STANDARD FIVE

LIBRARY AND INFORMATION RESOURCES
Library and Information Resources:
Boise State’s Story

—ON BECOMING A METROPOLITAN RESEARCH UNIVERSITY’S LIBRARY OF DISTINCTION

Albertsons Library (The Library) is central to the academic and intellectual life of Boise State University. With the mission of supporting the University’s learning, teaching, and research, the Library has a pivotal role to play as Boise State achieves its vision as a metropolitan research university of distinction. The Library must provide the research journals, databases, and books necessary for this new level of research and academic excellence. The Library also must support and engage our students in their research and learning. Finally, the Library must continue to serve as a gathering place for students and faculty in its role as a central intellectual and cultural center for the campus.

The specific goals and strategies to support and accomplish that mission are outlined in the University Libraries Strategic Plan. The Library strategic plan is in direct support of Charting the Course, the strategic vision for Boise State University that focuses on four areas: Academic Excellence, Public Engagement, Vibrant Culture, and Exceptional Research.

The Library’s collections and resources have made a rapid transition over the last few years from a primarily print and microform based collection with an undergraduate focus, to a collection emphasizing electronic databases and journals that supports undergraduates, graduate programs, and research initiatives on campus.

With the increasing emphasis on research at Boise State University has come a corresponding need for the Library to provide research support for our faculty and researchers. The addition of new programs at the master’s and doctoral levels have required the Library to engage thoughtfully and strategically with others on campus in allocating and reallocating resources to support those programs and the campus strategic priorities. For example, through reallocation of existing library acquisitions funding and additional ongoing financial support from the Provost’s Office, we were able to make a five-year commitment in 2008 to the purchase of over 1800 Elsevier electronic journal titles.

The Library’s virtual online presence—a presence available to students and faculty 24 hours a day, 7 days a week, whether they are on campus, at home in Boise, or anywhere in the world, has become just as impor-

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tant as the physical library on campus. Electronic journals, books, and databases are all easily available online 24/7. Online reference service is also provided on a 24/7 basis. The Library is expanding this virtual presence and using new technologies to make the online library even more useful to the campus community. Recent additions include an enhanced Library website and the purchase of Serials Solutions software for serials management, A-Z journal title listing, and link resolver software. In addition, we have added additional federated searching capabilities through the implementation of WebFeat federated searching software. Through Library Services and Technology Act (LSTA) grant funding, we are participating in a joint project with three other Idaho academic libraries to implement WorldCat Local, which also provides enhanced discovery and access.²

At the same time, the Library’s unique special and manuscript collections (primarily in print format) also provide rich resources for research and teaching, and we are providing multiple ways (including digitization) to further develop and increase access to these collections.³ CONTENTdm software is providing the digital platform for many of these digitization initiatives.

The campus and the Library seek to provide many opportunities to increase student engagement. One of the most significant and strategic ways for the Library is through our library instructional program. In doing so, we seek to help create self-directed learners who are able to articulate significant questions, use a wide variety of information sources to expand their knowledge, and utilize critical thinking and communication skills.

The Library targets instruction efforts and outreach to students and instructors in first year classes in order to give students the skills for success throughout their college career and beyond. While expanding our program significantly over the last few years, we are targeting specific instructional activities and actively using assessment measures to gauge their effectiveness. These assessment activities include individual class instruction evaluation, a comprehensive evaluation and subsequent development of our online research skills course, a pilot project to assess individual student portfolios, and the development of specific objectives, benchmarks, and assessment measures for the program.

As part of our strategic planning and process, the Library has successfully reallocated funds and resources to support the most important campus priorities. Significant and ongoing assessment of Library services, collections, and processes has been a key component in allowing us to make reallocations to better support our faculty and students. Our LibQUAL+™ user satisfaction surveys of 2006 and 2008⁴ and our participation in the Association of Research Libraries’ Effective, Sustainable, Library and Information Resources.

² Albertsons Library WorldCat Local. http://boisestate.worldcat.org
⁴ LibQUAL+™ Results. http://library.boisestate.edu/libqual/index.shtm
and Practical Assessment Program in 2008\textsuperscript{5} have been extremely useful in guiding decision-making.

As an outcome of our continuing assessment, the streamlining of many technical services processes has also taken place. This has freed both staff and monetary resources for use elsewhere in the Library. Given the current economic environment, this reallocation has been particularly significant for us and has helped to position us to weather budget cuts taking place because of State of Idaho reductions. Providing development opportunities and training and reassigning personnel so that library staff and librarians can take on new roles and support new library initiatives has also been an important factor in reallocating library personnel to better support our strategic goals.

We lead this section of our self study with planning and assessment to demonstrate how important these processes are to our Library’s philosophy and way of doing business.

Standard 5: Library and Information Resources

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Foundations: Planning and Evaluation

Standard 5.E Planning and Evaluation - Library and information resources planning activities support teaching and learning functions by facilitating the research and scholarship of students and faculty. Related evaluation processes regularly assess the quality, accessibility, and use of libraries and other information resource repositories and their services to determine the level of effectiveness in support of the educational program.

5. E.1 The institution has a planning process that involves users, library and information resource staff, faculty, and administrators.

5. E.2 The institution, in its planning, recognizes the need for management and technical linkages among information resource bases (e.g., libraries, instructional computing, media production and distribution centers, and telecommunications networks).

5. E.3 The institution regularly and systematically evaluates the quality, adequacy, and utilization of its library and information resources and services, including those provided through cooperative arrangements, and at all locations where courses, programs, or degrees are offered. The institution uses the results of the evaluations to improve the effectiveness of these resources.

—STRATEGIC PLANNING

The campus strategic plan, Charting the Course, serves as a guide and framework for the Library’s strategic planning. The Library strategic plan was developed directly from Charting the Course, and expands on the four areas included: Academic Excellence, Public Engagement, Vibrant Culture, and Exceptional Research. The Library strategic plan has proven to be a useful tool for guiding the Library in prioritizing activities and initiatives and in assessing the work of the Library. Campus and Library strategic planning is also used during the campus planning and budget process and allocation decisions are made within the framework of strategic planning.

—ASSESSMENT

Putting into place an effective and ongoing assessment program has been a key priority for the Library. Our strategy has included extensive use of the LibQUAL+™ assessment survey, participation in the ARL Practical and Sustainable Assessment Program, and the development of Library assessment plans. A team of library staff was formed in late 2008 to more formally plan and carry out assessment for the Library. An ongoing assessment report has been developed by this group to provide a plan for continuous assessment. This report and the accompanying matrix help to track completed assessment measures and recommended actions and to plan for future assessment activities. We have also used the recommendations of the report of the ARL Practical and Sustainable Assessment program to guide our assessment initiatives.

