOC-2	An environment that facilitates group study and problem solving	0.9	LP-5	Community space for group learning and group study	1.21
LP-4	A getaway for study, learning, or research	1.25	AS-2	Giving users individual attention	0.9	LP-3	A comfortable and inviting location	1.12
LP-3	A comfortable and inviting location	1.23	LP-5	Community space for group learning and group study	0.9	AS-1	Employees who instill confidence in users	1.06

* Item numbers: AS = Affect of Service; IC = Information Control; LOC = locally defined question; LP = Library as Place

** Gaps are average differences between current and minimum levels, based on a 1-9 scale. A negative value indicates that the perceived current level falls below the minimum level.

Table 4: What has improved since 2006?

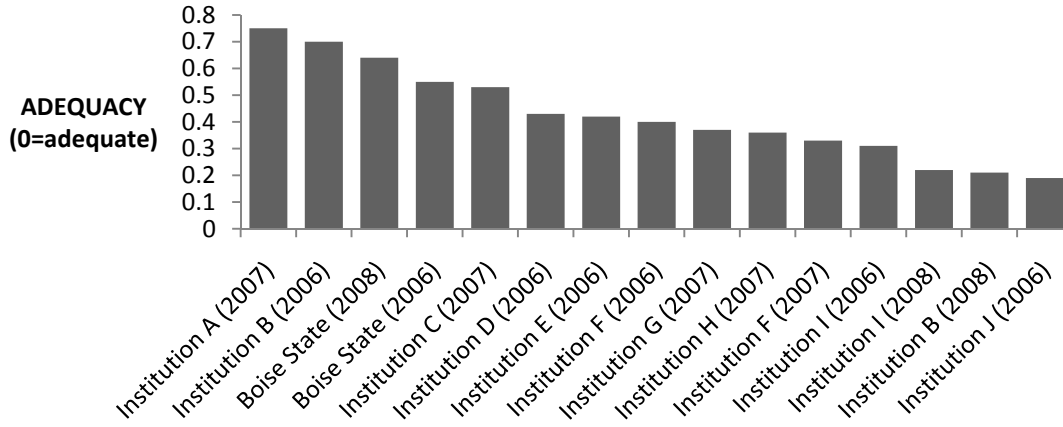
FACULTY (N = 107)			UNDERGRADUATES (N = 313)			GRADUATES (N = 53)		
Item#*	Question	Change**	Item#*	Question	Change**	Item#*	Question	Change**
Biggest improvement: difference between 2006 and 2008 ratings								
IC-8	Print and/or electronic journal collections I require for my work	0.94	IC-2	A library Web site enabling me to locate information on my own	0.33	LP-3	A comfortable and inviting location	0.52
AS-2	Giving users individual attention	0.62	IC-3	The printed library materials I need for my work	0.21	LOC-5	information resources reflecting diverse points of view	0.50
IC-4	The electronic information resources I need	0.59	IC-1	Making electronic resources accessible from my home or office	0.2	LP-4	A getaway for study, learning, or research	0.21
AS-7	Employees who understand the needs of their users	0.59	IC-8	Print and/or electronic journal collections I require for my work	0.18	LOC-3	LOC-3 The multimedia (CD / DVD / video / audio) collections I need	0.21
IC-1	Making electronic resources accessible from my home or office	0.56	LOC-5	The library collection provides information resources reflecting diverse points of view	0.15	LOC-4	LOC-4 Teaching me how to locate, evaluate, and use information	0.14
Least improvement (or decline): difference between 2006 and 2008 ratings								
LP-2	Quiet space for individual activities	0.09	AS-6	Employees who deal with users in a caring fashion	-0.13	IC-8	Print and/or electronic journal collections I require for my work	-0.33
LOC-2	An environment that facilitates group study and problem solving	0.09	LP-1	Library space that inspires study and learning	-0.26	IC-6	Easy-to-use access tools that allow me to find things on my own	-0.37
LOC-3	The multimedia (CD / DVD / video / audio) collections I need	-0.13	LP-2	Quiet space for individual activities	-0.28	AS-9	Dependability in handling users' service problems	-0.39

* Item numbers: AS = Affect of Service; IC = Information Control; LOC = locally defined question; LP = Library as Place

** Changes are average differences between 2006 and 2008 in current perceived levels, based on a 1-9 scale. A negative value indicates that the 2008 perceived level falls below the 2006 perceived level.

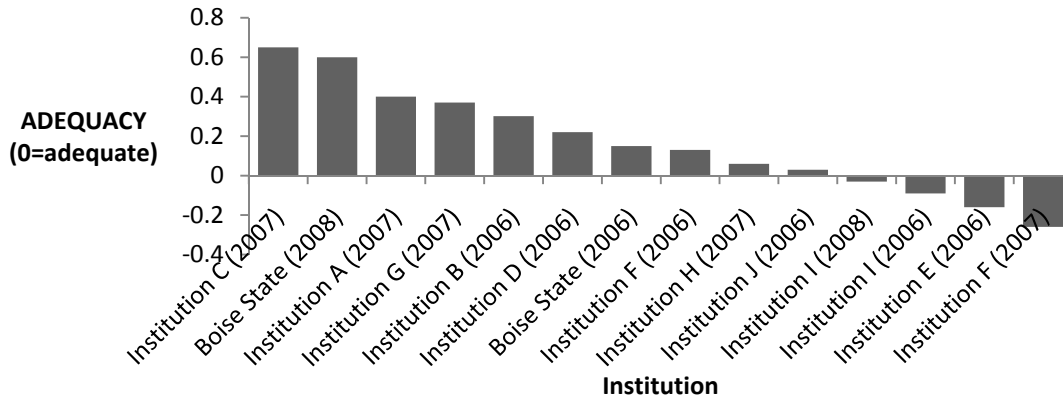
Appendix Figure 1

Overall UNDERGRADUATE LibQUAL Scores Boise State University Peers



Appendix Figure 2

Overall FACULTY LibQUAL Scores Boise State University Peers



Appendix Figure 3

Overall Graduate LibQUAL Scores Boise State University Peers