LibQUAL+™ Results

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 2006 and 2008, with plans to conduct the survey again in 2010. The results of the surveys and an analysis of the results are publicly available on the Library’s website.7 The User Perceptions of Library Services: Results from the LibQUAL Report provides a more detailed analysis of the results of the 2008 LibQual+™ survey.8

Respondents to the 2008 survey at Boise State 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.

The Library has used LibQUAL+™ extensively for identifying and assessing the areas the Library is doing well and for targeting areas needing improvement. The over 100 individual comments and suggestions received from the 2008 survey were also carefully examined and used in our assessment.

For example, a summary of the improvement in faculty ratings on the LibQUAL+™ survey between 2006 and 2008 revealed:

“Faculty ratings show a dramatic improvement in journal collections since 2006, the biggest jump of all 27 categories. However, they are still rated as the lowest of all 27 categories, so they 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.”

LibQUAL+™ results 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 library physical space. Online access tools are also seen as some-

7 LibQUAL+™ Results. http://library.boisestate.edu/libqual/index.shtm
what 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. LibQUAL+™ results reveal general satisfaction with library services.

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.

Graduate students 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 ranks 3rd out of 15 among undergraduates, 2nd out of 14 among faculty, and 1st out of 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 other peer institutions to score higher than we do overall.

---MONOGRAPHIC COLLECTION ASSESSMENT---

The Library has been involved in ongoing collection assessment activities focusing on monographic holdings for a number of years. The most recent comprehensive collection analysis was conducted in 2004-2006 using the Online Computer Library Center (OCLC) Automated Collection Assessment and Analysis Services (ACAS) and a set of peer institutions.9 This analysis provided the Library with a detailed look at the number of monographs held in discrete subject areas and compared that with the holdings of peer libraries. We have used
this information to target areas of the collection that need strengthening and for program and accreditation review analysis. An additional outcome of this collection assessment has been the establishment of collection assessment funds and faculty collection grants developed jointly by faculty and their librarian liaisons to enhance weaker collection areas.10

—FOCUS GROUPS AND USABILITY STUDIES

In 2008, the Library conducted a series of focus groups with undergraduate students, graduate students, and faculty. Used internally within the Library, the focus group comments and suggestions dovetailed with many of the comments and directions indicated by the LibQUAL+™ Survey. An analysis of the focus groups provided direction in actions needed to address concerns.11 The Library has also used usability studies for assessing the library catalog interface and the Library website.

—CAMPUS CUSTOMER SATISFACTION SURVEY RESULTS

In 2007, the campus conducted an internal Customer Satisfaction Survey among faculty and staff, with 865 individuals responding.12 The Library ranked highly in this survey, and had one of the highest percentage rankings for the category of “Satisfaction Ratings For Those Who Used Service and Who were Not Members of the Unit”, with 53.2% (309) Very satisfied; 42.3% (246) Satisfied; 3.8% (22) Dissatisfied; and only .7% (4) Very Dissatisfied.

Comments expressing concerns or dissatisfaction with library services were grouped and analyzed by the Library and corresponding plans of action to address areas needing improvement were identified.13

12 Internal Customer Service Survey Results. May, 2007
Resources Provided: Information Resources and Services

5.A.1 The institution’s information resources and services include sufficient holdings, equipment, and personnel in all of its libraries, instructional media and production centers, computer centers, networks, telecommunication facilities, and other repositories of information to accomplish the institution’s mission and goals.

5. A.2 The institution’s core collection and related information resources are sufficient to support the curriculum.

5. B Information Resources and Services - Information resources and services are sufficient in quality, depth, diversity, and currency to support the institution’s curricular offerings.

5. B.1 Equipment and materials are selected, acquired, organized, and maintained to support the educational program.

5.C.1 Library and information resources are readily accessible to all students and faculty. These resources and services are sufficient in quality, level, breadth, quantity, and currency to meet the requirements of the educational program.

Goal 1 of the Albertsons Library's Strategic Plan states:

“Serve the campus population by providing an effective library collection.”

Goal 4 of the Albertsons Library's Strategic Plan states:

“Provide support for the research needs of our faculty, staff, and students.”

—COLLECTIONS OVERVIEW

One of the biggest challenges for the Library has been the need to strengthen dramatically the Library's collections and access to information resources in support of additional graduate programs and research initiatives on campus. This is particularly challenging for the future as we face the continued impact of price inflation on electronic serials and databases and a difficult economic and budgetary environment in Idaho. The ability to both maintain the gains the Library has made in this area and meet the needs of future new programs and research initiatives is crucial to the campus' mission of becoming a metropolitan research university of distinction.

The Library's Strategic Plan details the strategies for providing the collection and information resource needs of the campus.
Goal 1. Serve the campus population by providing an effective library collection.

**Strategies:**

1.1 Optimize electronic access to journals, e-books, and research databases for faculty, staff, and students.

1.2. Increase awareness and promote the use of electronic resources.

1.3. Provide collections that serve the diverse populations and needs of the University community.

1.4. Constantly review and revise library processes and acquisitions resource allocations to ensure support of campus academic programs and research.

1.5. Assess user satisfaction with the library collection.

1.6. Review and modify collection development and related policies in order to effectively develop the library collection.

1.7. Continue the transition to electronic access as the preferred format for most library resources.

**TABLE 5.1 LIBRARY COLLECTION STATISTICS**

**AS OF JULY 2008, THE LIBRARY COLLECTIONS CONSISTED OF:**

<table>
<thead>
<tr>
<th>Collection Statistics</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>576,682</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>92,353</td>
</tr>
<tr>
<td>Current Periodicals, Newspapers &amp; Other Serials Subscriptions</td>
<td>2,548</td>
</tr>
<tr>
<td>Total Periodicals, Newspapers, and Serials Available (all sources)</td>
<td>55,515</td>
</tr>
<tr>
<td>Online Databases</td>
<td>194</td>
</tr>
<tr>
<td>Microforms</td>
<td>1,441,447</td>
</tr>
<tr>
<td>Non-print Materials</td>
<td>42,639</td>
</tr>
<tr>
<td>Maps</td>
<td>101,446</td>
</tr>
<tr>
<td>Manuscripts (linear feet)</td>
<td>6,330</td>
</tr>
<tr>
<td>U.S. Documents</td>
<td>99,433</td>
</tr>
<tr>
<td>Textbooks, Company Reports, Computer Software, and Browsing Books</td>
<td>11,614</td>
</tr>
</tbody>
</table>

Figure 5.4 provides comparisons with peer institutions on the total percentage of the budget devoted to collections, using 2008 NCES (National Center for Education Statistics) data. See the Boise State University NCES Library Peer Comparisons report for additional statistical comparisons of the collections of peer institutions.
The Library's collections have been built historically to support the mission and goals of the University. In the past, the highest priority was given to acquiring those materials needed by students to meet curricular needs and by faculty to prepare for and conduct classes. An important but secondary priority was acquiring materials needed by faculty and staff in carrying out the functions of their positions and by faculty in support of their scholarly research interests.

The Library does not aspire to provide a comprehensive research collection nor collect at a comprehensive research level except in selected areas as needed to support campus programs and initiatives. It does, however, intend to be a library that either through collections maintained on site or through access to off-site and electronic resources, is able to support fully the research needs of our faculty and students.

The Library Strategic Plan reflects the need and strategies for supporting campus research needs through our collections and information resources:

**Goal 4. Provide support for the research needs of our faculty, staff, and students.**

**Strategies:**

4.1. Provide access to the journals, books, databases, and other information resources needed for research.

4.2. Develop and provide researchers with specialized access tools and services that support their use of library and information resources.

4.3. Identify areas where library collections need to be strengthened to support research needs.

4.4. Provide support for new masters and doctoral programs.
4.5. Institute ways for library users to communicate needs and request library resources and services in support of research.

—MONOGRAPHIC AND MEDIA COLLECTIONS

The monographic collections reflect the emphasis on strategically supporting campus research and programs at a higher collecting level. Subject areas with doctoral programs and areas with ongoing research initiatives are much more comprehensively reflected in our new and ongoing acquisitions. Because of this emphasis, faculty requests are given high priority in our acquisitions process. The media collection is also highly reflective of curriculum needs and faculty requests to support their teaching. Monographic and media collected are primarily college level and scholarly in nature. The exceptions are materials in the Curriculum Resource Center (CRC) and items acquired for the Browsing Collection, a popular recreational reading collection.

As the goals of the University have changed to encompass more research-oriented programs and initiatives, so have the collection priorities of the Library. They now include a more proactive approach to acquiring materials to support the research needs of our faculty, staff and students and a continued move from a print only collection to electronic formats. At the end of fiscal year 2007/08, the monographic collection, including bound periodicals and CRC books, was slightly more than 711,000 volumes. Approximately 3,200 of those volumes were e-books and audio e-books. A greater priority has also been placed on acquiring almost all monographic materials needed for research and teaching requested by faculty members. Streamlined processes ensure these items are quickly obtained and made available for use.

The CRC houses all non-book materials in the Library, including videos, realia, and sound recordings. It also provides listening and viewing facilities and equipment. A representative collection of books for children and young adults in support of the University’s children and adolescent literature courses is also maintained in CRC. The Curriculum Resource Center also houses book and non-book materials for all grade levels, preschool through high school, including sample textbooks that have been submitted to the State of Idaho for adoption by the public schools. In 2009, the Curriculum Resource Center was assessed and met standards as part of the NCATE accreditation process.

To ensure the timely and cost-effective receipt of monographs tailored specifically to campus needs, the Library has increased its use of monographic acquisitions approval plans. The Library’s approval plans include a University press plan and publisher-based plans for
titles in the subject areas of Education and Health Sciences; Library of Congress classification based plans for Biology, Chemistry, English, Engineering, Geosciences, History, Kinesiology, Physics, and Management; a comprehensive Western Americana Studies plan; and a notification plan for additional supplemental titles.

—ELECTRONIC ACCESS TO FULL-TEXT JOURNALS, DATABASES, AND E-BOOKS

In 2000, the Library provided access to 350 full text online journals. By June 2009, that number had grown to over 74,000 titles to which the University had access. There are now over 240 online databases available to library users, including premier products such as Web of Science, JSTOR, Academic Search Premier, and the almost complete collection of Elsevier journals available through ScienceDirect. Whenever possible, the Library has opted to acquire access to databases with full-text journal articles and titles. Acquisition of the most important databases and packages of journals in every discipline and program area of campus has also been an acquisitions goal that has largely been achieved. The richness and robustness of the databases and electronic journals that the Library now provides the campus has been one of the Library’s most significant achievements.

The shift from print to electronic format has allowed the Library to deliver journal articles and books to student and faculty users on campus and in remote locations such as dorm rooms, homes, labs, and off-campus sites for distance education on a 24/7 basis. This has particularly increased our support for our students at remote sites, our students taking online classes, and our part-time and commuter students who often work from home.

In order to achieve this shift, the Library has worked closely with faculty and departments to review acquisitions, determine departmental priorities, and purchase and build access to the electronic collections of strategic importance to the campus. Part of the strategy to accomplish this has been the increased use of librarians as subject liaisons along with greater outreach to faculty and departments and the development of closer relationships with faculty by these librarian liaisons.

This greater level of access to electronic journals has also been recognized as a significant achievement by faculty. In the 2008 LibQUAL+™ survey, faculty showed a dramatic improvement in their satisfaction with “Print and/or electronic journal collections I require for my work,” as the item having the most improved rating for faculty since the 2006 survey. It should be noted, however, that faculty members also remain the most dissatisfied with journal collections, despite this category showing by far the biggest

16 Journal Titles. http://journals.boisestate.edu
17 Find Articles, Databases. http://library.boisestate.edu/indexes/
improvement since the 2006 survey. The strong and unfulfilled desire for greater access to journals is not limited to Boise State, but is a nationwide trend.¹⁸

—SPECIAL AND UNIQUE COLLECTIONS

The Special Collections Department of the Library houses books, manuscripts, maps, photos, and other research materials that are unique, rare, or fragile. Most relate to Idaho and adjacent areas of the West, but the department also holds the University’s general rare book collection as well. The scope of the collections is a tightly focused one, and the Library seeks to collect in areas that support the campus mission. The second floor facility includes a 600 square foot reading room and 4500 square feet of climate-controlled storage space that includes both stationary shelving and approximately 2500 linear feet of compact mobile shelving.

Notable Special Collections include:

- **McCain Collection for Western Life**, which concentrates on both the historical aspects of the West, and the political, economic, environmental, and social and cultural aspects of the “New West.” The collection was formed in 1993, funded by a million dollar gift from Warren E. and Bernie McCain and matching funds from other donors.

- **Idaho Authors**. The Library has a unique and important collection of books and manuscripts pertaining to Idaho authors. The collection includes fiction and poetry by Idaho authors, such as first editions by Vardis Fisher, works from Idaho small presses, and important collections of books about Ernest Hemingway.

- **Frank Church Papers**, which supports the University’s programs and research in public policy. It contains collections of papers, records, photos, and other materials of those involved in public affairs.

- **Photo/image Collection**, which includes extensive collections of unique photos and images. Digitization efforts have focused on these collections, particularly unique images of Boise State.

- **University Archives**, which is the repository for University publications and the official records of the President, Faculty Senate, ASBSU, and the administrative offices and academic departments of the University.

- **Basque Collection**, which consists of approximately 3500 books dating back to the 18th century documenting the history and culture of the Basque people in Europe and America. The largest concentration of Basques in the world outside of the Basque Country of Europe is in Idaho.

Resources Provided: Reference and Research Services

5.A.1 The institution’s information resources and services include sufficient holdings, equipment, and personnel in all of its libraries, instructional media and production centers, computer centers, networks, telecommunication facilities, and other repositories of information to accomplish the institution’s mission and goals.

5. A.2 The institution’s core collection and related information resources are sufficient to support the curriculum.

5. B Information Resources and Services - Information resources and services are sufficient in quality, depth, diversity, and currency to support the institution’s curricular offerings.

5.C. 1. Library and information resources are readily accessible to all students and faculty. These resources and services are sufficient in quality, level, breadth, quantity, and currency to meet the requirements of the educational program.

The Library's Reference services support the effective use of research materials for teaching, learning, and research, in accordance with the Library's Strategic Plan:

Goal 5: Provide access to and assistance with information resources.

Strategy:

5.2. Provide excellent customer service for library users.

—REFERENCE DESK

The Library provides in-person, walk-in reference and research assistance at our Reference Desk, 7am-10pm Mon-Thursday, 7am-7pm Friday, 10am-6pm Saturday, and 10am-midnight Sunday. In FY2007-2008, the Library responded to 25,000 inquiries at the Reference Desk. Additionally, Reference Desk personnel responded to another 5,000 inquiries regarding computing in our computer lab facility adjacent to the Reference Desk.

Focus groups and LibQUAL+™ responses both suggest wide and consistent satisfaction with the competence and friendliness of librarian reference work. The Library has made efforts to increase undergraduate awareness of librarian services and mentoring via more marketing and outreach efforts, occurring both in the library and through departments and faculty. Library data and experiences suggest several further trends to which the Library is tailoring reference services. Reference Desk assistance is no longer sought only for finding information, but is increasingly likely to be on topics of equipment use and research paper preparation; the ease of use of online sources has led to fewer “ready reference” interactions and an increase in longer, more difficult, and ongoing reference
consultations. In response to these trends, the Library has increased technology training for Reference Desk staff. A trial project where consultants from the Writing Center offered services in the Library adjacent to the Reference Desk was also instituted during the 2008/09 academic year.

—EMAIL AND CHAT REFERENCE

The Library offers a formal email reference service that promises responses within one business working day. The Library answered 381 questions via the email service during FY 2007-2008. Also offered is a 24 hour, 7 days a week chat reference service, utilizing the QuestionPoint service, through which we helped over 900 users in FY 2007-2008. This service is particularly useful and used at hours when the physical library is not open.

—RESEARCH CONSULTATIONS

Librarians aggressively pursue relationships with faculty and students in their liaison departments in order to serve their information needs. Librarians provide one-on-one research consultations for faculty and students in a variety of ways. Many of the student research consultations are an outgrowth of formal library instruction covered elsewhere. An online form also allows users to make a request directly for a consultation appointment. Other consultations occur via telephone, person email, or instant messaging.

—USERS WITH DISABILITIES SERVICES

Assistance with research and finding information is available in person at the library reference desk, via phone, or via email or chat.19 The campus Disability Resource Center maintains adaptive equipment in a room on the fourth floor of the Library.

—LIBRARY WEBSITE

The Library website20 is a major point of access to both library services and collections. The site is constantly being updated and revised to provide a more usable and robust access point for users. Information from focus group, usability studies, and LibQUAL+™ results has been used to assess and improve the Library Website. In 2008, the site received total visits of 938,031 visitors, with average visits per day of 2,555. Total page views were 2,905,389 with average page views per day of 7,916.

20 http://library.boisestate.edu/
—SCHOLARWORKS: MORE THAN AN INSTITUTIONAL REPOSITORY

ScholarWorks\textsuperscript{21} is a newly developed collection of services (using the Digital Commons and SelectedWorks platforms) designed to capture and showcase all scholarly output by the Boise State University community. ScholarWorks is an outgrowth of discussions and planning regarding research distribution policies and services for the campus undertaken by the Provost, the Vice President for Research, the Dean of the Graduate College, and the Dean of the University Library. The Library has taken a leadership role in implementing the service and a librarian position with major responsibility for the service was assigned to ScholarWorks through staff reallocation.

ScholarWorks is designed to enhance professional visibility and impact through broader dissemination and increased use of research. It supports graduate scholarship by providing for the discovery and distribution of open access electronic theses and dissertations. ScholarWorks also helps remove the significant access barriers to research and publicly funded scholarship. It provides substantial support of the University’s scholarly communication efforts by facilitating the entire publishing and dissemination process.

—CIRCULATION AND BOOK DELIVERY SERVICES

Circulation of book materials has remained steady over the past few years with 112,419 circulations in 2007/08. A campus book request and delivery service for faculty and staff was instituted in 2007. Distance students may also remotely request that books be delivered to them by mail. All users may also request remotely that books be retrieved from the stacks and held for them at the Library circulation desk. A course reserve system for book materials is available as part of our online catalog and integrated with our electronic course reserve system utilizing the Docutek ERes software. As a result of feedback from our assessment process, the Library streamlined the process of placing materials on course reserves system and made it a quicker and less labor-intensive procedure for faculty members using course reserves.

\textsuperscript{21} Boise State University ScholarWorks. http://scholarworks.boisestate.edu
Foundations: Campus Linkages

5. A.3 Information resources and services are determined by the nature of the institution’s educational programs and the locations where programs are offered.

5. D.5 The institution consults library and information resources staff in curriculum development.

5. D.4 Library and information resources and services are organized to support the accomplishment of institutional mission and goals. Organizational arrangements recognize the need for service linkage among complementary resource bases (e.g., libraries, computing facilities, instructional media and telecommunication centers).

—CONNECTING TO PROGRAMS AND DEPARTMENTS

Supporting Boise State’s academic programs and research with the Library’s information resources and services is at the core of our mission. The Library seeks to maximize our resources by making access to information resources and services that most directly and effectively support our campus programs one of our biggest library strategic priorities.

Each department has a librarian liaison assigned to it who actively works with the faculty and students in the department. Each liaison is responsible for outreach activities, collection development for subject areas related to the department, the development of subject oriented guides and web pages, and library instruction services for the department.

The Library’s Collection Development policy includes General Collection Development Guidelines that state: “The Library’s collections will directly reflect and support its mission and the goals of the University. The Library’s collection development program gives highest priority to acquiring those materials needed by students to meet curricular needs, by faculty to prepare for and conduct classes, by faculty and staff in carrying out the functions of their positions, and by faculty in support of their scholarly research interests.”

Detailed individual subject guidelines have also been developed that assess and describe the Library’s collections and provide a detailed conspectus for individual subject areas of the collection.

—REVIEW OF CURRICULUM AND PROGRAMS

The Associate Dean for Library Collections serves as an ex-officio member of both the University Curriculum Committee and the Graduate Council. The Library reviews and signs off on proposed changes to the curriculum. The Library also evaluates and formally signs off on the State Board of Education Notice of Intent (NOI) for proposed programs to be added to the campus. As part of this...
review, the Library provides written comments about the adequacy of library and information resources for the proposed program. This process is working well in providing a way for an early dialogue about any needed resources to support the program and the estimated costs involved. For example, as a result of the Library review of the NOI, new ongoing and one-time funds were allocated to Library acquisitions in 2008/09 for support of the newly approved Masters in Community and Regional Planning.

—COLLECTIONS AND SERVICES FOR DISTANCE AND REMOTE STUDENTS

The Library strives to provide services for remote and distance students that match those provided to on-site students. With a few exceptions due to licensing restrictions, the Library’s online resources are all available remotely to students through the Library’s proxy server. Authentication for current students, faculty, and staff is provided through the campus BroncoWeb login system. The Library’s catalog allows materials to be identified remotely and held for pickup at Albertsons Library or mailed to distance students. Library instruction is provided for classes at remote sites at faculty request. Online subject guides and phone, e-mail, chat, and 24/7 chat reference services provide students with several avenues to gain research assistance remotely. A librarian is a designated liaison with Extended Studies, in addition to individual subject liaison librarians providing instruction and reference services to faculty and classes being held off-site or online.24

—ORGANIZATIONAL LINKAGES

The Library is an academic unit reporting directly to the Provost. The Dean of the University Library is a member of the Deans’ Council, the primary academic planning and policy group. The Deans’ Council also includes the Provost, Deans of the academic Colleges, the Dean of Extended Studies, and the two Associate Vice- Presidents of the Provost’s Office. The Library Dean and Associate Deans also participate in monthly Department Chair meetings held by the Provost’s Office and the Library Associate Deans meet regularly as a group with other Associate Deans. Individual Librarians are appointed to and serve on numerous faculty senate and campus committees and groups throughout campus.

The Center for Teaching and Learning (CTL); described in detail in Standard 4, is organizationally part of Academic Affairs. Academic Technologies (AT) is also included within the Center for Teaching and Learning. Since the missions of both of these organizations are closely related to the work of the Library, the Library has taken advantage of opportunities to participate in workshops and sessions and collaborate in activities with both CTL and AT. For example, librarians have led CTL sessions on such topics as “Tripping Through the Information Quagmire: When Students Stumble through the Academic Research Process”; “Leave Wikipedia in the Dust: Strategies for Getting Quality References in Student Work” and “Research 2.0: Tools for Organizing and Sharing Resources.” One librarian is a designated liaison to CTL. Librarians have also served on organizational teams and groups within AT, such as the iTunes University Steering Committee. In 2009, librarians worked with AT personnel to develop a successful proposal for an Idaho State Board of Education Technology Incentive Grant titled “Em-PoWeR-ing Student Success Through Video Tutorials.”

Organizationally, the Office of Information Technology (OIT) reports to the Vice President for Finance. Library representatives serve on two major advisory groups of OIT, the University Information Technology Advisory Committee (UITAC) and the Academic Information Technology Advisory Committee (AITAC). These two groups provide input to a third group, the Information Technology Governance Council (ITGC). The ITGC is composed of the President, Vice Presidents, the Director of OIT, and the chairs of UITAC and AITAC. Among other issues, these groups are involved in making policy decisions and allocating funds for student computing labs, including the library student computers. Library IT personnel also belong to the campus Network Administrators Group and the Web Administrators Group and work closely with their OIT counterparts.

Foundations: Instruction and Tools for Independent and Effective Learners

5. B.2 Library and information resources and services contribute to developing the ability of students, faculty, and staff to use the resources independently and effectively.
**—INSTRUCTIONAL PROGRAMS**

From the Albertsons Library Strategic Plan and Strategies:

**Goal 3: Actively participate in teaching**

3.1 Provide instruction in the location, access, retrieval and use of information resources and research strategies.

3.2. Support teaching by providing access to library and information resources supporting the curriculum in all discipline.

3.3 Partner with faculty to develop information literacy skills in students.

3.4 Continuously review and assess effectiveness of library instruction.

3.5 Support opportunities for collaborative teaching and learning partnerships with campus programs and student groups/organizations.

The Library instructional program seeks to help create self-directed learners who are able to articulate significant questions, use a wide variety of information sources, and utilize critical thinking and communication skills. Key components of the program include:

- **Collaboration Across the Curriculum:** The Library is collaborating with University 101, English 102, and courses across the curricula to embed librarian-led workshops and assignments in their syllabi in order to provide relevant instruction at the point of need. In the FY08/09 academic year librarians led over 286 workshops, serving over 5500 students (including 512 graduate students), and reaching over 50 different courses across the disciplines. As part of the instructional strategy, the Library has particularly targeted first year classes.

- **University 101:** Librarians have developed several assignments for use in UNIV 101 that introduce basic library research concepts and skills, such as identifying scholarly literature and finding journal articles and books.

- **University 106:** Having revamped the curriculum for UNIV 106: Library Research (one credit), the Library expanded its offerings to eight sections in Spring 2009 serving 191 students. Four of these sections support individual sections of *English 102: Research Writing* in order to develop students’ library research skills in the context of *ENGL 102* research writing assignments. This is a pilot project that we are seeking ways to expand to reach additional students. UNIV 106 can also be structured for particular student populations or themes: in Spring 2009 one course section emphasized Business and Marketing research, a second Diversity Studies. A third section was designated for Honors College students.

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28 University 106. [http://guides.boisestate.edu/univ106](http://guides.boisestate.edu/univ106)
• **Tutorials on Demand**: Streaming tutorials hosted on the Library website cover topics spanning the research process, including: choosing a topic; generating keywords for searching; choosing a database; finding articles; finding books; using Google Scholar, and more.\(^{29}\)

An instructional assessment plan was developed in 2008 to help guide the further development and evaluation of the Library’s instructional activities.\(^{30}\)

—**USER ACCESS IMPROVEMENTS**

The online and electronic tools needed to discover and access information are consistently seen as inadequate by many users, as indicated in our LibQUAL+™ surveys and other institutions’ LibQUAL+™ surveys. In response to the LibQUAL+™ survey, focus groups, and other user input, the Library has taken many steps to improve both user discovery and access. 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. This is a priority area for our users and the Library has committed significant resources to its development.

**FIGURE 5.5. LIBQUAL+™ INFORMATION CONTROL ADEQUACY GAP COMPARISONS 2006, 2008. NUMBERS REPRESENT THE GAP (POSITIVE OR NEGATIVE) BETWEEN THE PERCEIVED MINIMUM LEVEL OF SATISFACTION AND THE PERCEIVED CURRENT LEVEL OF SATISFACTION. POSITIVE NUMBERS INDICATE LEVELS ABOVE THE PERCEIVED MINIMUM.**

\(^{29}\) Library TV - [http://library.boisestate.edu/media/librarytv.shtml](http://library.boisestate.edu/media/librarytv.shtml)

Specific enhancements include:

- Improvements in the Library website to allow users to search more independently;
- Implementation of Serials Solutions software for improved article linking and A-Z journal listing;
- Implementation of the “Find It” button for increased highly-visible seamless access to full-text articles;
- Constant update and redesign of the Library website;
- Implementation of WebFeat software for enhanced federated (cross-resource and discipline based) searching;
- Enhancements to Library Catalog interface and searching capabilities;
- Successful recipient of LSTA grant to implement WorldCat Local (Spring 2009) and its enhanced discovery and access to information resources with three other Idaho Academic Libraries; and
- Development of more than 75 robust subject user guides with the LibGuides software interface.

Foundations: Listening and Communicating with Users

5. B.3 Policies, regulations, and procedures for systematic development and management of information resources, in all formats, are documented, updated, and made available to the institution’s constituents.

5. B.4 Opportunities are provided for faculty, staff, and students to participate in the planning and development of the library and information resources and services.

A number of methods are used by the Library to communicate with users, solicit feedback, and provide the means for users to participate in the planning process for library and information resources and services.

—CAMPUSS ADVISORY GROUPS

Faculty members serving as library representatives for each department are an important source of feedback and advice for the Library and for individual librarians working with departments. For example, departmental faculty library representatives often collaborate with librarians in reviewing individual collection areas and making collection recommendations. They also work with librarians in departmental reviews of journal and database titles.
The Academic Standards Committee within the Faculty Senate reviews policy decisions affecting undergraduate education, including the Library. The Dean of the University Library serves as an ex-officio member of both the Faculty Senate and the Academic Standards committee. In response to a recommendation from the Library Assessment Group, a Library Student Advisory Committee has also been recently formed to advise the Library.

—WEBSITES

The Library website provides multiple avenues for e-mail contacts and queries, comments and suggestions, and requests for services. The Library provides both a virtual and a physical “suggestion box.” Requests for new acquisitions are solicited from users through an online form. The Library Blog is updated frequently with entries communicating new resources, services, and events at the Library. The Library also has Facebook and Twitter accounts that provide additional communication avenues.

—POLICY INFORMATION

The Library website includes an “About the Library” section that provides links to major policy documents affecting the Library, such as the Mission Statement, Library Strategic Plan, and Collection Development Policies. Links are provided to individual departments and functions of the Library, which provide more specific policy and procedural information.

Foundations: Budget

5.D.6 The institution provides sufficient financial support for library and information resources and services, and for their maintenance and security.

—OVERALL BUDGET FOR LIBRARY

Major recurring funding sources for the Library include State of Idaho appropriated funds; student computer lab funds; student work study funds; and payouts from endowments. Because of State of Idaho reductions, base state allocations for FY 09/10 have been reduced campus-wide, with the Library’s base budget reduced by 3.02%. As part of campus-wide budget planning, the Library budget was grouped with other academic units and received one of the lowest percentage reductions of campus units. This has been crucial for maintaining library collections and services.

A large portion of the permanent library reductions needed for the 09/10 reduction were obtained by using library funding previously used to support the West Campus Library. With the creation of the
College of Western Idaho (CWI), this branch library became part of CWI and is supported by their budget. The net result was that resources used to support functions no longer needed were used to mitigate the reduction of library services.

<table>
<thead>
<tr>
<th>TABLE 5.2. SOURCES OF FUNDING</th>
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<tbody>
<tr>
<td>Major Sources of Funding:</td>
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<tr>
<td>FY 08/09</td>
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<tr>
<td>FY 07/08</td>
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<tr>
<td>FY 06/07</td>
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<tr>
<td>FY 05/06</td>
</tr>
</tbody>
</table>

—COLLECTIONS BUDGET

The appropriated materials budget for FY 08/09 was $2,727,224. After budget adjustments and transfers, there was a total of $3,021,233, available for purchasing library materials. In FY 08/09, $2,271,563 was budgeted for serial purchases and $629,595 for monographs. The monographic budget was divided further into several budget categories, including faculty requests ($65,000), new faculty/new programs support ($38,000), and book approval plans ($170,405). Funds from endowments help support collections in specific areas, particularly the endowment for the McCain Collection for Western Life.

In 2008, the Provost’s Office worked with the Library to commit to providing significant financial support for negotiating a 5-year contract for the licensing of a full package of Elsevier electronic journals. Moving from an initial subscription base of only 25 Elsevier journals and reliance on pay-per-view-per-article document delivery, the campus gained complete access to over 1800 full-text Elsevier journals with back file access to 1997. This journal package represented a significant addition to the Library’s ability to support faculty and students engaged in research.
—DEVELOPMENT ACTIVITIES

In the last few years, Boise State has greatly enhanced the personnel and activities of University Advancement. Part of this effort has resulted in an increased emphasis on development activities. The University’s first comprehensive campaign with a goal of $175 million is in progress, and the Library is an integral part of this campaign. In 2008, the Library was able to hire its first Development Officer, a position jointly funded by the Advancement Office and the Library.

While this position concentrates on major donor development, the Library has also been able to accomplish significant work in building strategies for other development areas, such as annual giving, planned giving, and a robust library giving website. The Library currently has more than 3 million in endowment funds. While payouts from endowments and current annual giving is still a relatively small part of our budget, the expansion of our development activities is a crucial strategy for the Library’s long-term support and growth.

Foundations: Personnel

5. D.1 The institution employs a sufficient number of library and information resources staff to provide assistance to users of the library and to students at other learning resources sites.

5. D.2. Library and information resources staff include qualified professional and technical support staff, with required specific competencies, whose responsibilities are clearly defined.

5. D.3 The institution provides opportunities for professional growth for library and information resources professional staff.

—LIBRARY STAFFING (JULY 2008)

<table>
<thead>
<tr>
<th>Role</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Librarians</td>
<td>18.92</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>3.88</td>
</tr>
<tr>
<td>Classified staff</td>
<td>43</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>13.3</td>
</tr>
<tr>
<td>Total Staff</td>
<td>79.1</td>
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</tbody>
</table>

Reorganization and reallocation of staffing within the Library has been extensive over the last 2 years as a result of strategic planning and response to assessment measures. Both librarians and staff have seen numerous changes in job responsibilities as the Library has aligned itself more closely with the campus mission and strategic plan. Some upward reclassifications of classified staff positions have occurred, as new and greater or more highly technical responsibilities were added to positions. Crucial to personnel change has been
the ability to provide librarians and staff with professional development opportunities and attendance at conferences, training sessions, and workshops. While the budget givebacks of 2008/09 resulted in reduced monies for travel because of mid-year cuts, the Library has been able to provide significant and enhanced opportunities for a wide variety of professional development in the last few years.35

Librarians are members of the faculty, are required to have ALA-accredited master’s degrees, and must fulfill Library Promotion and Tenure Requirements.36 These require that library faculty meet requirements for excellence in the areas of librarianship; professional contributions; scholarly, creative, research, and bibliographic activities; and service.

Library Professional Staff include information technology staff and the heads of the serials and acquisitions departments. Campus classifications for professional staff set standards for these positions and require them to be positions that are executive, administrative/managerial, or require specialized knowledge. The state system for Classified Staff provides a standardized system for determining the requirements for personnel in each position. Within the Library, Classified Staff include library assistants, managers of some library units, administrative assistants, and other support staff. Student assistants include currently enrolled student employees working at library service desks, shelving materials, and processing library materials.

Library personnel are required to have current job descriptions and to receive annual evaluations. Recruitment and hiring practices conform to standard policies set forth and monitored by the campus human resources office.

—ACADEMIC TECHNOLOGIES STAFFING

| Professional Staff  | 10 FTE   |
| Classified Staff    |  7 FTE   |
| Student Assistants  | 16 FTE   |
| Total Staff         | 33 FTE   |

Academic Technologies is administratively housed in the Center for Teaching and Learning, and is described in more detail in Standard 4. The staff includes four professional staff positions with training in instructional development and design, three positions with responsibilities for computer based technologies and online resource development, four positions with shared responsibility for multimedia software, three with extensive distance learning experience, one with extensive experience in video production, and several other cross-trained media production specialists and support staff.

35. Spreadsheets of Library Professional Development and Training. FY 07/08, FY 08/09
Academic Technologies maintains a budget for professional conference attendance and technical training. Each professional who desires to attend a professional conference must submit a program proposal and contribute as an additional professional development experience, although being selected for the program is not a condition to supported attendance. In addition, a number of online courses and webinars are regularly used to keep up staff expertise. Technical support staff are regularly scheduled for various certification training and to attend technical vendor schools. Finally, Academic Technologies implemented an internal staff development program utilizing podcasts through the University’s iTunes U program.

Staffing for the Office of Information Technology is described in Standard 8.

Foundations: Facilities

Standard 5.C The institution provides adequate facilities for library and information resources, equipment, and personnel. These resources, including collections, are readily available for use by the institution’s students, faculty, and staff on the primary campus and where required off-campus.

Library physical space is centralized in a 200,000 square foot facility, the Albertsons Library. A renovation/expansion of the Library was completed in 1995 with major funding from the Albertsons family and Albertsons Inc. The facility is open 102 hours per week during the academic year.37

—LEARNING AND STUDY SPACES

General study space is provided throughout the building for individual study and group study. Seating for 1,155 is available, along with 111 computers in the public areas. Wireless access is provided throughout the building. The Third and Fourth floors are quiet study floors. An enclosed “Silent Study” room and a Faculty/Grad/Honors study room are also available, along with first-come, first served group study rooms. Lockers and lockable study carrels are assigned on a semester basis to students. An attractive first floor Starbucks coffee shop provides a meeting place and additional study space for students and faculty.

—LIBRARY COMPUTER LAB

The library computer lab including 97 computer workstations is made available to currently enrolled students. The lab is open and staffed with lab assistants during library hours of opera-

37 Albertsons Library Hours. http://library.boisestate.edu/hours/
Funding from student fees for the Library computer lab has increased significantly in the last two years, with funding for FY 09 increasing to a total of $100,000. This has allowed the Library to increase the number of workstations and printers made available to students. The Library computer lab is among the most heavily used labs on campus. Seventeen laptops funded by student fees are also available for 3-hour checkout to current students at the 1st-floor Circulation Desk.38

—LIBRARY INSTRUCTION CLASSROOMS

Two library instruction classrooms are available on the second floor. Library 201C is a configurable seating space that can be used with laptops for instruction. Library 203 has 26 fixed computer workstations in a configuration that allows individual and small group work.

Foundations: Beyond Boise State

5.B.5 Computing and communications services are used to extend the boundaries in obtaining information and data from other sources, including regional, national, and international networks.

5.C.2 In cases of cooperative arrangements with other library and information resources, formal documented agreements are established. These cooperative relationships and externally provided information sources complement rather than substitute for the institution’s own adequate and accessible core collection and services.

—INTERNET AND NETWORK ACCESS

Boise State students, faculty, and staff have access to the Internet and computing facilities in offices and labs across the campus. The Boise State campus backbone has been upgraded to a gigabit network providing higher speeds for access to library and research resources on campus. The bandwidth for Internet access has doubled since 2006 and will continue to expand as research needs expand. This will be done through our membership with the Idaho Regional Optical Network (IRON). IRON connects state government, research institutions, education and health care facilities across Idaho. It enables Idaho researchers to collaborate on regional, national and international research projects.

Wireless network access is also available on the Boise State campus to all members of the campus community. This has facilitated group meetings in a variety of places on campus, other than just traditional work areas. IP telephony has been deployed on campus providing expanded telecommunications capabilities. This technology will also facilitate the expanded use of video, telephony and data access to the campus community.

38 Computing in Albertsons Library. http://library.boisestate.edu/services/computing.shtm
Virtual Private Networks (VPN) are enabled to areas on the campus network. This has enabled collaboration with outside researchers and Boise State faculty. These VPNs also allow faculty and researchers to securely access on-campus research assets from home, other campuses, or other countries.

As a Charter Associate of IRON, the University has direct access to Internet2, National Lambda Rail, the QUILT, and the Canadian National Research Network. These international research networks provide high-speed unprecedented access to world-class research, researchers and educational resources.

—INTERLIBRARY LOAN SERVICES/AGREEMENTS

Interlibrary Loan services provide Boise State faculty, students (graduate and undergraduates), and staff with access to specialized research materials, books, and journal articles that are not currently part of the library's collections. ILL materials are supplied to Boise State staff, faculty, and students at no charge. In 2007/08, the Library borrowed 7704 items and loaned 6024 items. The University uses the OCLC Interlibrary Loan Service as its primary interlibrary loan network. The Library also utilizes the ILLiad™ and Ariel software to support interlibrary loan services.

Reciprocal borrowing agreements are formal signed agreements between libraries. The Library has 159 agreements in place at this time with other university, special, public, and foreign libraries. The agreements allow for free lending and borrowing between libraries. The Library also has a signed agreement with Boise Public Library to provide book courier service between the two libraries. There is also a long-standing deposit account with the British Lending Library from which the Library Interlibrary Loan Department requests articles and the loan of books.

—LIBRARIES LINKING IDAHO (LILI)

LiLI is a statewide project/consortium that brings services and resources to Idaho libraries and citizens. The Library participates fully in LiLI. The Dean of the University Library serves as a member of the LiLI Steering Committee, which works with the Idaho Commission for Libraries to plan, initiate, and evaluate services. LiLI provides statewide access to a number of databases, which has helped the Library in providing access to a broader range of resources. The Library also participates in LiLI Unlimited, which provides the Idaho Statewide Catalog and resource sharing. The Library is also a participant in the LiLI Express program for reciprocal direct borrowing. The Library provides “special borrowers” cards that allow circulation privileges to all Idaho residents 18 years and older.

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39 Interlibrary Loan. [http://library.boisestate.edu/ILL/](http://library.boisestate.edu/ILL/)

The Library, along with other Idaho libraries, participates in a number of cooperative purchasing arrangements with a variety of consortiums: locally, regionally, nationally, and in the case of OCLC, globally. Because of the small number of Idaho Academic Libraries and their limited purchasing power, participating in consortiums of larger size outside Idaho have most frequently provided the largest costs savings for the Library.

These consortiums may have a formal organizational structure with membership agreements, staff and administrative offices such as Orbis Cascade Alliance and OCLC, or they may be very informal, composed of a group of libraries coming together and signing an agreement for just one purchase, such as the INSPEC Buying Group. We have been able to join existing consortiums or create new ones as needed. The Library’s aggressive seeking out and use of consortial purchases has resulted in access to otherwise unaffordable or unobtainable resources and resulted in significant cost savings. Current consortium participation includes Amigos Library Services; LiLI; OCLC; Orbis Cascade Alliance; EPSCoR Science Information Group; Minitex Library Information Network; and Bibliographical Center for Research.

Idaho Academic Libraries WorldCat Local

In 2008, the Library took the lead on a collaborative LSTA grant proposal for the purchase and implementation of WorldCat Local. Partners in the proposal included the University of Idaho Libraries (including the University of Idaho Law Library), and Lewis-Clark State College Library. While unable to participate directly because of financial constraints, the Idaho State University Library supported the project as well. Implementation in Spring 2009 provided an enhanced discovery and access tool for Idaho academic libraries that also enhances interlibrary loan and resource sharing possibilities among Idaho libraries.
Commendations, Recommendations, and Action Plan

—COMMENDATIONS

- The campus Library has done an excellent job of using the University's strategic plan, Charting the Course, as a guide and framework for the Library's strategic planning. The Library strategic plan expands on the four destinations of Charting the Course (Academic Excellence, Public Engagement, Vibrant Culture, and Exceptional Research) and provides detailed objectives for achieving strategic goals.

- Over the last few years, the Library has successfully transitioned its collections and resources from a primarily print and microform based collection with an undergraduate focus to a collection emphasizing electronic databases and journals that supports undergraduates, graduate programs, and research initiatives on campus.

- The Library is effectively assessing the quality of its operations using LibQUAL+™ and other tools, and has made effective use of the resulting information to improve library services and operations.

- According to assessment data, Boise State's library ranks near the top of its peer group in satisfaction among its users: 3rd out of 15 among undergraduates, 2nd out of 14 among faculty, and 1st out of 14 amongst graduate students.

- The Library has made personnel and organizational changes to meet the changing demands and the role of the Library.

—RECOMMENDATIONS

- The Library must continue to do all it can to meet the challenge to strengthen dramatically the Library’s collections and access to information resources in support of additional graduate programs and research initiatives on campus. To do so will be particularly challenging in the face of continued price inflation on electronic serials and databases and a difficult economic and budgetary environment in Idaho. The ability to both maintain the gains the Library has made in this area and to meet the needs of future new programs and research initiatives is crucial to the campus’ mission of becoming a metropolitan research university of distinction.
—ACTION PLAN

- The Library will continue to make internal reallocations of resources to support Library priorities as the Library responds to change, including technological change, changing personnel needs, and shifts in campus programs and priorities.

- The Library will continue to expand its development activities as a crucial strategy for the Library's long-term support and growth.

- The Library will continue to improve its website, provide better searching capabilities, overhaul the catalog interface, and provide more powerful and intuitive access tools to both identify and use our many databases. This is a priority area for our users and the Library has committed significant resources to its development.